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**Literacy
lesson plans**
Primary 3

Term 3
Asking questions

Weeks
21—25

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans

Primary 3 Term 3

▶ Asking questions

This is the fifth in a series of six literacy lesson plan publications, designed to be used throughout the three academic school terms.



Introduction

Good teaching can help learners achieve positive outcomes, even in difficult circumstances. But learners have little chance of making progress where the teaching is poor.

Throughout 2010 in Kaduna State, the Ministry of Education carried out baseline surveys to assess classroom teachers, headteachers and pupil learning outcomes. Sadly, the findings were alarmingly poor. It was clear that despite substantial inputs into education, the majority of teachers were themselves victims of an education system that was in a serious downward spiral.

Following this research, the State Ministry of Education, the State Universal Basic Education Board and local government education authorities, supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms to strengthen schools.

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1–3 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

Alongside the lesson plans, structures and processes have been put in place so that teachers are continuously supported by the State School Improvement Team and specially-trained school support officers.

I am confident that these lesson plans will raise standards in our schools. I commend all those who have worked hard to produce these plans and train our teachers to use them, and I offer thanks to the UK Department for International Development (DFID) for its ongoing support for education reform in Kaduna State through its ESSPIN programme.

Professor Andrew Jonathan Nok

DSc, PhD, OON, FAS, NNOM



Honourable Commissioner
of Education, Science and
Technology
Kaduna State

Literacy
lesson plans
Primary 3

Term 3
Asking questions

Weeks
21—25

Introduction

▶ Asking questions

Effective questioning in the classroom

Questioning is a very useful way to find out what pupils already know and whether they understand what they are learning. It is also a strategy to measure how successful your teaching is.

When you use questioning as part of your teaching, you are involving pupils in their learning, and giving them immediate feedback. This is a good way to develop motivation.

Pupil participation

Ask pupils to discuss questions in pairs or small groups. This is a good way to get the whole class talking. It gives pupils the chance to explain their thinking.

Explain to your class that the question is for them to discuss in a pair or a group. Tell them they have 2—3 minutes to discuss it. Ask the question and walk around the class listening to the pupils talk. You can then ask further questions to extend their thinking or help their understanding.

Thinking time

It is really important that when you ask pupils questions you count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the ‘quick thinkers’.

When asking questions remember to choose pupils from different areas of the classroom – choose pupils who do not have their hand up and choose pupils whose understanding you want to check.

Different questions

The main types of questions are ‘closed’ questions and ‘open’ questions. When you ask closed questions there will only be one answer, eg: ‘What is 3 x 4?’, ‘What colour is the dog in the story?’. It is easier to ask closed questions. An open question is one that has many answers, eg: ‘What do you think Hassan likes doing on a Saturday?’ Asking open questions makes children think of different ideas.

**Literacy
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Introduction

▶ Songs, stories and games for the term

The vowel song

a, e, i, o, u, a, e, i, o, u /
a, e, i, o, u are the short
vowels that we use! /
A vowel in every word /
every word, every word. /
A vowel in every word that
we read and write. /
ai, ee, ie, oa, ue, ai, ee, ie,
oa, ue /
ai, ee, ie, oa, ue are the long
vowels that we use! /
A vowel in every word /
every word, every word /
A vowel in every word that
we read and write.

'i-e' story

It is five to nine. The sun starts to shine. Ali puts his white shirt on. He goes outside. He sits under a pine tree. Omi rides his bike. They like being outside. 'Let us play hide and seek,' says Ali. He finds a wide pipe to hide in. Omi sees his white shirt and shouts, 'I can see you.'

'a-e' story

Edet and Danladi made a game. Edet was a snake. Danladi was eating a cake. Edet was chasing Danladi and trying to make her fall down. She was trying to escape. She had to get to the lake and swim to a secret cave.

'o-e' story

The dog woke up. He was at home alone. He looked for a bone but all he found was a stone.

Who is it?

Sit one pupil on a chair with his or her back to the rest of the class.

Point to another pupil to come and tap him or her on the head and say, 'Who is it?'

Ask the pupil on the chair to guess who is asking the question.

As soon as the pupil on the chair guesses correctly, change the pupils and let other pupils have a turn.

This game can be played in groups.

Adjective game

Gather the pupils in a circle.

Ask a pupil to say a noun, eg: 'man', 'goat', 'house'.

Ask the next pupil to think of an adjective to describe the noun, eg: 'an angry man'.

Tell the next pupil to continue with another adjective, eg: 'an angry, fat man'.

Continue until no one can think of any more adjectives.

Literacy
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Introduction

▶ Teaching aids

Medicine

When you are ill, the doctor may give you some medicine. This medicine can be syrup in a bottle or tablets. It can also be lotion in a tube.

Read the instructions with the medicine to find out how much medicine to take, and when to take it. It is dangerous to take too much medicine.

Do not take other people's medicines. Do not give your medicine to other people. Keep your medicine in a safe place. If a young child takes your medicine, he or she will get very ill.

Staying healthy

- 1 Stay clean. Wash every day with soap and water. Insects love dirt and insects bring illness.
- 2 Brush your teeth every day. Food gets in between your teeth and will go bad if you don't clean your teeth.
- 3 Wash your clothes often with soap and water. Insects do not like soap.
- 4 Drink clean water. The water we get from the river, or even from a pump or well, is not really clean. Boil water to make it clean.
- 5 Clean your house. Old bits of food and clothes bring rats and flies.

Adverbs

Adverbs are words that tell us more about how an action is done. Adverbs answer three main questions:
How? When? Where?

Adverbs that answer the question 'How?' are called **Adverbs of manner**.

- How is he writing?
He is writing **carefully**.
- How are they singing?
They are singing **sweetly**.
- How is the man talking?
He is talking **softly**.
- How is she dancing?
She is dancing **gracefully**.

Adverbs that answer the question 'Where?' are called **Adverbs of place**.

- Where is she? She is **here**.
- Where is he? He is **there**.

Adverbs that answer the question 'When?' are called **Adverbs of time**.

- When do you comb your hair? I comb my hair **after** my bath.
- When did you buy the dress? I bought it **yesterday**.
- When will they be here? They will be here **next week**.
- When do you want the homework? I want it **now**.

Letter from the farm

The farm
Ariko village
Kaduna
May 1st 2013

My dear son,

We are all working very hard on the farm at the moment. We have already planted the maize, yams and rice. We are planting the groundnuts this week.

I look forward to seeing you in the holiday.

Love,
Father



Week
21
Tunde and Yaro

Letters/sounds

Revision sounds

'ew'

new
drew
grew
few
stew

'au'

cause
pause
because
author
sauce
August

Words/phrases

market
homework
salary
earn
bank
traders

Assessment

During each lesson, walk around the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Tunde and Yaro's weekend

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'au'.

Read a playscript.

Teaching aids

Before the lesson:

Have ready the 'ew' words on flash cards and write the 'au' words on the chalkboard.

Read the instructions for the 'Who is it?' game.

Make a set of key word flash cards for each group.

Read Better English 3, pages 106—107.

Letters and sounds

Whole class teaching

Flash the 'ew' words for the pupils to read.

Write the word 'sauce' on the chalkboard and explain its meaning.

Sound out and read the other 'au' words with them.

Air write 'au' and tell the pupils to write 'au' on the ground and on their partner's back.

Tell the pupils to write 'au' five times in their exercise books.

Ask them to draw a picture to explain 'sauce' and write the word under the picture.

10 minutes | Game | Better English 3

25 minutes | Better English 3

10 minutes | Better English 3

Introduction

Whole class teaching

Play 'Who is it?'

Tell the pupils to look at the picture in Better English 3, page 106.

Choose some pupils to say sentences about what they can see.

Write some of their ideas on the chalkboard.

Main activity

Whole class teaching

Read the playscript in Better English 3, page 106 to the pupils and explain it to them.

Hold up the key word flash cards, read and explain them to the class.

Tell the pupils this passage is called a **playscript**.

Tell the pupils that a playscript tells a story through speech.

Ask them how it is different from a story (the names are down the side with the speech next to them).

Group task

Place a set of the key word cards face up in front of each group.

Say one of the words and ask the pupils to find it and hold it up.

Repeat until all the words have been said twice.

Choose two pupils to help you role play the playscript as you read it again.

Ask each group to read the playscript.

Select two pupils from each group to read the parts of Tunde and Yaro.

Plenary

Pair task

Tell the pupils to read questions 1—3 in Better English 3, page 107 with you.

Choose some pairs to say the answers.

Ask the pupils to write the answers in their exercise books.

Going to the market

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with the 'au' sound.

Write 'too' and 'two' correctly in sentences.

Teaching aids

Before the lesson:

Write the 'au' words on the chalkboard.

Make a set of flash cards containing the 'au' sentences for each group (see opposite).

Read Better English 3, pages 106—107.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'ew' words for the pupils to read.

Write 'au' and ask pupils to say a word with the sound.

Read the 'au' words and explain them.

Read and explain the 'au' sentences.

Give each group a sentence and ask them to draw a picture to explain it.

Tell them to write the sentence underneath their picture.

10
minutes

Better English 3

Introduction

Whole class teaching

Tell the pupils to look in Better English 3, pages 106—107.

Ask the pupils what they remember about the playscript.

Tell them that people in a playscript are called **characters**.

Read the key words and ask the pupils to point to them in the playscript.

Choose two pupils to read the parts of Tunde and Yaro to the class.

Tell the pupils to put expression in their voices as they read their parts.

25
minutes

Main activity

Pair task

Ask the pupils to find the word 'to' in the story.

Ask the pupils if they know another way to spell this word, ie: 'two' and 'too'.

Ask them what 'two' and 'too' mean.

Explain that 'too' means 'as well as' or 'also'.

10
minutes

Better English 3

Plenary

Whole class teaching

Read out questions 4—7 from Better English 3, page 107.

Ask some pupils to say the answers.

Ask the class if they are correct.

'au' sentences

In August it is very wet because it is the rainy season.
The goat ran away because I chased it.
If you can write a book you are an author.
I pause to think when I am reading.

Tunde's brother

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write words with the 'au' sound.

Make up questions and answers.

Teaching aids

Before the lesson:

Have ready the 'ew' and 'au' words on flash cards.

Write the 'au' sentences from Day 2 on the chalkboard.

Read the instructions for the 'Adjective' game in the introduction.

Letters and sounds

Whole class teaching

Flash the 'ew' cards.

Write 'au' on the chalkboard and ask the pupils to write it in the air.

Flash the 'au' words and say them with the pupils.

Read the 'au' sentences together.

Ask the pupils to underline 'au' in the words.

Write on the chalkboard:

bec__se

p__se

c__se

__gust

__thor

s__ce'

Tell the pupils to complete the words in their exercise books.

10
minutes

Game

25
minutes

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils if they can tell you what an adjective is, ie: a describing word.

Play the 'Adjective' game.

Whole class teaching

Choose some pupils to explain what a playscript is.

Ask the class, 'What did Tunde need money for?'

Say, 'What do you think Tunde will say to his brother when he asks him for some money?'

Tell the pupils that Tunde's brother is called Musa.

Ask them to think of questions and answers between Tunde and his brother.

Tell the pairs to role play Tunde talking with his brother.

Pair task

Tell the pupils they are going to start writing a playscript.

Tell them to write the title, 'Tunde and his brother' in their exercise books.

Tell them to write 'Tunde' at the left-hand side of the page.

Next to 'Tunde', tell them to write a question (using a question mark).

Under 'Tunde', tell them to write 'Musa'.

By the side of 'Musa', tell them to write his reply.

Ask the pupils if they can write another question and reply.

Whole class teaching

Ask the pupils to write the other words that sound like 'too' on the chalkboard.

Writing playscripts

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with the 'au' sound.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'ew' words on flash cards.

Letters and sounds

Whole class teaching

Flash the 'ew' cards.

Write 'au' and ask if anyone can remember any 'au' words.

Write their ideas on the chalkboard.

Write on the chalkboard:

'In August...'

'I eat sauce with...'

'I go to school because...'

Ask the pupils to finish the first sentence, eg: 'In August we do not go to school.'

Do the same with the other sentences.

Ask them to complete the sentences in a different way in their exercise books.

10
minutes

Introduction

Whole class teaching

Tell the pupils to look at the playscript they wrote yesterday.

Choose some pairs to read out and role play their playscripts.

25
minutes

Main activity

Whole class teaching

Ask the pupils to think about what might happen if Tunde goes to the market and asks for work.

Write their ideas on the chalkboard.

Pair task

Ask the pairs to role play what a market seller might say, eg: 'How hard will you work?'

Ask them to think how Tunde will reply, eg: 'I will work very hard.'

Tell the pairs to role play different things Tunde and the market seller might say to each other.

Tell the pupils to add to their playscripts in their exercise books.

Remind them to write the names on the left-hand side.

Ask them to write what Tunde says and what the market seller says in reply.

10
minutes

Plenary

Whole class teaching

Choose some pairs to perform their role play for the class.

Lesson
title

Reading playscripts

15
minutes

Words

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise vowel letter blends in words.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'ew' and 'au' words on flash cards.

Write the sound grid (left) on the chalkboard.

Read the instructions for the 'Adjective' game.

ue	ew	ir
ee	au	oi
oo	air	igh
ou	er	ar

Letters and sounds

Whole class teaching

Flash the 'ew' and 'au' words.

Repeat, more quickly.

Point to the sound grid and read it with the pupils.

Say: 'blue, farm, new, sister, green, bird, because, join, shoot, night, shout, chair'.

Ask the pupils to listen to each word carefully.

Ask if they can hear any of the sounds in the grid.

Choose someone to come and put a circle around it.

Repeat until you have said all the words.

10
minutes

Introduction

Pair task

Tell the pupils to find their playscripts from yesterday.

Give them time to finish their playscripts.

As they do this, copy one of their playscripts on to the chalkboard.

25
minutes

Main activity

Pair task

Ask the pupils to look at the playscript on the chalkboard.

Read it to them and ask if it is correct.

Ask, 'Are the names down the side? Is the speech next to the speaker? Are there question marks? Are there replies to the questions?'

Ask them to check through their playscripts and make sure they make sense.

Choose some pairs to role play their playscripts for the class.

Ask the class to say what they like about the playscripts and what could improve them.

10
minutes

Plenary

Whole class teaching

Play the 'Adjective' game.

Game

A group of children are crouching on a sandy surface, possibly a beach or a playground. They appear to be engaged in an activity, perhaps drawing or playing with the sand. The children are wearing light-colored clothing, and the overall scene is captured in a warm, golden light. A white text box is overlaid on the left side of the image.

Week
22
Staying healthy

Letters/sounds

Revision sounds

'au'

cause
pause
because
author
August

'i-e'

time
pine
line
shine
nine
kite
white
bite
pipe
five
ride
wide
bride

Words/phrases

bleeding
knee
hurt
bandage
first aid
clean
cut

Assessment

During each lesson, walk around the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Etim and Chike

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise the split sound 'i-e'.

Read and act out a playscript.

Teaching aids

Before the lesson:

Prepare a large 'ie' flash card.

Make sure each pair has a set of alphabet letters.

Write the key words on flash cards.

Copy 'Etim and Chike play football Part 1', opposite, on to the chalkboard.

Letters and sounds

Whole class teaching

Display the 'ie' card and say the sound with the pupils.

Ask the pupils to spell the word 'tie'.

Ask them to sound it out, ie: 't-ie'.

Tell pairs to make it with their letters and write it on the chalkboard.

Write 'm', making 'tiem',

Explain that although there are letters for each sound, this is not the correct spelling of 'time'.

Explain that we need to split the 'i' and 'e' and write 'time'.

Tell the pupils that this is called a **split sound**.

Repeat with 'pie' and make it into 'pine'.

10
minutes

Introduction

Whole class teaching

Read the passage 'Etim and Chike play football Part 1' with the pupils.

Ask the pupils to think about when they might have hurt themselves.

Write some of their sentences on the chalkboard.

25
minutes

Main activity

Whole class teaching

Ask the pupils what type of passage this is (a playscript).

Hold up the key words and explain them.

Ask the pupils to look for the key words in the playscript.

Group task

Remind the pupils that we call the people in plays 'characters'.

Tell them to read and role play the playscript in their groups.

Go round and listen to each group reading the playscript.

Tell the groups to discuss the items they might find in a first aid kit.

10
minutes

Plenary

Whole class teaching

Ask the pupils to tell you the items they think will be in a first aid kit.

Explain the following items if they are not mentioned: cotton wool, bandage, plaster and scissors.

Etim and Chike play football Part 1

Etim and Chike are playing football with their friends and Etim falls down.

Etim: Ouch! I've hurt my knee. I can't get up.

Chike: Oh no, what can I do?

Etim: Help me, I can't move.

Chike: Your leg is bleeding, let me get the first aid kit.

Staying healthy

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read and spell words with 'i-e'.

Talk about a passage they have read.

Teaching aids

Before the lesson:

Have ready the 'au' words and the first seven 'i-e' words on flash cards.

Write the key words on flash cards.

Have ready a first aid box with some cloths, a bottle of water and an empty medicine bottle.

Write the 'Staying healthy' text from the introduction on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Display and read 'time' and 'pine' with the pupils.

Tell the pupils the 'e' on the end is a **'helpful e'** because it makes the 'i' say its name.

Read 'time' with the pupils and remind them that the 'i' and 'e' make one sound.

Display and read 'wide'. Say 'w-i-de' (3 sounds).

Read the next four words slowly and ask the pupils to try to write them in their exercise books.

Choose some pupils to write the words on the chalkboard.

10
minutes

Introduction

Whole class teaching

Flash the key words and check that the pupils understand them.

Show the pupils the first aid box and talk about how the objects are used.

Choose two pupils to role play using the first aid kit after one of them has cut their knee.

Ask them to think of what each character might say, eg: 'I am going to clean it.'

They can do this in their local language.

25
minutes

Main activity

Whole class teaching

Ask the pupils why we need to clean a cut.

Ask them to tell you different ways they can keep healthy.

Read 'Staying healthy' and explain it to the class.

Group task

Tell each group to look at a different 'Staying healthy' statement.

Ask them to talk about it in their groups and check they understand what it means.

Individual task

Tell the pupils to draw pictures in their exercise books to explain their statement.

Ask each group to show the class their pictures and talk about them.

10
minutes

Plenary

Whole class teaching

Read 'Staying healthy' to the pupils again.

Medicine

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with 'i-e'.

Find information in a passage.

Teaching aids

Before the lesson:

Have ready the 'au' word flash cards.

Write the 'i-e' story and the 'i-e' words on the chalkboard.

Copy the 'Medicine' passage from the introduction on to the chalkboard.

Have ready a strip of paper or card for each pair.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read the 'i-e' words and explain their meaning.

Ask the pupils to read the words with you.

Remind them the 'i' is a split sound and says its name, 'I'.

Read the 'i-e' story and explain it.

In pairs, ask the pupils to act out the story.

Tell the pupils to write some of the 'i-e' words in their exercise books and draw pictures to explain them.

10
minutes

Introduction

Pair task

Ask the pupils to tell you what they have learned about staying healthy.

Ask them to tell you what happens when they are hurt or sick.

Discuss this in your local language.

25
minutes

Main activity

Whole class teaching

Read the 'Medicine' passage and explain it to the pupils.

Ask them to tell you if they have ever taken medicine.

Ask them to tell you what it looked like and how they knew how much to take.

Write the words 'medicine', 'syrup', 'bottle', 'tablets', 'lotion' and 'tube' on the chalkboard.

Explain the meaning of these words and draw pictures to explain each one.

Pair task

Ask each pair to write a sentence about medicines.

Ask them to share it with the rest of the class.

Give each pair a strip of paper or card, ask them to write their sentence on it and draw a picture about the sentence.

Hang the sentences on a washing line across the classroom.

10
minutes

Plenary

Whole class teaching

Ask the pupils to look at the sentences about medicines and read some of them out to the class.

Ask the pupils what they have learned about medicines.

Explain that 'Staying healthy' and 'Medicine' are called **information passages**.

The first aid kit

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read and write words with 'i-e'.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'au' words on cards.

Write the 'i-e' words and the 'i-e' story on the chalkboard.

Copy 'Etim and Chike play football Part 2' (opposite) on to the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read all the 'i-e' words with the pupils.

Read the 'i-e' story and choose some pupils to underline the 'i-e' words.

In pairs, ask the pupils to tell each other the story.

Tell them to write some sentences about the story in their exercise books.

Tell them to use 'i-e' words.

Ask each pair to read one of their sentences to the class.

10
minutes

Introduction

Whole class teaching

Read 'Etim and Chike play football part 2' with the class.

Discuss with the pupils what Etim's mother and father will say when he gets home.

25
minutes

Main activity

Group task

Arrange the pupils in groups of three and tell them they are going to play the parts of Etim, his mother and his father.

Ask them, 'What will Etim's father say?' and write one of their ideas on the chalkboard, eg:

Father: What have you done, Etim?

10
minutes

Plenary

Individual task

Ask the pupils to write 'Etim hurts his leg' in their exercise books.

Tell them they are going to write a playscript.

Ask them to write what the father says.

Tell them they will continue their playscripts tomorrow.

Etim and Chike play football Part 2

Chike goes to get the first aid kit.

Etim: I need to go home.

Chike: I must clean your leg first.

Etim: Ow! Stop, that really stings!

Chike: It is important to clean the dirt out of your cut.

What must Etim do?

p	s	w	o	e	o
i	t	h	t	k	f
n	t	i	i	a	i
e	b	t	m	n	v
s	e	e	a	e	e
n	i	n	e	s	p

shine, white, time, kite, five,
pine, nine, bite

Learning outcomes

By the end of the lesson, most
pupils will be able to:

Read and write words with 'i-e'.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'au' and 'i-e' words
on flash cards.

Draw the 'i-e' grid on the chalkboard
(shown left).

Make two sets of key word
flash cards.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read all the 'i-e' words with
the pupils.

Ask the pupils to look at the grid
carefully and see if they can see any
'i-e' words.

Choose some pupils to draw circles
around the words they find.

Give each pair an 'i-e' word flash
card and ask them to say a sentence
with the word.

Ask them to write the sentence in
their exercise books.

10
minutes

Game

Introduction

Whole class teaching

Ask the pupils to stand in a circle.

Hold up the key word flash cards and ask the pupils to read them with you.

Shuffle both sets of key word flash cards together and place them face down on the ground.

Play the card matching game.

25
minutes

Main activity

Group task

Ask the pupils to find their playscripts in their exercise books.

Choose some pupils to read the speech they have written for Etim's father.

In their groups of three, ask the pupils to role play what Etim and his mother say.

Ask them to write 'Etim' on the left-hand side in their exercise books and write speech for him.

Tell them to continue writing speech for the characters.

10
minutes

Plenary

Whole class teaching

Ask the pupils to say what Etim must do to get better, eg: keep his leg clean, wear a bandage.



Week
23
Ayo and Ojo

Letters/sounds

Revision sounds

'i-e'

time
line
nine
kite
white
bite
five
wide
bride

'a-e'

came
made
make
take
game
race
same
snake
amaze
escape

Words/phrases

canary
canaries
promised
trap
cages
chirp

Assessment

During each lesson, walk around the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Ayo and Ojo

Learning outcomes

By the end of the lesson, most pupils will be able to:

Explain the rule for split vowel sounds.

Read and understand the content of a story.

Teaching aids

Before the lesson:

Have ready the 'i-e' flash cards from last week and write the 'a-e' words on flash cards.

Write the 'Vowel' song on the chalkboard.

Read Better English 3, pages 142—143.

Write the key words on flash cards.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard and say the letter names.

Sing the 'Vowel' song.

Flash the 'i-e' words. Read the 'a-e' words.

Read 'came'. Say and write: 'c-a-me'.

Explain that the 'helpful e' makes the 'a' say its name.

Read it again with the pupils.

Repeat with the other 'a-e' words.

10
minutes

Better English 3

Introduction

Pair task

Ask the pupils to study the pictures in Better English 3, pages 142—143.

Ask them to think of sentences to say about the pictures.

Choose some pairs to say one of their sentences.

25
minutes

Better English 3

Main activity

Group task

Read and explain the key words.

Turn to Better English 3, pages 142—143. Read the story and explain it.

Read the story again and ask the pupils to follow in their textbooks.

Ask the pupils to role play the story in their groups and show the class their role play.

10
minutes

Game

Plenary

Whole class teaching

Play the 'who is it?' game with the class.

Individual task

Tell them to read questions 1—5 in Better English 3, page 143 with you.

Ask them to discuss and answer the questions in their groups.

Ask a member from each group to read a question.

Ask another member from the group to say the answer.

Ask the other groups if they are correct. If not, ask them to say the answer.

Keeping canaries

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with 'a-e'.

Ask and answer simple questions about a story they have heard.

Teaching aids

Before the lesson:

Write the 'a-e' story and the 'Vowel' song on the chalkboard.

Write the key words on the chalkboard.

Read Better English 3, pages 142—143.

Write the questions shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard and say the letter names.

Sing the 'Vowel' song.

Read the 'a-e' story.

Choose some pupils to help you role play the story.

Underline the 'helpful e' words.

Ask the pupils to say the words with you.

Say some of the words and ask the pupils to write them in their exercise books.

10
minutes

25
minutes

Better English 3

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils questions about the story they read yesterday.

Flash the key words and ask the pupils to read them.

Whole class teaching

Ask the pupils to think about why Ayo liked keeping canaries.

Ask them to think about why Ojo promised to help him get another one.

Ask the pupils to read Better English 3, pages 142—143 with you.

Tell them to notice when the key words are used.

Ask them to discuss the ending.

Group task

Ask the pupils to read the story in their smaller groups.

Ask them to answer the questions on the chalkboard.

Ask a member from each group to read a question and another member to say the answer.

Ask the other groups if they are correct. If not, ask them to say the answer.

Individual task

Ask the pupils to write the answers to the questions in their exercise books.

Whole class teaching

Choose a pupil to read a question and another to read the answer to it.

Questions

Where did Ayo and Ojo go to find another canary?

Why did they take a canary with them?

How old do you think Ayo and Ojo are?

Singing happily

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with ‘a–e’.

Use adverbs in sentences.

Teaching aids

Before the lesson:

Have ready the ‘a–e’ flash cards and make flash cards for: ‘hat’, ‘mad’, ‘cap’, ‘pan’, ‘rat’, ‘mat’, ‘tap’ and ‘can’.

Have ready the key word flash cards from yesterday.

Read ‘Adverbs’ in the introduction and write: ‘sadly’, ‘slowly’, ‘quickly’, ‘loudly’, ‘softly’, ‘carefully’ and ‘happily’ on the chalkboard.

Letters and sounds

Whole class teaching

Sing the ‘Vowel’ song with the class.

Read the ‘a–e’ words with them.

Gather the pupils in a circle and scatter all the flash cards on the floor so they can all be seen.

Ask pupils to take turns to take a ‘helpful e’ card and read it.

When all the ‘helpful e’ cards have been used, look at the remaining cards.

Choose pupils to write each word with an ‘e’ on the end on the chalkboard.

Read these new ‘helpful e’ words with the pupils.

10
minutes

Introduction

Whole class teaching

Flash the key word cards.

Ask the pupils to say some adjectives to describe Ayo and Ojo, eg: 'young', 'happy'.

Tell the pupils that **adverbs** are words that describe verbs.

Remind them that verbs are action or doing words.

Read the adverbs on the chalkboard and choose some pupils to role play their meaning.

Ask the pupils what they notice about the ending of these adverbs.

Tell them we can change many adjectives into adverbs by adding 'ly'.

25
minutes

Better English 3

Main activity

Whole class teaching

Ask the pupils to look at Better English 3, pages 142—143.

Ask them to mime Ayo and Ojo returning home.

Choose a pupil to point to the adverb that describes this, ie: 'happily'.

Ask the pupils to choose another adverb to describe how Ayo and Ojo walked home, eg: 'quickly', 'noisily'.

10
minutes

Plenary

Whole class teaching

Tell the pairs to say their completed sentences and ask the class if they agree.

Say, 'We write ____.',
'We run ____.'

Ask some pairs to think of and say adverbs to complete these sentences.

My day

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with 'a-e'.

Use adverbs in a simple story.

Teaching aids

Before the lesson:

Write the 'a-e' words on the chalkboard.

Write the 'a-e' story on the chalkboard but draw a line in the place of each 'a-e' word.

Make each group a set of flash cards from yesterday's adverb list.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'a-e' cards and read the 'a-e' story to the pupils.

Ask them to role play the story in pairs.

Look at the story on the chalkboard.

Tell the pupils that all of the missing words are 'helpful e' words.

Ask them to try and write the missing words in their exercise books.

Choose some pupils to write the words on the chalkboard.

Ask the others to check the spellings.

10
minutes

Introduction

Group task

Hold up the adverb flash cards and explain their meaning.

Give each group a set of the flash cards.

Ask them to make up a simple action to explain each of the adverbs.

Ask each group to perform some of their actions.

Ask the other groups to guess the adverbs.

25
minutes

Main activity

Group task

Ask the pupils to say some verbs that they do every day, eg: 'walk', 'eat'.

Write their ideas on the chalkboard.

Tell them to use the adverb cards to help them explain the verbs, eg: 'eat quickly'.

Ask each group to say sentences with the verbs and adverbs, eg: 'I dress quickly', 'I eat slowly', 'I sit carefully'.

Write some of the sentences on the chalkboard.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read their stories to the class.

Ask the class to clap once when they hear an adverb.

I always run slowly

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with the 'helpful e'.

Use adverbs of time in their own sentences.

Teaching aids

Before the lesson:

Have ready the 'i-e' words and the 'a-e' words on flash cards.

Write the following time adverbs on flash cards: 'soon', 'sometimes', 'always', 'never'.

Letters and sounds

Whole class teaching

Flash the 'i-e' and 'a-e' cards.

Choose some pupils to write the words on the chalkboard.

Write 'pin, pip, shin' on the chalkboard.

Ask the pupils to read them.

Now write 'pine, pipe, shine'.

Ask the pupils to read them.

Ask why the words sound different.

Remind the class that the 'helpful e' makes the letter say its name.

Dictate some of the 'a-e' words for the pupils to write in their exercise books.

10
minutes

Introduction

Whole class teaching

Take the pupils outside and tell them to move around.

Shout out different adverbs and tell the pupils to move in that way, eg: 'slowly', 'sadly', 'loudly', 'quietly', 'happily', 'angrily'.

25
minutes

Main activity

Whole class teaching

Tell the pupils that adverbs can also say the time an action takes place.

Display the time adverbs, read and explain them.

Ask the pupils to put the time adverbs into sentences, eg: 'I sometimes have rice for lunch.'

Tell the pairs to say sentences to each other with time adverbs in them.

Pair task

Ask the pupils to look at their 'My day' story.

Tell the pairs to swap books and read each other's story.

Ask them to add 'sometimes' or 'always' to some of the sentences, eg: 'I always get up quickly', 'I sometimes walk slowly'.

Ask them to complete the sentences in their exercise books.

10
minutes

Plenary

Whole class teaching

Choose some pairs to say one of their new sentences to the class.



Week
24
Children's day

Letters/sounds

Revision sounds

'o-e'

bone
alone
stone
pole
home
woke
note
those
rode
explode

'e-e'

complete
these

Words/phrases

stadium
marched
Governor
speech
competition
prize
dances
field
watch

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Children's day

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with 'o-e'.

Read and understand the story, 'Children's day'.

Teaching aids

Before the lesson:

Have ready five of the 'i-e' and five 'a-e' cards from last week.

Write the key words on flash cards.

Copy questions 1—4 from Better English 3, page 188 on to the chalkboard.

Letters and sounds

Whole class teaching

Ask the pupils to read the 'i-e' and 'a-e' cards with you.

Sing the 'Vowel' song.

Write the 'o-e' words on the chalkboard and ask the pupils what vowels are in the words.

Ask them how the 'e' helps the 'o' change.

Ask the pupils to read the words with you.

Explain the meaning of the words.

Ask if they can put some of the words into sentences.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Better English 3, page 187.

Ask them to discuss what they think is happening.

Ask them to say some things they can see in the pictures.

25
minutes

Better English 3

Main activity

Group task

Read and explain the key words to the class.

Ask the pupils to try to follow the story in Better English 3, page 187 as you read it.

Explain the story and choose some pupils to help you to role play it.

Ask the pupils to answer questions 1—4 from Better English 3 (or the chalkboard).

10
minutes

Plenary

Whole class teaching

Discuss the answers with the pupils.

Ask each group to say their answers.

Ask the class if they are correct.

What happens on Children's day

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with the 'helpful e'.

Read and spell some words that are related to the story 'Children's day'.

Teaching aids

Before the lesson:

Have ready five 'i-e' and 'a-e' cards.

Write the 'o-e' words and the 'o-e' story on the chalkboard.

Have ready a set of key word flash cards for each group.

Copy questions 5—7 from Better English 3, page 188 on to the chalkboard.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'.

Flash the 'i-e' and 'a-e' cards.

Ask the pupils to read the 'o-e' words.

Read and explain the 'o-e' story to the class.

Choose some pupils to come and underline words with the 'helpful e'.

10
minutes

Introduction

Whole class teaching

Ask the pupils what happened in the story 'Children's day'.

Ask them to read the key words with you.

Ask if they can think of any other things that happen on Children's day, eg: marching, giving out prizes.

25
minutes

Better English 3

Main activity

Group task

Tell the pupils to look in Better English 3, page 187.

Read the story and ask them to point to the key words.

Give each group a question from the chalkboard.

Help the groups to read the questions.

Tell them to discuss the answer.

Ask each group to say their answer.

Ask the class if they think it is correct.

Individual task

Ask each pupil to look at the questions and write the answers in their exercise book.

10
minutes

Plenary

Group task

Give each group a set of key words.

Say a word and ask the groups to look for the word and hold it up.

Repeat for all the words.

Slowly and carefully

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write sentences with 'o-e' words.

Write sentences with adverbs of time.

Teaching aids

Before the lesson:

Have ready five 'i-e' and 'a-e' cards.

Make sure the 'o-e' story is on the chalkboard.

Read Better English 3, page 187.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'

Flash the 'i-e' and 'a-e' cards.

Write 'bone, stone, home, woke, pole, alone' on the chalkboard.

Read the 'o-e' words and the 'o-e' story.

Choose some pupils to act out the story.

Ask the groups to think of a sentence for one word on the chalkboard.

Tell them to write it in their exercise books.

10
minutes

25
minutes

Better English 3

10
minutes

Introduction

Whole class teaching

Ask the pupils what they have been reading about this week.

Main activity

Whole class teaching

Ask the pupils to say things that happen on Children's day.

Tell them to draw pictures in their exercise books to explain these things.

Ask them to try to write a sentence for each picture.

Pair task

Ask the pupils what an adverb is and give you some examples.

Ask the pupils to write down three adverbs they can remember.

Remind the pupils that adverbs can also describe time.

Write the following adverbs on the chalkboard: 'always', 'sometimes', 'never'.

Ask the pairs to use the adverbs to write four different sentences in their exercise books.

Choose some pairs to read their sentences to the class.

Plenary

Whole class teaching

Take the pupils outside.

Say, 'We are sweeping quickly' and ask them to do this action.

Repeat with:
'We are walking slowly.'
'We are playing carefully.'
'We are talking quietly.'

Ask them to say the adverbs you have used.

A letter

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read and spell words with 'e-e'.

Say the main sections in a letter.

Teaching aids

Before the lesson:

Have ready the 'o-e' flash cards.

Copy the letter from the introduction on to the chalkboard.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'o-e' cards.

Write 'these' on the chalkboard and ask someone to underline the 'helpful e' and the vowel.

Write 'complete' and explain its meaning.

Tell the pupils to look carefully at the words then rub them off the chalkboard.

Dictate this sentence for the pupils to write in their exercise books: 'We can complete these jobs.'

10
minutes

Introduction

Whole class teaching

Ask the pupils what happened in the story 'Children's day'.

Ask them how pupils lined up for Children's day (beautifully).

25
minutes

Main activity

Whole class teaching

Write the following sentences on the chalkboard:

'Last Friday was ___ day.'

'The pupils did a ___ past.'

'After the march past there were plays and ___.'

'A lot of people came to ___.'

'They found the people who ___ the money.'

Read the sentences and ask the pupils to suggest how they could complete them.

Ask them to complete the sentences in their exercise books.

Group task

Point to the letter on the chalkboard and ask the pupils what kind of writing it is.

Point to the address, the greeting, the main part, the ending and the name.

Read the letter with the pupils.

Write on the chalkboard:

'Who wrote it?'

'Who is it to?'

'Who is working hard?'

'What has been planted?'

Read the questions and ask each group to discuss and answer one question.

10
minutes

Plenary

Whole class teaching

Ask the pupils to say where they live.

Make a list of their addresses and keep it for the next day.

A letter

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read and spell word with a 'helpful e'.

Write a simple letter.

Teaching aids

Before the lesson:

Have ready the 'o-e' flash cards, five 'i-e' cards and five 'a-e' cards.

Draw pictures on the chalkboard to show a snake, a bride, nine, a bone and a home.

Make sure the letter from the introduction is still on the chalkboard.

Write the sentences for the main activity on the chalkboard.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song with the class.

Flash the 'o-e', 'i-e' and 'a-e' cards.

Point to the pictures and explain them.

Choose some pupils to write 'snake' on the chalkboard.

In pairs, ask the pupils to write the words for the pictures in their exercise books.

Ask them to write sentences for some of the words.

Share some of the sentences with the class.

10
minutes

Introduction

Whole class teaching

Ask the pupils what type of writing they learned about yesterday.

Ask them to mention some parts of a letter.

Choose some pupils to read the letter on the chalkboard.

25
minutes

Main activity

Whole class teaching

Tell the pupils they are going to write a letter to a friend.

Choose a pupil and write his/her address on the chalkboard.

Tell the pupils to write their own address on the right-hand side of a page.

Write 'Dear ___' and tell them to copy this and put in the name of a friend.

Tell them to write this under the address but on the left-hand side of the page.

10
minutes

Plenary

Pair task

Ask the pupils to read their partner's letter.

Ask them to name the parts of a letter.

Week
25
My father's farm

Lesson Three
read the sentences



This is Ali's nose.
This is Ali's mouth.
This is Ali's chin.
This is Ali's neck.
Ali has two eyes.
These are his ears.

6 Now read these sentences.
This is Ali. He is nine years old.
This is his nose and these are his eyes.
This is his mouth and these are his teeth.
This is his chin. This is his hair and this is his neck.

Letters/sounds

Revision sound

'u-e'

flute

use

rude

rule

cube

tube

prune

June

Words/phrases

village

crops

plants

maize

yam

rice

groundnut

farmers

weeding

scarecrows

birds

barn

Assessment

During each lesson, walk around the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

My father's farm

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'u-e' and read words with 'u-e'.

Read and answer questions about a passage.

Teaching aids

Before the lesson:

Have ready the 'e-e' and 'o-e' word flash cards.

Have ready the list of 'u-e' words.

Read Better English 3, pages 71—72.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard.

Ask the pupils to say each letter name and each letter sound.

Flash the 'e-e' and 'o-e' words.

Point to 'u' and say its name and sound.

Write 'flute' and ask if anyone can see the 'helpful e' and the vowel.

Say the word with the class.

Explain what it means.

Repeat with the other words.

10
minutes

Introduction

Whole class teaching

Ask the pupils if they have been to a farm.

Ask them what they know about a farm, eg: 'What grows there?', 'Are there any animals on a farm?'

Ask each pair to say a sentence about a farm.

25
minutes

Better English 3

Main activity

Group task

Tell the pupils to look in Better English 3, pages 71—72.

Ask them what is happening in the pictures.

Read the key words, explain them and tell the pupils to repeat them after you.

Read the passage and explain it.

Tell the pupils this kind of writing is called an **information report**, which tells us real facts about something.

Read it again and ask the pupils to notice the key words.

10
minutes

Better English 3

Plenary

Whole class teaching

Read the passage in Better English 3, pages 71—72 again with the class.

Read questions 1—4 and choose some pupils to say the answers.

Planting crops

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words with the 'u-e' sound.

Understand a passage and answer questions about it.

Teaching aids

Before the lesson:

Have ready the 'e-e' and 'o-e' word flash cards.

Write the 'u-e' words and sentences (see opposite) on the chalkboard.

Write the key words on flash cards and prepare another set with some of the words incorrectly spelled.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'e-e' and 'o-e' words.

Read and explain the 'u-e' sentences.

Underline the 'helpful e' words.

Ask the pupils to say the words with you.

Ask someone to point to the letters that make the split sound, eg: 'p-r-u-ne'.

Ask them to read the words with you quickly.

Introduction

Main activity

Plenary

Pair task

Tell the pupils to look in Better English 3, pages 71—72.

Ask them to say what grows on the farm.

Ask them to say some things about the people who work on the farm.

Choose some pupils to say their answers to the class.

Ask the class if they are correct. If not, ask the pupils to correct them.

Whole class teaching

Hold up the key words and ask the pupils to try to read them.

Ask them to explain their meaning.

Mix the incorrectly and correctly spelled word cards.

Place them face up in front of the class.

Say a word and ask a pupil to go and pick the correctly spelled card.

Show it to the rest of the class and ask if the pupil is correct.

Pair task

Read the passage in Better English 3, pages 71—72 with the pupils.

In pairs, ask them to ask each other and answer questions 5—8.

Call some pairs to read a question and say the answer.

Whole class teaching

Ask the pupils to write the answers to questions 1—8 in Better English 3, page 72 in their exercise books.

'u-e' sentences

Etim can play a tune on his flute.
I can use the 'helpful e' rule.
Ahmed likes to eat a prune.

Letter writing

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with the u-e sound.

Correctly order the parts of a letter.

Teaching aids

Before the lesson:

Draw pictures on the chalkboard of a flute, a cube and a prune.

Copy the 'Letter from the farm' from the introduction on to a piece of card.

Copy the letter on to separate pieces of card and cut it into sentences.

Make a set of sentences for each group.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'.

Flash the 'e-e' and 'o-e' words.

Flash the 'u-e' cards.

Point to the pictures and explain them to the class.

Choose some pupils to write 'flute' on the chalkboard.

Tell them to sound it out carefully, ie: 'f-l-u-te'.

In pairs, ask the pupils to write the words for the pictures in their exercise books.

10
minutes

Better English 3

25
minutes

10
minutes

Introduction

Group task

Ask the pupils what information they can remember about 'My father's farm'.

Tell them to follow the story as you read it in Better English 3, pages 71—72.

Main activity

Group task

Show the pupils the letter on the chalkboard.

Ask them what kind of writing they can see (a letter).

Remind them of the parts of a letter: the address, the greeting, the main part, the ending and the name.

Tell them that the letter has been cut up.

Give each group a set of sentences and tell them to arrange them in the correct order to make a letter.

Ask each group to read out their letter.

Ask the other groups if they are correct.

Show them the completed letter on the piece of card.

Ask them to read it with you.

Plenary

Individual task

Tell the pupils to copy the letter into their exercise books.

Ask them to try to make up their own sentence to add to the letter.

Tell them they could write a sentence about watering the crops.

Asking questions

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read CVC words and words with the 'helpful e'.

Answer questions beginning with the pronouns 'who', 'what', 'how', 'when', 'where'.

Teaching aids

Before the lesson:

Make a set of 'helpful e' and CVC word flash cards, so that each pair has two words.

Place all of the cards around the classroom.

Write 'who', 'how', 'what', 'why', 'when' and 'where' on large flash cards so that each group can have a set.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song with the pupils.

Ask if anyone can give you a word with the 'u-e' pattern.

Ask them to write it on the chalkboard.

Repeat with the 'a-e', 'o-e', 'i-e' and 'e-e' sounds.

Ask pairs to look around the room and find a word with a 'helpful e' sound and one CVC word.

Ask the pupils to read their words.

Check that the pairs have one CVC word and one 'helpful e' word.

10
minutes

Introduction

Whole class teaching

Hold up the 'who', 'how', 'what', 'why', 'when' and 'where' flash cards.

Explain the meaning of the words.

Write the following questions on the chalkboard:

'Who helps with weeding on the farm?'

'How does the farmer drive birds away from his crops?'

'What does the farmer grow on the farm?'

'Why do the workers not have their own farms?'

Choose pupils to come and find the words 'who', 'how', 'what' and 'why' in the questions.

25
minutes

Better English 3

Main activity

Group task

Ask the pupils to open Better English 3, pages 71—72.

Read the passage with them again.

Ask them to think of some questions they would like to ask the farmer.

Give each group a set of 'who', 'how', 'what', 'why', 'when' and 'where' flash cards.

10
minutes

Better English 3

Plenary

Group task

Tell the groups to play the word game in Better English 3, page 73.

Ask different groups to read the words they have made.

Farming

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with the 'helpful e'.

Write a simple information report.

Teaching aids

Before the lesson:

Have ready some of the 'helpful e' word cards from yesterday.

Write the following CVC words on the chalkboard: 'pip', 'hid', 'mad', 'hat', 'rod', 'cub', 'tub'.

Have ready a set of key word cards for each group.

Letters and sounds

Whole class teaching

Flash the 'helpful e' cards.

Ask if the pupils can remember any other 'helpful e' words.

Write their ideas on the chalkboard.

Read the CVC words.

Choose some pupils to put 'e' on the end of the words and read them again.

Read the following words slowly and ask the pupils to write them in their exercise books: make, chase, hide, shine, hope, alone, flute, rule, complete.

10
minutes

Better English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Hold up the key words and choose some pupils to read and explain them.

Ask the pupils what they remember about growing crops.

Read Better English 3, pages 71—72 to them again.

Main activity

Group task

Tell the pupils they are going to write an information report about farming.

Give each group a set of key words to use in their sentences.

Write, 'how', 'what', 'why', 'when' and 'where' on the chalkboard.

Tell them to use these words to get ideas for their sentences.

Tell them to think about **where** the farm is, **what** types of crops it has, **when** the farmers work.

Write 'farming' on the chalkboard and ask them to copy it in their exercise books.

Tell them to write as many sentences as they can about farming.

Plenary

Whole class teaching

Choose some pupils to read their information reports.

Ask the class if they have included 'how', 'what', 'why', 'when' and 'where'.

If not, ask them to say what else they could have included.

Credits

In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

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