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**Literacy
lesson plans**
Primary 3

Term 1
Organising the
classroom for
effective learning

Weeks
6—10

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 3 Term 1

Organising the classroom for effective learning

This is the second
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, head teachers 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.

Mohammed Usman



Honourable Commissioner
of Education
Kaduna State

**Literacy
lesson plans
Primary 3**

**Term 1
Organising the
classroom for
effective learning**

**Weeks
6—10**

Introduction

▶ Organising the classroom for effective learning

Organising the classroom for effective learning

Your classroom is a flexible space. You can change it to suit the learning activities.

Pupils take part in many different activities during each week, eg: games, role plays, circle discussions, group tasks, copying from the chalkboard, using teaching aids, working with a partner, working alone, etc. All these activities need different ways of organising your classroom, eg:

Tables arranged around the edge of the room so there is a space in the middle for games, songs or role play. Pupils can see each other and this helps communication.

Tables arranged in rows so that the pupils can see the chalkboard. This is useful when they need to see something you have written or drawn on the chalkboard.

Tables arranged in groups. This helps pupils to talk together and share ideas. They can see each other clearly and can easily work with one set of number cards or one sheet of paper to produce a joint end product.

Each time you start the day you should think about the activities you need to do and decide if your classroom needs to be arranged differently. Work with the other teachers in your school and cluster, your head teacher and school support officer (SSO) to discuss different ways of arranging your classroom for learning.

Group and pair work

Group and pair work is the basis of a learner-centred classroom, they allow pupils to work together:

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

More pupils can be active at one time. Pupils can talk and listen to each other, or work on a problem together.

The teacher can walk around the room to monitor what groups and individuals are doing, and can stop with each group to help them with their task. Spending more time with the pupils helps teachers better understand what individual pupils know and can do.

Group work is also one of the best ways of teaching social skills to pupils. While working in groups, pupils are learning a variety of skills including:

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

The development of these life skills is a major reason why group and pair work is undertaken in most modern classrooms.

**Literacy
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Introduction

▶ Sound stories and spelling for the term

Sound story:

wa

Mr Salami lost his wallet. He was very sad. 'I want to go to work but I need my wallet. What am I going to do?'

Mrs Salami was doing the washing. She felt something in Mr Salami's clothes. It was his watch and his wallet. Mr Salami was very happy to have his wallet back. He put his watch around his wrist and set off for work.

Silent letter story:

wr

Hassan is writing his name. 'That is wrong', said his mother. He wrote it again. 'Well done!', said his mother.

Spelling tricky words

Look carefully at the word. How many letters has it got? Are there any dangly or tall letters? Can you sound any letters out? Write the word in the air.

Say the word five times.

Hide the word.

Write the word.

Check the word you have written carefully. If it is correct well done, but if any letters are wrong change them. Repeat until you can spell the word correctly.

CVC words

A consonant vowel consonant (CVC) word is made up of three sounds. A consonant sound can be one or more letter, eg: 'sh' has two consonants, but is one sound. A vowel sound can also be more than one letter, eg: 'oa'.

Introduce one new word per day and revise words previously learned.

Literacy
lesson plans
Primary 3

Term 1
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6—10

Introduction

▶ Songs and stories for the term

5 little speckled frogs

5 little speckled frogs
sat on a speckled log /
eating the most delicious
bugs, yum, yum /
1 jumped into the pool /
where it was nice
and cool /
then there were 4 green
speckled frogs, glub, glub.

4 little speckled frogs...
3 little speckled frogs...
2 little speckled frogs...
1 little speckled frog...

The clapping rhyme

(Pupils stand in a circle and do the actions)
Clap in, clap out /
Clap up, clap down /
Clap over, clap under /
Clap all around.

Old Mariana

There was an old woman
whose name was Mariana.

This is the millet that
old Mariana planted in
her garden.

This is the goat that ate
the millet that old Mariana
planted in her garden.

This is the lion that killed
the goat that ate the millet
that old Mariana planted
in her garden.

This is the elephant that
fought with the lion that killed
the goat that ate the millet
that old Mariana planted
in her garden.

This is the hunter who
shot the elephant that fought
with the lion that killed
the goat that ate the millet
that old Mariana planted
in her garden.

This is the girl who loved
the hunter who shot
the elephant that fought
with the lion that killed
the goat that ate the millet
that old Mariana planted
in her garden.

And this is the mother of
the girl who loved the
hunter who shot the elephant
that fought with the lion
that killed the goat that ate
the millet that old Mariana
planted in her garden.

And do you know the
name of the girl's mother?
Why, It's old Mariana
who planted the millet in
her garden.

Growing cotton

Adamu visited his
Grandfather's farm during
the holidays.

'Do you have lots of
animals, Grandfather?'
Adamu asked.

'No, Adamu, I haven't got
lots of animals. This is
a cotton farm. I grow cotton
to sell', Grandfather said.

'How do you grow cotton?'
Adamu asked.

'First of all, I clear and
dig the land. Then I plant
the seeds. After a few weeks
the plants start to grow.
I must look after the plants
carefully. When the plants
are big, flowers grow.
When the flowers die, the
cotton boll forms.'

'Do you pick the cotton
boll?' asked Adamu.

'Yes, I do', answered
Grandfather. 'I pick the
cotton bolls and send
them to the gin.'

'What's the gin?'
Adamu asked.

'It's a place where they
have machines to take
the cotton from the
boll. Then you can make
cotton thread for cloth.'



Week
6
On the farm

Letters/sounds

'Silent words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

Words/phrases

who
when
where
how
cocoa
beans
farmer
animals
cotton
plant
flower
grandfather
boll
gin

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.

A visit to a livestock farm

Learning outcomes

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

Recognise the silent 'w' in words.

Read and understand a story in English.

Retell the story.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Write 'wrist' and 'wriggle' on large cards.

Read Better English 3, page 64.

Letters and sounds

Whole class teaching

Hold up the 'wrist' card and point to your wrist.

Say 'wrist' and explain that 'w' is a **silent letter**.

Do not sound out 'w'. Say 'r-i-s-t'.

Ask the pupils to say it with you.

Hold up 'wriggle' and mime the word.

Explain 'w' is silent in this word also.

Say and mime 'wriggle' with the class.

Read and explain the other 'w' words.

Tell the class to write 'wrist' and 'wriggle' in their exercise books.

Tell them to draw pictures to explain the words.

10
minutes

Better English 3

25
minutes

10
minutes

Introduction

Pair task

Ask the pupils to study the pictures in Better English 3, page 64.

Ask the pupils to talk to each other about what they can see happening in the pictures.

Ask one pupil from each pair to say one sentence about what they can see happening in the pictures.

Write their sentences on the chalkboard.

Read the story to the pupils.

Read the story again and this time, ask the pupils to follow the words in their textbooks.

Main activity

Group task

Put the pupils into groups of three and ask each group member to take one character from the story.

Ask the pupils to role play the story.

Plenary

Whole class teaching

Watch each group perform the story.

After each performance ask the class to say one good thing about the performance.

Growing cotton

Learning outcomes

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

Spell words with the silent 'w'.

Listen and respond to the story 'Growing cotton'.

Write simple sentences about the story.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Have the 'wrist' and 'wriggle' cards ready.

Write the 'wr story' on the chalkboard.

Read the story 'Growing cotton'.

Letters and sounds

Whole class teaching

Hold up the 'wrist' and 'wriggle' cards.

Tell the class to point to their wrists and mime a 'wriggle' as they say the words.

Read the 'wr' words with them.

Read and explain the 'wr story'.

Choose pupils to underline the 'wr' words on the chalkboard.

Choose pupils to help you role play the story.

Tell the pupils to write these sentences:

'That is wrong.'

'He wrote it again.'

Say these sentences slowly as the pupils write them in their exercise books.

10
minutes

Story

Introduction

Whole class teaching

Ask the pupils questions about the story they read the previous day:

‘What were the pupils doing in the story?’

‘How did Joseph hurt his finger?’

‘What did Musa want to do?’

Tell the pupils that they are going to listen to another story.

Ask them to listen carefully as they will have to answer some questions afterwards.

25
minutes

Story

Main activity

Pair task

Ask the class the following questions:

‘What does grandfather grow on his farm?’

‘What does he do first?’

‘What happens when the flowers die?’

‘What is a boll?’

‘What is a gin?’

‘What does grandfather do to grow the cotton?’

Ask them to think of an answer for each question.

Choose pairs to say their answers and ask the class if they agree.

10
minutes

Plenary

Whole class teaching

Invite pupils to come to the front of the class to read their work and show their drawings.

Simple sentences

Learning outcomes

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

Read words containing the silent 'w'.

Ask and answer simple questions using 'who', 'where' and 'when'.

Teaching aids

Before the lesson:

Write the 'wr' words and story on the chalkboard.

Make a set of 'wr' cards for each group.

Read Better English 3, pages 64—65.

Letters and sounds

Group task

Read the 'wr' words with the pupils.

Remind them that in certain words the 'w' is silent.

Read the 'wr story' with them.

Tell them to role play it in pairs.

Ask some of the pairs to show their role play to the class.

Give each group a set of cards to play a 'wr' game.

Say a 'wr' word and ask pupils to find the correct card.

The group that holds up the correct card first gets a point.

Continue until all the cards are used up.

Add up the points to see which group has won.

10
minutes

Introduction

Whole class teaching

Explain to the pupils that you are going to teach them how to ask questions with 'who', 'where' and 'when' in sentences:

'Who?' is used to ask about the person that does or is involved in something.

'Where?' is used to ask about a place, position or direction of something.

'When?' is used to ask about the time of an event.

Ask the class the following questions:

'Who is your teacher today?'

'Who cooked your breakfast this morning?'

'Where do you live?'

'Where is your exercise book?'

'When are you going home?'

'When will your father come home?'

Ask pairs to prepare and say one question for the class.

25
minutes

Better English 3

Main activity

Pair task

Ask the pupils to look at Better English 3, page 65.

Ask them to find the questions which begin with the words 'where' and 'who'.

Tell them to copy and answer those questions into their exercise books.

Ask them to make up a question about the story which begins with the word 'when'.

While the pupils are doing this, move around the classroom and read the first paragraph of the story in Better English 3, page 64 with pairs of pupils.

10
minutes

Plenary

Whole class teaching

Ask different pupils to read out each answer and ask the class if they are correct.

Write the correct answers on the chalkboard and tell the pupils to check their own work.

Ask the pupils to read the sentences together.

Simple sentences

Learning outcomes

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

Read words with silent 'w' and silent 'g'.

Read and write simple sentences using 'who', 'where' and 'when'.

Sing simple songs in English.

Teaching aids

Before the lesson:

Write the 'wr' and 'gn' words on the chalkboard.

Have the 'wr' sets of cards for each group.

Practise the song '5 little speckled frogs'.

Make two flash cards for each of the words: 'who', 'when', 'where'.

Letters and sounds

Whole class teaching

Read the 'wr' words with the pupils.

Give each group a set of 'wr' cards.

Play the game saying the 'wr' words as you did yesterday.

Read the 'gn' words.

Ask the pupils what they notice about the words, ie: the 'g' is silent.

Explain the meaning of the words.

Tell the pupils to read the 'gn' words with you.

Remind them not to sound out the 'g'.

Say: 'The dog gnaws his bone.'

Ask the class to write this in their exercise books as you say it slowly.

10
minutes

Song

Introduction

Whole class teaching

Stand the pupils in a circle.

Sing the song, '5 little speckled frogs'.

Ask the class the following questions:

'Who was the last frog to jump into the pool?'

'Where are the frogs now?'

'Where were the frogs sitting at the start of the song?'

Select five pupils to be in the middle of the circle to role play '5 little speckled frogs'.

Sing the song again together as the five pupils act out the words.

Ask the questions again.

25
minutes

Main activity

Group task

Divide the pupils into six groups.

Give two groups flash cards containing 'who', another two groups 'where' and the last two groups 'when'.

Ask each group to write five question sentences using the word on their flash card.

Put two groups with the same word together and ask them to read their sentences to each other.

Ask each large group to choose the sentence they like the best to read out to the rest of the class.

10
minutes

Plenary

Whole class teaching

Ask a member from each group to read out their question sentences.

Ask members of other groups to answer their questions.

Guided writing

Learning outcomes

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

Read and spell some words with a silent 'w' or silent 'g'.

Read and write simple sentences using 'who', 'where' and 'when'.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Write the 'gn' words on the chalkboard.

Draw the 'silent letter grid' shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Read the 'wr' and 'gn' words with the pupils.

Point to words and choose pupils to try to read them.

Remind them that 'g' and 'w' are silent in these words.

Point to the grid and ask the pupils to find the following words in the grid: 'wreck', 'wrap', 'wriggle', 'wrist', 'write', 'wrote', 'wrong', 'gnat', 'gnash'.

Read the words again and ask pupils to write them in their exercise books.

10
minutes

Introduction

Whole class teaching

Draw a picture of yourself doing something after school yesterday, eg: cooking the dinner.

Show the pupils the flash cards 'who', 'where' and 'when'.

Tell them to ask you questions about the picture.

The questions must start with the question words 'who', 'where' and 'when', eg:

'What did you eat for dinner?'

'Who did you eat your dinner with?'

'Where did you buy the potatoes you had for dinner?'

25
minutes

Main activity

Pair task

Ask the pairs to draw a picture of what their family did yesterday after school.

Tell them to ask each other questions about their pictures.

Partners must ask each other at least three questions starting with the words 'who', 'where' and 'when'.

Tell the pupils to write the questions in their exercise books. Remind them to start their question with a capital letter and end with a question mark.

10
minutes

Plenary

Whole class teaching

Invite pupils to come to the front of the class to share their drawing.

Tell the others to ask them questions about the drawing.

Ask them to try to write some of the questions on the chalkboard.

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

Silent letter grid

g	g	w	r	e	c	k
w	w	r	a	p	p	k
w	r	i	s	t	t	w
r	o	g	n	a	t	w
i	n	g	n	a	s	h
t	g	l	w	r	a	p
e	g	e	t	o	r	w

wreck
wrap
wriggle
wrist
write
wrote
wrong
gnat
gnash



Week
7
Celebrations
and ceremonies

Letters/sounds

'Revision words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

'Silent b words'

lamb
thumb
plumber
climb
dumb
numb
bomb
comb

Words/phrases

wedding
niece
cousin
blouse
wrapper
necklace
earring
present
towel
fridge
husband
hunter
daughter

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.

Chike's birthday

Learning outcomes

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

Read words with a silent 'b'.

Read and answer questions on the story, 'Nene's wedding'.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Write the silent 'b' words on the chalkboard and on cards for each group. Draw a picture to explain each word.

Write this week's key words on the chalkboard.

Read Better English 3, page 85.

Letters and sounds

Whole class teaching

Flash the revision word cards and read them with the pupils.

Ask the class what they need to remember about these words (they have silent letters).

Hold up the 'lamb', 'thumb' and 'plumber' cards.

Ask the pupils what the words mean in their own language.

Read the words carefully and explain that the 'b' is silent.

Sound them out: 'l-a-m', 'th-u-m', 'p-l-u-m-er'.

Give each group a set of cards and ask them to think of a sentence for each word.

Share the sentences with the class and write them on the chalkboard.

10
minutes

Better English 3

Introduction

Whole class teaching

Read and explain the words written on the chalkboard.

Pair task

Ask the pairs to talk to each other about what they can see in the picture in Better English 3, page 85.

Ask one pupil from each pair to say what they can see in the picture.

Write their sentences on the chalkboard.

25
minutes

Better English 3

Main activity

Whole class teaching

Read and explain the story to the pupils.

Read the story again, and this time ask the pupils to follow the words with their fingers.

Group task

Ask the groups to read and discuss the story.

Choose a member from each group to say one thing about the story.

Read the questions in Better English 3, page 85 with the class.

Ask the pupils to read the questions and say the answers in their groups.

Choose pupils from each group in turn to read the questions and say the answers.

Write their answers on the chalkboard, correcting them where necessary.

10
minutes

Plenary

Whole class teaching

Read the key words again and ask the pupils if they can remember their meaning.

Old Mariana

Learning outcomes

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

Read and spell words with a silent 'b'.

Ask and answer questions about the story they have listened to.

Teaching aids

Before the lesson:

Write the silent 'b' words on the chalkboard.

Make a set of silent 'b' cards for each group.

Read the story, 'Old Mariana' in the introductory section.

Write the questions listed opposite about the story on the chalkboard.

Letters and sounds

Group task

Flash the revision words to the class.

Read the silent 'b' words and explain them to the pupils.

Ask pupils to repeat the words after you and remind them that the 'b' is silent.

Give each group a set of cards.

Say a 'b' word and ask them to find the correct card.

The group that holds up the correct card first gets a point.

Continue until all the cards are used up.

Dictate the following sentences slowly and tell pupils to write them in their exercise books:

'A lamb is a sheep.'

'He has to climb a hill.'

10
minutes

Story

Introduction

Whole class teaching

Ask the pupils questions about the story they read the previous day.

Tell them they are going to listen to another story and will have to answer some questions about it afterwards.

Read 'Old Mariana' to the class.

25
minutes

Story

Main activity

Group task

Ask the class the following questions:

'What did Mariana plant in her garden?'

'Who ate the millet?'

'What is the name of the animal that killed the goat?'

'Which animal did the hunter shoot?'

'Who did the girl love?'

In turn, choose a pupil from each group to read one question and another pupil to read their answer.

Write their answers on the chalkboard.

10
minutes

Plenary

Whole class teaching

Ask one or two pupils to show their pictures and read their sentences to the class.

Singular and plural

Learning outcomes

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

Spell some CVCC words.

Write simple sentences using plurals.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Write the silent 'b' words on the chalkboard.

Make a set of silent 'b' cards for each group.

Draw the silent 'b' grid, shown opposite, on the chalkboard.

Write this week's key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the silent 'b' words with the pupils.

Explain that the 'o' in 'comb' makes the same sound as the 'o' in 'go'.

Give each group a set of cards and play the game from yesterday.

Point to the grid and ask the pupils to find the following words in the grid: 'comb', 'lamb', 'plumber', 'climb', 'dumb', 'bomb', 'numb', 'thumb'.

Afterwards, tell them to copy the words carefully in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they can remember about the story, 'Old Mariana'.

Choose some pupils to come and help you role play the story.

Pair task

Tell the pairs to think of two questions to ask about the story.

Tell each pair to ask a question and choose another pair to answer it.

Repeat until each pair has had a turn.

25
minutes

Main activity

Group task

Explain to the pupils that you are going to teach them about plurals.

Explain that plural means **more than one**. To make a noun mean more than one, **add 's'**.

Read the key words with the class and explain their meaning.

Add 's' to the first key word and explain that it now means more than one wedding. Say, 'I went to two wedding**s** last week'.

Tell the pupils to write the key words in their exercise books and add 's' to each word.

Ask each group to write sentences with two of the words they have written.

Tell each group to read their sentences to the rest of the class.

10
minutes

Plenary

Pair task

Ask them to draw and label 'hunters', 'girls' and 'lions'.

Silent 'b' grid

b	b	c	o	m	b
b	p	l	a	m	b
b	l	i	b	b	b
d	u	m	b	b	t
u	m	b	o	m	h
m	b	o	m	b	u
b	e	c	l	i	m
b	r	n	u	m	b

comb
lamb
plumber
climb
dumb
bomb
numb
thumb

Plurals

Learning outcomes

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

Spell words with silent letters.

Spell simple plural nouns.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'b' words on the chalkboard.

Underline the words 'wriggle', 'write', 'wrote', 'sign' and 'comb'.

Read 'Spelling tricky words' in the introduction.

Read Better English 3, page 14.

Letters and sounds

Whole class teaching

Tell the pupils to look at the words on the chalkboard.

Ask them what they remember about these words (they have silent letters).

Read the words with the pupils.

Look at the words that are underlined.

Explain that these words are not easy to sound out.

Use the 'look, say, hide, write, check' method to teach the class to spell these words.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the class to look at Better English 3, page 14 and tell you about the picture.

Read the story with them.

25
minutes

Better English 3

Main activity

Group task

Remind the pupils that plural means more than one.

To make a noun plural we add an 's'.

Tell them if a word already has **'s' at the end** you must **add 'es'**. If a word ends in **'y'** you sometimes change the **'y' to 'i'** and **add 'es'**, eg:
'baby' → 'babies'

Ask the pupils to read Better English 3, page 14 and write down all the plural nouns they can find.

Ask each group to say some of their words and write them on the chalkboard.

10
minutes

Plenary

Whole class teaching

Ask some pupils to read some of their sentences to the class.

Weddings

Learning outcomes

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

Read and spell words with silent letters.

Say simple rhymes in English and illustrate their meaning.

Write a simple account of an event using simple sentences.

Teaching aids

Before the lesson:

Write the revision words and the silent 'b' words on the chalkboard.

Make a set of cards with these words on for each group: 'wrist', 'wrap', 'comb', 'thumb', 'lamb' and 'gnat'.

Make a set of blank cards for each group.

Letters and sounds

Group task

Read the words on the chalkboard with the pupils.

Give each group a set of cards.

Ask each pupil to take one word card and draw a picture to explain it on the blank card.

Tell each group to lay the cards face down and take turns to pick up two cards.

If the word and picture match, the pupil keeps the cards.

Continue until all the cards are used. The pupil with the most cards is the winner.

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

10
minutes

Introduction

Group task

Ask the pupils to think of some plural nouns and draw them in their exercise books (eg: girls, hens, books).

Tell them to try to write the words under the pictures.

Ask each group to write some of their words on the chalkboard.

Ask the others to check the spelling is correct.

25
minutes

Main activity

Group task

Ask the pupils to describe a wedding ceremony.

Tell the pupils to draw pictures of materials needed during a marriage ceremony.

Ask them to write the appropriate sentence under each picture they have drawn.

Ask each group in turn to come out and show the class their pictures and read what they have written under each picture.

Write their sentences on the chalkboard.

10
minutes

Song

Plenary

Whole class teaching

Sing '5 little speckled frogs' with the class and ask them questions about the song.

Week
8
Months of the year

Letters/sounds

'Revision words'

lamb
thumb
plumber
climb
dumb
numb
bomb
comb

Words/phrases

'Silent k words'

knot
knife
knee
know
knew
knuckle
kneel
knickers

Children's Day

marched
march-past
stadium
presented
governor
President

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.

Celebrations

Learning outcomes

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

Recognise the silent 'k'.

Read and understand a simple story.

Teaching aids

Before the lesson:

Write the revision words on cards.

Write 'know' and 'knew' on large cards.

Write 'I know how to' on the chalkboard.

Read Better English 3, page 187.

Write this week's words on the chalkboard and use them to make flash cards for each group.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class. Hold up the 'knew' and 'know' cards.

Explain that 'k' can sometimes be a silent letter.

Say the words with the pupils and explain their meaning.

Tell the class that 'know' means the present and 'knew' is in the past.

Ask them to read 'I know how to'.

In pairs, ask pupils to think of things they know how to do, eg: I know how to run.

Tell them to share their ideas with the class and you write their sentences on the chalkboard.

Ask them to write their sentences in their exercise books.

10
minutes

Better English 3

Introduction

Pair task

Tell the pupils to look at the picture in Better English 3, page 187 and say what is happening.

Ask them to name some other celebration times (eg: weddings, Eid).

25
minutes

Better English 3

Main activity

Whole class teaching

Tell the class you are going to read a story about Children's Day.

Read the words on the chalkboard and explain their meaning.

Read the story in Better English 3, page 187 while they listen.

Read it again.

Ask them to find and point to the key words in the passage.

Group task

Give groups two of the key word flash cards and ask them to make up sentences using them.

Tell them to read their sentences for the rest of the class.

Ask the class if the sentences make sense, and if not to correct them.

Better English 3

Pair task

Remind the class that a plural noun describes more than one of something.

Ask the pairs to look in Better English 3, page 187 and find some plural nouns. The pair that finds the most wins.

Tell the pupils to write the plurals in their exercise books.

10
minutes

Plenary

Whole class teaching

Ask the pair who writes the most to read them to the class and check that they are correct.

**Literacy
lesson plans
Primary 3**

**Term 1
Organising the
classroom for
effective learning**

**Week 8
Months of the year
Day 2**

Lesson
title

Festivals

15
minutes

Game

Silent letter k

Learning outcomes

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

Read words with a silent 'k'.

Answer questions about a passage.

Teaching aids

Before the lesson:

Write the revision words on cards.

Write the silent 'k' words on the chalkboard.

Make a set of 'kn' flash cards and have ready a set of blank cards for each group.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read and explain the silent 'k' words. Ask the pupils to repeat them after you.

Remind the class that 'k' is silent in these words.

Give each group a set of cards.

Ask each pupil to take one word card and draw a picture to explain it on the blank card.

Tell each group to lay all their cards face down and ask them to pick up two cards.

If the cards have the same word and picture, the pupil keeps them.

Continue until all the cards are used. The pupil with the most cards is the winner.

10
minutes

Introduction

Whole class teaching

Ask the pupils to tell you the names of any festivals that they celebrate.

Talk in your local language about what happens on those days and write some of their ideas on the chalkboard.

Leave these words on the chalkboard so the pupils can use them for the next activity.

25
minutes

Main activity

Individual task

Ask the pupils to divide a page of their exercise books into four.

Tell them to think about a festival day.

Ask them to tell the story of the day in their four boxes, through words and pictures.

10
minutes

Plenary

Whole class teaching

Ask the pupils to share their stories with a partner.

Ask one or two pupils to show and read their stories to the class.

Months of the year

Learning outcomes

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

Read and spell words with a silent letter 'k'.

Know the months of the year.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

Have the set of silent 'k' cards for each group.

Make a flash card for each month of the year. Make a set for each group.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the silent 'k' words and ask the class to repeat them after you.

Remind the pupils that the 'k' is silent.

Give each group a set of cards.

Say a 'k' word and ask the groups to find the correct card.

The group that holds up the correct card first gets a point. Continue until all the cards are used up.

Add up the points to see which group has won.

Tell the pupils to write the following sentences in their exercise books as you say them slowly:

'I know how to tie a knot.'

'He cut his knee with a knife.'

10
minutes

Introduction

Whole class teaching

Ask the pupils if they can tell you which month/s the festivals they talked about yesterday take place.

Ask if anyone knows which month their birthday is in.

Tell them to say the names of any months they know.

Write all of the months on the chalkboard.

As you write each month ask the class to read it with you.

25
minutes

Main activity

Group task

Shuffle the month cards and give a set to each group.

Tell the groups to arrange their cards in the correct order.

Ask each group to read the months in order and ask the others to say if they are correct.

Ask pupils which is the first month, the third, the ninth, etc.

10
minutes

Story

Plenary

Whole class teaching

Read the story 'Old Mariana' to the class.

**Literacy
lesson plans
Primary 3**

**Term 1
Organising the
classroom for
effective learning**

**Week 8
Months of the year
Day 4**

Lesson
title

Etim and the year

15
minutes

Game

Silent letter k

Learning outcomes

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

Read words with the silent 'k'.

Spell the months of the year.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

Draw the silent 'k' grid, shown opposite, on the chalkboard.

Have ready the month cards from yesterday.

Read Better English 3, page 128.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Point to the grid and ask the pupils to find the following words in the grid: 'knuckle', 'knee', 'knife', 'know', 'knew', 'knickers', 'knock', 'kneel'.

Give each group a set of cards and play the game from yesterday.

10 minutes | Better English 3

Introduction

Group task

Ask if anyone can say any of the names of the months.

Give out the cards to each group and ask them to arrange them in the correct order.

Tell them they will need the cards for the next activity.

Read 'Etim and the year' in Better English 3, page 128 to the class.

Read it again and ask the pupils to hold up the correct flash card when they hear the name of the month in the story.

25 minutes | Better English 3

Main activity

Pair task

Ask pupils to hold up a month flash card and tell you what happened to Etim during that month.

Ask pairs to read the story together, helping each other with any difficult words.

Ask them to answer the questions about the story from Better English 3, page 129 in their exercise books.

While they are doing this, move round the classroom and read the story 'Etim and the year' with pairs of pupils.

10 minutes | Story

Plenary

Whole class teaching

Sing 'The clapping song' and do the actions with the pupils.

Silent 'k' grid

k	k	k	k	k	k	k
n	k	k	n	e	w	n
u	k	n	o	c	k	i
c	n	i	w	k	n	c
k	e	f	k	k	e	k
l	e	e	n	k	e	e
e	f	i	n	k	l	r
k	n	o	c	k	k	s

knuckle
knee
knife
know
knew
knickers
knock
kneel

**Literacy
lesson plans**
Primary 3

Term 1
**Organising the
classroom for
effective learning**

Week 8
Months of the year
Day 5

Ceremonies

Learning outcomes

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

Read and write words with silent letters.

Write a simple account of a celebration.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'k' words on the chalkboard.

Write these sentences on the chalkboard:

'He fell and cut his __.'

'I __ how to hop.'

'A __ is a sheep.'

'A man can __ a hill.'

'I cut the yam with a __.'

Letters and sounds

Whole class teaching

Read the words on the chalkboard with the pupils.

Choose pupils to read some of the words out.

Rub a word out and ask a pupil to try to write it.

Repeat with other words.

Point to the sentences with missing words.

Read them and ask the pupils to say what the missing words could be (knee, know, lamb, climb, knife).

Tell the class to write the sentences in their exercise books, putting in the missing words.

10
minutes

Introduction

Whole class task

Ask the pupils to stand in a circle.

The first pupil should say, 'January', the next, 'February' and so on, until all the months have been said.

Repeat until everyone has had a turn.

25
minutes

Main activity

Whole class task

Ask the class what they have been reading about this week, ie: celebrations.

Write 'wedding' on the chalkboard.

Ask the pupils what happens at a wedding and write their ideas on the chalkboard, eg: the ceremony, food, gifts.

Write 'naming ceremony' on the chalkboard.

Ask the pupils what happens at naming ceremonies and write their ideas on the chalkboard.

10
minutes

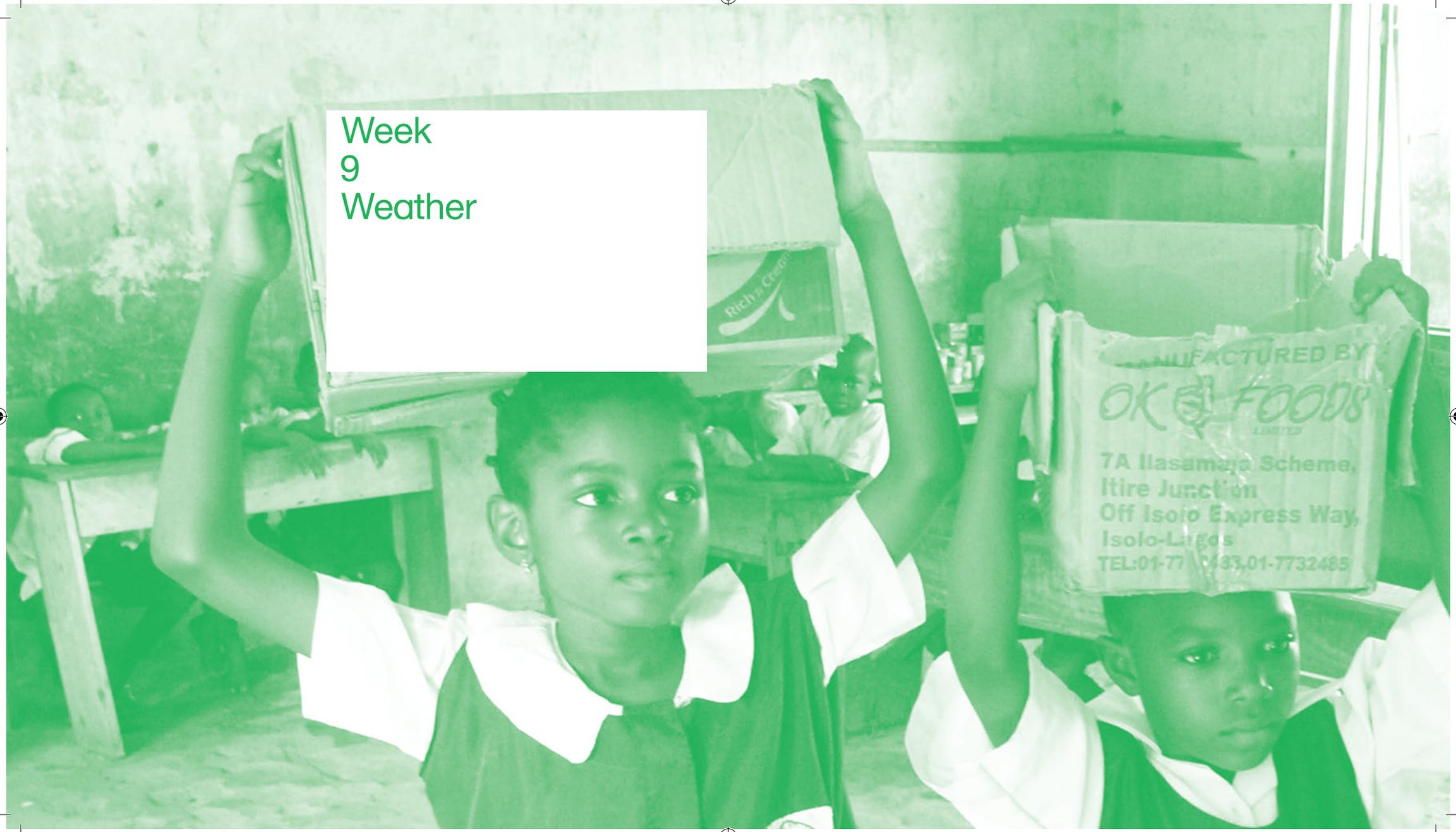
Plenary

Group task

Ask each group to read their sentences to the rest of the class.

Encourage the other groups to ask them questions about the ceremonies.

Week
9
Weather



Letters/sounds

'Revision words'

knot
knife
knee
know
knew
knuckle
kneel
knickers

'ur words'

fur
turn
burn
burnt
hurt
church
curl
nurse
turkey
turtle
purple

Words/phrases

rain
heavy
suddenly
strong
winds
thunder
lightning
clouds
umbrellas
football
outside
village
spiders
crawl
cobweb
snail

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.

Mfon in the village

Learning outcomes

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

Read words containing the sound 'ur'.

Read a story with understanding.

Teaching aids

Before the lesson:

Have ready the 'silent k' flash cards from last week.

Write the list of words containing the letter combination 'ur' on the chalkboard.

Write this week's key words on the chalkboard. Make a set of key word flash cards for each group.

Read Better English 3, page 34.

Letters and sounds

Group task

Flash the 'k' cards and choose pupils to read them.

Write the letter blend 'ur' on the chalkboard.

Ask the pupils to come and underline 'ur' in the words.

Tell them that the blend makes the sound 'ur', as in 'fur'.

Tell the class to repeat the sound after you.

Say the words and ask the class if they can explain the meanings.

Read the words with the pupils.

Ask the pupils to write 'purple', 'nurse' and 'turkey' in their exercise books and draw a picture to explain the meaning of the words.

10
minutes

Better English 3

Introduction

Pair task

Ask the pupils to study the picture in Better English 3, page 34.

Ask one pupil from each pair to say a sentence about what they can see happening in the picture.

Write their sentences on the chalkboard.

25
minutes

Better English 3

Main activity

Whole class teaching

Tell the class they are going to read a story called 'Mfon in the village'.

Read and explain the key words to them.

Read the story in Better English 3, page 34 while the pupils listen.

Read it again and tell the class to try to join in with you.

Ask pupils to find and point to the key words in the passage.

Group task

Give the groups the key word flash cards and ask them to find sentences in the story containing these words.

Ask each group to read a sentence they have found for a key word.

Continue until all the key word sentences have been read.

10
minutes

Better English 3

Plenary

Pair task

Read the story again.

Read four of the questions in Better English 3, page 35.

Give pairs time to think of answers for each question.

Choose some pairs to give their answers to the whole class.

Mfon in the village

Learning outcomes

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

Spell words containing 'ur'.

Listen to a story and answer questions.

Teaching aids

Before the lesson:

Write the letter blend 'ur' on the chalkboard.

Write the first seven 'ur' words on the chalkboard.

Read Better English 3, page 34.

Letters and sounds

Group task

Flash the revision word cards to the class.

Read the 'ur' words with the pupils.

Sound the words out carefully.

Rub the words off the chalkboard, say each word in turn, and give the groups a minute to discuss how to spell it.

Ask one pupil in the first group to write the word on the chalkboard.

If they spell it correctly give them a point. If not, ask another group to have a turn.

Continue until all the words have been spelled.

Count which group has the most points and give them a clap.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the class to look at the picture in Better English 3, page 34.

Ask the pupils:
'Where does Mfon live?'
'What does Mfon like to do?'

Keep asking questions until you reach the end of the story.

25
minutes

Better English 3

Main activity

Pair task

Read the key words and check the pupils understand them.

Read the story with the pupils.

Read the first four questions and ask them to say the answers.

Read the last three questions in Better English 3, page 35.

As you read each question give the pairs time to think of an answer.

Choose some pairs to say their answers to you.

Ask the class to write the answers to the first four questions in their exercise books.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read their answers to the whole class.

Opposites

Learning outcomes

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

Read sentences.

Understand opposites.

Teaching aids

Before the lesson:

Create a 'ur' sentence flash card for each group:

'The goat was hurt.'

'The turkey pecks the grass.'

'The nurse helps sick people.'

'The turtle swims in the water.'

Prepare word and opposite flash cards so there is one word for each pupil, eg: black/white, shut/open, dry/wet, big/small, buy/sell, heavy/light, inside/outside, go away/come here.

Letters and sounds

Group task

Write the words with the letter blend 'ur' on the chalkboard.

Read the 'ur' words to the class.

Choose several pupils to read some of the words.

Use one of the words in a sentence as an example to the pupils.

Give each group one set of 'ur' flash cards.

Ask them to use the cards to make a simple sentence.

Ask them to read their sentence out to the rest of the group.

If there is time, change the sentences around the groups so that each group makes a different sentence.

10
minutes

Better English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the class to describe what is happening in the picture in Better English 3, page 34.

Write their ideas on the chalkboard.

Main activity

Whole class teaching

Write the sentence: 'Everybody gets wet' on the chalkboard.

Choose a pupil to read it aloud.

Ask the class what will happen when the sun comes out (everyone will get dry).

Tell the pupils that 'dry' is the **opposite** of 'wet'.

Ask them to give you the opposite words for: black, shut, open, heavy.

Shuffle the opposites cards and give one to each pupil.

Tell the pupils to read their card. Help them if they do not know the word.

Tell them to walk around the room and stand by someone with a word which has the opposite meaning to theirs.

Pupils should then read out their words in pairs.

Pair task

Ask the pupils to use the words on the flash cards to write their own sentences.

Plenary

Whole class teaching

Ask two pupils to read out their sentences to the class.

Simple sentences

Learning outcomes

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

Spell words containing the 'ur' sound.

Know the opposites of words.

Write sentences about the rain.

Teaching aids

Before the lesson:

Write the 'ur' words on flash cards.

Have ready the opposites cards from yesterday.

Letters and sounds

Group task

Say the 'The clapping rhyme' with the pupils and do the actions.

Show the class flash cards containing 'ur' words and ask them to take note of the spellings.

Discuss 'tricky' spellings, eg: nurse (the 'e' is silent), and 'turtle' and 'purple' ('le' has the sound 'ul').

Turn the cards face down and call out the words one by one while you ask pupils to spell them in their exercise books.

Ask the pupils to use one of the above 'ur' words in a simple sentence and try to write it in their exercise books.

10
minutes

Introduction

Pair task

Remind the pupils about opposite words.

Ask them what the opposite of 'dry' is (wet).

Give out the opposite cards and tell the pupils to read their cards.

Tell them to stand by someone who has a card with the opposite meaning to theirs.

Ask each pair to read their words.

25
minutes

Main activity

Whole class teaching

Ask the class what happens at the start of a rain storm.

Tell the pupils to describe the sky, eg: grey clouds, dark.

Ask them what they can hear, eg: thunder rumbling, the wind.

Ask them to describe the lightning and how the rain feels.

Write their ideas in sentences on the chalkboard.

10
minutes

Rhyme

Plenary

Whole class teaching

Say the simple rhyme 'Rain, rain, go away come again another day'.

Say it again with the pupils and demonstrate the meaning.

Guided writing

Learning outcomes

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

Read and write words containing the sound 'ur'.

Act out a rain storm.

Write a story about the rain.

Teaching aids

Before the lesson:

Write the 'ur' sentences on the chalkboard.

Get a picture of a storm or draw a cloudy day.

Have a drum ready.

Letters and sounds

Group task

Write the letter blend 'ur' on the chalkboard and ask the class to say the sound.

Ask groups to write down as many of the words with 'ur' as they can remember.

Call a pupil from each group to read the words they have written.

Ask the pupils to read the sentences on the chalkboard.

Rub the sentences off the chalkboard.

Read these sentences to the pupils:
'The goat was hurt.'

'His fur was burnt.'

'He tried to turn his head.'

Read the sentences again slowly and ask the pupils to write them in their exercise books.

10
minutes

Introduction

Pair task

Tell pupils to look at the picture of a storm that you drew or brought in from home.

Ask them to think of words to describe the sky when there is a storm, eg: dark, grey clouds, heavy, lightning flashing, thunder rumbling.

Ask the pupils to describe how the rain feels and what happens when it rains, eg: wet, fierce hard raindrops, traders run, umbrellas go up.

25
minutes

Main activity

Group task

Put the pupils in groups of six.

Tell them they are going to act out a rain storm.

Choose pupils to take the following roles:

One pupil is the sky and says words to describe it.

Another is lightning and moves like lightning.

Another is thunder and bangs the drum or claps his/her hands.

Another is rain and says words to describe it.

10
minutes

Plenary

Whole class task

Tell the class to write 'rain storm' in their exercise books.

Ask them to write sentences to describe a rain storm.

Read some of their sentences to the class and praise their efforts.



Week
10
Life at the waterside

Letters/sounds

'Revision words'
fur
turn
burn
burnt
hurt
church
curl
nurse
turkey
turtle
purple

Words/phrases

'wa'
was
wash
wasp
want
watch
wallet
wander

waterside
canoes
buying
selling
baskets
fish
crabs
crayfish
harbour
sailor
countries
world
boats
cranes
goods
fishermen
port
ships

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.

A visit to the seaport

Learning outcomes

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

Say the sound 'a' makes in words beginning with 'w'.

Read and understand a story.

Teaching aids

Before the lesson:

Write 'wa' words on the chalkboard.

Write these sentences on the chalkboard:

'I was happy.'

'He was at the shop.'

'It was hot'.

Read Better English 3, pages 155—156.

Write the key words on flash cards.

Have 12 strips of paper for pupils.

Letters and sounds

Whole class teaching

Read the new words to the class.

Emphasise the different sound that 'a' makes in the words. It is not the same sound as in 'hat' – it sounds like 'o' in 'hot', eg: 'w-a-s' sounds like 'w-o-s'.

Sound the words out carefully and tell the pupils to repeat them after you.

Explain the words and read the sentences to the class.

Ask pairs to think of their own sentences with the word 'was' in them.

Share their sentences with the class.

Tell the pupils to write some of the sentences in their exercise books.

10
minutes

Better English 3

Introduction

Pair task

Ask the pupils to look at the picture in Better English 3, pages 155—156 and discuss what they think is happening.

Show them the key word flash cards: 'boats', 'canoes', 'ships', 'fishermen' and 'goods'.

Say the words and help the pupils to point to the objects in the picture.

25
minutes

Better English 3

Main activity

Whole class teaching

Show the class the rest of the key words, and read and explain them.

Explain the story in Better English 3, pages 155—156.

Read the story to the pupils and check they understand it.

Group task

Put the pupils into six groups and give each group two of the key words and two strips of paper.

Ask the groups to find the key words in the story.

Tell the groups to write the sentence containing their key words on their strips of paper.

10
minutes

Better English 3

Plenary

Group task

Ask each group to read out their sentences.

Ask two pupils from each group to come to the front and hold up their sentences.

Tell the rest of the class to look at the story in Better English 3, pages 155—156.

Ask them which sentence comes first in the story, which is next and so on.

Tell the pupils with the sentences to stand in the order that they appear in the story.

A visit to the seaport

Learning outcomes

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

Read words containing the
sound 'wa'.

Listen to a story and answer
questions about it.

Teaching aids

Before the lesson:

Have the revision words ready
on flash cards.

Write the 'wa' words and 'wa story'
on the chalkboard.

Read Better English 3, pages
155 — 156.

Write this week's key words
on flash cards.

Letters and sounds

Whole class teaching

Flash the revision word cards
to the class.

Read the 'wa' words with the pupils.

Remind them that the 'a' has
the same sound as 'o' in 'hot'.

Choose some pupils to under-
line the 'a' sound in the words on
the chalkboard.

Read and explain the story to
the class.

Choose some pupils to help you
role play the story.

Read the story again.

Ask the pupils to read it with you.

Choose some pupils to
underline the 'wa' words on
the chalkboard.

10
minutes

Better English 3

Introduction

Whole class teaching

Tell the class to look at Better English 3, pages 155—156.

Ask the pupils what they can remember about the story.

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

25
minutes

Better English 3

Main activity

Group task

Put the pupils into six groups.

Tell them to look at the questions in Better English 3, page 156.

Give each group a different question to answer.

As each group says their answer the others should say if they think it is correct.

10
minutes

Better English 3

Plenary

Individual task

Tell the pupils to write the answers to the first six questions in Better English 3, page 156 in their exercise books.

Encourage and help them as they work.

Using 'because'

Learning outcomes

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

Spell words containing the sound 'wa'.

Ask questions about a story they have read.

Write sentences using the connective 'because'.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

Write the 'wa' words on flash cards.

Write the 'wa story' on the chalkboard.

Study Better English 3, page 157.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the 'wa' flash cards with the pupils.

Look at 'wallet' and say 'w-a-ll-et'.

Remember the 'a' makes the sound 'o' as in 'hot'.

Turn the cards face down and call out the words one by one while you ask pupils to spell them in their exercise books.

Read the 'wa story' with the class.

Ask pairs to role play the story.

Choose some pairs to show their role play to the class.

10
minutes

Introduction

Pair task

Ask the pupils what they can remember about the story they read yesterday.

Tell them to make up a question about the story.

Ask each pair to say their question to the rest of the class.

Choose pupils to try to answer the questions.

25
minutes

Better English 3

Main activity

Whole class teaching

Say: 'The bag was heavy because it was full of fish.'

Explain that 'because' is a word which shows the reason for something.

Tell the pupils to look at Better English 3, page 157.

Ask them to look at the first picture and put the letters together correctly.

Ask the pupils to use that word in a sentence with the word 'because', eg: 'The ship was at the port because it had lots of goods.'

Write a sentence using 'because'.

Read the sentence with the pupils.

10
minutes

Plenary

Group task

Ask a pupil from each of the groups to read one of their sentences.

Ask the other groups if the sentence makes sense.

Role play

Learning outcomes

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

Answer questions about a story.

Say a sentence using 'because'.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

Write the 'wa' words on flash cards.

Write the 'wa story' on the chalkboard.

Have a large piece of card or paper ready.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Hold up the 'wa' cards and choose some pupils to read them.

Read the story with the pupils.

Read the questions and ask pupils to answer them.

'Why was Mr Salami upset?'

'What was Mrs Salami doing?'

'Where was the wallet?'

'What else did Mrs Salami find?'

'What did Mr Salami do with his watch?'

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

10
minutes

Introduction

Pair task

Write the word 'because' on the chalkboard.

Remind the pupils that 'because' is used to show the reason for something.

Ask the pupils to finish the sentence: 'Amaka wants to be a sailor because ...'

Now ask them to use the word 'because' in a sentence about themselves, eg: 'I was late because ...' or 'I want to be a trader because ...'

25
minutes

Better English 3

Main activity

Whole class teaching

Ask the class what they remember about the story they have been reading.

Read the story in Better English 3, pages 155—156 to them again.

Group task

Ask pupils to think about what happens at a seaport, using the story to help them.

Ask them to choose a section of the story and act it out, thinking about what each group of people might say.

10
minutes

Play

Plenary

Group task

Ask each group to act out the scene.

As each group finishes, ask the others to tell you what each person said.

Write what each person said on the large card/piece of paper and keep it for tomorrow (eg: The fishermen said, 'It is hard work to paddle canoes all day.')

Guided writing

Learning outcomes

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

Write sentences with words containing 'wa'.

Write a short story.

Teaching aids

Before the lesson:

Have ready the revision words on flash cards.

Make a set of 'wa' words on flash cards for each group.

Write the 'wa' words and 'wa story' on the chalkboard.

Have the card with the speech on from yesterday.

Letters and sounds

Pair task

Flash the revision word cards to the class.

Give each group a set of cards.

Say a 'wa' word.

Ask the groups to find the word on their card and hold it up.

Continue until all the cards have been used.

Read the following sentences slowly and tell the pupils to write them in their exercise books:

'I was sad.'

'I want to wash.'

'I lost my watch.'

Choose some pupils to write the sentences on the chalkboard.

Praise them and correct any mistakes.

10
minutes

Better English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the class to look at the pictures in Better English 3, pages 155—157.

Ask them to describe the colours of the sea, the ships, the birds, etc and write their ideas on the chalkboard.

Ask the pupils to say how the people in the pictures feel, eg:

‘Amaka is excited to see the goods on the ships.’

‘Obi is scared of the big ships.’

Main activity

Whole class task

Show the class the card with the speech they wrote yesterday.

Read it with them.

Choose some pupils to act out the scene as they did yesterday.

Encourage them to speak out.

Pair task

Tell the pairs to close their textbooks.

Tell them to use the words on the chalkboard and on the card to write their own story about the seaport.

Remind them to write in sentences with a capital letter and full stop.

Go round and help and encourage the pairs.

Plenary

Whole class teaching

Read some of the stories to the whole class.

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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Thanks also go to the teachers of Kwara State who have used these plans to bring about change in their classrooms.

We must Not fail This Test
For We Have No Friend In The West
We Are No More Slaves
We Are Strong Free And Brave
And We Are Determined To Make
The Continent Great

WE ARE BORN TO LEAD NOT TO BE LEAD
WE ARE NOT TO BE LEAD

