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Type of lesson plans/ Grade

Term/ Learning theme

Literacy lesson plans Primary 3

Term 3
Asking questions

Weeks

21-25

# 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

The quality of education is a key element to socio-economic development in any society. Perhaps the most critical element in ensuring quality of education is the teacher. Good teaching methodology, with the right textbooks, will quickly provide a good platform for a quality education system in Kano State.

The challenges are sometimes overwhelming when you have 5,335 schools with over 2.3 million children and 46,643 teachers. The Kano State Ministry of Education carried out a series of baseline surveys to assess classroom teachers, the role of the head teacher and the level of pupil learning outcomes.

The findings in most cases were alarmingly poor, with not much difference between qualified and unqualified teachers with respect to output. The majority of teachers were themselves victims of an education system that was in a serious downward slope.

Following this, the Kano State Ministry of Education, the State Universal Basic Education Board (SUBEB) and local government education authorities (LGEAs), supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms that will help strengthen schools. This work has focused on classroom teaching skills – in particular how to make teaching child-centred – and the organisational structures needed for SUBEB and LGEA staff to provide effective support and advice to primary schools.

With many school leavers unable to read or write. a specific focus has been on improving the teaching of basic literacy and numeracy. To support this, Kano State has developed a benchmark for assessment and carefully designed literacy and numeracy lesson plans for Primary 1—3 teachers. These plans provide a step-by-step guide to teachers, while ensuring children become active learners.

The lesson plans, however, are not sufficient. Structures and processes have also been put in place so that teachers are continuously supported by both the State School Improvement Team and the LGEA-based school support officers.

We are sure that within a short time of these lesson plans being introduced, children's learning abilities will improve considerably. The materials will also enable teaching and learning to be more exciting – an important element in all classes, but in particular at the primary level. We are confident that these lesson plans will raise standards and improve the quality of children proceeding to higher levels of education.

We commend all those who have produced these lesson plans and trained our teachers to use them. We offer thanks to the UK Department for International Development (DFID) for its ongoing support to education reform in Kano State through its ESSPIN programme. Let's make every Kano school an improving school.

Professor Hafiz Abubakar
Deputy Governor/Honourable
Commissioner of Education
Kano State

Zakari Ibrahim Bagwai
Executive Chairman
SUBEB
Kano State

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Literacy lesson plans Primary 3

Term 3
Asking questions

# Introduction Asking questions

Weeks

21—25





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 Nura likes doing on a Saturday?' Asking open questions makes children think of different ideas.



Literacy lesson plans Primary 3

Term 3
Asking questions

Weeks 21—25

# 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.





'a-e' story

'o-e' story

Who is it?

**Adjective game** 

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. Lado rides his bike. They like being outside. 'Let us play hide and seek,' says Ali. He finds a wide pipe to hide in. Lado sees his white shirt and shouts, 'I can see you.'

Lami and Adama made a game. Lami was a snake. Adama was eating a cake. Lami was chasing Adama 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. The dog woke up. He was at home alone. He looked for a bone but all he found was a stone.

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.

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 lesson plans Primary 3

Term 3
Asking questions

Weeks 21—25

# Introduction • Teaching aids

#### 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.

#### 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.



Danladi had always been unlucky with his goats. He had lost six goats, all in the same way. His house was the last in the village and his compound opened on to the high mountains.

One day, Danladi saw a beautiful, little, white she-goat and had to buy it. He thought she would be very happy with lots of room to wander and lots of lush, green grass to eat.

But the goat cried and wouldn't give any milk. Danladi was very cross and locked her in the shed.

But the goat jumped through the window and ran into the mountains. She had never seen anything so lovely. She was very happy.

#### Nura in the kitchen

Nura was good boy who often liked to help his mother in the kitchen. She was always very busy. Most of the time he washed the cutlery, the dishes and the pans.

Nura also liked to watch his mother cook. Sometimes he was allowed to help prepare the food.

His mother explained that some of the equipment was dangerous and that in the kitchen he must use things carefully and safely.

One day when he was helping to cook some yam on the stove he burned his finger badly. His mother cooled the burn and covered it gently with a bandage to keep it clean.

#### **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

Where is she? She is here.

Adverbs of place

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 vesterday.

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

Jatau's farm Ringim

2nd May 2012

My dear son,

We are all working very hard on the farm at the moment. The plants are growing well and it will soon be time to harvest. We will take the tomatoes to the local market to sell.

I have some good news.
I am planning to buy some more land and extend the farm. I would like to grow some beans as well next year.

I hope you can visit us soon.

Love, Father

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Lesson

title

### At the hospital

minutes

au

#### Letters and sounds

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

Say the sound 'au'.

**Learning outcomes** 

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 Nigeria Primary English 3, page 108.

#### 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.

Week 21 At the hospital Day 1

Literacy

Term 3

lesson plans **Primary 3** 

**Asking questions** 







Game

Nigeria Primary English 3

25 minutes Nigeria Primary English 3 10 minutes

#### Introduction

minutes

#### **Main activity**

#### Whole class teaching

Play 'Who is it?'

Tell the pupils to look at the picture in Nigeria Primary English 3, page 108.

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

Write some of their ideas on the chalkboard.

#### Whole class teaching

Read the text in Nigeria Primary English 3, page 108 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 that this type of writing is called a playscript.

Tell them that a playscript tells a story through speech.

Ask them how the playscript 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 the doctor and the patient.

#### **Plenary**

#### Pair task

Write the following questions on the chalkboard:

When did the patient have his accident?

How old do you think the patient is?

What does the doctor do for the patient?

Ask the pairs to discuss the questions.

Choose some pairs to say the answers.





Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 21 At the hospital Day 2

title

With the doctor

#### **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 Nigeria Primary English 3, page 108.

Write the key words on the chalkboard.

#### au minutes

#### 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.



Nigeria Primary minutes | English 3

25 minutes minutes

Nigeria Primary English 3

#### Introduction

#### **Main activity**

#### **Plenary**

#### Whole class teaching

Tell the pupils to look in Nigeria Primary English 3, page 108.

Ask the pupils what they remember about the playscript they read vesterday.

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.

#### Pair task

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

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'.

Write the following sentences on the chalkboard:

Jibo has \_\_\_ brothers. It is \_\_\_ hot to stay in the sun. Now we must go \_\_\_ school.

Ask the pairs to read the questions and discuss the answers.

Choose some pairs to share their answers with the rest of the class.

#### Whole class teaching

Choose different pupils to read the parts of the doctor and the patient in Nigeria Primary English 3, page 108.

#### '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.





Lesson

title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 21 At the hospital Day 3

#### **Learning outcomes** Feeling ill

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

Write words with the 'au' sound.

Write 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**

au

minutes

#### 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 Game minutes

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 them if they have ever been to see a doctor.

Ask them to think about what questions a doctor might ask, eg: 'How long have you felt unwell?', 'Where is the pain?'

Write their ideas on the chalkboard.

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

Tell them to write the title, 'The patient and the doctor'

in their exercise books.

Tell them to write 'Doctor'

Tell them to write 'Doctor' at the side of the page and write what the doctor says next to it.

Tell them to write 'Patient' underneath at the side of the page and write what the patient says next to it.

#### Pair task

Ask the pupils to read and discuss their work with a partner.





Lesson

title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 21 At the hospital Day 4

**Playscript** 

#### **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.

Write the playscript shown opposite on the chalkboard.

#### **Letters and sounds**

au

minutes

#### 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.







Nigeria Primary minutes English 3

25 minutes

10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### Whole class teaching

Ask the pupils what type of writing they have been working on this week.

Tell them to look at the picture in Nigeria Primary English 3, page 108.

Ask them what the doctor is doing.

Ask them what else doctors and nurses do to find out what is wrong with someone.

Write their ideas on the chalkboard.

#### Whole class teaching

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

Ask them to think about what they could add to their playscript.

Choose some pupils to share their ideas with the whole class.

#### Pair task

Ask the pairs to add to their playscript in their exercise books using some of these new ideas.

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

Ask them to write what the doctor asks and what the patient replies.

#### Whole class teaching

Choose some pairs to perform their playscript for the class.





Lesson title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 21 At the hospital

A playscript

#### **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.

#### **Letters and sounds**

Words

minutes

#### 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.

Day 5



ee au oi

oo air igh

ou er ar



10 minutes 25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### Plenary

#### Whole class teaching

Explain that playscripts have a short introduction to tell the reader what is happening.

Ask the pupils to think about a sentence to introduce their playscript.

Write their ideas on the chalkboard, eg: A busy doctor speaks with a new patient to find out what the problem is.

#### Pair task

Tell the pairs to find their playscripts from yesterday.

Ask them to read through and make sure that their playscript makes sense so far.

Tell them to write an introduction using ideas from the whole class discussion.

Give them time to add questions and answers and finish their playscripts.

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

#### Whole class teaching

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

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







#### Letters/sounds

#### **Words/phrases**

#### Assessment

#### **Revision sounds**

ʻi−e'

time

pine

line

shine

nine

kite

bite

pipe

five

ride wide bride

white

'au'
cause
pause
because
author
August

hurt
pain
clean
dirt
medicine
wash
illness
insects
instructions
dangerous

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.





Lesson title

his leg

Literacy lesson plans

Primary 3

Term 3
Asking questions

Week 22 Staying healthy Day 1

# Joseph hurts Learning outcomes

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

Recognise the split sound 'i-e'.

Read and retell a story.

#### **Teaching aids**

#### **Before the lesson:**

Prepare a large 'ie' flash card.

Make sure each pair has a set of alphabet letters.

Write the first three key words on flash cards.

Read Nigeria Primary English 3, page 90.

## 15 minutes | **i-e**

#### **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 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'.





Nigeria Primary minutes | English 3

minutes English 3

Nigeria Primary

minutes

Nigeria Primary English 3

#### Introduction

#### **Main activity**

#### Whole class teaching

Tell the pupils to look at the pictures in Nigeria Primary English 3, page 90.

Ask them to say sentences about the pictures.

Write some of their sentences on the chalkboard.

#### Whole class teaching

Read Nigeria Primary English 3, page 90 to the class.

Hold up the three key words and explain them.

Ask the pupils to point to the words in the story.

#### **Group task**

Tell the groups to reread the story.

Select pupils from each group to role play Audu, Joseph and Joseph's mother.

Remind them that when they are role playing they will become the characters.

Tell them to role play in their groups. Explain that each person in the group should say a sentence each.

Go round and support the groups.

Ask some groups to retell the story.

#### **Group task**

**Plenary** 

Tell the groups to look at Nigeria Primary English 3, page 90, Exercise 1 and discuss the answers.

Choose some pupils to share their answers with the whole class.





Lesson title

Literacy lesson plans

**Primary 3** 

Term 3

**Asking questions** 

Week 22 Staying healthy Day 2

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, the first seven 'i-e' words and all the key words on flash cards.

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

Copy the 'Staying healthy' text from the introduction on to the chalkboard.

## 15 minutes | i-e

#### 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 25 Passage Passage minutes minutes minutes Introduction **Main activity Plenary** Whole class teaching Whole class teaching **Group task** Individual task Whole class teaching Ask the pupils what they Ask the pupils to tell you Tell each group to look at Tell the pupils to draw Ask each group to show remember about the story different ways they can keep a different 'Staying healthy' pictures in their exercise the class their pictures and they read yesterday. healthy. statement. books to explain their talk about them. group's 'Staying healthy' Flash the key words and Read 'Staying healthy' and Ask them to discuss it in Read 'Staying healthy' to statement. check that the pupils explain it to the class. their groups and check they the pupils again.

understand what it means.

understand them.

objects are used.

Show the pupils the first aid box and talk about how the





title

Medicine

Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 22 Staying healthy Day 3

#### **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

minutes

#### 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 25 minutes Passage

10 minutes

#### Introduction

#### **Main activity**

#### 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 sick.

Discuss this in your local language.

#### 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.

#### **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.





Lesson title

15 minutes Stor

∣i–e

Literacy lesson plans Primary 3

Term 3
Asking questions

Week 22 Staying healthy Day 4

### **A playscript**

#### **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.

Read Nigeria Primary English 3, page 90.

#### Whole class teaching

Letters and sounds

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 25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### Pl

#### Whole class teaching

Discuss with the pupils what they have learned about staying healthy.

Ask them what happens when they are sick.

Discuss this in your local language.

#### Group task

Remind the pupils what happened when Audu and Joseph played football.

Discuss what Joseph's father will say when he gets home.

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

Ask, 'What will Joseph's father say?' and write their ideas on the chalkboard, eg:

Father: What have you done, Joseph?

Ask them what Joseph and his mother might say and write their ideas underneath, eg:

Joseph: I fell when I was playing football.

Mother: I have cleaned the cut, but it will still hurt for a while.

Ask the groups to prepare their own role plays.

Choose one or two groups to do their role play for the class.

#### **Plenary**

#### Individual task

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

Tell them they are going to write a playscript.

Ask them to write what Joseph's father says.

Tell them they will continue their playscripts tomorrow.





Lesson

title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 22 Staying healthy Day 5

# A playscript

#### **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**

15 minutes | i-e

#### 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.



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



10 Game minutes

25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### 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.

#### **Group task**

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

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

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

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

Tell them to continue writing speech for the characters.

When they have written at least one speech for each character, choose some groups to act out their playscripts for the class.

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

#### Whole class teaching

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









title

**Danladi's goats** 

Lesson

Literacy

lesson plans **Primary 3** 

Term 3

**Asking questions** 

Week 23 Danladi's goats Day 1

#### **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.

Write 'Danladi's goats' from the introduction on the chalkboard.

Write the key words on flash cards.

#### Letters and sounds

a-e

Song

minutes

#### 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.





Story Story 10 Game minutes minutes minutes **Main activity** Introduction **Plenary** Whole class teaching Whole class teaching Whole class teaching Read the first two Read and explain the first Play the 'Who is it?' game paragraphs of 'Danladi's four key words to the pupils. with the class. goats' to the pupils. Choose some pupils Ask, 'What do you think to underline the key words on the chalkboard. is going to happen?' Finish reading the story. Read the story again. Ask the pupils to draw a picture to go with the story

in their exercise books.

to go with the picture.

Ask them to write a sentence

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Lesson title

**Unlucky Danladi** 

Literacy lesson plans

**Primary 3** 

Term 3

**Asking questions** 

Week 23 Danladi's goats Day 2

#### **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.

Write the questions shown opposite on the chalkboard.

#### Letters and sounds

Song

minutes

#### Whole class teaching

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

Story

a-e

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 25 Story minutes minutes minutes Introduction **Main activity Plenary** Whole class teaching **Group task** Individual task Whole class teaching Whole class teaching Ask the pupils what they Read the 'Danladi's goats' Read through the questions Tell the pupils to write Choose a pupil to read a on the chalkboard together. remember about the story story to the class again. the answers in their question and another to read they read yesterday. exercise books. the answer to it. Choose some pupils to read Tell the groups to discuss Flash the first four some parts of the story. the answers. key words and ask the Ask the pupils how they Choose some pupils to say pupils to read them. think Danladi lost his goats. the answers. Read and explain the

Ask the class if they

are correct.

next four flash cards.

#### **Questions**

Where was Danladi's house?
Why did Danladi have to buy another goat?
What did Danladi have to make the goat happy?
How do you know the goat was unhappy?
What do you think happened to the goat after she escaped?



title

How do we run?

Lesson

Literacy lesson plans

**Primary 3** 

Term 3 **Asking questions** 

Week 23 Danladi's goats Day 3

#### **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.

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

## minutes

Song

a-e

#### **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 25 minutes Story

10 minutes

#### Introduction

#### **Main activity**

#### Whole class teaching

Flash the key word cards.

Ask the pupils to say some adjectives to describe Danladi, eg: unlucky, angry.

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'.

## Whole class teaching

Read the 'Danladi's goats' story to the class again.

Choose some pupils to read some parts of the story.

Ask them to mime Danladi walking home with his goat.

Choose someone to point to the adverb to describe this, ie: proudly. Ask the pupils to think of an adjective to describe how the goat ran away, eg: quickly, swiftly.

Tell them to use it in a sentence, eg: 'The goat ran away quickly'.

On the chalkboard, write:

'Danladi looked \_\_\_ for his beautiful, little goat. (carefully, sadly, wearily, angrily, crossly)'

'The goat \_\_\_ ate lots of green grass on the mountain. (happily, hungrily, joyously)'

In pairs, ask the pupils to choose an adverb to complete each sentence.

#### **Plenary**

#### Whole class teaching

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

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





Lesson title

minutes

Song

Story

a-e

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 23 Danladi's goats Day 4

# 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.

### Whole class teaching

Letters and sounds

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.





25 minutes

10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### **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 cards to help them explain of the adverbs.

Ask each group to perform some of their actions.

Ask the other groups to guess the adverbs.

#### **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 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.

#### Individual task

Tell the pupils they are going to write a story.

Tell them to write the title 'My day' in their exercise books.

Ask them to write some sentences about the things they do.

Tell them they can use the verbs on the chalkboard and the adverb cards to help them.

#### Whole class teaching

Choose some pupils to read their stories to the class.

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





Lesson title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 23 Danladi's goats Day 5

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', 'later', 'today'.

Write the sentences shown opposite on the chalkboard.

## 15 minutes

a-e

#### 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.



 $\bigoplus$ 

10 minutes 25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### Whole class teaching

Take the pupils outside and tell them to move ground.

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

#### 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 look at the sentences on the chalkboard.

Read and explain that there are some adverbs missing.

Ask some pairs to say the completed sentences.

#### 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.

#### Whole class teaching

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

#### **Sentences**

I am going to play with my friends \_\_\_\_.

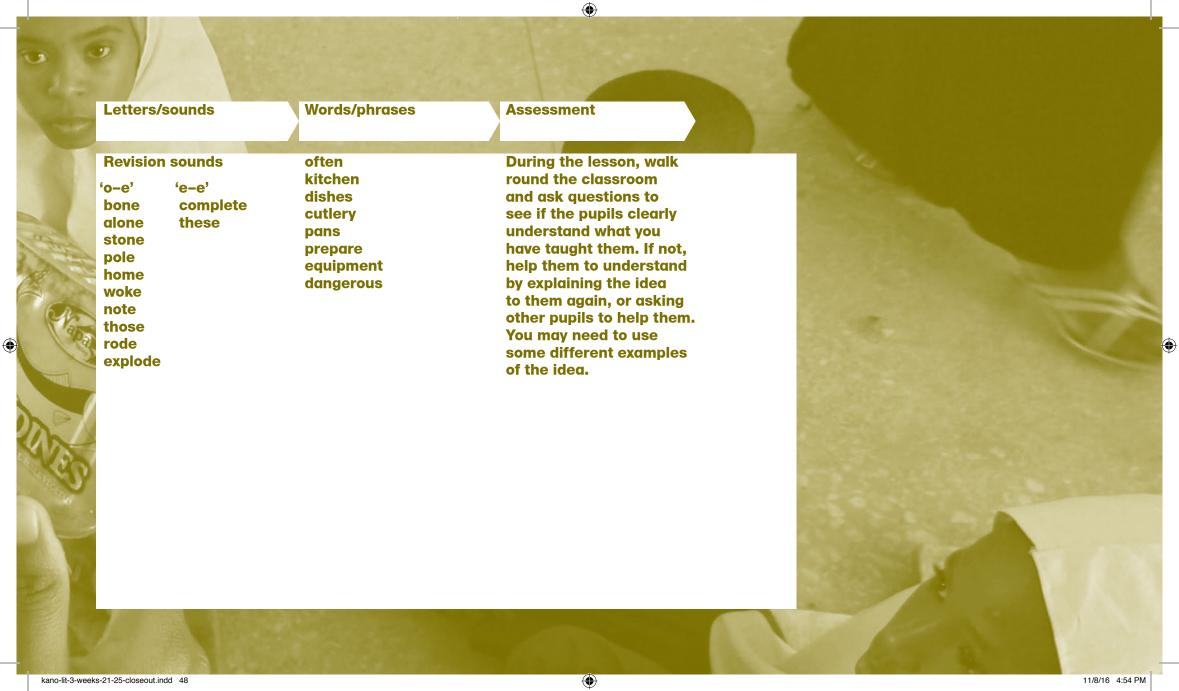
It will \_\_\_\_ be time to go to school.

It is raining \_\_\_\_.

I help to look after my sister \_\_\_\_.









title

In the kitchen

Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 24 The kitchen Day 1

#### **Learning outcomes**

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

Read words with 'o-e'.

Read and understand the story, 'Nura in the kitchen'.

#### **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.

Draw a plate, a dish, a pot, knives, forks, spoons and cups on a large piece of card.

Write the 'Nura in the kitchen' story from the introduction on the chalkboard.

minutes

Song

## Whole class teaching

Letters and sounds

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.

о-е

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.





25 minutes Story

10 minutes

#### Introduction

#### **Main activity**

#### Whole class teaching

Ask the pupils to think about what happens in their kitchen at home.

Ask them to tell each other about what their mother cooks in their kitchen at home.

Ask them to think about the objects in the kitchen.

#### **Group task**

Read and explain the key words to the class.

Ask the pupils to try to follow the story on the chalkboard as you read it.

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

Write the following questions on the chalkboard:

'How would you describe Nura?'

'What did Nura's mother do when he burned himself?'

Tell the groups to discuss their answers.

Choose some pupils to say their answers.

#### **Plenary**

#### Whole class teaching

Say some of the names of the kitchen objects and choose pupils to come and touch the appropriate drawings.

Keep the kitchen object drawings on display in the classroom all week.





title

Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 24 The kitchen Day 2

#### **Learning outcomes Objects in the** kitchen

#### 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 kitchen.

#### **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.

Write the questions shown opposite on the chalkboard.

#### **Letters and sounds**

Story

minutes

#### Whole class teaching

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

о-е

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'.





25 minutes Story

10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### Whole class teaching

Ask the pupils what happened in the story 'Nura in the kitchen'.

Ask them to read the key words with you.

Show them the kitchen object drawings from Day 1.

Ask if they can think of any other things that are found in a kitchen, eg: a table, a stove.

#### **Group task**

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.

#### **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.

#### Questions

What did Nura do most of the time to help in the kitchen? What did Nura's mother warn him about in the kitchen? What was Nura cooking when he burned himself? What do you do to help in the kitchen?





title

Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 24 The kitchen Day 3

## **Learning outcomes** Slowly and carefully

#### 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.

Write the following time adverbs on the chalkboard: 'soon', 'sometimes', 'often', 'always', 'never', 'later', 'today'.

minutes

Story

# Letters and sounds

#### Whole class teaching

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

о-е

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.





25 minutes Story

10 minutes

#### Introduction

#### **Main activity**

#### Whole class teaching

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

Tell them to look at the kitchen object drawings and read some of the names with vou.

## Whole class teaching

Tell the pupils 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.

Look together at the story 'Nura in the kitchen'.

Ask the pairs to find the adverbs in the story, eg: carefully, safely, badly, gently.

Remind them that adverbs can also describe time.

Look at the time adverbs on the chalkboard.

Tell the pupils to look at the story and find the time adverbs.

Choose some pairs to read the 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 washing the dishes carefully.'

'We are stirring the soup slowly.'

'We are eating quietly.'

Ask them to say the adverbs vou have used.





**A letter** 

Lesson

title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 24 The kitchen Day 4

#### **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, the kitchen object drawings and names.

Copy the letter shown opposite on to the chalkboard.

#### Letters and sounds

Song

minutes

#### 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.

о-е

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.'





25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### **Group task**

Ask the pupils to look at the drawings of the kitchen objects.

Tell the groups to discuss what happens in a kitchen.

Ask them how Nurg's mother told him to behave in the kitchen. (carefully, safely)

#### Whole class teaching

Show the class the letter on the chalkboard and ask what they might write letters kind of writing it is.

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

Choose some pupils to read different sentences from the letter.

Write on the chalkboard: Who wrote it? Who is it to?

Discuss the answers with the class and ask how they know.

#### Whole class teaching

Ask the pupils to say what about.

Write their ideas on the chalkboard.

#### Letter

24 River Road Chula 6th October 2012

Dear sister.

I hope you are keeping well. Everything at home is fine. Please do not worry about our mother, I am helping her in the kitchen. I mostly do the dishes but have also been helping her to prepare vegetables. I try to be very careful.

Yours.

Nura





Lesson

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 24 The kitchen Day 5

title

**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.

Have the letter from yesterday on the chalkboard.

Write the sentences for the main activity on the chalkboard.

#### Letters and sounds

Song

minutes

#### Whole class teaching

Sing the 'Vowel' song with the class.

Helpful e

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

25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### 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.

#### 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 righthand 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.

Ask the pupils to look at these sentences on the chalkboard:

'I am writing this \_\_\_ to you.'

'I like cooking in the \_\_\_\_ with \_\_\_.

'I like cooking \_\_\_.'

'We have got a \_\_\_ and a \_\_\_.'

'Your friend, \_\_\_ '

Read them and ask the pupils to say what the missing words could be.

Ask them to complete the sentences under 'Dear' in their exercise books.

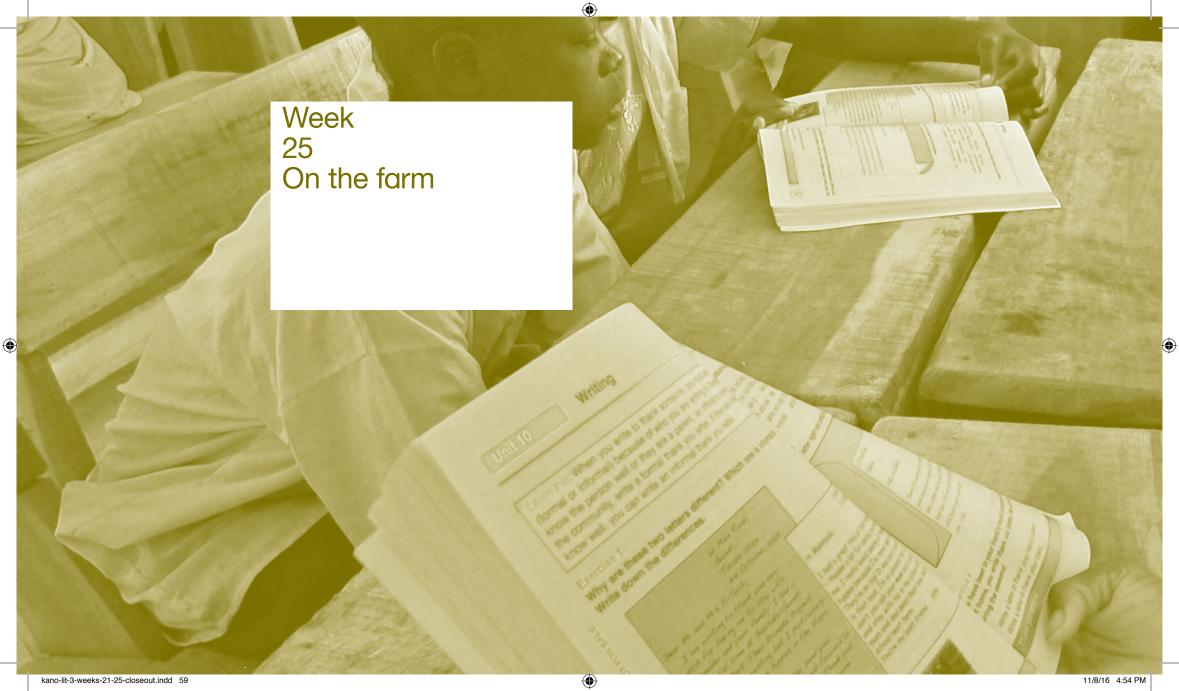
#### **Plenary**

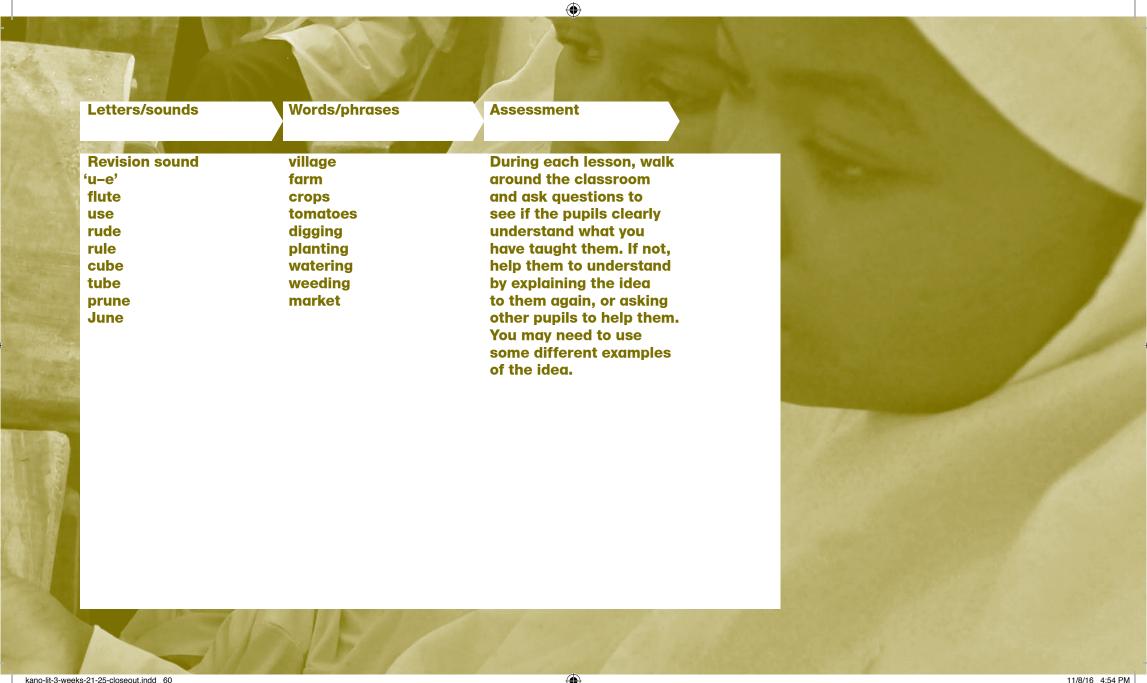
#### Pair task

Ask the pupils to read their partner's letter.

Ask them to name the parts of a letter.









Lesson title

In the village

Literacy lesson plans Primary 3

Term 3
Asking questions

Week 25 On the farm Day 1

#### **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.

Copy the text shown opposite on to the chalkboard and leave it there for the week.

Write the key words on the chalkboard.

# 15 minutes **U-e**

#### **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.



25 minutes Passage

10 minutes

#### Introduction

#### **Main activity**

#### 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.

## Whole class teaching

Look together at the text on the chalkboard.

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

Read 'Jatau's farm' and explain it to the class.

Tell the pupils that 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.

#### **Group task**

Write 'tomatoes' on the chalkboard.

Ask the groups to say a sentence about tomatoes. eg: 'Tomatoes are green at first, but...'

Ask the pupils in each group to write their sentence in their exercise books and draw a picture to explain it.

#### **Plenary**

#### Whole class teaching

Ask each group to read out their sentences.

Read the passage from the chalkboard again.

Choose some pupils to read their group's sentences.

#### Jatau's farm

Jatau lives in a small village. Jatau grows tomatoes on his farm. He works very hard to keep his crops healthy, digging the soil before planting, watering the plants well, tying them to stakes when they grow tall and weeding.

The plants grow quickly. Jatau picks out some of the leaves so the plants are not too bushy. At first the tomatoes are small and green. When they are ready to eat they turn red. Jatau's family members help when it is time to pick them. They take them to the local market to sell.





Lesson title

Literacy lesson plans Primary 3

Term 3
Asking questions

Week 25 On the farm Day 2

# Jatau's tomato farm

#### **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

Song

minutes

#### Whole class teaching

Sing the 'Vowel' song.

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

u-e

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.





minutes

Game

Passage

10 minutes

#### Introduction

#### **Main activity**

#### Pair task

Ask the pairs to think about the text they read yesterday.

Ask them to think about how Jatau looked after his plants.

Choose some pupils to say their answers to the class.

#### 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.

#### Individual task

Read the passage on the chalkboard with the pupils.

Read the following questions with them:

What does Jatau grow?

How does Jatau look after his crops?

Who helps Jatau when it is time to harvest his tomatoes?

Where does Jatau sell his tomatoes?

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

#### **Plenary**

#### Whole class teaching

Ask some pupils to share their answers with the class.

#### 'u-e' sentences

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





Lesson title

**Letter writing** 

Literacy lesson plans Primary 3

Term 3
Asking questions

Week 25 On the farm Day 3

#### **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.

## 15 minutes **U-e**

#### **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.





Passage

25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### Whole class teaching

Ask the pupils what information they can remember about Jatau's tomato farm.

Look together at the passage on the chalkboard.

Ask, 'What do you think other farmers grow?', 'How does Jatau know when his tomatoes are ready to eat?'

#### **Group task**

Remind the pupils that they learned about letter writing last week.

Show them the 'Letter from the farm'.

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

Tell the pupils 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 one or two groups to read out their letter.

Show them the completed letter on the piece of card.

Ask them to read it with you.

#### **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 a neighbour's farm.





Lesson

**Growing tomatoes** 

title

#### Literacy lesson plans **Primary 3**

Term 3 **Asking questions** 

Week 25 On the farm Day 4

#### **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

Song

minutes

#### Whole class teaching

Sing the 'Vowel' song with the pupils.

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

Helpful e

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.





25 minutes Passage

10 minutes

#### Introduction

#### **Main activity**

#### 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 grows tomatoes on his farm?

How are they looked after? What colour are they when

they are ready to eat?

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

## Whole class teaching

Look together at the text on the chalkboard.

Read the passage with the pupils again.

Ask them to think of more questions about the passage.

Write some of their ideas on the chalkboard.

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

#### Individual task

Tell the pupils to write some questions in their exercise books using different flash cards.

#### **Plenary**

#### Pair task

Ask the pairs to read their questions to each other.





Lesson

**Tomatoes** 

title

Literacy lesson plans **Primary 3** 

Term 3 **Asking questions** 

Week 25 On the farm Day 5

#### **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 about tomatoes.

#### **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.

## minutes

#### Letters and sounds

Helpful e

#### 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 Passage minutes

25 minutes 10 minutes

#### Introduction

#### **Main activity**

#### **Plenary**

#### 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 tomatoes.

Read the passage on the chalkboard together.

## Group task

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

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 the groups to think about how to prepare the soil for the tomatoes, what keeps the tomato plants healthy, when they are ready

grow tomatoes.

Write 'Tomatoes' on the chalkboard and ask the

to pick and why people

pupils to copy it in their exercise books.

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

#### 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.





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.

#### Special thanks go to:

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