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Type of lesson plans/ Grade Term/ Learning theme

Literacy lesson plans Primary 3

Term 3 Assessment for learning

Weeks 26—30

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Literacy lesson plans Primary 3 Term 3 Assessment for learning

This is the sixth 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 socioeconomic 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 Assessment for learning

Introduction Assessment for learning

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Assessment for learning

Effective assessment can support the teaching and learning of all pupils. Used well, it can move pupil learning forward, giving all pupils the chance to be successful learners.

Assessment in the classroom happens all the time, it is an ongoing process. It helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well and what they need to practise.

At the beginning of every week the lesson plans explain that in every lesson you should walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. It is important that if they do not, then you should help by explaining the idea to them again – maybe in a different way or with another example, or you could ask another pupil to help them.

Assessment used each day in the Looking a classroom gives you a much broader of a term. picture of your pupils' ability and progress. It also helps to give your pupils a sense of achievement, helping them to understand what they can do well and what they still need to practise.

There are many ways that you can assess your pupils' knowledge and understanding:

By observing.

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Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

In every classroom there will always be some pupils who learn faster than others. When you read the learning outcomes for each day, think about which of your pupils will achieve them at the end of the lesson and which of them will need more time to achieve the learning outcomes.

As you get to know your pupils you will be able to plan how you can help each pupil to do their best in every lesson.

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Literacy lesson plans Primary 3

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Introduction Stories and teaching aids for the term

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The greedy tortoise story

Part 1

A long time ago the animals were sad and scared. There had been no rain and the plants did not grow. There was very little food. Some animals stole food. Sometimes there were fights. They were very hungry.

The Lion King called them all to a meeting. He said, 'You must all bring any food to me. I will share it out.' Some of the animals thought this was a trick but he said, 'I will bring my own food first.' Then all the animals agreed. They went to get their food.

Part 2

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Tortoise pretended he had no food at all. He started to cry and said, 'I have no food to share.' The other animals felt sorry for him. Lion said, 'Do not worry. You can share our food.'

All the animals brought their food. Lion shared it into small pieces and kept some for the next day. For the first time all the animals had a good meal. After this dinner Tortoise hid behind a big tree. He sang a song, 'Mother, throw down the rope! Throw down the rope! I need food!' He sang until a rope fell from the top of the tree. He climbed up the rope to the top. His mother lived in a house on a strong tree branch. She had cooked a tasty meal of moi-moi. Tortoise ate and ate. Then he ate some mangoes and oranges. His belly was as big as a bag full of small yams. <u>He slid slowly down the rope.</u>

Part 3

Every day Tortoise ate the other animals' food and then went to the tree. He sang the same song and the rope came down. He ate and ate. His belly was very fat.

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One day, Elephant heard him singing. 'Why are you so fat and happy?' he asked. 'It is the air', said Tortoise and he went away. Elephant was angry.

Later, Snake saw Tortoise climbing the tree. She went to tell Lion but Lion did not believe her. Days went by and Tortoise got fatter and fatter while the other animals got thinner. One day, Monkey saw Tortoise climbing the rope. He told Lion but Lion did not believe him. The next day Lion heard Tortoise singing. He sent Giraffe to find out what Tortoise was doing. Giraffe saw Tortoise climbing the rope. She stretched her long neck to see what he was doing. She saw him eating lots of food. She ran to tell Lion.

Part 4

Lion called all the animals. They marched to the tree. Tortoise started to come down the rope. He saw Lion. He was afraid. He fell and hit the ground. His shell broke into pieces. Lion pulled him up and said,' If you don't tell me what you have been doing I will not mend your shell.'

Tortoise told Lion that he kept a lot of food in the tree. He said he was sorry for not sharing it. Lion mended his shell. Tortoise took all the animals up the tree for a feast. After that he always shared his food. ()

Sunshine and rain story

In the dry season the weather is very hot and dry. The flowers dry up and die. The leaves die on the trees. The grass gets brown and we cannot find food to eat. The water in the rivers and lakes gets very low. We all wait and watch for rain.

At last we see black clouds in the sky. We work hard in the fields and gardens. Every day we look at the sky and we say, 'Tomorrow we shall have rain'. Then the wind begins to blow and at last the rain falls. Sometimes we have heavy rain, sometimes just a little rain. The ground gets soft and we plant our seeds in the soft, wet soil.

Soon we see little green leaves coming up out of the earth. The plants start to grow. The weather is changing. Sometimes we have rain, sometimes we have sun. Day by day the plants grow bigger and stronger.

After this comes the heavy rain. The thunder roars. Rain pours down from the sky each day. The rivers get full of water. The heavy rain runs down the street. The ground is muddy. The ditches fill with water. Everyone is happy. The plants grow taller every day. Everywhere we see beautiful flowers. The grass grows green and the goats and cows have plenty to eat. After the heavy rain the sun shines again and soon the crops are ripe and ready to pick. Then we are thankful for having rain and plenty of good food.

Sunshine and rain sentences

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Plants grow.

The goats and cows can eat. We plant seeds in the soil. The grass is brown. We see black clouds. The rain comes. It is very hot.

The scorpion's sting story

Sadly, Yemi and Oti's mother had died and although they were very poor, they lived happily with their father.

Yemi and Oti had to work very hard. They fetched water, fed the chickens and cleaned the house.

One day their father told them he was going to marry again. When the new wife came she was lazy and unkind. She sat on a chair all day and spoke angrily to them. She gave them even more work to do. While they were out picking mangoes one day a scorpion suddenly appeared. It stung Oti. Oti screamed loudly. Yemi rushed Oti home quickly. Their father made his new wife look after Oti.

Animal facts		Stick puppets	Spelling tricky words	Tortoise's letter
African elephants are the biggest land animals in the world. Elephants have very thick, grey skin. African elephants have very big ears and long trunks. They have long, pointed tusks. Elephants eat grass, leaves, shoots, fruit and bamboo. They use their long trunks to pick up food from the ground and to drink water. Camels have a hump. Camels can live without food for a long time because they have fat in their humps. If camels get angry they spit. They can run fast. They have very long legs. They have long eyelashes to keep the sand out of their eyes. They eat leaves, seeds and grass.	Crocodiles have scaly skin. They have long, low bodies and short legs. Crocodiles have very big jaws and sharp teeth. They live in water and on the land. They can swim fast. Crocodiles eat fish and birds. Monkeys live in trees. They live with their families. They are very noisy and like to chatter. They eat bananas. They have long tails. They can swing from tree to tree. Snakes live in holes in the ground or in trees. Some snakes are poisonous. They have a sharp bite. They have a forked tongue. They have a long body. They lay eggs.	Draw an animal on to a piece of paper or card. Cut it out. Make a set of lions for the Lion group, a set of tortoises for the Tortoise group, and so on. Get a stick about twice as long as the piece of card. Stick it on the back of the card with masking tape.	Look carefully at the word. How many letters has it got? Are there any dangly or tall letters? Can you sound any letters out? Air write the word. Say the word five times. Hide the word. Write the word. Check the word carefully. Well done if it is correct, but if any letters are wrong change them. Look at the word again carefully and repeat the steps if necessary.	River, PO Box State 013 Dear, I am very happy to invite you Yours, Tortoise

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Week 26 The scorpion's sting

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Letters/so	unds	Words/phrases	Assessment	
High frequ	ency words	happily	During the lesson, walk	
List 1	List 2	sadly angrily	round the classroom and ask questions to	
said	their	suddenly	see if the pupils clearly	
have	people	carefully	understand what you	
do	oh	quickly	have taught them. If not,	
some	looked	loudly	help them to understand	See 1 Press and the second
come	called	fetched	by explaining the idea	
were	asked	mangoes	to them again, or asking	and the second se
there	could	scorpion	other pupils to help them.	and the second se
one	would	screamed	You may need to use	
children	should	lazy	some different examples	
what		-	of the idea.	

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	Lesson title		15 Words minutes	
Literacy lesson plans	The scorpion's	Learning outcomes	Letters and sounds	
Primary 3 Term 3	sting	By the end of the lesson, most pupils will be able to:	Whole class teaching Flash the 'u-e' cards.	
Assessment for learning		Read and spell high frequency words.	Write, 'said', 'have', 'do', 'some' and 'come' on the chalkboard.	
		Use adverbs in sentences.	Ask if anyone can read them.	
Week 26		Teaching aids	Ask why these words are difficult to read. (The 'ai' in 'said' has a different sound from the sound in	
The scorpion's sting		Before the lesson:	'rain and 'again'.)	
Day 1		Have ready the 'u–e' flash cards from last week.	 Read the sentences to the class and ask the pupils which words are missing. 	
		Write the sentences opposite on the chalkboard.	Ask the pupils to complete the sentences in their exercise books.	
		Write 'The scorpion's sting' from the introduction on the chalkboard.	-	
		Make a set of the first seven key words on large flash cards for each group.		

10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Individual task
Read 'The scorpion's sting' to the class.	Give each group a set of key words.	Explain that adverbs often end in 'ly'.	Ask the pupils to write sentences about themselves using the adverbs in their exercise books, eg: 'I do my work carefully.', 'I shout
Show, read and explain the first seven key words.	Ask them why they think all the words end in 'ly'.	Ask them to find the adverbs in the story.	
Tell the pupils to read the words with you.	Ask if anyone can remember what a verb is (a doing or a being word).	Choose some pupils to read the sentences that contain adverbs.	angrily when I am hurt.' Choose some pupils to read their sentences to the class.
	Tell them that words that describe verbs are called <mark>adverbs</mark> .	Give each group a different adverb and tell them to think of a verb to go with it, eg: run quickly.	
		Tell them to role play the verb and adverb for the other groups to guess.	
			Sentences

I can do it, ____ Jamila. Lado and Habiba ___ to get bananas from the market. 'We ___ like bananas', said the girls. Habiba has to get ___ books. '___ and buy my rice', begs the market woman.

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Lesson title		15 Words minutes			
The new wife	Learning outcomes	Letters and sounds			
	By the end of the lesson, most pupils will be able to:	Whole class teaching Flash the 'u-e' cards.			
	Read and spell high frequency words.	Write 'were, there, one, children, what' on the chalkboard and ask the			
	Use adverbs and adjectives in their writing.	Ask them to look at your picture and			
	Teaching aids	Write, 'The children were going to get a mango from the tree.'			
	Before the lesson: Have ready the 'u–e' flash cards.	Give the pupils a few minutes to read - the sentence in their groups.			
	Draw a picture of three children standing by a mango tree.	ost Whole class teaching Flash the 'u–e' cards. Flash the 'u–e' cards. Write 'were, there, one, children, what' on the chalkboard and ask the pupils to try to read them. Ask them to look at your picture and say what is happening. Ask them to look at your picture and say what is happening. Write, 'The children were going to get a mango from the tree.' Is. Give the pupils a few minutes to read the sentence in their groups. Write, 'How many children were there?', 'How many trees were there?', 'What were the children going to get?' Choose some pupils to read the			
	Write the last five key words on large flash cards.	going to get?'			
	Read through 'The scorpion's sting'.	questions and tell everyone to think			
	Write the sentences shown opposite on the chalkboard.				
		Read some answers to the class.			

Literacy lesson plans Primary 3

Term 3 **Assessment for** learning

Week 26 The scorpion's sting Day 2

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25 minutes		10 minutes
Main activity		Plenary
Whole class teaching	Individual task	Whole class teaching
Hold up the last five key words, read and	Tell the pupils to look at the questions on the	Ask the pupils to draw the wife in their exercise books.
Ask the pupils to find them	the questions together.	Tell them to write words to describe her underneath.
Hold up the first seven key	Ask them to answer the questions in their exercise books.	
read them with you. Choose some pupils to	-	
	minutesMain activityWhole class teachingHold up the last five key words, read and explain them.Ask the pupils to find them in the story.Hold up the first seven key words and ask the pupils to read them with you.	minutesMain activityWhole class teachingHold up the last five key words, read and explain them.Ask the pupils to find them in the story.Hold up the first seven key words and ask the pupils to read them with you.Hold up the minutes

each word.

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Questions

Why did the girls work hard?

Do you think the girls were happy with their father's new wife?

What were the girls doing when Oti was stung by the scorpion?

How do you think Oti felt when the scorpion stung her?

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Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 26 The scorpion's sting Day 3

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Yemi and Oti

Lesson

title

Learning outcomes

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

Read the words 'their', 'people' and 'oh'.

Answer questions about a story they have read.

Teaching aids

Before the lesson:

Write the revision high frequency words on flash cards.

Make two sets of key word flash cards for each group.

Read through 'The scorpion's sting' and write the questions shown opposite on the chalkboard.

Letters and sounds

eir

15

minutes

Whole class teaching

Flash the revision cards and ask the pupils to tell you the words.

Write, 'The children put their pens on the desk.' on the chalkboard and read it.

Point to 'their' and read it again.

Tell the pupils to say the word five times to a partner.

Write, 'A lot of people went to the market.' and repeat the process with the word 'people'.

Write, "Oh. I am hurt", said Yusuf.' and repeat the process with the word 'oh'.

Choose some pupils to read the three sentences.

10 Game minutes	25 Story minutes			10 minutes
Introduction	Main activity			Plenary
Group task	Group task		Individual task	Whole class teaching
Hold up the key word flash cards and ask the pupils to	Ask the pupils to retell 'The scorpion's sting' story.	Give each group a different question to discuss.	Ask pupils to say any jobs they have to do at home.	Choose some pupils to read out their sentences to
read them. Choose some pupils to explain them or say them in	Ask each group to discuss and say some of the jobs the girls had to do.	Ask each group to read their question and say the answer. Ask the other groups	Ask the pupils to draw themselves doing a job in their exercise books.	the class.
a sentence. Shuffle the two sets of key	Tell the pupils to follow the story on the chalkboard.	if they agree.	Tell them to write a sentence under it, eg: 'I clean the	
word flash cards together and place them face down in front of each group. Play the card matching	Choose some pupils to read the questions on the chalkboard.		rooms.', 'l fetch water.'	

Questions

What jobs did the girls do? How would you describe their father's new wife? What did Yemi do when the scorpion stung her sister?

game.

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	Lesson title		15 Words minutes	
	What happens	Learning outcomes	Letters and sounds	
next?	By the end of the lesson, most pupils will be able to:	Whole class teaching Flash the revision cards and ask th		
		Read the words 'looked', 'called' and 'asked'.	pupils to read the words. Write, 'Yemi looked for her goat'	
		Predict the ending of a story.	on the chalkboard and read it with the pupils.	
		Teaching aids	Point to 'looked' and read it again.	
		Before the lesson:	Tell the pupils to say the word five times to a partner without soundin it out.	
		Have ready the revision high frequency words and the words learned yesterday on flash cards.	Write, 'The man called to the dog' and repeat the process for the word 'called'.	
			Write, 'Idris asked Yemi to play with him' and repeat the process for the word 'asked'.	
			Choose some pupils to read the three sentences.	

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Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 26 The scorpion's sting Day 4

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10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Pair task	Group task	Individual task	Whole class teaching
Remind the pupils that they have been reading 'The scorpion's sting'.	Ask the pupils to discuss in their groups what they think happened next in the story.	Tell the pupils to think about the different endings they have heard and choose one.	Choose some pupils to read their endings to the class.
Tell them they are going to retell the story in their pairs.	Ask, 'Do you think Oti might have to go to hospital?'	Write, 'The wife took Oti' on the chalkboard	
Tell one pupil to start telling their partner the story.	Ask the groups to draw ther the story. ninute say, 'Stop!' their partner to e telling the story. Ask the groups to draw a picture explaining what might happen to Oti and another of Yemi telling her father what happened. Ask the pupils to draw speech bubbles next to each		_
After a minute say, 'Stop!' and ask their partner to continue telling the story.		Tell them to explain where she took her and write more	
	person and write what they say in them.	Tell them to include what the wife and the father said and did.	
	Ask each group to use their drawings to explain what they think will happen in the ending.		

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esson tle		15 Words minutes	
The scorpion's	Learning outcomes	Letters and sounds	
sting	By the end of the lesson, most pupils will be able to:	Whole class teaching Flash the word cards.	
	Read the words 'could', 'would' and 'should'. Retell and write a story.	Write, 'could', 'should' and 'would' on the chalkboard, read them out	
	Teaching aids	and explain their meaning. Write: 'He could do his sums.', 'Idris would like to do his sums.', 'He should do his sums but he went	
	Before the lesson: Have ready the revision high	out to play.' Ask pupils to help you role play the sentences.	
	frequency words and the words learned this week on cards.	Read the first sentence, then point to 'could' and read it.	
		Tell the pupils to say the word five times to a partner without sounding it out.	
		Repeat this process with the other sentences.	

Term 3

learning

Assessment for

Week 26 The scorpion's sting Day 5

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10 minutes	25 Story minutes		10 minutes
Introduction	Main activity		Plenary
Group task	Pair task		Whole class teaching
 Tell the pupils there are four sections in the story about the scorpion: 1 Yemi and Oti doing all the work. 2 The father marrying. 3 Oti being stung by the security. 	Choose some pupils to role play each section as you slowly read the story on the chalkboard. Encourage the pupils to make up their own speech for the characters.	Tell them to try to write some sentences to explain each section of the story in their exercise books. Tell them to swap books and ask their partner to read their stories.	Read some of the stories and praise the pupils' efforts. Ask the class to say if they have missed any sections out or if they could add more ideas.
the scorpion. 4 Yemi rushing her sister home.	Repeat, choosing different pupils to role play.	Ask the pupils to suggest more ideas for their partner to write.	

Ask the groups to discuss what the people might say in each section.

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Week 27 Osaritin the hippo

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Letters/sounds

Words/phrases

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food drink

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disappointed

subjects

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Assessment

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Revise high frequency words old by house about your day here live give saw very because only little

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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		15 Words minutes	
Big and small	Learning outcomes	Letters and sounds	
	By the end of the lesson, most	Whole class teaching	
	pupils will be able to:	Tell the pupils that some words are	
	Use a simple method to learn to spell high frequency words.	used a lot and we need to make sure we can spell them really well. Write 'old', 'by' and 'house' on the chalkboard and explain	
	Write the opposites of some words.		
	Teaching aids	their meaning.	
		Teach the pupils how to spell these	
	Before the lesson:	words using the 'look, say, hide, write, check' method.	
	Read the instructions for spelling tricky words' in the introduction.	Dictate the following sentences slowly for the pupils to write in their	
	Read Nigeria Primary English 3, page 124.	exercise books: 'The old man had a bent back.', 'Idris sits by Lami.', 'Idris cleans the house.'	
	Write the first five key words on large flash cards.		

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Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 27 Osaritin the hippo Day 1

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10 Nigeria Primary minutes English 3	25 minutes			10 minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching		Pair task	Whole class teaching
Ask the pupils what they can see in the picture in Nigeria Primary English 3, page 124. Ask them what they think is happening. Hold up each key word flash card and explain it.	upils what they in the picture in imary English 3, On the chalkboard, write 'The hippopotamus was big, but the tortoise was' Write the following words in two lists on the chalkboard: good sad Write 'The hippopotamus was sad but the tortoise was' Ask som sentence Read the sentence and what they think ing. Read the sentence and ask the pupils to discuss in pairs what the missing word could be. Write the following words in two lists on the chalkboard: good sad Write 'The hippopotamus was sad but the tortoise was' Ask som sentence what they think ing. Read the sentence and ask the pupils to discuss in pairs what the missing word could be. Mrite the following words in two lists on the chalkboard: good sad Write 'The hippopotamus was sad but the tortoise was' Ask som sentence	Ask some pairs to read their sentences to the class.		
Read the story in the textbook to the class.		Read and explain the words to the pupils. Choose some pairs to come and draw arrows to join opposite words.	Tell them to write two sentences in their	

Lesson title		15 Words minutes
The hippopotamus	Learning outcomes	Letters and sounds
	By the end of the lesson, most pupils will be able to:	Whole class teaching Dictate the following for the pupils to
	Read the words: 'about', 'your', 'day' and 'here'.	write in their exercise books: 'old', 'by' and 'house'.
	Answer questions about a story.	Write the words on the chalkboard and ask them to check their spellings.
	Teaching aids	If they are not correct, ask the pupils to write them correctly.
	Before the lesson: Write all the key words on large flash cards.	Write 'about', 'your', 'day' and 'made' on the chalkboard and explain their meaning.
	Read Nigeria Primary English 3, page 124.	Teach the pupils how to spell these words using the 'look, say, hide, write, check' method.
		Dictate the following sentences slowly for them to write in their exercise books: 'I like to sing about the sun.', 'I took your pen from the desk.', 'Idris had a nice day with Ali.', 'Here is Ali.'

Literacy lesson plans Primary 3

Term 3 **Assessment for** learning

Week 27 Osaritin the hippo Day 2

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10 Nigeria Primary minutes English 3	25 Nigeria Primary minutes English 3		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task	Whole class teaching	Whole class teaching
Hold up the first five key	Choose some pupils to read	Read the story again.	Choose some pairs to
word flash cards and ask the pupils to read them.	questions 1—4 in Nigeria Primary English 3, page 125.	Ask the pupils to discuss what they think will happen	show their drawings and sentences to the class.
Hold up the next five key words and read and	Give each group a different question to discuss.	next, eg: the tortoise guesses the name correctly,	
explain them.	Ask each group to read	the tortoise goes in search	
Ask the pupils to follow as you read the whole story in	their question and say the answer.	of someone to ask about the hippopotamus's name.	
Nigeria Primary English 3, page 124.	Ask the other groups if they agree.	Write their ideas on the chalkboard and keep them for the payt day	
Hold up each key word, ask		for the next day. Tell the pupils to draw a	
the pupils to read it and point to it in the story.		picture and write a sentence about what happens next.	

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Literacy lesson plans Primary 3

Lesson

Osaritin

Term 3 Assessment for learning

Week 27 Osaritin the hippo Day 3

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Learning outcomes	Letters and sounds
By the end of the lesson, most pupils will be able to:	Whole class teaching
Read and spell some high frequency words.	Dictate these words for the pupil write in their exercise books: 'abo 'your', 'day' and 'here'.
Make up speech for characters in a story.	Write the words on the chalkboard and ask them to check their spellings.
Teaching aids	If they are not correct, ask the put to write them correctly.
Before the lesson:	Give each group a cut up senten
Write each of the sentences listed opposite on a flash card.	Ask them to read the words toge and arrange the words so they make sense.
Cut each sentence into words so that each group can have a pack of words.	Ask the groups to read their sentence to the class.
Make two sets of the key words on	Check they are correct.
flash cards for each group.	Swap the sentences and repeat.

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10 Game minutes	25 Nigeria Primary minutes English 3		10 minutes	
Introduction	Main activity		Plenary	
Group task	Whole class teaching	Group task	Whole class teaching	
Hold up the key word flash cards and ask the pupils to read them.	Remind the pupils that yesterday they thought about how the hippopotamus story	Ask the groups to think about what the animals said to each other when	Choose two or three groups to role play the speech they have written.	
Choose some pupils to explain them or say them in		they were trying to guess the - name of the hippopotamus.		
a sentence.		Ask the pupils to write 'The hippopotamus' in their exercise books.		
Shuffle the two sets of key word flash cards together				
and place them face down in front of each group.		Ask them to draw pictures of three or four animals and write their names		
Play the card matching game.		underneath.		
		Tell them to draw a speech bubble next to each animal.		
		Ask them to write what each animal says in the speech bubble.	Sentences	
			Ali went to the old house. It is time to clean the room. The sun shines in the day. I like the song about the sun. Garba lives here with Jibrin.	

Lesson title		15 Words minutes
A letter from	Learning outcomes	Letters and sounds
Tortoise	By the end of the lesson, most pupils will be able to:	Whole class teaching
	Read the words 'live', 'give', 'saw' and 'very'.	 Write 'live', 'give', 'saw' and 'very' on the chalkboard and read them the class.
	Write a simple letter.	Explain their meaning and discuss the tricky bits.
	Teaching aids	Teach the pupils how to spell the words using the 'look, say, hide, write, check' method.
	Before the lesson:	Dictate the following sentences
	Copy 'Tortoise's letter' from the introduction on to a large piece of paper for each group, leaving room for the pupils to fill in the gaps.	slowly for the pupils to write in the exercise books: 'I live in a house.', 'I give my pen to Yusuf.', 'Yusuf sa Idris in the house.', 'It is very hot.'

Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 27 Osaritin the hippo Day 4

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10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Whole class teaching
Remind the pupils that they have been reading a story	Tell the pupils that Tortoise decides that he is going	Give each group a copy of the letter.	Read some of the letters to the class.
about a hippopotamus. Ask them to think about how the hippopotamus felt when no one knew his name, eg: sad, unhappy, miserable.	to hold a big feast like the hippopotamus. Tell them that he begins to write a letter to invite all the gnimals but needs	Ask them to discuss what the missing words in the first sentences could be, and write them in their group letter.	
Ask them to think about how the tortoise would feel if he knew the hippopotamus's name, eg: happy, joyful, excited.	help with it. Ask them what he needs to write first in his letter, ie: his address on the right-hand side with the	Tell the groups to use some of the key words to describe what will happen at the feast, eg: 'There will be lots of food', 'There will be a band	
Write some of their ideas on the chalkboard.	date underneath it. Ask what he needs to do next, ie: write 'Dear animals' on the left-hand side.	to play wonderful music'. Give them time to finish the letters.	

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Lesson title		15 Words minutes
Longer sentences	Learning outcomes	Letters and sounds
	By the end of the lesson, most pupils will be able to:	Whole class teaching
	Read the words 'little', 'only' and 'because'.	Dictate the following words for the pupils to write in their exercise books: 'live', 'give', 'saw', 'very'.
	Write sentences using the word 'because'.	Read 'little', 'only' and 'because' to the class.
	Teaching aids	Explain their meaning and discuss the tricky bits.
	Before the lesson:	Teach the pupils how to spell the words using the 'look, say, hide, write, check' method.
	Write 'little', 'only' and 'because' on the chalkboard.	Dictate the following sentences slowly for the pupils to write in their
	Copy the 'because' sentences opposite on to strips of card or paper.	exercise books: 'The little girl is sad.', 'There is only rice to eat.', 'She is sad because she is lost.'

Literacy lesson plans Primary 3

Term 3 **Assessment for** learning

Week 27 Osaritin the hippo Day 5

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10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Whole class teaching
Ask if anyone can remember some adjectives to describe	Tell the pupils that the word 'because' can be used to	Tell them to write the completed sentence in their	Read each 'because' sentence to the class.
how the hippopotamus or the tortoise felt in the story they have been reading, eg: the hippopotamus felt sad, the tortoise felt happy.	make sentences longer.Tell them it is used to explain	exercise books. Swap the cards around and repeat several times so each group completes at least three sentences.	Choose pupils from different groups to read their answers. Ask the other groups if they are correct. If not, ask them
	why something happens.		
Write their ideas on the chalkboard.	'because' sentences. Ask the pupils to read and		to explain why.
Explain that the way the hippopotamus felt was the opposite of how the tortoise felt.	discuss an ending for their sentence.		

Because sentences

The hippopotamus was sad because...

The tortoise was happy because...

The animals enjoyed going to the feast because...

The animals were disappointed because...

Ask the pupils to think of other opposites, eg: cold, hot, good, bad.

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Letters/sounds	Words/phrases	Assessment	
High frequency words people old your only about very time house could would should	frozen fresh river stream lake drinking cooking cleaning washing	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.	

Term 3 Assessment for learning

Week 28 Water Day 1

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Water

Lesson

title

Learning outcomes

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

Spell some high frequency words.

Read a passage for information.

Teaching aids

Before the lesson:

Write the first six high frequency words on the chalkboard and on flash cards for each pair.

Copy the information passage opposite on to the chalkboard.

Write the first five key words on large flash cards.

Letters and sounds

Words

Pair task

15

minutes

Read out the words on the chalkboard.

Use the 'look, say, hide, write, check' method to teach the pupils how to spell one of the words.

Give each pair a set of high frequency word cards.

Ask one to hold up the card for the other to look at carefully, say and air write.

Tell the pupils to hide the card while their partner tries to write it.

If it is correct, do the next card. If it is incorrect, repeat the process.

When all the words are written correctly, tell the pupils to swap roles and start again.

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10 Passage minutes	25 Passage minutes	10 minutes	
Introduction	Main activity	Plenary	
Whole class teaching	Group task	Whole class teaching	
Read the passage on the	Read the passage again.	Ask each group to say	
chalkboard to the class.	Ask the groups to discuss	a sentence and ask the others if they are correct.	
Tell the pupils that this is not	-	others in they dre correct.	
a story. This writing is called an information report.	Write, 'We need water for'		
Explain that an information report tells us facts about something.	Ask the pupils to complete the sentence in their exercise books and draw a picture for		
Show, read and explain the first five key words.	each sentence.		
Choose some pupils to read	Γ		

Water

About two-thirds of the Earth's surface is covered in water. Approximately 97% of this is salt water. Almost 2% is frozen, leaving 1% as fresh water.

Water is one of the most important parts of our daily life. It is our most valuable resource. Every day we drink water, cook with water, bathe in water and wash our clothes in water.

We have access to water in streams, rivers and lakes. Sometimes we buy pure water to drink.

the words to you.

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A poem about	Learning outcomes	Letters and sounds	
water	By the end of the lesson, most pupils will be able to:	Pair task Flash the high frequency word cards	
	Write sentences with high frequency words.	Read the sentences with the pupils.	
	Discuss ideas for words to be used in a poem.	Ask them to underline the words they have learned to spell.	
		Rub the words out.	
	Teaching aids	Give each pair a set of high frequency word flash cards.	
	Before the lesson:	Tell the pupils to use the cards to help them complete the sentences in their exercise books.	
	Have ready the set of high frequency word flash cards from yesterday for each pair.		
	Write the sentences listed opposite on the chalkboard.		
	Make two sets of all the key words on flash cards for each group.		

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Week 28 Water Day 2

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Literacy lesson plans Primary 3

Term 3

learning

Assessment for

10 Game minutes	25 minutes			10 minutes	
Introduction	Main activity			Plenary	
Group task	Whole class teaching		Group task	Whole class teaching	
Flash the first five key words		Ask the pupils to say their	Tell the groups to practise	Choose some groups to	
Hold up the next four key words, read and explain them.	 to help you write a poem. Explain that a poem is a collection of words that 	ideas and write them on the chalkboard eg: cool, clean, pure water. Cleaning, cooking and washing. People and plants need water. Tell them that they have written a type of poem.	rd eg: e water.	read the poem to the class.	
Shuffle the two sets of key word flash cards together	 describe something. Poems do not have to rhyme. 		washing. People and plants		
and place them face down in front of each group. Play the card matching	Ask pupils to think of some adjectives to describe water, some ways they use		-		
game.	water, and ideas about who needs water.				

Sentences

A lot of people go to the market. The old man had a bad leg. I like your dress. There is only one pen left. He is about nine years old. It is a very hot day.

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Lesson title

Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 28 Water Day 3

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Sunshine and rain

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

Spell some high frequency words.

Sequence sentences correctly.

Teaching aids

Before the lesson:

Learning outcomes

Write the last five high frequency words on flash cards for each pair.

Have ready the class poem from yesterday.

Read 'Sunshine and rain' in the introduction and make a set of 'Sunshine and rain' sentences for each group.

Letters and sounds

Words

Pair task

15

minutes

Write the last five high frequency words on the chalkboard and ask if anyone can read them.

Give each pair a set of words.

Ask one to hold up the card for the other to look at carefully, say and air write.

Tell them to hide the card while their partner tries to write it.

If it is correct, tell them to do the next card.

If it is incorrect, tell them to repeat the process.

When all the words are written correctly tell the pupils to swap roles and start again.

10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Pair task
Read the poem from yesterday.	Give each group a set of 'Sunshine and rain' sentences.	When they have ordered the sentences, tell the pupils to read them and discuss if	Ask the pupils to discuss what sound the rain makes, eg: 'drums on the roof'.
Explain to the class that they are going to collect words	Tell them to read each	they think they are correct.	Ask them, 'What does the
and ideas to help them write another poem about the rain.	sentence carefully and try to arrange them in the correct	Ask each group to read their sentences and ask	rain do to you? How does it make you feel?'
Read 'Sunshine and rain'.	order to explain the dry and rainy seasons.	the others to say if they are correct.	Write their ideas on the
Read it again and ask the pupils to role play each section: the dry season, the rain starting to come, the heavy rain, crops growing.	Tell them to discuss what happens first, ie: it is hot, and then decide what comes next.		chalkboard and keep them for the next day.

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Lesson title		15 Words minutes
In the rainy season	Learning outcomes	Letters and sounds
	By the end of the lesson, most pupils will be able to:	Pair task Flash the word cards from yesterday.
	Write high frequency words in sentences.	Read the sentences with the pupils.
	Collect ideas for a poem.	Ask them to underline the words they have learned to spell.
	Teaching aids	Give each pair a set of words.Ask them to put the words into
	Before the lesson:	new sentences. Ask them to say their sentences to
	Have ready the high frequency word flash cards from yesterday for each pair.	the class.
	Write the word sentences listed opposite on the chalkboard.	
	Make sure that 'Sunshine and rain' and the ideas for the rain poem from yesterday are on the chalkboard.	

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Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 28 Water Day 4

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10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Pair task	Group task		Whole class teaching
Read 'Sunshine and rain' to the pupils. Read it again and ask them to role play the	Ask the groups to draw pictures to show what happens in the dry season, when the rain starts to come, during the heavy rain and	Ask them to write a sentence for each picture to explain what is happening. Go round each group	Ask each group to do their role play for the class. Ask pupils from different groups to read
different sections. Ask them to describe what it is like in the dry season and how people feel.	when the sun shines. Ask them to discuss in their groups what people often say at each of these times,	and help them with ideas and spellings. Ask each group to role play the people in their pictures,	their sentences. Add some of their ideas to the list on the chalkboard and keep it for tomorrow.
Ask them to describe what happens in a rainstorm using adjectives, eg: lightning flashes, flooded streets.	eg: in the dry season. Tell them to write what people might say in speech bubbles on their drawings.	saying their speech and doing their actions.	

Write their ideas on the chalkboard.

Sentences

It is time for bed. Sabo went into his house. Sabo could do his sums when he had help. I would like to play with you. You should get on with your work.

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Lesson title		15 Words minutes
A rain poem	Learning outcomes	Letters and sounds
	By the end of the lesson, most	Whole class teaching
	pupils will be able to:	Hold up the high frequency word
	Write high frequency words in sentences.	flash cards and read them with the pupils.
	Write a simple poem about rain.	Choose some pupils to try to write them on the chalkboard.
	Teaching aids	Rub the words off the chalkboard.
		Read each word slowly.
	Before the lesson:	Ask the pupils to write a sentence
	Have ready all the high frequency	with some of the words.
	words learned this week on flash cards.	Write some of the sentences on the chalkboard.
	Have ready the adjectives and ideas for the rain poem from yesterday.	Ask the pupils to check the spelling
	Have ready the 'Water' poem written earlier in the week.	

Term 3 Assessment for learning

Week 28 Water Day 5

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10 minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Pair task		Whole class teaching
Read the ideas that the pupils have collected this	Tell the pupils to write 'Rain' in their exercise books.	Tell them to choose some different words to describe	Choose some pairs to read their poems to the class.
week. Ask if they can think of any other words to describe the	Ask them to choose some of the words on the chalkboard to describe how it feels in the dry season. Tell the pupils to write them under 'Rain'.	what happens and how it feels when the rain starts and when a storm comes.	Ask the others to say what they liked about the poems.
rain and what happens when it rains.		Tell them to write all their ideas in a list under 'Rain'.	-
Add any new ideas to the list.	Explain that they do not need to write sentences when they write a poem.		
Read 'Water' and ask the pupils what kind of writing it			
is, ie: a poem.	Ask some pairs to say some		
Remind them that a poem is a collection of ideas to describe something.	of the words they have chosen and write them on the chalkboard so they can see how to set out their		
Tell them they are now ready to write their own poems about the rain.	poem, eg: 'rain, hot dry day, grass brown, no rain'.		



Letters/sounds	Words/phrases	Assessment
CCVC words spin spot stop trip track twin clap plan swim sniff green spoil clown brown bring brush sport speech	elephant stroll trunk monkey climb swing crocodile crawl swim snake long slither	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		15 CCVC words minutes
The zoo	Learning outcomes	Letters and sounds
	By the end of the lesson, most	Whole class teaching
	pupils will be able to:	Tell the pupils they are going to learn
	Read CCVC words.	to read CCVC words quickly.
	Describe an animal.	Point to 'spin'.
	Teaching aids	Cover the first letter and read the word 'pin'.
	Before the lesson:	Reveal the whole word, point to the first letter and say it with the class, 'ssssss'.
	Write the following words on the chalkboard: 'spin', 'spot', 'stop', 'trip', 'track', 'twin', 'clap', 'plan', 'swim', 'sniff'.	Hold the sound as you point to the next consonant and slide them together.
	Write the key words on large flash cards.	 Continue to sound out the rest of the word.
	Have ready drawings of an elephant, monkey, crocodile and snake.	 Help the pupils read the other words in the same way.

Literacy lesson plans Primary 3

Term 3 **Assessment for** learning

Week 29 The zoo Day 1

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10 minutes	25 minutes	10 Game minutes	
Introduction	Main activity	Plenary	
Whole class teaching	Group task	Whole class teaching	
Show the pupils the drawings of the elephant and monkey.	Tell the pupils to discuss what they know about each animal and then draw	Take the pupils outside to play a game called 'Animals freeze'.	At intervals say, 'Freeze' and tell the pupils they must stand perfectly still until you
Ask if anyone has ever been to a zoo.	a picture of each animal. Tell them to write three	Say an animal name and tell the pupils to move like	say another animal name. Anyone who is not moving
Explain that a zoo is a place where people can	words by each animal, eg: elephant: long trunk grey, monkey: swing climb brown.	long trunk grey, arm like an elephant's trunk,	correctly or who moves when you say 'Freeze' is out.
see animals from all over the world. The animals are in cages and are looked after. People pay to see	Ask each group to read the words they have written about the elephant and	hands like a crocodile's jaw. Repeat with the other animals.	Continue until only a few pupils remain. They are the winners.
the animals. Hold up the first six key words, read and explain them.	the monkey. Write their ideas on the chalkboard and keep them for the next day.		

Term 3 Assessment for learning

Week 29 The zoo Day 2

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Animals

Lesson

title

Learning outcomes

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

Spell CCVC words.

Say some adjectives to describe an animal.

Teaching aids

Before the lesson:

Make two sets of key word flash cards for each group.

Have ready the animal drawings from yesterday.

Letters and sounds

CCVC words

15

minutes

Whole class teaching

Tell the pupils they are going to learn to spell CCVC words.

Sound out 'spin' and ask, 'How many sounds can you hear?'

Write the word in a sound grid as shown below left.

Repeat with the other words. Explain that 'track' and 'sniff' have three sounds as shown below right.

Rub the words off the chalkboard.

Dictate three words and ask the pupils to spell them in their exercise books.

Remind the pupils to sound the words out quietly as they write them.



10 minutes	25 minutes	10 minutes
Introduction	Main activity	Plenary
Whole class teaching	Group task	Pair task
Ask the pupils if they can say what a zoo is and name the animals they talked about yesterday.	Tell the groups to discuss what they know about each animal. Tell the pupils to draw a	Ask the pupils to share their drawings with a partner. Tell them to discuss the adjectives they have chosen.
Show the pupils the drawings of the crocodile and the snake.	picture of each animal in	Tell them to say if the words are well chosen.
Hold up the last six key words, read and explain them.	words by each animal, eg: crocodile: long, swims, teeth snake: slithers, scaly, dangerous	Write some of their words on the chalkboard for tomorrow.

Term 3 Assessment for learning

Week 29 The zoo Day 3

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A monkey climbs quickly

Lesson

title

Learning outcomes

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

Blend sounds in CCVC words.

Write sentences about animals.

Teaching aids

Before the lesson:

Write the following words on the chalkboard: 'green', 'spoil', 'clown', 'brown', 'bring', 'brush', 'sport' and 'speech'.

Have ready the animal words and ideas from yesterday.

Letters and sounds

CCVC words

15

minutes

Whole class teaching

Tell the pupils they are going to learn to read some more CCVC words quickly.

Point to 'green'.

Cover the first letter and read the remaining letters, 'r–ee–n' (3 sounds).

Reveal the whole word, point to the first letter and all say it together, 'ggggg', holding the sound as you point to the next consonant and slide them together.

Continue to sound out the rest of the word.

Move on to the other words, making sure the pupils hold the first sound and slide it together with the next.

10 minutes	25 minutes			10 Game minutes
Introduction	Main activity			Plenary
Whole class teaching	Whole class teaching	Group task		Whole class teaching
Remind the pupils that a verb is a doing word.	Ask the pupils to say two things they have learned	Ask the groups to choose an animal and think of three	Ask the pupils to write some sentences in their exercise	Play the 'Animals freeze' game.
Ask them to think about verbs for each animal, eg: elephant walks, monkey	about each animal and add their ideas to the list on the chalkboard.	things to describe it. Ask each group to describe their animal to the class but	books about the animal they described. Tell them to use the words on	
climbs, crocodile crawls, snake slithers.	Choose some pupils to read the list and make sure all the	tell them not to say its name. Ask the other groups to try to	the chalkboard to help them. Tell them to draw their animal	
Remind them that an adverb describes the verb.	pupils understand the words. Tell the pupils they are going	guess the animal.	under the sentences.	
Ask, 'Can someone say an adverb that describes how one of the animals	to play a guessing game.	Repeat until each group has had a turn.	Keep the list of ideas for Day 5.	

moves?' (Eg: a crocodile swims quickly.)

Ask the pupils to share their ideas and write them next to

their ideas from yesterday.

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Lesson title		15 CCVC words minutes
Animal facts	Learning outcomes	Letters and sounds
	By the end of the lesson, most pupils will be able to:	Pair task Tell the pupils they are going to lear
	Sound out CCVC words to spell them. Remember and write facts	to spell some more CCVC words. Say the word 'green' and ask, 'How many sounds can you hear?'
	about animals.	Choose some pupils to write each sound in the grid, as shown below.
	Teaching aids Before the lesson:	Tell them to draw a grid in their exercise books and write the sound in their grid.
	Write the last eight CCVC words on the chalkboard.	 Say the next seven CCVC words slowly.
	Read the 'Animal facts' in the introduction.	 Ask the pupils to write each word in a sound grid.
		Check they are using the correct letters for each sound, eg: 's–p– <mark>oi</mark> –
		g r ee n

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Week 29 The zoo Day 4

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Literacy lesson plans Primary 3

Term 3

learning

Assessment for

10 minutes	25 minutes			10 Game minutes
Introduction	Main activity			Plenary
Pair task	Pair task		Individual task	Whole class teaching
Ask the pupils to say some of the animals they	Write on the chalkboard: ' use their long trunks	Read the sentences with the pupils and ask them to	Rub out the missing words the pupils have written.	Play the 'Animals freeze' game.
have been learning about this week.	to pick up' ' have fat in their humps.	discuss what the missing words could be.	Ask the pupils to complete the sentences in their	_
Read and explain the 'Animal facts' to the class.	If they get angry they' Ask each pair to re- complete a sentence	Ask each pair to read and complete a sentence about	exercise books.	
Explain any new words and make sure they all understand it.	sharp' ' live in trees. They eat'	one of the animals and ask the other pairs to say if they are correct.		
Read about each animal and ask different pairs, 'What does it look like? What does	' have a forked tongue and a <u>body</u> .'			
it eat?'	Tell the class to read the			
Read the facts again and ask the pairs to think of one thing to say about each animal.		completed sentences.		
Choose some pairs to say their facts and ask the others if they are correct.				

Lesson title		15 CCVC words minutes
Animal poems	Learning outcomes	Letters and sounds
	By the end of the lesson, most	Pair task
	pupils will be able to:	Hold up the CCVC words and ask
	Read and spell CCVC words.	 the pupils to sound them out and read them.
	Write a simple poem about	
	an animal.	Choose five words to read to the pupils so they can spell them.
	Teaching aids	Sound out each word with the pupi and count the number of sounds.
	Before the lesson:	Tell them to draw five sound grids in their exercise books.
	Have ready all the CCVC words on flash cards.	Dictate each word slowly and repeating it several times as they write it in
	Have ready the animal words and ideas on the chalkboard.	their sound grids.

Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 29 The zoo Day 5

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10	25		10
minutes	minutes		minutes
Introduction	Main activity		Plenary
Group task	Pair task		Whole class teaching
Ask if anyone can remember	Demonstrate how to write	Write their ideas under	Choose some pairs to read
what a poem is (a collection	a poem.	'Elephant', eg: 'Tall strong	their poems to the class.
of words that describe	Write 'Elephant' on the	– elephant, long grey trunk,	Ask the others to say what
something).	chalkboard.	gets leaves, grass, fruit'.	they like about the poems
Tell the pupils they are	Ask,	 Ask them to choose one	and suggest any other ideas.
going to write a poem about	'What does it look like?'	of the animals and write its	
an animal.	'What does it eat?'	name in their exercise books.	
Read the list of animal words and ideas on the chalkboard that they have been working on all week.	'How does it move?' 'Where does it live?'	Tell them to write all their ideas in a list underneath.	

Week 30 Greedy tortoise puppet show

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etters/sounds	Words/phrases	Assessment	
Sound revision lue coat lay boy aw down out fork low dinner leep rain oin park sook air irl	monkeys snakes giraffes lions elephants tortoises tasty angry believe stretched	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.	

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Term 3 Assessment for learning

Week 30 Greedy tortoise puppet show Day 1

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The animals

Lesson

title

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

Learning outcomes

Read and identify sounds in words.

Invent speech for animals in a playscript.

Teaching aids

Before the lesson:

Write these sounds on flash cards: 'ir', 'ue', 'ay', 'aw', 'ou', 'ow', 'oi', 'ee', 'oo' and 'air'.

Write the revision sounds on the chalkboard.

Copy 'The greedy tortoise' part 1 on to the left-hand side of the chalkboard and leave it there all week.

Write the first six key words on large flash cards.

Letters and sounds

Revision

15

minutes

Whole class teaching

Hold up the sound flash cards and ask the class to say them with you.

Place them around the classroom where the pupils can see them.

Write 'girl' on the chalkboard, ask the pupils to sound it out and read it and ask someone to circle the sound 'ir'.

Repeat with the words on the chalkboard, asking the pupils to circle each sound.

Say the following words one at a time: 'bird', 'true', 'play', 'paw', 'shout', 'grow', 'boil', 'week', 'look' and 'chair'.

Tell the pupils to stand by the flash card showing the sound in the word and say the sound they are standing by.

Repeat the activity for each word.

10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Whole class teaching
Tell the pupils they are going to help you write a playscript about a story.	Write the names of the animals from the story on paper and ask each group to pick one.	Ask all the groups to say what the animals might reply when the Lion tells them to bring their food.	Ask the pupils to read and role play their parts in the playscript as you point to each group's words.
Display and read 'The greedy tortoise' part 1 and discuss what happens when there is no rain for a long time, eg: plants die, rivers dry up, it is very hot. Hold up each key word flash card, read and explain it.	Ask them to discuss what their animal might say when there is no food. Ask each group to say their ideas to the class. Write their speech on the right-hand side of the chalkboard in the form of a playscript, eg: Elephant: I am so hungry. Monkey: Where can we get food? Lion: Giraffe, go and tell all the animals to come to a meeting.	Ask the Lion group to think of a speech for the Lion. Continue the playscript with their speeches, eg: Lion: You must all share your food. Monkey: This is a trick. Lion will eat it all.	Keep the playscript for the next day.

Term 3 Assessment for learning

Week 30 Greedy tortoise puppet show Day 2

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Greedy tortoise

Lesson

title

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

Read and identify sounds in words.

Role play animals in a story.

Learning outcomes

Teaching aids

Before the lesson:

Write the following sounds on flash cards: 'au', 'oa', 'oy', 'ow', 'or', 'er', 'ai' and 'ar'.

Write the list of revision sounds on the chalkboard.

Copy part 2 of 'The greedy tortoise' next to part 1 on the chalkboard.

Write all the key words on large flash cards.

Letters and sounds

Revision

15

minutes

Whole class teaching

Hold up the sound cards and ask the pupils to say them with you.

Place them around the classroom where the pupils can see them.

Write 'August' on the chalkboard and ask the pupils to sound it out and read it.

Ask a pupil to circle 'au'.

Repeat with the words on the chalkboard, asking pupils to circle each sound they can see.

Say the following words one at a time: 'August', 'boat', 'joy', 'town', 'born', 'letter', 'wait', 'market'.

Tell the pupils to go and stand by the card showing the sound in the word.

Ask pupils to say the sound they are standing by.

10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Group task		Pair task
Ask the pupils what happened in the story you	Ask each group to make up speech for their animal when the food is shared.	Write the song you think the tortoise might have sung when he was full and happy.	Read the whole playscript to the pupils.
read yesterday. Display the playscript from yesterday and ask groups to	Continue to write their speech on the right-hand	Ask each group to say some things the Tortoise and his	Ask them to read and role play their parts as you point to each group's words.
read and act out their parts.	side of the chalkboard as a playscript, eg:	mother might say.	Ask them what they think will happen next.
Hold up, read and explain all the key words.	Tortoise: I am very hungry.	Choose some of their ideas to continue the playscript.	Keep the playscript for the
Read and explain 'The greedy tortoise' part 2.	Lion: Come and share with us.		next day.

Ask the pupils to say what they think about Tortoise not sharing his food.

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15 Revision minutes Learning outcomes Letters and sounds By the end of the lesson, most Whole class teaching pupils will be able to: Remind the pupils that some words Spell important high frequency are tricky to spell. words. Ask them how they can learn to Invent questions and answers for a playscript. **Teaching aids** 'saw', 'here', 'people' and 'there'.

Before the lesson:

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

Have ready parts 1 and 2 of 'The greedy tortoise' and copy part 3 next to part 2 on the chalkboard.

spell these words. Use this method to help them remember how to spell 'because'. Repeat with: 'house', 'little', 'only',

Dictate the words slowly and ask the pupils to write them in their exercise books.

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Literacy lesson plans **Primary 3**

Term 3 **Assessment for** learning

Week 30 **Greedy tortoise** puppet show Day 3

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Why are you fat?

Lesson

title

10 minutes	25 Story minutes		10 minutes
Introduction	Main activity		Plenary
Whole class teaching	Whole class teaching	Group task	Whole class teaching
Display the playscript from yesterday and ask the groups to read and act out	Read parts 1, 2 and 3 of 'The greedy tortoise'.	Read the story again. Tell each group to think	Read the whole playscript to the pupils.
their parts. Ask them to say an adjective	Ask the pupils to discuss why Lion did not believe the animals and say their ideas	of speech for their part in the story. Tell them to think of questions their character would ask Tortoise and Lion.	Ask them to read their parts as you point to each group's words.
to describe each animal. Read the key words with the	to the class.		Encourage them to move like the animals as they read and
pupils and make sure they understand them.		Tell them to think how Tortoise and Lion would	act out the playscript. Ask them what they think will
Give each group a set of key word cards.		answer. Give the pupils time to	happen next. Keep the playscript for the
Say each word and ask the groups to find the correct		practise then ask them to say their ideas.	next day.
flash card and hold it up.		Continue to write their ideas as a playscript.	

Term 3 Assessment for learning

Week 30 Greedy tortoise puppet show Day 4

At the feast

Lesson

title

By the end of the lesson, most

Learning outcomes

pupils will be able to:

Read some important high frequency words.

Help to write a playscript.

Teaching aids

Before the lesson:

Make one set of revision word cards for each group.

Copy part 4 of 'The greedy tortoise' next to part 3 on the chalkboard.

Letters and sounds

Revision

15

minutes

Whole class teaching

Write 'old', 'dark', 'house', and 'because' on the chalkboard.

Ask the pupils to read them.

Ask if anyone can use the words to say a sentence.

Write some of their ideas on the chalkboard.

Remind them that a sentence needs a capital letter and a full stop.

Give each group a set of revision word cards and ask them to say some of the words in sentences.

Tell them to write the sentences in their exercise books.

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10 Story minutes	25 minutes		10 minutes
Introduction	Main activity		Plenary
Group task	Whole class teaching		Whole class teaching
Display the playscript from yesterday and ask groups to read and act out their parts.	In pairs, ask the pupils to discuss what Lion and Tortoise say to each other.	Ask the other groups to think of speech for the animals at the feast.	Read the whole playscript to the pupils again. Ask them to read their
Ask them to discuss what they think will happen at the end of the story.	Tell them to take on the roles of Lion and Tortoise and act out their conversation.	Write their ideas on the playscript.	parts as you point to each group's words.
Read parts 1, 2, 3 and 4 of 'The greedy tortoise'.	Continue the playscript with some of their ideas. Ask the Tortoise group to think of speech for the Tortoise and his mother when all the animals come for the feast.	Read the whole playscript with the pupils. Ask them if they would like to change any parts or add any more speech.	Encourage them to move like the animals as they read and act out the playscript. Praise them for completing a playscript and keep it for the next day.

Lesson title

Literacy lesson plans Primary 3

Term 3 Assessment for learning

Week 30 Greedy tortoise puppet show Day 5

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Greedy tortoise puppet show

Letters and sounds Learning outcomes By the end of the lesson, most Whole class teaching pupils will be able to: Remind the pupils how to read Read and understand some of the words by sounding them out. words learned this year. Tell them they can check if a word is Perform a puppet show. correct by reading to see if the whole sentence makes sense. **Teaching aids** Give each group a revision question from the chalkboard. Tell them to write the sentence in Before the lesson: their exercise book and write 'yes' or Write the 'Revision questions' listed 'no' beside it to answer the question. opposite on the chalkboard. Swap the questions and repeat Have ready the playscript several times. from yesterday. Choose some pupils to read the Have ready sticks, tape, paper and questions and say the answers. colouring pencils and cut out animal Ask the others if they are correct. pictures for all the pupils in each group to make stick puppets.

10 minutes	25 minutes	10 Puppet show minutes
Introduction	Main activity	Plenary
Group task	Whole class teaching	Whole class teaching
Tell the pupils they are going to act out their playscript	Display the playscript they have written.	Invite other classes to come and watch the performance
using puppets. Give each group their animal pictures.	You may have to display it a page at a time.	of the 'Greedy tortoise' puppet show.
Ask them to add details and colour to their puppets.	Read it to the pupils. Take the pupils outside and let them practise reading out	
Give out the sticks and help the pupils make their puppets.	their parts while holding up their puppets.	
Tell them to hold up their puppets so they face you.	Point to the playscript so each group knows when to speak.	
Ask each group to say in turn, 'I need food' in their animal's voice.	Practise several times so that they know their parts really well.	

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Revision questions

Can a clock get cross? Is the moon green? Can you bang on a big drum? Did a sheep ever jump up a tree?

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Credits

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Special thanks go to:

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. The Honourable Commissioner and staff of the Kwara State Ministry of Education and Human Capital Development, as well as the Kwara State Universal Basic Education Board for their support and valuable input and for agreeing to share these plans with other states.

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