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**Literacy
lesson plans**
Primary 3

Term 1
Organising the
classroom for
effective learning

Weeks
6—10

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 3 Term 1

Organising the classroom for effective learning

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



Introduction

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.



Barister Farouq Iya Sambo
Honourable Commissioner
of Education
Kano State



Wada Zakari
Executive Chairman
SUBEB
Kano State

Literacy
lesson plans
Primary 3

Term 1
Organising the
classroom for
effective learning

Weeks
6—10

Introduction

► Organising the classroom for effective learning

Organising the classroom for effective learning

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

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

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

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

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

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

Group and pair work

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

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

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

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

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

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

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

**Literacy
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Primary 3**

**Term 1
Organising the
classroom for
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**Weeks
6—10**

Introduction

▶ Sound stories and spelling for the term

Sound story: wa

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

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

Silent letter story: wr

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

Spelling tricky words

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

Say the word five times.

Hide the word.

Write the word.

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

CVC words

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

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

Literacy
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Term 1
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6—10

Introduction

► Songs and stories for the term

5 little speckled frogs

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

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

The clapping rhyme

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

Old Masoudah

There was an old woman
whose name was Masoudah.

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

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

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

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

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

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

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

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

Growing cotton

Adawi visited his
grandfather's farm during
the holidays.

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

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

'How do you grow cotton?'
Adawi asked.

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

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

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

'What's the gin?'
Adawi asked.

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



Week
6
Mr Ajayi

Letters/sounds

Words/phrases

Assessment

'Silent words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

who
when
where
how
community
roads
Christian
Muslim
water
electricity

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

National values

Learning outcomes

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

Recognise the silent 'w' in words.

Talk about a story.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

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

Read Nigeria Primary English 3, page 42.

Letters and sounds

Whole class teaching

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

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

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

Ask the pupils to say it with you.

Hold up 'wriggle' and mime the word.

Explain 'w' is silent in this word also.

Say and mime 'wriggle' with the class.

Read and explain the other 'w' words.

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

Tell them to draw pictures to explain the words.

10 minutes	Nigeria Primary English 3	25 minutes	Nigeria Primary English 3	10 minutes
Introduction		Main activity		Plenary
Pair task		Group task		Whole class teaching
Ask the pupils to study the picture in Nigeria Primary English 3, page 42.		Read the story in Nigeria Primary English 3, page 42 to the pupils.		Ask each group to tell the class something about Mr Ajayi.
Ask the pupils to talk to each other about what they can see happening in the picture.		Read the story again, asking the pupils to follow the words in their textbooks.		
Ask one pupil from each pair to say one sentence about what they can see happening in the picture.		Tell the pupils to retell the story in their groups, taking turns to say a sentence each.		
Write their sentences on the chalkboard.		Tell them to discuss Mr Ajayi.		

Growing cotton

Learning outcomes

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

Spell words with the silent 'w'.

Listen and respond to the story 'Growing cotton'.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

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

Write the 'wr story' on the chalkboard.

Read the story 'Growing cotton'.

Letters and sounds

Whole class teaching

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

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

Read the 'wr' words with them.

Read and explain the 'wr story'.

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

Choose some pupils to help you role play the story.

Tell the pupils to write these sentences:

'That is wrong.'

'He wrote it again.'

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

Introduction

Whole class teaching

Ask the pupils questions about the story in Nigeria Primary English 3, page 42 that they read the previous day:

‘What did Mr Ajayi do before he retired?’

‘What part of Nigeria does he come from?’

‘How many daughters does Mr Ajayi have?’

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

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

Main activity

Pair task

Ask the class the following questions:

‘What does Grandfather grow on his farm?’

‘What does he do first?’

‘What happens when the flowers die?’

‘What is a boll?’

‘What is a gin?’

‘What does Grandfather do to grow the cotton?’

Ask them to think of an answer for each question.

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

Plenary

Whole class teaching

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

Simple sentences

Learning outcomes

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

Read words containing the
silent 'w'.

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

Teaching aids

Before the lesson:

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

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

Read Nigeria Primary English 3,
page 42.

Letters and sounds

Group task

Read the 'wr' words with
the pupils.

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

Read the 'wr story' with them.

Tell them to role play it in pairs.

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

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

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

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

Continue until all the cards are
used up.

Add up the points to see which
group has won.

10
minutes

Introduction

Whole class teaching

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

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

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

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

Ask the class the following questions:

'Who is your teacher today?'

'Who cooked your breakfast this morning?'

'Where do you live?'

'Where is your exercise book?'

'When are you going home?'

'When will your father come home?'

Ask pairs to prepare and say one question for the class, using who, where or when.

25
minutes

Nigeria Primary
English 3

Main activity

Pair task

Ask the pupils to look at questions 3—6 in Nigeria Primary English 3, page 42, Exercise 1.

Read through the first two questions with the pupils.

Ask them to copy and complete the answer sentences into their exercise books.

When they have finished, tell them to read their work to their partner.

While the pupils are writing their sentences, move around the classroom and read the story in Nigeria Primary English 3, page 42 with pairs and groups of pupils.

10
minutes

Plenary

Whole class teaching

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

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

Ask the pupils to read the sentences together.

Simple sentences

Learning outcomes

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

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

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

Teaching aids

Before the lesson:

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

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

Practise the song '5 little speckled frogs'.

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

Letters and sounds

Whole class teaching

Read the 'wr' words with the pupils.

Give each group a set of 'wr' cards.

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

Read the 'gn' words.

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

Explain the meaning of the words.

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

Remind them not to sound out the 'g'.

Say: 'The dog gnaws his bone.'

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

10 minutes	Song	25 minutes	10 minutes
Introduction		Main activity	Plenary
Whole class teaching		Group task	Whole class teaching
Stand the pupils in a circle.		Divide the pupils into six groups.	Ask a member from each group to read out their question sentences.
Sing the song, '5 little speckled frogs'.		Give two groups flash cards containing 'who', another two groups 'where' and the last two groups 'when'.	Ask members of other groups to answer their questions.
Ask the class the following questions:		Ask each group to write five question sentences using the word on their flash card.	
'Who was the last frog to jump into the pool?'		Put the groups with the same word together and ask them to read their sentences to each other.	
'Where are the frogs now?'		Ask each large group to choose the sentence they like the best to read out to the rest of the class.	
'Where were the frogs sitting at the start of the song?'			
Select five pupils to be in the middle of the circle to role play '5 little speckled frogs'.			
Sing the song again together as the five pupils act out the words.			
Ask the questions again.			

Questions

Learning outcomes

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

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

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

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Write the 'gn' words on the chalkboard.

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

Letters and sounds

Whole class teaching

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

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

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

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

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

10
minutes

Introduction

Whole class teaching

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

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

Tell them to ask you questions about the picture.

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

'What did you eat for dinner?'

'Who did you eat your dinner with?'

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

25
minutes

Main activity

Pair task

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

Tell them to ask each other questions about their pictures.

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

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

10
minutes

Plenary

Whole class teaching

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

Tell the others to ask them questions about the drawing.

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

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

Silent letter grid

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

wreck
wrap
wriggle
wrist
write
wrote
wrong
gnat
gnash



Week
7
National values

Letters/sounds

'Revision words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

Words/phrases

'Silent b words'

lamb
thumb
plumber
climb
dumb
numb
bomb
comb

nurse
treatment
patients
victims
rushed
concern
garden
goat
lion
elephant
hunter
girl

Assessment

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

National values

Learning outcomes

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

Read words with a silent 'b'.

Read and answer questions on the story, 'National values'.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

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

Write the first six key words on the chalkboard.

Read Nigeria Primary English 3, page 43.

Letters and sounds

Whole class teaching

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

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

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

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

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

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

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

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

10
minutes

Nigeria Primary
English 3

25
minutes

Nigeria Primary
English 3

Nigeria Primary
English 3

10
minutes

Introduction

Whole class teaching

Read and explain the key words written on the chalkboard.

Pair task

Ask the pairs to talk to each other about what they can see in the picture in Nigeria Primary English 3, page 43.

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

Write their sentences on the chalkboard.

Main activity

Whole class teaching

Read and explain the story to the pupils.

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

Group task

Ask the groups to read and discuss the story.

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

Read the questions in Nigeria Primary English 3, page 43, Exercise 3 with the class.

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

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

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

Plenary

Whole class teaching

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

Old Masoudah

Learning outcomes

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

Read and spell words with a silent 'b'.

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

Teaching aids

Before the lesson:

Write the silent 'b' words on the chalkboard.

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

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

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

Letters and sounds

Group task

Flash the revision words to the class.

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

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

Give each group a set of cards.

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

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

Continue until all the cards are used up.

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

'A lamb is a sheep.'

'He has to climb a hill.'

10 minutes	Story	25 minutes	Story	10 minutes
Introduction		Main activity		Plenary
Whole class teaching		Group task	Individual task	Whole class teaching
Ask the pupils questions about the story they read the previous day.		Ask the class the following questions:	Read the story 'Old Masoudah' to the pupils again.	Ask one or two pupils to show their pictures and read their sentences to the class.
Tell them they are going to listen to another story and will have to answer some questions about it afterwards.		'What did Masoudah plant in her garden?'	Ask them to draw one of the animals mentioned in the story and write a sentence about it in their exercise books.	
Read 'Old Masoudah' to the class.		'Who ate the millet?'		
		'What is the name of the animal that killed the goat?'		
		'Which animal did the hunter shoot?'		
		'Who did the girl love?'		
		In turn, choose a pupil from each group to read one question and another pupil to answer.		
		Write their answers on the chalkboard.		

Lesson
title

Singular and plural

15
minutes

Game

Silent letter b

Learning outcomes

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

Spell some CVCC words.

Write simple sentences
using plurals.

Teaching aids

Before the lesson:

Have ready the revision word
flash cards.

Write the silent 'b' words on
the chalkboard.

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

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

Write the last six key words on
the chalkboard.

Letters and sounds

Whole class teaching

Flash the revision word cards
to the class.

Read the silent 'b' words with
the pupils.

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

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

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

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

10
minutes

Introduction

Whole class teaching

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

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

Pair task

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

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

Repeat until each pair has had a turn.

25
minutes

Main activity

Group task

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

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

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

Add 's' to garden and explain that it now means more than one garden. Say, 'I saw two garden**s** last week'.

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

10
minutes

Plenary

Pair task

Ask the pairs to draw and label 'hunters', 'girls' and 'lions'.

Silent 'b' grid

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

comb
lamb
plumber
climb
dumb
bomb
numb
thumb

Plurals

Learning outcomes

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

Spell words with silent letters.

Spell simple plural nouns.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'b' words on the chalkboard.

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

Read 'Spelling tricky words' in the introduction.

Letters and sounds

Whole class teaching

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

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

Read the words with the pupils.

Look at the words that are underlined.

Explain that these words are not easy to sound out.

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

10
minutes

25
minutes

Nigeria Primary
English 3

10
minutes

Introduction

Pair task

Remind the pupils that they have been reading 'Old Masoudah'.

Ask them to retell the story, taking it in turns to say one sentence each.

Main activity

Group task

Remind the pupils that plural means more than one.

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

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

Look together at the examples in Nigeria Primary English 3, page 72.

Discuss which words have 'es' and which have 'ies'.

Ask the groups to make up sentences with the words.

Choose three or four sentences and write them on the chalkboard.

Plenary

Whole class teaching

Write the following sentences on the chalkboard:

'The goats ran down the road.'

'Isa took two mangoes for lunch.'

'I like reading stories.'

Choose some pupils to read the sentences.

Choose some other pupils to underline the plurals.

Guided writing

Learning outcomes

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

Read and spell words with silent letters.

Write an account of an event using simple sentences.

Teaching aids

Before the lesson:

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

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

Make a set of blank cards for each group.

Letters and sounds

Group task

Read the words on the chalkboard with the pupils.

Give each group a set of cards.

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

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

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

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

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

10 minutes	25 minutes	Nigeria Primary English 3	10 minutes	Song
Introduction	Main activity		Plenary	
Group task <hr/> Ask the pupils to think of some plural nouns and draw them in their exercise books (eg: girls, hens, books). <hr/> Tell them to try to write the words under the pictures. <hr/> Ask each group to write some of their words on the chalkboard. <hr/> Ask the others to check the spelling is correct.	Group task <hr/> Ask the pupils to look at the picture in Nigeria Primary English 3, page 43. <hr/> Ask them to talk about something good they have done for another person. <hr/> Tell them to draw pictures of what they did. <hr/> Ask them to write the appropriate sentence under each picture they have drawn. <hr/> Ask each group in turn to come out and show the class their pictures and read what they have written under each picture. <hr/> Write their sentences on the chalkboard.		Whole class teaching <hr/> Sing ‘5 little speckled frogs’ with the class and ask them questions about the song.	



Week 8 Celebrations

Letters/sounds

'Revision words'

**lamb
thumb
plumber
climb
dumb
numb
bomb
comb**

Words/phrases

'Silent k words'

**knot
knife
knee
know
knew
knuckle
kneel
knickers**

**party
birthday
fun
plenty
danced
played
cheering
shouting**

Assessment

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

Celebrations

Learning outcomes

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

Recognise the silent 'k'.

Read and understand a passage about a party.

Teaching aids

Before the lesson:

Write the revision words on cards.

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

Write 'I know how to' on the chalkboard.

Read the passage in Nigeria Primary English 3, page 64.

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

Letters and sounds

Whole class teaching

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

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

Say the words with the pupils and explain their meaning.

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

Ask them to read 'I know how to'.

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

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

Ask them to write their sentences in their exercise books.

10
minutes

25
minutes

Nigeria Primary
English 3

Nigeria Primary
English 3

10
minutes

Introduction

Pair task

Tell the pupils that you are going to read about a birthday celebration.

Ask them to discuss what happens when it is their birthday.

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

Main activity

Whole class teaching

Read and explain the key words to the pupils.

Read the story in Nigeria Primary English 3, page 64 while they listen.

Read it again and ask the pupils to try to join in with you.

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

Group task

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

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

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

Pair task

Remind the class what a plural noun is (more than one of something).

Ask the pairs to look at the passage in Nigeria Primary English 3, page 64 and find some plural nouns. The pair that finds the most wins.

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

Plenary

Whole class teaching

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

Birthday party

Learning outcomes

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

Read words with a silent 'k'.

Answer questions about a passage.

Teaching aids

Before the lesson:

Write the revision words on cards.

Write the silent 'k' words on the chalkboard.

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

Write two questions from Nigeria Primary English 3, page 64, Exercise 3 on cards for each group.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

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

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

Give each group a set of cards.

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

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

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

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

10
minutes

Introduction

Whole class teaching

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

Point to the words on the chalkboard, read them aloud and explain their meaning to the pupils.

25
minutes

Nigeria Primary
English 3

Main activity

Pair task

Read the story in Nigeria Primary English 3, page 64 again with the class.

Read the questions in Nigeria Primary English 3, page 64, Exercise 3.

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

Choose some pairs to say their answers to you.

Group task

Give each group two of the question cards.

Ask them to write the answers in their exercise books.

10
minutes

Plenary

Whole class teaching

Ask each group to read their answers and ask the others to correct them if necessary.

Months of the year

Learning outcomes

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

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

Know the months of the year.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

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

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

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

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

Remind the pupils that the 'k' is silent.

Give each group a set of cards.

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

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

Add up the points to see which group has won.

Tell the pupils to write the following sentences in their exercise books as you say them slowly:
'I know how to tie a knot.'
'He cut his knee with a knife.'

10
minutes

Introduction

Whole class teaching

Ask the class what they know about Sallah.

Ask them which month Sallah is in.

Ask if anyone knows which month their birthday is in.

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

Write all of the months on the chalkboard.

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

25
minutes

Main activity

Group task

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

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

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

Ask the pupils questions about the months, eg: which is the first month, the third, the ninth.

10
minutes

Plenary

Individual task

Write, 'My birthday is in ____.' on the chalkboard.

Ask the pupils to copy the sentence into their exercise books and write in their birthday month.

Lesson
title

15
minutes

Game

Silent letter k

Celebrations

Learning outcomes

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

Read words with the silent 'k'.

Order the months of the year.

Write a sentence about a celebration.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

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

Have ready the month cards from yesterday.

Read Nigeria Primary English 3, page 64.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

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

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

10
minutes

25
minutes

Nigeria Primary
English 3

10
minutes

Introduction

Group task

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

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

Ask each group to say the months in order.

Main activity

Whole class teaching

Remind the pupils that they have read about Chinyere's birthday party.

Ask them to talk about what happened, eg: who went to the party, what there was to eat.

Read the story in Nigeria Primary English 3, page 64 again.

Explain that there are many different types of celebrations.

Ask the pupils to talk about other celebrations.

Write their ideas on the chalkboard, in sentences.

Invite some pupils to come and read the sentences.

Plenary

Pair task

Ask the pairs to make up a sentence about a celebration. Tell them to say their sentences to the class.

Write their sentences on the chalkboard.

Read all the sentences with the class.

Silent 'k' grid

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

knuckle
knee
knife
know
knew
knickers
knock
kneel

Lesson
title

Celebrations

15
minutes

Silent letter k

Learning outcomes

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

Read and write words with silent letters.

Write a simple account of a celebration.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'k' words on the chalkboard.

Write these sentences on the chalkboard:

'He fell and cut his __.'

'I __ how to hop.'

'A __ is a sheep.'

'A man can __ a hill.'

'I cut the yam with a __.'

Letters and sounds

Whole class teaching

Read the words on the chalkboard with the pupils.

Choose pupils to read some of the words out.

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

Repeat with other words.

Point to the sentences with missing words.

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

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

10
minutes

Introduction

Whole class task

Ask the pupils to stand in a circle.

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

Repeat until everyone has had a turn.

25
minutes

Main activity

Whole class task

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

Write 'wedding' on the chalkboard.

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

Write 'naming ceremony' on the chalkboard.

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

10
minutes

Plenary

Group task

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

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



Week
9
Weather

Letters/sounds

'Revision words'

knot
knife
knee
know
knew
knuckle
kneel
knickers

Words/phrases

'ur words'

fur
turn
burn
burnt
hurt
curl
nurse
turkey
turtle
purple

field
play
playing
football
rain
cold
riding
continued
catch
window

Assessment

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

Playing in the rain

Learning outcomes

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

Read words containing the sound 'ur'.

Read and understand the story 'Playing in the rain'.

Teaching aids

Before the lesson:

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

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

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

Read Nigeria Primary English 3, page 57.

Letters and sounds

Group task

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

Write the letter blend 'ur' on the chalkboard.

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

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

Tell the class to repeat the sound after you.

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

Read the words with the pupils.

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

10
minutes

Nigeria Primary
English 3

Introduction

Pair task

Ask the pupils to study the picture in Nigeria Primary English 3, page 57.

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

Write their sentences on the chalkboard.

25
minutes

Nigeria Primary
English 3

Main activity

Whole class teaching

Tell the class they are going to read a story about playing in the rain.

Read and explain the key words to them.

Read the passage in Nigeria Primary English 3, page 57 while the pupils listen.

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

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

Group task

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

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

Continue until all the key word sentences have been read.

10
minutes

Nigeria Primary
English 3

Plenary

Pair task

Read the story again.

Read questions 1—3 in Nigeria Primary English 3, page 57, Exercise 7.

Give pairs time to think of answers for each question.

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

Playing in the rain

Learning outcomes

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

Spell words containing 'ur'.

Listen to a story and answer questions.

Teaching aids

Before the lesson:

Write the letter blend 'ur' on the chalkboard.

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

Read Nigeria Primary English 3, page 57.

Letters and sounds

Group task

Flash the revision word cards to the class.

Read the 'ur' words with the pupils.

Sound the words out carefully.

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

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

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

Continue until all the words have been spelled.

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

10 minutes	Nigeria Primary English 3	25 minutes	Nigeria Primary English 3	10 minutes
Introduction		Main activity		Plenary
Whole class teaching		Pair task		Whole class teaching
Ask the pupils to think about what happened in the story they read yesterday.		Read the key words and check the pupils understand them.		Choose some pupils to read their answers to the whole class.
Ask them: 'Who went to play in the field?'		Read the story in Nigeria Primary English 3, page 57 with the pupils.		
'Who was playing football?'		Read the last two questions in Nigeria Primary English 3, page 57, Exercise 7.		
'Who was riding a bike?'		As you read each question give the pairs time to think of an answer.		
Ask the pupils: 'What happened first?' (The boys went to play in the field.)		Choose some pairs to say their answers to you.		
'What happened next?' (Jimmy was playing football while Joshua was riding a bike.)		Ask the class to write the answers in their exercise books.		
Keep asking questions until you reach the end of the story.				

Opposites

Learning outcomes

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

Read sentences.

Understand opposites.

Teaching aids

Before the lesson:

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

'The goat was hurt.'

'The turkey pecks the grass.'

'The nurse helps sick people.'

'The turtle swims in the water.'

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

Letters and sounds

Group task

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

Read the 'ur' words to the class.

Choose several pupils to read some of the words.

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

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

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

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

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

10
minutes

Introduction

Whole class teaching

Choose some pupils to say sentences about the story 'Playing in the rain'.

Write their ideas on the chalkboard.

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

Choose a pupil to read it aloud.

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

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

25
minutes

Main activity

Whole class teaching

Ask the pupils to give you the opposite words for: black, inside, open, heavy.

Shuffle the opposite cards and give one to each pupil.

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

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

Pupils should then read out their words in pairs.

Individual task

Ask the pupils to write two sentences in their exercise books using their flash card words.

10
minutes

Plenary

Whole class teaching

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

Simple sentences

Learning outcomes

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

Spell words containing the 'ur' sound.

Know the opposites of words.

Write sentences about the rain.

Teaching aids

Before the lesson:

Write the 'ur' words on flash cards.

Have ready the opposite cards from yesterday.

Write the following rhyme on the chalkboard:
'Rain. rain go away,
come again another day'.

Letters and sounds

Group task

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

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

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

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

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

10
minutes

Introduction

Pair task

Remind the pupils about opposite words.

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

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

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

Ask each pair to read their words.

25
minutes

Main activity

Whole class teaching

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

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

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

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

Write their ideas in sentences on the chalkboard.

10
minutes

Rhyme

Plenary

Whole class teaching

Read the rhyme 'Rain, rain, go away' on the chalkboard.

Say the rhyme together with the pupils and do actions to explain the meaning.

Guided writing

Learning outcomes

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

Read and write words containing the sound 'ur'.

Act out a rain storm.

Write a story about the rain.

Teaching aids

Before the lesson:

Write the 'ur' sentences on the chalkboard.

Have a drum ready.

Have ready a picture of a storm, or draw a cloudy day on the chalkboard.

Letters and sounds

Group task

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

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

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

Ask the pupils to read the sentences on the chalkboard.

Rub the sentences off the chalkboard.

Read these sentences to the pupils:
'The goat was hurt.'
'His fur was burnt.'
'He tried to turn his head.'

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

10
minutes

Introduction

Pair task

Ask the pupils to look at the storm picture you drew or brought in.

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

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

Ask the pairs to say some of their words to the rest of the class and write them on the chalkboard.

25
minutes

Main activity

Group task

Put the pupils in groups of six.

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

Choose pupils to take the following roles:

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

Another is lightning and moves like lightning.

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

Another is rain and says words to describe it.

The others are the traders and mime packing up their wares, putting up umbrellas and running home.

Give the groups time to practise and then ask them to act out the rain storm for the rest of the class.

10
minutes

Plenary

Whole class task

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

Ask them to write sentences to describe a rain storm.

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



Week
10
At the seashore

Letters/sounds

'Revision words'

fur
turn
burn
burnt
hurt
curl
nurse
turkey
turtle
purple

Words/phrases

'wa'
was
wash
wasp
want
watch
wallet
wander

seashore
sea
sell
shell
swim
shop
cheap
sometimes
catch
collect

Assessment

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

The seashore

Learning outcomes

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

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

Read and understand a story.

Teaching aids

Before the lesson:

Write 'wa' words on the chalkboard.

Write these sentences on the chalkboard:

'I was happy.'

'He was at the shop.'

'It was hot'.

Read Nigeria Primary English 3, page 63.

Write the key words on flash cards, enough for each group to have two.

Have ready 12 strips of paper.

Letters and sounds

Whole class teaching

Read the 'wa' words to the class.

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

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

Explain the words to the class.

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

Share their sentences with the class.

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

10
minutes

Nigeria Primary
English 3

25
minutes

Nigeria Primary
English 3

10
minutes

Introduction

Pair task

Ask the pupils to look at the picture in Nigeria Primary English 3, page 63 and discuss what they think is happening.

Show them the key word flash cards.

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

Main activity

Whole class teaching

Explain the story in Nigeria Primary English 3, page 63.

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

Group task

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

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

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

Plenary

Group task

Ask each group to read out their sentences.

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

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

The seashore

Learning outcomes

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

Read words containing the sound 'wa'.

Listen to a story and answer questions about it.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

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

Read Nigeria Primary English 3, page 63.

Have ready this week's key word flash cards.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the 'wa' words with the pupils.

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

Choose some pupils to underline the 'a' sound in the words on the chalkboard.

Read and explain the 'wa' story to the class.

Choose some pupils to help you role play the story.

Read the story again.

Ask the pupils to read it with you.

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

10
minutes

Nigeria Primary
English 3

25
minutes

Nigeria Primary
English 3

10
minutes

Introduction

Whole class teaching

Tell the class to look at Nigeria Primary English 3, page 63.

Ask the pupils what they can remember about the story.

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

Main activity

Group task

Put the pupils into groups.

Tell them to look in Nigeria Primary English 3, page 63, Exercise 1.

Read and explain the questions to the class.

Give each group a different question to answer.

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

Plenary

Individual task

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

Encourage and help them as they work.

Using 'because'

Learning outcomes

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

Spell words containing the sound 'wa'.

Write sentences using the connective 'because'.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

Write the 'wa' words on flash cards.

Write the 'wa story' on the chalkboard.

Study Nigeria Primary English 3, page 63.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the 'wa' flash cards with the pupils.

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

Remind the class that the 'a' makes the sound 'o' as in 'hot'.

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

Read the 'wa story' with the class.

Ask the pairs to role play the story.

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

10
minutes

25
minutes

Nigeria Primary
English 3

10
minutes

Introduction

Pair task

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

Tell them to make up a question about the story.

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

Choose some pupils to try to answer the questions.

Main activity

Whole class teaching

Say: 'Sara goes to the seashore because she likes the sound of the sea.'

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

Tell the pupils to look in Nigeria Primary English 3, page 63.

Ask them to choose two words in Exercise 2 to put into sentences.

Tell them to use the word 'because' in their sentences.

Plenary

Group task

Tell the pupils to read their sentences to each other in their groups.

Role play

Learning outcomes

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

- Answer questions about a story.
- Say a sentence using ‘because’.
- Act out a scene from a story.

Teaching aids

Before the lesson:

- Have the revision words ready on flash cards.
- Write the ‘wa’ words on flash cards.
- Write the ‘wa story’ on the chalkboard.
- Have a large piece of card or paper ready.

Letters and sounds

Whole class teaching

- Flash the revision word cards to the class.
- Hold up the ‘wa’ cards and choose some pupils to read them.
- Read the ‘wa’ story with the pupils.
- Read the questions and ask pupils to answer them.
- ‘Why was Mr Amedu upset?’
- ‘What was Mrs Amedu doing?’
- ‘Where was the wallet?’
- ‘What else did Mrs Amedu find?’
- ‘What did Mr Amedu do with his watch?’
- Tell the pupils to write the answers in their exercise books.

10
minutes

25
minutes

Nigeria Primary
English 3

10
minutes

Play

Introduction

Pair task

Write the word 'because' on the chalkboard.

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

Ask the pupils to finish the sentence: 'Sara goes to the seashore because ____'

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

Ask each pair to say their sentence to the class.

Write their sentences on the chalkboard and ask the class if they make sense.

Main activity

Whole class teaching

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

Read the story in Nigeria Primary English 3, page 63 to the pupils again.

Group task

Tell the groups they are going to role play the story.

Tell them to think about what Sara and the other children at the seashore might say.

Give the groups time to practise their role play.

Plenary

Group task

Choose three or four groups to act out the story.

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

Write what each person said on the large card/piece of paper and keep it for tomorrow (eg: 'Hello Sara, would you like to play catch with us?', 'Come and swim, the water is so lovely and cool.').

Guided writing

Learning outcomes

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

Write sentences with words containing 'wa'.

Write a short story.

Teaching aids

Before the lesson:

Have ready the revision words on flash cards.

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

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

Have ready the card with the speech on from yesterday.

Letters and sounds

Pair task

Flash the revision word cards to the class.

Give each group a set of cards.

Say a 'wa' word.

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

Continue until all the cards have been used.

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

'I was sad.'

'I want to wash.'

'I lost my watch.'

Choose some pupils to write the sentences on the chalkboard.

Praise them and correct any mistakes.

10
minutes

Nigeria Primary
English 3

25
minutes

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Ask the class to look at the picture in Nigeria Primary English 3, page 63.

Ask them to describe the colours of the sea, the shells on the sand, the house in the distance. Write their ideas on the chalkboard.

Ask the pupils to say how the people in the picture feel, eg: Sara is happy, the children are excited.

Whole class task

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

Read it with them.

Choose some pupils to act out yesterday's story.

Encourage them to speak out.

Pair task

Tell the pairs to close their textbooks.

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

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

Go round and help and encourage the pairs.

Whole class teaching

Read some of the stories to the whole class.

Credits

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

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

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