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Literacy lesson plans Primary 4, term 2, weeks 11—15 Writing different types of letters

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Introduction

Quality education is key to the development of every society. And one essential ingredient in ensuring quality education is the teacher.

The State Ministry of Education conducted baseline surveys to assess Kano teachers, head teachers and pupil learning outcomes. The findings were discouraging, with little difference in outcomes between qualified and unqualified teachers. It was clear that despite substantial inputs into education, most teachers were victims of a shambolic system.

Subsequently, the State
Ministry of Education,
the State Universal Basic
Education Board (SUBEB)
and the local government
education authorities
(LGEAs), supported by the
Education Sector Support
Programme in Nigeria
(ESSPIN), initiated a series
of school reforms.

Teaching Skills Program (TSP) was introduced to help: primary teachers deliver competent lessons; head teachers operate effectively; and to strengthen organisational structures to enable SUBEB and LGEA to provide effective support. TSP phase 1 benefited more than 19,269 participants through cluster- and schoolbased training.

To consolidate these benefits, 21,000 sets of Primary 1—3 lesson plans and learning outcome benchmarks were shared with 5,728 public and Islamiyya-integrated primary schools. Now, a carefully designed series of Primary 4—6 lesson plans has been developed. These provide step-by-step guides to literacy and numeracy teachers, while ensuring that children become active learners.

We are confident that these lesson plans will strengthen children's learning abilities quickly and considerably, and will improve the quality of children proceeding to higher levels of education. They will enable teaching and learning to be more exciting, and will form an important element in all classes at the primary level.

We commend all those who have worked hard on these plans and training schemes. We thank the UK Department for International Development (DFID) for its ongoing support for education reform in Kano State through its ESSPIN programme. 'Let's make every Kano school an improving school.'

Tajudeen A Gambo

Honourable Commissioner for Education, Kano State

Wada Zakari

Executive Chairman, SUBEB, Kano State

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The literacy lesson plans help you teach reading, writing, grammar, speaking and listening. Each week focuses on either reading or writing.

How

How?

This section illustrates a key concept through simple instructions and photographs. A sign at the top of the column shows you which part of the lesson uses this resource.

Learning expectations

Every pupil in the class will be at a different stage of understanding in literacy. The first page of each week lists learning expectations for the week. These learning expectations are broken into three levels:

What **all** pupils will be able to do.

What **most** pupils will be able to do.

What **some** pupils will be able to do

Assessment

Weeks 12 and 14 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

Next to the task, there is an example of a pupil's work, which shows what a pupil can do if they have met the learning expectations.

If most pupils have not met the learning expectations, you may have to teach some of the week again.

For reading tasks, write the pupils' answers in their exercise books so you can see what they can do.

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Spelling

Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell pupils to try to sound out words before they spell them.

Grammar

Pupils will be taught different types of grammar to help them improve their writing and reading.

Comprehension

Pupils will do activities to help them understand the passage they have been reading. Activities might be questions, role plays or drawing pictures.

Reading

Arrange the class into groups of eight or fewer for supported group activities. There are four activities, A, B, C and D, which each group will complete during the week.

If you have a very large class, you may have more than one group for each letter.

Shared writing

Take ideas for writing from the whole class. Write their ideas on the chalkboard and ask questions to develop their ideas and produce a piece of writing.

Guided writing

Take ideas for writing from a group of pupils. Guide them to write by explaining and showing examples of good writing. Work with the group to produce one piece of writing.

Independent writing

Pupils practise good writing using the skills learned during the week. This should be their own ideas and writing, not copied from the chalkboard.

Brainstorm

Gather ideas for writing by collecting words and phrases, which pupils can use during independent writing. Write the title in the middle of the chalkboard. Ask questions, and as pupils reply, write their answers around the title to make a spider diagram.

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Weekly page Primary 4, literacy lesson plans

Week 11: Writing letters

Words/phrases

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

inform examinations results

continue trophies

affected

arrived

during safely

promise

enjoyed

amazing

Learning expectations

By the end of the week:

All pupils will be able to:

Say some of the rules for writing a letter.

Most pupils will be able to:

Write a simple sentence for an information letter.

Some pupils will be able to:

Write sentences for different kinds of letters.

Thank you letter

Ikpokpan Street, Dambatta, Kano

17.10.2014

Dear Kande,

This is just a short letter to tell you that I am at home now. I was able to get a good seat behind the driver on the bus. The bus stopped many times but I arrived safely in Dambatta at 2 o'clock this afternoon.

Thanks so much for letting me stay in your house. I enjoyed being with your family in Lagos. During the journey
I thought about the good
times I spent with you. I liked
walking along the beach
and I enjoyed the day at
the zoo. I was glad the lion
was behind a large fence.
It was amazing seeing
the sharks under the water.

My father was waiting beside the gate when I got home. He said I can stay with you again if I promise to work hard at school. I am counting the days until my next holiday with you.

Once again, thank you so much for letting me stay with you and your family.

Your friend, Taibat

A letter to Father

LA Primary School, Uromi

12.04.2007

Dear Father,

How are you, Mother and Edeose? I hope you are all well.

I am happy to inform you that the results of the third term examinations have come out and I scored the highest mark in four subjects. My class teacher is very happy with the results. He says if I continue with this kind of result, I may be lucky enough to win the state scholarship.

Father, I am also happy to inform you that I won two trophies for the school in sports. The sports master says that I could be made the sports pupil of the year. I am happy that taking part in sports has not affected my school work. I am sure Mother will be happy to hear this piece of good news.

Please give my love to Mother and Edeose. Tell them that I will be home next month for the holidays.

Your loving daughter, Emi

Flash cards

Week 11: Writing letters Looking at letters

Day 1:

Learning outcomes

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

Blend consonants when sounding out words.

Use prepositions to explain place and time.

Preparation

Before the lesson:

Make a set of speedy blending flash cards for each group with these consonant blends: 'br', 'dr', 'fr', 'gr', 'tr'.

Read How? Speedy blending, as shown below.

Make preposition flash cards for 'at', 'behind', 'beside', 'until' and 'during'.

How? **Speedy blending**



Give out the speedy blending flash cards.



Tell the pupils to blend the consonant sounds on each card.



Tell the groups to practise blending the sounds quickly.



Choose some pupils to underline the consonant blends in the words on the chalkboard.



Blend the consonants and say the rest of the sounds for each word.

Whole class teaching

eg: b-r-ow-n (4).

Explain that we need to

when we are reading.

blending, as shown left.

Teach How? Speedy

blend sounds together quickly

15 minutes Thank you letter/ Nigeria Primary English 4

15 minutes Flash cards

15 minutes

Reading

Matching game/ Snap game

Supported group activities

5 minutes

Spelling

Reading

duling

Whole class teaching

Choose some pupils to
help you write these words
on the chalkboard:
'brown', 'brush', 'drum',
'drop', 'from', 'frog', 'grass',

Show the first three words/

'green', 'tree', 'trap'.

Ask the pupils to count the sounds in each word.

Read and explain the

Read and explain the Thank you letter (on the weekly page).

Ask some pupils to explain how letters are different from other kinds of writing.

In pairs, ask the pupils to find examples of letters in Nigeria Primary English 4.

Grammar

Whole class teaching

Read and explain the preposition flash cards and remind the pupils that prepositions show when or where something happens.

Write these sentences on the chalkboard and discuss how to complete them using a preposition:

'Musa saw a lion ____ the zoo.'

'The lion was ____ a fence.'

'Hassan ran ____ his friend.'

'Some animals sleep _ the day.'

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Taibat did.

Group B:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Groups C and D:

Tell these pupils to complete the sentences on the chalkboard, using the correct preposition, in their exercise books.

Plenary

Whole class teaching

Ask some pupils to say prepositions that explain time, eg: during, until.

Ask some pupils to say prepositions that explain place, eg: at, behind, beside.

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Flash cards

Week 11: Writing letters Why do we

Day 2: write letters?

Learning outcomes

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

Blend consonants when sounding out words.

List some reasons why we write letters.

Preparation

Before the lesson:

Make a set of speedy blending flash cards for each group with these consonant blends: 'sm', 'sn', 'sp', 'st', 'sk'.

Read How? Reasons for writing letters, as shown below and make letter flash cards, eg: 'invitation', 'complaint' and 'employment'.

Have ready the preposition flash cards from Week 11, Day 1 (yesterday).

How? **Reasons for writing** letters



Ask the pupils to say when they might need to write a letter.



Read and explain the letter flash cards.



Ask some pupils to help you write the first sentence for an invitation letter.



Ask the groups to suggest sentences for an information letter.

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Flash cards/ Thank you letter

15 minutes Flash cards

15 minutes Matching game/ Snap game 5 minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Choose some pupils to help you write these words on the chalkboard: 'smart', 'smell', 'snail', 'snap', 'spot', 'sport', 'stop', 'step', 'skip', 'skin'.

Ask the pupils to count the sounds for each word, eg: s-m-e-ll (4).

Explain that we need to blend sounds together quickly when we are reading, eg: sm-e-II (3).

Teach How? Speedy blending, as shown in Week 11, Day 1 (yesterday).

Whole class teaching

Read the first three words/ phrases on the chalkboard and ask the pupils to say them with you.

Hold up the next three words/phrases and read them with the pupils, discussing what they mean.

Use the letter flash cards and teach How? Reasons for writing letters, as shown left.

Read the Thank you letter (on the Weekly page) and ask the pupils, 'Why did Taibat write this letter?'

Pair task

Ask the pairs to say any prepositions they know.

Read and explain the preposition flash cards.

Write these sentences on the chalkboard and discuss how to complete them using a preposition:

'Musa saw a lion ____ the zoo.'

'The lion was _____

'Hassan ran _ his friend.'

'Some animals sleep $_$ the day.'

Supported group activities

Groups A and B:

Tell these pupils to complete the sentences on the chalkboard, using the correct preposition, in their exercise books.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Taibat did.

Group D:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Whole class teaching

Ask the pairs to say some reasons why we write letters.

Tell the pairs to think of a sentence for a thank you letter.

Choose some pairs to say their sentences to the class.

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Flash cards

Week 11:

Day 3: **Writing letters** An information letter

Learning outcomes

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

Blend consonants when sounding out words.

Use prepositions in sentences.

Preparation

Before the lesson:

Make a set of speedy blending flash cards for each group with these consonant blends: 'bl', 'cl', 'fl', 'gl', 'pl'.

Have ready the letter flash cards from Week 11, Day 2 (yesterday).

Read How? Using prepositions, as shown below.

How? **Using prepositions**



Remind the pupils that prepositions show when or where something is happening.



Ask the pupils to role play the following sentences: 'Taibat is swimming in the river.'



'The goat crawled under the fence.'



'Kande is sitting beside Taibat.



Ask the pupils to copy these sentences in their exercise books, underlining the prepositions.

15 minutes Letter to Father/ Flash cards 15 minutes



Letter to Father

15 minutes Matching game/ Snap game

5 minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Choose some pupils to help you write these words on the chalkboard: 'bleat', 'bleed', 'clap', 'clay', 'flag', 'flat', 'qlad', 'qlue', 'play', 'plus'.

Ask the pupils to count the sounds for each word.

Explain that we need to blend sounds together quickly when we are reading.

Teach How? Speedy blending, as shown in Week 11, Day 1.

Whole class teaching

Ask the pupils the meaning of the first six words/phrases on the chalkboard.

Show the next three words/phrases and read them with the pupils, discussing what they mean.

Read and explain
A letter to Father (on the
Weekly page).

Ask the pupils, 'What do we call a letter like this?' (an information letter).

Show the letter flash cards and choose pupils to explain them.

Whole class teaching

Ask the pupils to say any prepositions they can see in A letter to Father.

Explain that prepositions can be used to make sentences more interesting.

Teach How? Using prepositions, as shown left.

Supported group activities

Groups A and D:

Tell these pupils to write sentences in their exercise books using prepositions.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Taibat did.

Group C:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Pair task

Ask the pairs to write as many prepositions as they can in their exercise books.

Choose pairs to write some of their prepositions on the chalkboard and ask the class to say if they are correct.

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Flash cards

Week 11: Writing letters Rules for letters

Day 4:

Learning outcomes

Preparation

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

Blend triple consonants when sounding out words.

Say some of the rules for writing a letter.

Before the lesson:

Make a set of speedy blending flash cards for each group: 'scr', 'shr', 'spl', 'str', 'thr'.

Read How? Letter writing rules, as shown below, and make parts of a letter flash cards: 'address', 'date', 'greeting', 'opening', 'conclusion' and 'end'.

Read How? Using prepositions from Week 11, Day 3 (yesterday).

How? **Letter writing rules**



Write your address at the top right. Write today's date under the address.



Put the greeting on the left. Write 'Dear' and the person's name.



Write an opening to tell the reader why you are writing, then write your letter.



Write a conclusion to remind the reader why you are writing.



End the letter with your name.

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Spelling

Reading

Grammar

Plenary

Whole class teaching

Choose pupils to help you write these words on the chalkboard: 'scream', 'scrape', 'shrub', 'shrug', 'splash', 'split', 'spring', 'spray', 'string', 'stream', 'throw', 'throat'.

Ask the pupils to count the sounds for each word.

Explain that blending the first three consonants will make it quicker to sound these words out.

Teach How? Speedy blending, as shown in Week 11, Day 1.

Pair task

Ask the pairs to read out and explain the first nine words/phrases on the chalkboard.

Show the next three words/ phrases and read them with the pupils, discussing what they mean.

Teach How? Letter writing rules, as shown left.

Read the Thank you letter and A letter to Father.

Choose some pairs to place the parts of a letter flash cards on the right part of each letter on the chalkboard.

Group task

Ask each group to say three different prepositions they know.

Remind the class that prepositions can be used to make sentences more interesting.

Teach How? Using prepositions, as shown in Week 11, Day 3.

Write three preposition sentences on the chalkboard, eg: 'The cat sat on the mat.'

Choose some pupils to underline the prepositions in the sentences.

Rub the sentences off the chalkboard.

Supported group activities

Group A:

Reading

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Groups B and C:

Tell these pupils to write sentences in their exercise books using prepositions.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Taibat did.

Group task

Choose some pupils to point to prepositions in the letters on the chalkboard.

Shuffle the parts of a letter flash cards and give one to each group.

Ask each group to match their flash card to the correct part of each letter.

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Flash cards/Objects

Week 11: Writing letters

Day 5:

Writing letters Questions about a letter

Learning outcomes

Preparation

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

Blend triple consonants when sounding out words.

Understand how to use paragraphs.

Before the lesson:

Have ready all of the Speedy blending flash cards used this week.

Read How? Paragraphs role play, as shown below, and collect objects to make the role play more interesting.

How? Paragraphs role play



Taibat's journey.



Staying with Kande's family.



Walking on the beach or going to the zoo.



Father waiting at the gate.

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Flash cards

15 minutes

minutes



Thank you letter

minutes

Spelling

Reading

Comprehension

Whole class teaching

Flash all of the speedy blending flash cards and ask the pupils to blend the sounds quickly.

Ask some pupils to say words that begin with some of the blends.

Write this sentence on the chalkboard: 'Three green frogs splash in a stream."

Choose some pupils to underline the double and triple consonant blends.

Ask individual pupils to blend and read the words.

Choose some pupils to read the whole sentence.

Group task

Write the following missing word sentences on the chalkboard and ask the groups to use the words/phrases to complete the sentences in their exercise books.

'I am writing to ____ you of my results."

'I won two _ for sports.'

'It was to see the lions at the zoo.'

being with you.'

Group task

Read the thank you letter with the pupils.

Explain how each new piece of information has its own paragraph.

Ask each group to make up a role play for each paragraph, as shown left in How? Paragraphs role play.

Individual task

Ask the pupils to write a short paragraph in their exercise books about one of the following: Taibat's journey. Staying with Kande's family. The things that Taibat enjoyed doing with Kande.

Plenary

Whole class teaching

Choose some pupils from each group to share their answers with the class

Ask the pupils to tell you the rules for writing a letter.

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Lesson title

Weekly page
Primary 4,
literacy
lesson plans

Week 12: Information letters **Words/phrases**

Wow! words

Write these words on the chalkboard and leave them there for the week.

Make two flash cards for each word.

village garden home bungalow compound sitting room building roof geography history science favourite tidy
comfortable
kind
strict
generous
delicious
interesting
exciting

Learning expectations

By the end of the week:

All pupils will be able to:

Write and read sentences for an information letter.

Most pupils will be able to:

Write and read a simple information letter.

Some pupils will be able to:

Write and read an information letter using some wow! words and prepositions.

Assessment task

Example of a pupil's work

Instructions:

Look at the pupils' finished piece of independent writing from Week 12, Day 5.

1

Ask pupils to read you the letter.

2

Ask pupils to explain to you how they have structured this letter.

- (

Ask pupils to answer the following questions about their letter:

'Who did you write your letter to?'

'What information did you put in your letter?'

'Which wow! words did you use?'

'Why did you choose those words?'

This pupil can:

Use the rules for letter writing.

Use wow! words to make their letter more interesting.

Ikpokpan Street Damnatta, Kano Sth March 2014

Dear Mustapha,

How are you and your lovely grandfather?

I am writing to tell you about my new school. It is a small school with lots of big mango trees outside. I can pick delicious mangoes to eat on my way home.

I have a new teacher, Mr Musa. He is strict, but his lessons are interesting and fun. Yesterday we played a good game in Maths where we ran around to find numbers.

Please write soon. Your Friend, Ahmed

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Large piece of paper

Week 12: Information letters

Day 1: Setting out a letter

Learning outcomes

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

Read words containing 'ow'.

Write an opening for a letter.

Preparation

Before the lesson:

Write these 'ow' words on the chalkboard: 'brown', 'frown', 'crown', 'cow', 'crowd'.

Read How? Letter writing rules, as shown below.

Have ready a large piece of paper.

Write these prepositions on the chalkboard: 'behind', 'outside', 'inside', 'around'.

How? Letter writing rules



Write your address at the top right of the page. Write today's date under the address.



Put the greeting on the left. Write 'Dear' and the person's name.



Write an opening to tell the reader why you are writing, then write your letter.



Write a conclusion to remind the reader why you are writing.



End the letter with your name.

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minutes

Flash cards/ Letter



Large piece of paper

minutes

minutes

Spelling

Shared writing

Read the 'ow' words and ask the class which two letters make the 'ow' sound.

Whole class teaching

Choose some pupils to sound out the words and ask the class to count the sounds, eg: b-r-ow-n (4).

Ask the pupils to read the 'ow' words with you and explain what they mean.

Ask them to write the words in their exercise books and underline the 'ow' sound.

Whole class teaching

Show the pupils the first three word/phrase flash cards, and read and explain them.

Read the letter from Taibat to Kande from the Week 11 Weekly page to the class.

Ask. 'What is this letter about?'

Tell the pupils they are going to help you write a letter to Kande about your home and family.

Explain that you want to use wow! words to make your letter interesting.

Teach How? Letter writing rules, as shown left.

Choose some pupils to show you where to write your address and greeting on the large

piece of paper.

Write the first paragraph, asking the pupils questions to help you complete each of these sentences:

'You will enjoy staying in my home. It is . (What does my house look like?)

'My family members are. (What are their names? What are they like?)

Group task

Grammar

Ask the pupils, 'What are prepositions?' (words to show place and time).

Read the prepositions on the chalkboard.

Choose pupils to 'go outside the room', 'come inside the room'. 'walk around the room' and 'stand behind a table'.

Write the following sentences on the chalkboard. Ask the groups to complete them in their exercise books. using a preposition:

'The garden is ____ the house.'

'There is a bench our house.'

'We have beds our house.'

'There is a fence our compound.'

Pair task

Plenary

Ask the pairs to say sentences to describe their home.

Ask them to try to use some prepositions.

Choose some pairs to say their sentences for the class.

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Letter

Week 12: Information letters

Day 2: Wow! words

Learning outcomes

By the end of the lesson,

most pupils will be able to: Read words containing 'ou'.

Use prepositions in sentences.

Preparation

Before the lesson:

Write these 'ou' words on the chalkboard: 'out', 'shout', 'mouth', 'loud', 'sound', 'proud'.

Have ready the letter you wrote on Week 12, Day 1 (yesterday) and write these prepositions on the chalkboard: 'during', 'until', 'before', 'after'.

Read How? Prompts, as shown below.

How? **Prompts**



Ask pupils to role play What food do you the following: What jobs need to be done in the home?



like to cook and eat?



What games do you like to play?

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30 minutes | Flash cards/ | Letter



Large piece of paper

15 minutes

5 minutes

Plenary

Letter

Spelling

Shared writing

Silarea Willing

Whole class teaching Whole class

Write 'ou' on the chalkboard and tell the pupils that these letters also make the 'ow' sound.

Explain the meaning of the words and ask the pupils to sound out and read them.

Read this sentence to the class: 'I shout out and make a loud sound.'

Ask the pupils to put their hands up when they hear the 'ou' sound.

Ask the pupils to write some of the 'ou' words in their exercise books.

Whole class teaching

Show the first three word/phrase flash cards and make sure the pupils understand them.

Show the next three word/ phrase flash cards, and read and explain them.

Read the letter you wrote with the class on Week 12, Day 1 (yesterday).

Read and explain the first six wow! words.

Choose some pupils to show where they could use these words in the letter to make it more interesting. Teach How? Prompts, as shown left.

Write the second paragraph on the large piece of paper, asking the pupils to help you complete each sentence:

'I have to ____.'
(describe the jobs)

'I like to cook _____. (describe the food)

'I enjoy playing _____ (describe a game)

Group task

Grammar

Read and explain that the prepositions on the chalkboard are about time.

Write the following sentences on the chalk-board and ask the groups to complete them in their exercise books, using a preposition:

'Amina cannot play ____ doing her sums.'

'We have breakfast ____ our science lesson.'

'Garba plays football ____ school.'

'We go to school ____ the day.'

Whole class teaching

Read the letter on the large piece of paper with the pupils.

Ask the pairs to suggest prepositions to complete these sentences:

'I like to cook _____ the evening.' (during)

'I enjoy playing ____ the river.' (by, beside, near)

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Letter

Week 12: Information letters

Day 3: Brainstorm for a letter

Learning outcomes

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

Read words containing 'ow' and 'ou'.

Contribute to a brainstorm for a letter.

Preparation

Before the lesson:

Write these words on the chalkboard:
'out', 'brown', 'shout', 'frown', 'mouth', 'crown',
'loud', 'cow', 'sound', 'crowd'.

Read How? Collecting ideas, as shown below.

Have ready the letter the class wrote in Week 12, Day 2 (yesterday).

How? Collecting ideas



Take the pupils outside and look at the school building.



Tell them to look at the area around the school.



Take them back inside and notice the objects in the classroom.



Ask the pupils what subjects they enjoy in school.



Write all their ideas about school in a brainstorm.

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10 Flash cards/ minutes minutes minutes Letter minutes **Shared writing Spelling Brainstorm Plenary** Whole class teaching Whole class teaching Whole class teaching Whole class teaching Show the first six word/ Choose some pupils to Write, 'A letter to Kande Choose someone from Ask a pupil from each group phrase flash cards and ask write different ways to about school' in the middle to read out their sentence. each group to say make the sound 'ow' on the the pupils to read them. of the chalkboard. their ideas and write them Ask the other groups chalkboard ('ow', 'ou'). around the title. Read and explain the next Teach, How? Collecting to notice if they use any Read all of the ideas from Ask the pupils to read the ideas, as shown left. three words. wow! words. words on the chalkboard. the brainstorm. Read out the letter the Use these questions to Choose some pupils to help the groups brainstorm Tell the groups to write one class wrote in Week 12. count the number of sounds Day 2 (yesterday). ideas for their letter: sentence about their school in some of the words. in their exercise books. 'What does our school In pairs, ask the pupils look like outside?' Tell the pupils to draw to discuss ways to finish Ask them to try to use the letter. Choose one 'What are the rooms some of the wow! words two big squares in their exercise books. of their ideas to write used for?' to make their writing as a conclusion sentence. interesting. 'What is in your classroom?' Tell them to write 'ow'

'What do you learn

at school?'

Keep the brainstorm for

the next day.

above one square and 'ou'

words from the chalkboard

above the other square.

Ask them to write the

in the correct square.

Ask the pupils, 'What

Write the ending with

your name.

is missing from the letter?'

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Word search/ Brainstorm

Week 12: Information letters

Day 4:

A letter to Kande

Learning outcomes

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

Spell words with 'ou' and 'ow'.

Write a simple letter.

Preparation

Before the lesson:

Write the word search on the chalkboard, as shown right.

Read How? Guided letter writing, as shown below.

Have ready the brainstorm from Week 12, Day 3 (yesterday).

How? Guided letter writing



Ask the pupils to write the address at the top on the right-hand side.



Ask them to write, 'Dear Kande' underneath on the left-hand side.



Tell them to write an opening to explain that you are writing about your school.



Remind them to look at the brainstorm for ideas.



Tell the pupils to try to use wow! words.

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Word search

25 minutes Flash cards



Brainstorm

20 minutes

5 minutes

Spelling

Guided writing

Whole class teaching

Choose some pupils to sound out and spell these words on the chalkboard: 'brown', 'shout', 'loud', 'sound', 'mouth', 'crowd' and 'crown'.

Ask some pupils to come and find these words in the word search on the chalkboard.

Word search

а	S	r	0	х	n	h	d
S	f	h	а	W	t	b	n
0	m	Т	0	U	d	W	0
U	b	r	0	U	0	С	0
n	b	m	0	r	t	а	0
d	Z	1	С	r	0	W	d

Whole class teaching

Show the first nine word/ phrase flash cards and ask the pupils to read them and help you explain their meaning.

Show the next three word/ phrase flash cards and read them with the pupils.

Choose some pupils to come and write the words on the chalkboard.

Remind the pupils that they are going to write their own letter about school to Kande.

Group task

Teach How? Guided letter writing, as shown left.

Ask the groups to use the brainstorm from Week 12, Day 3 (yesterday) to suggest ideas to complete the following sentences: 'I am writing to _____.'
'My school is _____.'

Remind the pupils that a letter is set out in sections called paragraphs.

Remind the pupils that each paragraph contains only one idea.

Explain that each paragraph needs to start on a new line.

Individual task

Tell the pupils to write their letters to Kande in their exercise books.

Independent writing

Remind them to write their address and the greeting.

Ask them to write an opening sentence.

Ask the pupils to think of, and write, two more sentences to describe their school.

Ask pupils to complete the letter by writing a second paragraph about their favourite subject.

Remind them to finish the letter with their name.

Encourage them to use some of the words/phrases and wow! words.

Plenary

Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any wow! words they have used.

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Flash cards/ Brainstorm

Week 12: Information letters

Day 5:

A letter to Kande

Learning outcomes

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

Use 'ou' and 'ow' correctly when spelling words.

Write an information letter independently.

Preparation

Before the lesson:

Make sets of these words on flash cards for each group: 'cow', 'how', 'now', 'brown', 'flower', 'out', 'shout', 'sound', 'found', 'ground'.

Read How? Look, say, hide, write, check, as shown below.

Have ready the brainstorm from Week 12, Day 3.

How? Look, say, hide, write, check



Tell the pupils to look carefully at the word.



Tell the pupils to say the word five times.



Hide or cover the word.



Ask the pupils to write Tell pupils to check the covered word. the spelling of the



Tell pupils to check the spelling of the word carefully. If it is incorrect, go back to the 'look' stage.

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Flash cards

30 minutes **Brainstorm**

15 minutes

minutes

Spelling

Guided writing

Group task

Give each group a set of flash cards.

Ask each group to sound out and read some of the words.

Explain the meaning of the words.

Ask the groups to sort the words into sets of 'ow' words and 'ou' words.

Ask the pupils to learn to spell the words using How? Look, say, hide, write, check, as shown left.

Whole class teaching

Choose some pupils to write words/phrases on the chalkboard as you say them.

Remind the pupils that they have been using wow! words to make their writing more interesting, and prepositions to give more information.

Write these sentences on the chalkboard: 'It is good doing sport.' 'We have food.'

Ask the groups to use wow! words and prepositions to make the sentences more interesting.

Group task

Remind the pupils that they are writing an information letter.

Ask each group to use the brainstorm from Week 12, Day 3 to complete the following sentences: 'My favourite subject is 'I enjoy playina .

Independent writing

Individual task

Ask the pupils to open their exercise books and look at the letter from Week 12, Day 4 (yesterday).

Ask the pupils to write a new information letter to their friend.

Encourage the pupils to use all the ideas they have been collecting this week.

Plenary

Whole class teaching

Choose some pupils to read their letters to the class.

Kano-P4-I it-w11-15-Final-aw/ indd 29 5/19/15 11:45 AM

Weekly page Primary 4, literacy lesson plans

Week 13: Invitation and sympathy letters

Words/phrases

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

refreshments magician sandwiches plenty competition success advice taught trophy recovery affectionately

invite

Learning expectations

By the end of the week:

All pupils will be able to:

Suggest sentences for letters.

Most pupils will be able to:

Suggest sentences for a sympathy letter and an invitation letter.

Some pupils will be able to:

Make sentences longer using conjunctions.

Write these **letters** on the chalkboard and leave them there for the week.

Letter taken from Nigeria Primary English 4, page 68.

Invitation letter

Ikpokpan Street, Dambatta, Kano

17.10.2014

Dear Jibo,

I am writing to invite you to my birthday party. It is on Saturday, October 25th. It will start at 2pm and finish at 5pm. It will take place at my home at Plot 22, Ikpokpan Street in Damnatta.

I do hope you can come because it is going to be great fun. My mother and auntie are cooking so the food will be delicious. They are going to cook two large goats so there will be plenty

It will also be very exciting because a magician is coming to do some tricks for us!

of refreshments. We can

will be music.

also dance because there

Please reply by letter as soon as you can. I look forward to seeing you on October 25th.

Your friend, Sabo

Sympathy letter

Ukoni Primary School, Uromi

20.01.2008

Dear Mr Edore,

Greetings from our class. We are very sad to hear that you are ill. I am writing on behalf of everybody in the class. We hope that you are feeling better.

You will be pleased to hear that our class won the final of the school's football competition last week. The score was 6—2 and Jide scored four of the goals. This was because each boy obeyed the rules you taught us about playing football well.

Mr Taiwo is teaching us while you are away and he received the trophy in your place. He said that our success in the final was because we had listened to all your good advice and that the boys helped one another during the game.

The head teacher also praised the whole school for behaving very well at the match.

Please get well soon and come back to school.
We miss you and we want to show you the trophy as soon as we can.
We are praying for your quick recovery.

Yours affectionately, Emi (for all the Primary 4 pupils)

Week 13: Invitation and sympathy letters

Day 1: Invitations

Learning outcomes

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

Spell words containing 'oi'.

Use 'because' and 'and' to join sentences.

Preparation

Before the lesson:

Have ready this list of words but do not write them on the chalkboard: 'point', 'oil', 'boil', 'spoil', 'toilet'.

Read How? Reasons for writing invitations, as shown below.

How? Reasons for writing invitations



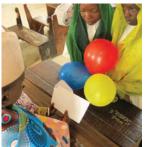
Ask the class to help you think of occasions when we need to write invitations.



Ask the pairs to role play inviting someone to a wedding.



Ask the pairs to role play inviting someone to visit their home.



Ask the pupils to role play inviting someone to a party.



Ask the pairs to role play other occasions for invitations.

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Flash cards / Invitation letter

Letters minutes

15

minutes

Matching game/ Snap game

minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Say the word 'point' and ask the class. 'Which letters make the 'oi' sound?'

Sound out 'point' with the pupils and write it on the chalkboard.

Choose some pupils to sound out and write these words on the chalkboard: 'oil', 'boil', 'spoil', 'toilet'.

Explain the meaning of the words.

Dictate this sentence and ask the pupils to write it in their exercise books: 'The oil will spoil the soil.'

Whole class teaching

Read all of the words/ phrases on the chalkboard and ask the pupils to say them with you.

Show the first three word/phrase flash cards and explain them.

Read the invitation letter on the chalkboard and ask the pupils. 'Why has Sabo written this letter?'

Explain that this is a letter of invitation.

Teach How? Reasons for writing invitations, as shown left.

Whole class teaching

Explain to the class that we can make sentences longer by using joining words called 'conjunctions'.

Choose some pupils to point to long sentences in the letters containing 'and' and 'because'

Explain that 'and' is used to join two ideas and 'because' explains a reason for something.

Write these sentences on the chalkboard and ask the pairs to say the missing conjunctions:

'The road is wet it has rained.'

'She is sweeping. he is cooking.'

'I am late my mother is ill.

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Jibo at Sabo's party.

Group B:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books. then play the matching game/snap game.

Groups C and D:

Tell these pupils to complete the sentences on the chalkboard in their exercise books.

Pair task

Write, 'You will enjoy the party because. on the chalkboard.

Read the sentence and ask the pairs to discuss why they would enjoy a party.

Ask them to role play being at a party and then say the completed sentence to each other.

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Week 13: Invitation

Day 2:

Rules for an and sympathy invitation letter

Learning outcomes

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

Read words containing 'oi' and 'oy'.

Say the rules for writing an invitation letter.

Preparation

Before the lesson:

Write these words on the chalkboard: 'point', 'oil', 'boil', 'spoil', 'toilet', 'toy', 'annoy', 'enjoy', 'destroy', 'employ'.

Read How? Invitation letter rules, as shown below.

How? **Invitation letter** rules

letters



Read the invitation letter and remind the pupils of the letter writing rules.



Choose pupils to point to the address, date, greeting, opening, conclusion and end.



Ask some individual pupils to point to the date of the party.



Ask pupils to point to other important information, ie: start and finish time.



Ask the groups to role play people enjoying the party.

Kano-P4-I it-w11-15-Final-aw√indd 34 5/19/15 11:45 AM



Flash cards

15 minutes

15 minutes Matching game/ Snap game

5 minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Write 'oi' on the chalkboard and ask the class to say the sound it makes.

Ask the pupils, 'What other letters make the 'oi' sound?' (oy).

Read and explain the 'oy' words on the chalkboard.

Tell the pupils to draw two big squares in their exercise books.

Ask them to write 'oi' above one square and 'oy' above the other square.

Ask them to write the words on the chalkboard in the correct square.

Whole class teaching

Read the first three words/ phrases on the chalkboard and ask the pupils to say them with you.

Show the next three word/phrase flash cards and explain them.

Teach How? Invitation letter rules, as shown left.

Pair task

Remind the pupils that 'and' is used to join two ideas and 'because' adds a reason for something.

Write the following pairs of sentences on the chalkboard: 'We played games.' 'We ate rice.' 'It will be fun.' 'There will be music.' 'I am late.' 'I had to help cook.'

Ask the pairs to use conjunctions to make each pair of short sentences into a long sentence.

Supported group activities

Groups A and B:

Tell these pupils to complete the sentences on the chalkboard in their exercise books.

Group C:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture of Jibo at Sabo's party.

Group D:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Pair task

Ask the pairs to say important information that must be included in an invitation letter, eg: date, time, place of the event.

Ask them to say some of the refreshments (food) they would have at a party.

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Week 13: Invitation and sympathy of sympathy letters

Day 3: **A letter**

Learning outcomes

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

Say a rule for spelling words containing 'oi'.

Make sentences longer using 'because' and 'and'.

Preparation

Before the lesson:

Write these words on the chalkboard: 'point', 'oil', 'boil', 'spoil', 'toilet', 'toy', 'annoy', 'enjoy', 'destroy', 'employ'.

Read How? Make sentences longer, as shown below.

How? Make sentences longer



Write, 'I am happy' and ask the pupils to role play why they are happy.



Write, 'It was noisy in the house' and ask pupils to role play why it was noisy.



Write, 'The dog was barking' and ask pupils to role play why it was barking.



Write, 'The man was tired' and ask the pupils to role play why he was tired.



Choose some pupils to make each sentence longer using 'because'.

Kano-P4-Lit-w11-15-Final-awy indd 36 5/19/15 11:45 AM ninutes

Flash cards/ Sympathy letter

15 minutes

15 minutes

Reading

r

Spelling

Reading

Grammar

Matching game/ Snap game

o minutes

Plenary

Whole class teaching

Choose some pupils to sound out and read the words on the chalkboard.

Ask the pupils to discuss a rule for using 'oi' and 'oy' ('oi' never comes at the end of a word).

Read this story to the class:
'It is boiling hot. A boy
slips on the oil in the soil.
He makes a noise and
says in a big voice, "The
oil will spoil my clothes
and annoy my mother."

Ask the pupils to put up their hands when they hear the 'oi' or 'oy' sound.

Whole class teaching

Ask the pupils the meaning of the first six words/phrases on the chalkboard.

Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Read and explain the sympathy letter on the chalkboard.

Ask the pairs to discuss why Emi wrote this letter.

Pair task

Ask the pairs, 'How can we make longer sentences?'

Ask them to say some conjunctions.

Tell them they are going to make some sentences longer by using 'because'.

Teach How? Make sentences longer, as shown left.

Keep the following on the chalkboard: 'I am happy.' 'It was noisy in the house.' 'The man was tired.' 'The dog was barking.'

Supported group activities

Groups A and D:

Tell these pupils to complete the sentences on the chalkboard using 'because' in their exercise books.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Jibo at Sabo's party.

Group C:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Whole class teaching

Write this sentence on the chalkboard: 'Mr Edore was happy.'

Ask the pupils to make the sentence longer using 'and' or 'because'.

Kano-P4-Lit-w11-15-Final-aw√.indd 37 5/19/15 11:45 AM

Word search

Week 13:

Invitation letters

Day 4:

How to write and sympathy a sympathy letter

Learning outcomes

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

Read words containing 'oi' and 'oy'.

Suggest some sentences for a sympathy letter.

Preparation

Before the lesson:

Copy the word search, shown right, on the chalkboard.

Make sure the sentences from Day 3 (yesterday) are on the chalkboard.

Read How? A sympathy letter, as shown below.

How? A sympathy letter



Ask the pupils to say the greeting and opening sentences in the sympathy letter.



Ask the groups to role play the second paragraph about the football competition.



Ask the groups to role play the third paragraph about the trophy.



Ask individual pupils to say the conclusion and ending.



Ask the pupils to say what else a letter needs.

Kano-P4-Lit-w11-15-Final-awy indd 38 5/19/15 11:45 AM Word search

minutes



15 minutes minutes

Matching game/ Snap game

minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Choose some pupils to say the two different ways to spell the 'oi' sound.

Tell the pairs to look at the word search on the chalkboard.

Ask them to write any words they can see containing 'oi' or 'oy' in their exercise books.

Choose some pairs to read some of their words and write them on the chalkboard.

Word search

р	t	b	0	у	d
0	b	S	S	а	е
i	0	0	р	n	S
n	i	i	0	n	t
t	Τ	Τ	i	0	r
у	0	i	Τ	у	0
е	n	j	0	У	у

Whole class teaching

Choose some pairs to read out and explain the first nine words/phrases on the chalkboard.

Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Read the sympathy letter on the chalkboard.

Teach the pupils How? A sympathy letter, as shown left.

Choose some pairs to read the address, the date, the greeting, the opening, the conclusion and the end

Pair task

Ask the pairs, 'How can we make longer sentences?'

Ask them to say some conjunctions.

Ask the pairs to say one sentence with 'and' and one sentence with 'because'.

Teach How? Make sentences longer, as shown in Week 13, Day 3, (vesterday).

Supported group activities

Group A:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books. then play the matching game/snap game.

Groups B and C:

Tell these pupils to make the sentences on the chalkboard longer using 'because' in their exercise books

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Jibo at Sabo's party.

Pair task

Ask one pupil in each pair to suggest sentences for the opening of a sympathy letter, eq: 'I am sorry that you have been ill. I hope you will soon be better.'

Ask their partner to say sentences for the conclusion of a sympathy letter, eq: 'I miss you very much and hope to see you soon.'

Choose some pairs to say their sentences to the class

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Week 13:

Invitation letters

Day 5:

Questions about and sympathy a sympathy letter

Learning outcomes

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

Spell words containing 'oi' and 'oy'.

Answer questions about a letter.

Preparation

Before the lesson:

Read How? Words/phrases, as shown below.

How? **Words/phrases**



Ask the pupils to read the words/phrases on the chalkboard.



Give out the word/ phrase flash cards to the class.



Read some of the words and ask the pupils to hold up the matching card.



Read the missing word sentences. Ask the pupils to hold up the missing word.

Kano-P4-I it-w11-15-Final-aw√indd 40 5/19/15 11:45 AM



30 minutes Sympathy letter

minutes

Spelling

Reading

Comprehension

Plenary

Whole class teaching

Remind the pupils that they have been learning to spell words with the 'oi' sound.

Write 'oi' in one square and 'oy' in another square on the chalkboard.

Read these words and ask the pupils to point to the sauare with the correct sound in it: 'point', 'oil', 'toy', 'spoil', 'enjoy', 'destroy', 'soil', 'boy', 'join', 'boil'.

Ask one pupil from each group to write a word in the correct square.

If they are correct, award them a point.

Whole class teaching

Read all of the words/ phrases on the chalkboard with the pupils.

Write the following missing word sentences on the chalkboard:

does tricks."

'Auntie will make the for us to eat."

'Mr Edore ____ his pupils the football rules.'

Teach How? Words/ phrases, as shown left.

Pair task

Choose some pupils to say what they remember about the sympathy letter they have been reading.

Tell the pairs to role play How? A sympathy letter from Week 13, Day 4, (yesterday).

Write these questions on the chalkboard:

'Why is Mr Edore not at school?'

'What was the score in the football competition?'

'Who scored the most goals?'

'Who is teaching the class now?'

'Why did the head teacher praise the school?'

Read the questions and ask the pairs to find the answers in the sympathy letter.

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

Whole class teaching

Choose some pupils to say some of the reasons why we write letters, eg: information, thank you, invitation, sympathy.

Ask some pupils to name the parts of a letter and point to them in the letters on the chalkboard.

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Weekly page
Primary 4,
literacy
lesson plans

Week 14:
An invitation to a party

Words/phrases

Wow! words

Write these words on the chalkboard and leave them there for the week.

Make two flash cards for each word.

ceremony guests wrappers expensive material embroidered blouses fried chicken bean cakes soup eba fruit interesting beautiful amusing exciting enjoyable delicious colourful **Learning expectations**

By the end of the week:

All pupils will be able to:

Write and read sentences for an invitation letter.

Most pupils will be able to:

Write, read and pick out information from an invitation letter.

Some pupils will be able to:

Use wow! words and conjunctions to write more interesting letters.

Assessment task

Example of a pupil's work

Instructions:

Look at the pupils' finished piece of independent writing from Week 14, Day 5.

Ask pupils to read you the letter.

2

Ask pupils to explain to you how they have structured this letter.

- (

Ask pupils to answer the following questions about their letter:

'Who did you write your letter to?'

'What type of celebration is the letter about?'

'When and where is the celebration taking place?'

'Which wow! words did you use?'

'Why did you choose those words?'

This pupil can:

Use the rules for letter writing.

Include relevant information for an invitation.

Use wow! words to make their letter more interesting.

Ghana Street Maitama, Abuja 5th June 2014 Tel: 034598765

Dear Hassan,

This letter is to invite you to celebrate the 25th wedding anniversary of my parents on Saturday 2nd August.

We are happy to tell you the celebrations will take place between 4pm and 8pm at M and M Events, Offa Road, Ilorin.

It will be a very special and exciting day and we know our parents would love to see you and your lovely family there.

We look forward to hearing from you.

Your friends, Gumel and Aisha

Kano-P4-Lit-w11-15-Final-aw√.indd 43 5/19/15 11:45 AM

Letter

Week 14:

An invitation to a party

Day 1:

Longer sentences

Learning outcomes

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

Read words containing 'f' and 'ff'.

Use 'or' to make sentences longer.

Preparation

Before the lesson:

Write the invitation letter from the Week 13 Weekly page on a large piece of paper, or on the chalkboard.

Read How? Writing an invitation, as shown below.

How? Writing an invitation



Ask pupils to role play different types of celebrations.



Ask them to help you write the name, address and the date in the correct place for an invitation letter.



Ask them to help you write the opening greeting.



Write a sentence explaining the reason for the celebration.



Ask the class to help you write the time, date and place of the celebration.

Kano-P4-Lit-w11-15-Final-aw√.indd 44 5/19/15 11:45 AM



15 minutes

minutes

Spelling

Shared writing

Whole class teaching

Choose a pupil to write the 'f' sound on the chalkboard.

Ask the groups to say as many words as they can with 'f' in them.

Write some of their ideas on the chalkboard.

Write 'ff' on the chalkboard and explain that it makes the same sound as 'f'.

Write 'cliff', 'off', 'staff', 'sniff', 'stuff', 'puff', 'stiff' and 'offer' on the chalkboard.

Ask the class to count the sounds in each word and read each word with you, eg: c-l-i-ff (4).

Whole class teaching

Read all of the words/ phrases on the chalkboard and ask the pupils to say them with you.

Show the first three word/phrase flash cards and explain them.

Look at the letter on the paper, or the chalkboard, and ask the pupils to explain what information is in it.

Teach How? Writing an invitation, as shown left.

Ask the pupils to help you to write a letter inviting a friend to a celebration.

Ask the pupils to say some conjunctions.

Explain that 'or' is a conjunction and can join different ideas

Write this sentence on the chalkboard: 'At the party I can wear my blue scarf.

Explain how to make it longer by using 'or', eg: 'At the party I can wear my blue scarf or my red scarf.'

Grammar

Pair task

Write the following sentences on the chalkboard and ask the pairs to make each sentence longer using 'or':

'I can drink water or .' 'We can dance or ____.'

'A celebration can be for a wedding or ____.'

'A celebration can be in a hall or ____.'

Ask the pupils to write the longer sentences in their exercise books.

Plenary

Pair task

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

Ask them to make the first sentence longer using 'and', eg: 'I can drink water and eat bean cakes.'

Kano-P4-I it-w11-15-Final-aw√indd 45 5/19/15 11:45 AM

Letter

Week 14: An invitation to a party

Day 2: Adjectives

Learning outcomes

Preparation

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

Spell words containing 'f' and 'ff'.

Write some sentences using adjectives.

Before the lesson:

Have ready the letter you wrote on Week 14, Day 1 (yesterday).

Read How? Shared writing, as shown below.

How? Shared writing



Read the first part of the letter from Week 14, Day 1.



Ask the groups to role play dancing and singing at a celebration.



Ask them to role play other activities at a celebration.



Ask them to help you write their sentences in a new paragraph in the letter.



Discuss food at celebrations. Write their sentences in a new paragraph in the letter.



Flash cards

Letter

15 minutes

minutes

Spelling

Shared writing

Ask some pupils to help you write 'cliff', 'off', 'staff', 'sniff', 'stuff', 'puff', 'stiff' and 'offer' on the chalkboard.

Whole class teaching

Read and explain the words.

Write 'f' in one square and 'ff' in another square on the chalkboard.

Read these words and ask pupils to point to the square with the correct spelling in it: 'cliff', 'fish', 'found', 'stiff', 'off', 'life', 'offer', 'after'.

Ask one pupil from each group to write a word in the correct square.

Whole class teaching

Show the first three word/phrase flash cards and make sure the pupils understand them.

Show the next three words/phrases, and read and explain them.

Teach How? Shared writing, as shown left.

Ask the pupils to help vou write sentences for the conclusion paragraph.

Ask the class, 'What is missing?' Write the ending with your name.

Read out the letter you have written with the pupils.

Ask the pairs to discuss any more details you could add.

Read and explain the wow! words.

Ask the pupils where they could use them in the letter.

Pair task

Grammar

Write these sentences on the chalkboard: 'Guests must wear robes.' 'We will play games.' 'We will eat food.' 'There will be songs.'

Ask the pairs to discuss which wow! word they could add to each sentence to make it more interesting.

Tell the pupils to write the sentences with the wow! words in their exercise books.

Plenary

Pair task

Choose some pairs to write their sentences on the chalkboard.

Ask other pairs if they have chosen different wow! words.

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Letter

Week 14: An invitation to a party

Day 3: Brainstorm

Learning outcomes

Preparation

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

Read words containing 'ph'.

Contribute to a brainstorm for a letter.

Before the lesson:

Have ready the letter you finished on Week 14, Day 2 (yesterday).

Read How? Brainstorm, as shown below.

How? Brainstorm



Write 'Invitation' in a circle in the middle of the chalkboard.



Ask the pupils questions about invitations. Write their answers around the circle.



Ask, 'What is the party for?', 'What food will there be?'



Ask, 'What will happen at the party?' Ask pupils to describe party games or songs.



Ask the pupils, 'What will the guests wear?'

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Flash cards/ Letter

30 minutes How

5 minutes

Spelling

Shared writing

Brainstorm

Plenary

Whole class teaching

Ask the class to say the two spellings for the 'f' sound, ie: 'f' and 'ff'.

Write 'ph' on the chalkboard and tell them that these letters also make the sound 'f'.

Write these words on the chalkboard: 'phone', 'nephew', 'orphan', 'trophy', 'alphabet'.

Read and explain them.

Ask the class to count the sounds in each word and read each word with you, eg: n-e-ph-ew (4).

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

Whole class teaching

Show the first six word/ phrase flash cards and ask the pupils to read them.

Read and explain the next three words.

Read the wow! words and choose some pupils to explain their meaning.

Ask the pairs if they can say any other wow! words to describe clothes.

Write these on the wow! words display.

Read the letter the class wrote on Week 14, Day 2 (yesterday).

Pair task

Tell the pupils they are going to write a letter of invitation to their partner.

Teach How? Brainstorm, as shown left, giving pairs time to discuss each question.

Ask the pairs to suggest an ending for their letter, eg: 'Yours', 'Your friend' or 'Yours affectionately'.

Write their ideas on the brainstorm.

Ask the pairs to discuss any wow! words they could use in their letter and write them on the brainstorm.

Tell the pairs to write some sentences about their party in their exercise books, using ideas from the brainstorm.

Ask them to try to use some of the wow! words to make their writing interesting.

Pair task

Choose some pairs to read out their sentences.

Ask the other pairs to notice if they use any wow! words.

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Flash cards/ Brainstorm

Week 14: An invitation to a party

Day 4: Come to my party!

Learning outcomes

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

Say some words containing 'ph'.

Write the opening sentences for an invitation letter.

Preparation

Before the lesson:

Make sets of missing word flash cards for each group: 'nephew', 'trophy', 'phone' and 'orphan'.

Read How? Missing words, as shown below.

Have ready the brainstorm from Week 14, Day 3 (yesterday).

How? Missing words



Write, 'He won a ____ in the competition.' on the chalkboard.



Give the groups a set of flash cards. Ask them to choose one to complete the sentence.



Repeat with, 'The ____ does not have a mother or father.'



'My sister's son is my _____.'



'My ____ is ringing.'

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How

| Flash cards

30 minutes Flash cards/ Brainstorm 15 minutes

5 minutes

Plenary

Spelling

Guided writing

·

Whole class teaching

Ask some pupils to write the three ways to spell the 'f' sound on the chalkboard, ie: 'f', 'ff', 'ph'.

Ask, 'Can anyone say some words with ph in them?'

Give out the missing word flash cards and ask the class to read them with you.

Teach How? Missing words, as shown left.

Whole class teaching

Show all the word/ phrase flash cards and ask the pupils to read them.

Explain the meaning of the last three words.

Remind the pupils that they are going to write a letter to their partner, inviting them to a party.

Choose some pupils to help you read the brainstorm from Week 14, Day 3 (yesterday).

Ask the pupils, 'What important information is missing?' (time, date and place).

Discuss ideas for the time, date and place and write them on the brainstorm.

Write, 'You are invited _____ on the chalkboard.

Ask the groups to use the brainstorm to say ideas to complete the sentence and write some new sentences.

Independent writing

Individual task

Tell the pupils to write invitation letters to their partners in their exercise books.

Remind them to write their address and the greeting.

Remind the pupils that a letter is set out in sections called 'paragraphs'.

Ask them to complete the opening sentence on a new line under the greeting: 'You are invited _____.'

Ask the pupils to write some more sentences giving important information about their party.

Whole class teaching

Read the wow! words with the pupils.

Choose some pupils to read the sentences they have written.

Discuss any wow! words they could use to make their sentences more interesting.

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Word search/ Flash cards

Week 14: An invitation to a party

Day 5: My invitation

Learning outcomes

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

Read and spell words containing 'ph'.

Write an invitation letter.

Preparation

Before the lesson:

Copy the word search, shown right, on the chalkboard.

Have ready the word/phrase flash cards.

Read How? Giving an invitation, as shown below.

How? Giving an invitation



Tell the pairs to give their invitation letters to their partners.



Ask them to read the invitations.



Choose some pupils to role play going to the party.

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Word search

30 minutes **Brainstorm**

15 minutes

minutes

Plenary



Spelling

Guided writing

Pair task

Choose some pupils to say the different ways to spell the 'f' sound.

Tell the pairs to look at the word search on the chalkboard.

Ask them to write any words they can see with 'ff' or 'ph' in their exercise books.

Choose some pairs to write some of their words on the chalkboard.

Word search

t	r	0	р	h	у
S	х	r	р	х	Х
n	е	р	h	е	W
i	р	h	0	f	f
f	U	а	n	0	f
f	f	n	е	0	f

Group task

Choose some pupils to write some of the words/ phrases on the chalkboard as you say them.

Remind the pupils that wow! words and conjunctions can make sentences more interesting.

Write these sentences on the chalkboard: 'Guests can wear robes.' 'Guests can wear wrappers.'

Ask the groups to add wow! words and a conjunction to make a longer, more interesting sentence, eq: 'Guests can wear beautiful robes or colourful wrappers.'

Write, 'At our celebration, we will have on the chalkboard.

Ask the groups to suggest ideas about the food and drink to complete the sentence.

Write. 'There will be on the chalkboard and ask the groups to say ideas about what will happen at the party.

Remind them to use ideas from the brainstorm and wow! words.

Independent writing

Individual task

Ask the pupils to open their exercise books and look at the letter from Week 14, Day 4 (yesterday).

Ask pupils to write a complete invitation letter about any celebration they like.

Pupils can use their own ideas about a celebration to invite someone to.

Encourage the pupils to use all the ideas they have been collecting this week.

Pair task

Teach How? Giving an invitation, as shown left.

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Weekly page Primary 4, literacy lesson plans

Week 15: A letter to a friend

Words/phrases

Write these words on the chalkboard and leave them there for the week.

Make two flash cards for each word.

inviting delighted attend definitely sorry unable flooded vegetable harvest wading back yard pillars

Learning expectations

By the end of the week:

All pupils will be able to: Write sentences in reply to an invitation.

Most pupils will be able to: Write a reply letter.

Some pupils will be able to:
Write sentences using
a comma to show
additional information.

Write these **letters** on the chalkboard and leave them there for the week.

Letter taken from Nigeria Primary English 4, page 63.

Acceptance letter

Letter to a friend

Plot 64, Ikpokpan Street, Dambatta, Kano

20.10.2014

Dear Sabo,

Thank you very much for inviting me to your party on Saturday, October 25th at 2pm at your home.

I would be delighted to attend and look forward to seeing you there. I am sure it will be great fun. I will enjoy the good food.

Thank you again.

I will definitely attend.

Your friend, Jibo 10 Kowa Street, Lekki, Victoria Island, Lagos

18.1.2008

My dear Bassey,

I hope you and your family are well. We are all well here. The only thing that has made us a little sad is the rain. Last week, it rained heavily for three days. Our road and the road behind our house became flooded.

Our back yard was flooded. The flower beds and our little vegetable garden were all under water. Our nice big tomatoes were all washed away. That made us sad because we were going to harvest them next week.

On the second day of the heavy rain, Daddy had to walk to his office in the rain. He could not take the car because the road was flooded. He wore his raincoat, rain boots and a funny hat. He also used a very big umbrella. He looked very funny and Mummy laughed and laughed. Daddy is lucky because his office is not far from the house.

While the rain lasted,
Joe and I had fun wading
through the flood in the
back yard and sailing
paper boats. Can you make
paper boats? I'll teach
you how to make them if
you don't already know.

Our house is dry because it is built on pillars and we have to climb many steps to get into the house. You do remember what our house looks like, don't you?

You must come and spend a holiday with us. Why don't you ask your parents? It would be fun. Please write and tell me your news. Greetings to your brother and parents.

Your friend, Andy

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Week 15:

A letter to a friend

Day 1: Acceptance

Learning outcomes

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

Write different spellings for the 'er' sound.

Identify paragraphs in a letter.

Preparation

Before the lesson:

Write these words on the chalkboard: 'girl', 'skirt', 'hurt', 'Thursday', 'term', 'herd'.

Read How? Acceptance reply, as shown below.

How? Acceptance reply



Ask the pairs to give their partners the invitation letter they wrote in Week 14.



Ask the partners to take turns reading the invitations and saying a reply.



Choose some pairs to suggest an introduction sentence for the repy.



Ask the pairs to role play why they want to come to the party.



Choose some pairs to explain some of their reasons.

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Flash cards/
Acceptance letter

15 minutes Acceptance letter

15 minutes

Matching game/ Snap game 5 minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Say the 'er' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'er' sound ('ir' and 'ur').

Read the words on the chalkboard with the pupils and explain them.

Dictate this sentence for the pupils to write in their exercise books: 'On the first day of term my sister hurt her leg.'

Whole class teaching

Read all of the words/ phrases on the chalkboard and ask the pupils to say them with you.

Show the first three word/phrase flash cards and explain them.

Read and explain the acceptance letter from the Weekly page on the chalkboard.

Explain that this is an acceptance reply.

Teach How? Acceptance reply, as shown left.

Pair task

Tell the pupils that they are going to reply to the letter their partner has written.

Ask some pairs to say some rules for a letter, eg: address at the top on the right, greeting.

Remind the pupils that a letter is set out in paragraphs.

Choose some pairs to point to the introduction, explanation and conclusion paragraphs in the acceptance letter.

Help them to write their addresses and the date in their exercise books.

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

Group B:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Groups C and D:

Tell these pupils to write three paragraphs and an ending for their reply letter in their exercise books.

Whole class teaching

Choose some pupils to read out their reply letters.

Ask the class to notice the introduction, explanation and conclusion paragraphs.

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Week 15:

A letter to a friend

Day 2: Refusal

Learning outcomes

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

Write different spellings for the 'ow' sound.

Write a reply to an invitation.

Preparation

Before the lesson:

Write these words on the chalkboard: 'sound', 'ground', 'round, 'pound', 'mouth', 'south', 'brown', 'crown', 'frown', 'down'.

Read How? Refusal reply, as shown below.

How? Refusal reply



Ask the pairs to discuss reasons for refusing an invitation.



Choose some pairs to role play some of the reasons, eg: helping at home.



Choose other pairs to role play other reasons, eg: not feeling well.

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Flash cards

15 minutes

15 minutes Matching game/ Snap game

5 minutes

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Say the 'ow' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'ow' sound ('ou').

Read the words on the chalkboard with the pupils and explain them.

Ask the class to notice which words rhyme.

Explain that this can help them to remember when to use 'ou' or 'ow'.

Dictate this sentence for the pupils to write in their exercise books: 'The crowd made a loud sound.'

Whole class teaching

Read the first three words/ phrases on the chalkboard and ask the pupils to say them with you.

Hold up the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Teach How? Refusal reply, as shown left.

Pair task

Tell the pupils that they are going to write a refusal reply letter to their partner.

Ask the pairs to discuss sentences for the introduction of their letter, eg: 'Thank you so much for your invitation.'

Ask the pairs to discuss some sentences for the explanation paragraph, eg: 'I am unable to come because I am going to a wedding on that day.'

Ask the pairs to say some of their sentences to the class.

Supported group activities

Groups A and B:

Tell these pupils to write three paragraphs and an ending for their reply letter in their exercise books.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

Group D:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Whole class teaching

Choose some pupils to read out their introduction sentence.

Choose some pupils to write their explanation sentences and ask the class to check they have given a reason.

Ask the pupils to check that their letters have an ending.

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Week 15:

A letter to a friend

Day 3:

Using commas

Learning outcomes

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

Write different spellings for the 'oi' sound.

Use commas to separate extra information.

Preparation

Before the lesson:

Write these words on the chalkboard: 'employ', 'annoy', 'joy', 'destroy', 'coin', 'noise', 'moist', 'spoil'.

Read How? Commas, as shown below.

How? **Commas**



Explain that commas are also used to separate extra information in a sentence.



Choose some pupils to role play 'There was music playing at the party, so we danced.



Ask the pupils to underline the part of the sentence that gives the extra information.



Write, 'She packed her bag for school but to say where the forgot to take it.' on the chalkboard.



Ask some pupils comma should be.

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Flash cards/ Letter to a friend

15 minutes



Letter to a friend

15 minutes Matching game/ Snap game

5 minutes Letter to a friend

Spelling

Reading

Grammar

Reading

Plenary

Whole class teaching

Say the 'oi' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'oi' sound ('oy').

Read the words on the chalkboard with the pupils and explain them.

Ask the class, 'Where is oy often used in a word?' (at the end).

Dictate this sentence for the pupils to write in their exercise books: 'I employ a boy to dig the soil.'

Whole class teaching

Ask the pupils the meaning of the first six words/phrases on the chalkboard.

Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Read and explain the letter to a friend, from the Weekly page, on the chalkboard.

Ask the class, 'Why did Andy write this letter?' (to give information and invite Bassey to his house).

Pair task

Ask the pairs to find commas in letter to a friend.

Teach How? Commas, as shown left.

Write these sentences on the chalkboard:

'I live in Gaya where my house is close to the main road.'

'We had a great time at the party but it ended too quickly.'

'Umar has fifteen goats and he keeps many chickens too.'

Choose some pairs to say the extra information in each sentence and point to where the comma should be.

Supported group activities

Groups A and D:

Ask these pupils to copy the sentences on the chalkboard in their exercise books, putting in the missing commas.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

Group C:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Whole class teaching

Tell the pupils to look at the letter to a friend on the chalkboard.

Ask them to find sentences where a comma is used to separate extra information.

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Letter to a friend

Week 15:

A letter to a friend

Day 4:

A rainy day

Learning outcomes

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

Write different spellings for the 'or' sound.

Use commas to separate extra information.

Preparation

Before the lesson:

Write these words on the chalkboard: 'sort', 'storm', 'sport', 'straw', 'paw', 'jaw', 'dawn', 'crawl', 'August', 'fault'.

Read: How? When it rained, as shown below.

Make sure Letter to a friend from the Weekly page is on the chalkboard.

How? When it rained



Choose a group to role play Andy's letter. yard were flooded.



The house and back



Daddy had to walk to work.



Joe and Andy played in the back yard.

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Flash cards

15 minutes Letter to a friend

15 minutes Matching game/ Snap game

5 minutes

Plenary

Spelling

Whole class teaching

Say the 'or' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'or' sound, ('au' and 'aw').

Read the words on the chalkboard with the pupils and explain them.

Ask the class, 'Where is aw often used in a word?' (at the end).

Explain that 'au' is only used in a few words.

Dictate this sentence for the pupils to write in their exercise books: 'It was dawn on an August morning.'

Reading

Whole class teaching

Ask the pairs to read out and explain the first nine words/phrases on the chalkboard.

Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Teach How? When it rained, as shown left.

Grammar

Pair task

Ask the pairs to look at the letter to a friend and say where they can see commas.

Ask them to say the rule they have been learning for using commas.

Write these sentences on the chalkboard:

'Ajarat washed all the clothes then hung them to dry.'

'Bassey ate his lunch which his mother had made.'

'It was a long walk to school but Kami enjoyed it.'

Choose some pairs to point to where the commas should be.

Reading

Supported group activities

Group A:

Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Groups B and C:

Ask these pupils to copy the sentences on the chalkboard into their exercise books, putting in the missing commas.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

Whole class teaching

Ask the class, 'What do you do when it rains?'

Ask each group to role play what they might do on a rainy day, eg: run for shelter, splash in the puddles.

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Flash cards

Week 15:

A letter to a friend

Day 5:

Answering questions about a letter

Learning outcomes

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

Spell words containing 'al'.

Answer questions about a letter.

Preparation

Before the lesson:

Write these words on the chalkboard: 'all', 'ball', 'wall', 'fall', 'small', 'call', 'talk', 'walk', 'chalk', 'stalk'.

Have ready the word/phrase flash cards.

Read How? Words/phrases, as shown below.

How? Words/phrases



Ask the pupils to read the words/ phrases on the chalkboard.



Give out the word/ phrase flash cards to the class.



Read out some of the words and ask the pupils to hold up the matching card.



Read the missing word sentences. Ask the pupils to hold up the missing word.

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Nigeria Primary English 4

5 minutes

Spelling

Whole class teaching

Remind the class they have been talking about the 'or' sound.

Write 'al' on the chalkboard and that explain that these letters can also make the sound 'or'.

Read the words on the chalkboard with the pupils and explain them.

Explain that 'al' is only used in a few words and that they need to learn these words.

Rub the words off the chalkboard.

Dictate the words for the pupils to spell in their exercise books.

Reading

Whole class teaching

Write the following missing word sentences on the chalkboard:

'Habiba was ____ to see Kande.'

'I will ____ be at the party.'

'The road was ____ when it rained.'

'The tomatoes were ready

'Our house is built on

Teach How? Words/ phrases, as shown left.

Group task

Comprehension

Read the letter to a friend on the chalkboard with the pupils.

Remind the pupils that each new piece of information has its own paragraph.

Teach How? When it rained, as shown in Week 15, Day 4 (yesterday).

Tell the pupils to open Nigeria Primary English 4,

Read and explain the questions in Exercise 2.

page 64.

Ask the groups to discuss the answers to each question.

Ask each group to say one answer and ask the class if they are correct.

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

Plenary

Whole class teaching

Ask the pupils to say some of the reasons for writing a letter, eg: information, thank you, sympathy, invitation, reply.

Ask the pupils to say some of the rules for writing letters, eg: address at the top on the right.

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Credits

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