

PRY TWO ENGLISH IST TERM E-NOTE

Week: One

Class: Primary Two

Topic: phonemic awareness I

Behavioural objectives:

At the end of the lesson pupils should be able to:

1. Learn sounds through songs.
2. Repeat sounds they hear.

Instructional material/Reference material: wall chart showing the rhymes, flash card showing the key words in the songs, approved work book.

Building Background /connection to prior knowledge: pupils are familiar with the pronunciation of sounds.

Content:

Phonological awareness is the ability to recognize and manipulate the spoken parts of words.

The levels of phonological awareness are, from simplest to most complex:

syllables, onset-rime, and phonemes. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words, e.g car as in /a:/, beat as in /i:/.

Phonics

Sound bank

Practise saying the following sounds again.

/ɪ/	/ɒ/	/æ/	/e/	/ɑ:/	/əʊ/
					
fish	clock	cat	egg	car	boat
/p/	/s/	/b/	/t/	/d/	/tʃ/
					
pen	snake	bag	train	desk	church

Activity

A Look at the objects. Fill in the blanks with the missing letter sounds. The first one has been done for you.

				
_____	_____	_____	_____	_____

Evaluation:

Read the following.

Pease porridge hot

Pease porridge cold

Pease porridge in the pot

Nine days old

Some like it hot

Some like it cold

Some like it in the pot

Nine days old

Which words in Activity poem rhyme with got and told?

Week: Two

Class: Primary Two

Topic: phonemic awareness II

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Produce the vowel sounds correctly.



Usual spelling of /p/

p	paper	pot	ape
pp	pepper	apple	happy

Usual spelling of /b/

b	basket	bottle
bin	ball	bell
number	cab	
bb	rubber	bubble

Activity

A Look at the pictures. Say the sentences after your teacher.

Paul paid Peter to paint the pot pretty.

Banky bought a big bicycle for his baby brother, Ben.

14

Phonics: Write the sounds /p/ and /b/ on the board for the pupils to see and say after you. Also write and say the example words and sentences, emphasizing the two different sounds. Correct the pupils as they say the words after you. Make the tongue-twister a lively class activity.

1. pronounce consonants sounds in isolation, in words and in sentences correctly.
2. differentiate between words in each pair in isolation and in sentence context.
3. produce consonant clusters correctly.

Instructional material/Reference material: Pictures of object, flash card, flannel board, wall chart and course book.

Building Background /connection to prior knowledge: pupils have learnt about the Production of the vowel sounds correctly and pronounce words correctly using combination of sounds to produce words.

Content: Consonant sounds in isolation and cluster

Consonant sounds in isolation

1. /b/- bed
2. /d/- dog

Consonant clusters

- /bl/- blade
- /br/- b read
- /fr/- fro g
- /fl/- flood

Examples: (a) I ate bread this morning (b) This blade is very sharp (c) The frogs live in water.

Evaluation

: The teacher asked questions on what has been taught.

1. Pronounce sounds in isolation, words and sentence correctly?
2. Differentiate between sounds in pairs of words correctly?

Week: Four

Class: Primary Two

Topic: phonemics II

Behavioural objectives: At the end of the lesson pupils should be able to:

1. identify mono and bi-syllabic word.
2. read multi-syllabic words using prefixes, suffixes and unknown words parts.
3. apply basic syllabication rules.

4. use structural analysis to decode words.

Instructional material/Reference material: Teacher made words and sentence, words in flash card.

Building Background /connection to prior knowledge: pupils have learnt about consonant sounds in isolation and cluster and how to use them in sentence.

Content: Mono -syllabic, bi-syllabic, multi-syllabic (words).

Mono-syllabic words- go, it, to

mum	sister	alphabet
dig	father	domestic
fruit	apple	grandmother
frog	river	elephant
eye	daughter	eraser

Exercise 2

Say each word in the box with two claps. Then divide each word into two syllables by putting a plus (+) symbol after the first two letters.

Examples:

mother = mo + ther
actor = ac + tor

enter	fever	father	Mary
unknown	today	giraffe	water
paper	bacon	colour	silent

Reading

Dangers of using pesticides incorrectly

A pesticide is a chemical substance used to kill insects and small animals that destroy crops. Pesticides are used to kill tiny living things like crop pests, insects.

Bi-syllabic words- s/it, bi/g, pi/g

Multi-syllabic words- um/bre/lla, di/a/ mo nd.

Exercise

Evaluation

: The teacher asked questions on what has been taught.

1. Pronounce words correctly?
2. Read the sentence correctly?
3. Decode words using structural analysis.

Week: Five

Class:

Primary Two

Topic: Fluency

Behavioural objectives: At the end of the lesson pupils should be able to :

1. Read different kinds of text with fluency and confidence.

Instructional material/Reference material: chalkboard, cardboard, children text, pictures and drawing, text with illustration and chart.

Building Background /connection to prior knowledge:

pupils have learnt about

mono, bi and multi- syllabic words.

Content: Fluency

The quality of being fluent in a language; a person's command of a particular language.

Evaluation: The teacher asked questions on what has been taught.

1. Given text and recall information in them.

Week: Six

Class: Primary Two

Topic: Fluency

Behavioural objectives: At the end of the lesson pupils should be able to read class appropriate passages:

- accurately
- with expression
- with appropriate speed.

Instructional material/Reference material

: A comprehension passage (HIV/AIDS)

and drug abuse, chart pictures to the passages.

Building Background /connection to prior knowledge: pupils have learnt about how to read fluently and confidently.

Content: Fluency

- A text based on the birthday party (non-fiction)
- A history of Nigeria (fiction)

Evaluation:

The teacher asked questions on what has been taught.

1. Read the passages fluently
2. Identify key words
3. Say the meaning of the key words
4. Answer the questions on the passages.

Week: Seven

Class:

Primary Two

Topic: comprehension

Behavioural objectives: At the end of the lesson pupils should be able to:

Listen to passages, rhymes and stories.

Instructional material/Reference material

: supplementary readers, pupils course

book, wall chart showing rhymes and poem, flash card showing the key words.

Building Background /connection to prior knowledge: pupils have learnt about reading comprehension passages with confidence and fluency.

Content: Comprehension passage

Evaluation: The teacher asked questions on what has been taught.

1. Answer the factual questions from the comprehension passage

Week: Eight

Class: Primary Two

Topic: comprehension

Behavioural objectives: At the end of the lesson pupils should be able to:

1. identify main ideas and supporting facts in stories.
2. state the title of their story.
3. identify the characters in the story.

Instructional material/Reference material: picture showing a story teller and audience.

Building Background /connection to prior knowledge

: pupils have learnt about

how to read the comprehension passage as the last topic treated.

Content: Comprehension passage

- Danger of food contamination/poisoning.

Evaluation:

The teacher asked questions on what has been taught.

1. Narrate a story correctly?
2. State the title of the story?
3. Identify characters in the story?
4. State the morals in the story?

Week: Nine

Class: Primary Two

Topic: comprehension

Behavioural objectives: At the end of the lesson pupils should be able to:

1. Listen to class passage read to them
2. Retell the story in the passage
3. Answer simple comprehension question.

Instructional material/Reference material: pictures of object and person, chart and course book.

Building Background /connection to prior knowledge: pupils have learnt about a comprehension passage.

Content: Oral comprehension/games

Listening and speaking

A dishonest milk seller

A long time ago, a milk seller became very rich through dishonest means. He would cross a river daily to reach the city where his customers lived. And on his way, he would always mix the water from the river with the milk generously so as to have good profits.

One day, he went around, collecting money from his debtors in order to organise an expensive wedding for his only son. So, he used the money to buy lots of good clothes, jewellery and other expensive materials for the wedding.

On his way home, while crossing the river, the boat overturned and all the expensive goods drowned in the river. The milk seller was very sad and burst into tears. At that time, he heard a voice from the river, saying

'Do not cry. What you have lost is as a result of your cheating and dishonest act against your customers'.

However, this incident taught him a lesson. And he vowed to be honest in his dealings with people thereafter.



Exercise

Answer these questions orally.

- 1 How did the milk seller become rich?
- 2 From whom did he collect money?
- 3 What did he want to do with the money?
- 4 What happened to the boat?
- 5 Who told him not to cry?
- 6 What did he vow to do?

Listening and speaking: First, read the passage to the pupils. Let them read it also. Emphasise the lesson being taught in the passage. Then, guide them to answer the questions.

193

Evaluation: The teacher asked questions on what has been taught.

1. say what the passage is talking about.
2. retell the story in the passage.
3. answer the given questions from the story.

Week: Ten

Class: Primary Two

Topic: comprehension

Behavioural objectives: At the end of the lesson pupils should be able to;

- read simple sentences and answer factual questions on them

Dangers of using pesticides incorrectly

A pesticide is a chemical substance used to kill insects and small animals that destroy crops. Pesticides are used to kill tiny living things like crop pests, insects,

Listening and speaking: Say the words in Exercise 1 and guide the pupils to say them after you. Explain that they are respectively said to be one-, two- and three-syllable words because they respectively have one, two and three clear vowel sounds. Say the words and let the pupils repeat them after you, stressing the number of vowel sound(s) in each word you say.

Reading: Read the passage clearly, emphasising the key words. Explain such words and explain how dangerous pesticides can be to crops, animals, and human beings. Read the passage a second time, and get the pupils to read it independently too before you ask them questions on it.

mosquitoes, and cockroaches.

These pesticides are sprayed on the crops, where they remain. The crops are harvested and sold to the people. The crops are the same ones we buy in the market to eat. The pests are gone, but the chemicals are not. So we eat these chemicals on grain, fruit, and vegetables we buy. The chemicals are stored in our bodies and can slowly begin to poison us.

These crops are also used in the preparation of feed for animals and also produce for human beings. Animals eat the feed and human beings eat the produce, and both retain the chemicals in their bodies. Then human beings also eat the animals and take in more chemicals.

Washing and peeling don't take the chemicals away completely. However, we need to wash all fresh fruits and vegetables.

To prevent poisoning from pesticides, we should grow our own food without using pesticides, and know what to eat and what to avoid.



mosquitoes, and cockroaches.

These pesticides are sprayed on the crops, where they remain. The crops are harvested and sold to the people. The crops are the same ones we buy in the market to eat. The pests are gone, but the chemicals are not. So we eat these chemicals on grain, fruit, and vegetables we buy. The chemicals are stored in our bodies and can slowly begin to poison us.

These crops are also used in the preparation of feed for animals and also produce for human beings. Animals eat the feed and human beings eat the produce, and both retain the chemicals in their bodies. Then human beings also eat the animals and take in more chemicals.

Washing and peeling don't take the chemicals away completely. However, we need to wash all fresh fruits and vegetables.

To prevent poisoning from pesticides, we should grow our own food without using pesticides, and know what to eat and what to avoid.



and take in more chemicals.

Washing and peeling don't take the chemicals away completely. However, we need to wash all fresh fruits and vegetables.

To prevent poisoning from pesticides, we should grow our own food without using pesticides, and know what to eat and what to avoid.



Exercise

Answer these questions.

- 1 What is a pesticide?
- 2 What are pesticides used for?
- 3 How are they used?
- 4 Do washing and peeling take the chemicals away completely?
- 5 How can we prevent poisoning from pesticides?
- 6 Pesticides can kill cockroaches? True or false?
- 7 How do pesticides affect human beings?
- 8 Mention three animals that pesticides can kill?

Instructional material/Reference material: Selected sentences from various source based on health or other issues of interest to the children, Flip charts and cardboards supplementary reading materials.

Building Background /connection to prior knowledge: pupils have learnt about comprehension passage.

Content: Comprehension passage (danger of wrong use of pesticides)

Evaluation: The teacher asked questions on what has been taught.

