



Literacy lesson plans
Primary 5,
term 2, weeks 11—15

Writing letters and describing
characters in stories

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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 Programme (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 school-based 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

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 identifies 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 13 and 15 include an assessment task (found 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, ask pupils to write answers in their exercise books so you can see what they can do.

Spelling

Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell them 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 that pupils can use during independent writing. Write the title in the middle of the chalkboard.

Ask questions, and as they reply, write their answers around the title to make a spider diagram.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 11:

Letters to friends

Words/phrases

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

dear
friend
holidays
visit
beginning
hospital
farewell
best wishes
yours faithfully
yours sincerely
kind
finished

Learning expectations

By the end of the week:

**All pupils will be
able to:**

Explain some of the rules
for writing an informal letter.

**Most pupils will be
able to:**

Write compound sentences.

**Some pupils will be
able to:**

Write complex sentences
with subordinate clauses.

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

Letter 1

14 Market Street,
Bagwai

16.07.2015

Dear Talutu,

How are you feeling now?
I am very sorry that you are ill.
What is it like in hospital?
I hope that everyone is being
kind and the nurses are taking
good care of you.

We have all missed you at school.
We have been working hard
because we want to get good
marks in the exams.

We are looking forward to the
long holidays. On our last day
Mr Kaugama gave us each
some delicious sweets and we
played some games outside.

I am going to spend a week
with my grandparents at the
beginning of the holidays
so I can help them in their shop.

I will visit you when I return.
Hopefully you will be home by
then and we can play together.

I hope you feel better soon.

Your friend,
Farida

Letter 2

34 Trade Road,
Zaria

20.07.2015

Dear Farida

Thank you for your kind letter.
After reading the letter, I felt so
much better. I came home
from the hospital, where I was
looked after very well, two days
ago. I am back home now with
Mother and Father, who have
been very kind to me.

When I was in hospital
Mr Kaugama came to see me.
He said, because I have been
so sick, I do not need to
sit the exam until next year.
I was pleased to hear this,
although it means I will have
to do extra work next term.

I am looking forward to going
back to school, when I will be
able to see all my friends again.

I hope you have an enjoyable
time visiting your grand-
parents. I would love to see you,
if you have time.

I send warm wishes to you
and your family.

Your friend,
Talutu

Week 11: Letters to friends

Day 1: Sympathy letter

Learning outcomes

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

Use 'ai', 'ay' and 'a-e'
to spell the long 'a' sound.

Write a compound sentence.

Preparation

Before the lesson:

Read **How? Compound sentences**,
as shown below.

Read the letters in **Nigeria Primary
English 5, page 29**.

Make sure that **letter 1** from this week's
weekly page is on the chalkboard.

How? Compound sentences



Choose some pupils
to underline the
compound sentences
in letter 1.



Ask the pairs to
role play some
of the things Farida
does at school.



Write their ideas
on the chalk-
board as simple
sentences.



Ask the pairs to join
the simple sentences
with conjunctions
to make compound
sentences.

15 minutes	10 minutes	10 minutes	20 minutes	5 minutes
	Word/phrase cards/ Letter	How	Nigeria Primary English 5/ Matching game/Snap game	
Spelling	Reading	Grammar	Reading	Plenary
Pair task	Whole class teaching	Whole class teaching	Supported group activities	Whole class teaching
Say the long 'a' sound and choose some pairs to spell it on the chalkboard, ie: 'ai', 'ay' and 'a-e'.	Read all of the words/phrases on the chalkboard and ask the pupils to say them with you.	Remind the pupils that a simple sentence has one subject and one verb.	Group A: Sit down with these pupils for guided reading. After the reading, ask the pupils to read the letters in Nigeria Primary English 5, page 29 and say how they are different.	Ask Group A to say the differences between formal and informal letters.
Read the following words and choose some pairs to write them on the chalkboard: 'snail', 'play', 'day', 'came', 'gate', 'stay', 'train', 'nail', 'plate'.	Show the first three word/phrase cards and explain them.	Say, 'This is called a main clause.'	Group B: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .	Ask the pupils to discuss the types of letters they learned about in Primary 4.
Remind them to sound the words out carefully.	Read and explain letter 1 .	Explain that when we join two main clauses with a conjunction we make a 'compound sentence'.	Groups C and D: Tell these pupils to write some compound sentences in their exercise books about Farida at school and in the shop.	Choose some pairs to say different types of letters and write them on the chalkboard, eg: thank you, acceptance, invitation, sympathy, request.
Ask, 'Where does the "ay" spelling come in a word?'	Ask the pupils to say some of the rules for writing letters, eg: put the address in the top right-hand corner, the comma and the space after the greeting, the position of the writer's name.	Teach How? Compound sentences , as shown left.		
Ask the pairs to write the days of the week in their exercise books and check that they are correct.				

Week 11: Letters to friends

Day 2: Compound sentences

Learning outcomes

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

Spell words with the long
'a' sound.

Read and understand
a letter to a friend.

Preparation

Before the lesson:

Read **How? The long 'a'**, as shown below.

Make each group a set of **question
flash cards** ('when', 'where', 'what', 'who'
and 'how').

Have ready **a large piece of paper**.

How? The long 'a'



Remind the groups
of the different
ways to spell the
long 'a' sound.



Draw a chart for
the different
spellings on the
chalkboard.



Read these words:
'day', 'fail', 'game',
'stay', 'same', 'paint',
'made', 'tail', 'sale'.



Ask the groups,
in turn, to write each
word in the correct
place on the chart.



Remind the groups
about homo-
phones and ask
if some words can
go in two places.

10 minutes	How	10 minutes	Word/phrase cards/ Letter/Question cards	15 minutes	Letter	20 minutes	Nigeria Primary English 5/ Matching game/Snap game	5 minutes	Paper
Spelling		Reading		Grammar		Reading		Plenary	
Whole class teaching		Group task		Whole class teaching		Supported group activities		Group task	
Remind the pupils that a homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling, eg: right and write.		Read out the first three word/phrase cards and ask the pupils to say them with you.		Explain that we need to use different sentence types to make writing interesting.		Groups A and B: Tell these pupils to write some compound sentences in their exercise books about Farida at school and in the shop.		Ask each group to say a rule for writing letters, and write the rules on the large piece of paper (eg: write today's date under the address, write the greeting on the left, write a paragraph explaining why you are writing the letter, write a conclusion and end the letter with your name).	
Teach How? The long 'a' , as shown left.		Hold up the next three word/phrase cards and read them with the pupils, discussing what they mean.		Remind the pupils that compound sentences are longer sentences with a conjunction and two main clauses.		Group C: Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in Nigeria Primary English 5, page 29 and say how they are different.		Keep this list of letter writing rules for the rest of the week.	
		Read letter 1 to the class.		Choose some pairs to point to simple and compound sentences in letter 1 .		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 .			
		Give each group a set of question flash cards and tell them to use them to ask questions about the letter, eg: 'Who wrote the letter?', 'When did she write it?'		Teach How? Compound sentences , as shown in Day 1 (yesterday).					
		Ask each group to say a question for the class to answer.							

Week 11: Letters to friends

Day 3: Subordinate clauses

Learning outcomes

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

Spell words where 'ei' has
the long 'a' sound.

Identify a subordinate clause
in a complex sentence.

Preparation

Before the lesson:

Read **How? Complex sentences**, below,
and make two sets of **main clause
flash cards**: 'I was worried about the exams.',
'I knew I would get better.', 'I enjoy going
to school.', 'My teacher came to see me.',
'I will write another letter.'

Have ready **letter 2**, from this week's weekly
page, on the chalkboard.

How? Complex sentences



Choose a group
to underline the
complex sentences
in letter 2.



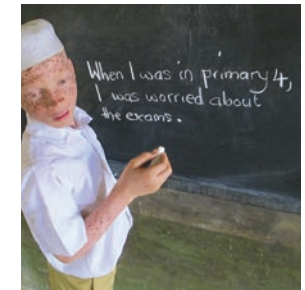
Ask another group
to draw a circle
around the sub-
ordinate clauses.



On the chalkboard,
write the words
that start each
of the subordinate
clauses.



Give each group
a main clause
flash card and ask
them to add a sub-
ordinate clause.



Remind them to use
commas to separate
the subordinate
clauses from the
main clauses.

10 minutes	10 minutes Letters/ Rules	15 minutes How	20 minutes Nigeria Primary English 5/ Matching game/Snap game/ Flash cards	5 minutes
Spelling	Reading	Grammar	Reading	Plenary
Whole class teaching	Whole class teaching	Group task	Supported group activities	Whole class teaching
Write 'eight', 'weight' and 'reign' on the chalkboard.	Ask the pupils the meaning of the first six words/phrases.	Remind the groups that a main clause makes sense on its own as a simple sentence.	Group A: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .	Ask groups B and C to read some of their complex sentences out to the class.
Read and explain them to the class.	Show the next four words/phrases and explain that these are different ways of adding an ending to a letter.	Explain that they can make sentences more interesting by adding more information in a 'subordinate clause'.	Groups B and C: Give each group a set of main clause flash cards . Ask the groups to add subordinate clauses to them and write complex sentences in their exercise books.	Ask the other groups to notice the main clause and the subordinate clause in each sentence.
Sound the words out and choose some pupils to underline the long 'a' sound ('ei').	Read letter 2 to the class. Explain that this is a thank you letter and a reply to letter 1 .	Say, 'A subordinate clause does not make sense on its own and is often marked off with commas'.	Group D: Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in Nigeria Primary English 5, page 29 and say how they are different.	
Ask the pupils to write another way to spell each word, ie: 'ate', 'wait', 'rain'.	Ask the pupils if they can say another farewell for the letter, eg: 'Lots of love from'.	Explain that sentences with subordinate clauses are called 'complex sentences'.		
Ask the pupils to write a sentence for each 'ei' word.	Display the letter writing rules from Week 11, Day 2 (yesterday) and ask the pupils to check that letter 2 follows the rules.	Teach How? Complex sentences , as shown left.		

Week 11: Letters to friends

Day 4: A thank you letter

Learning outcomes

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

Spell words where 'a' has
the long 'a' sound.

Write a complex sentence.

Preparation

Before the lesson:

Read **How? Talutu's letter**, as shown below.

Have ready the **question flash cards**
from Week 11, Day 2.

How? Talutu's letter



Read Talutu's letter
(letter 2) to the class.



Choose some
groups to act out
different parts of
the story: Talutu
in hospital,



Mr Kaugama
visiting Talutu,



Talutu at home with
her parents,



Farida with her
grandparents.

10 minutes	15 minutes How	Word/phrase cards	10 minutes	Flash cards	20 minutes	Flash cards/Nigeria Primary English 5/Matching game/Snap game	5 minutes
Spelling	Reading	Grammar	Reading	Plenary			
Whole class teaching	Whole class teaching	Group task	Supported group activities	Whole class teaching			
Ask the pupils to say the different ways they have learned to spell the long 'a' sound, ie: 'ai', 'ay', 'a-e', 'ei'.	Ask the pairs to read and explain the first 10 words/phrases on the chalkboard.	Ask the groups to explain what a complex sentence is.	Groups A and D: Give each group a set of main clause flash cards . Ask the groups to add subordinate clauses to them and write complex sentences in their exercise books.	Write a simple sentence on the chalkboard, eg: 'I always work hard.'			
Write these words on the chalkboard, then read and explain them to the class: 'baby', 'lady', 'table', 'paper', 'basin'.	Show the next two word/phrase cards and read them with the pupils, discussing what they mean.	Ask, 'What is the difference between a main clause and a subordinate clause?'	Ask the groups to add subordinate clauses to them and write complex sentences in their exercise books.	Ask each group to say a subordinate clause to make it into a complex sentence, eg: 'When I am at school, I always work hard.'			
Sound the words out and choose some pupils to underline the long 'a' sound ('a').	Teach How? Talutu's letter , as shown left.	Teach How? Complex sentences , as shown in Week 11, Day 3 (yesterday).	Group B: Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in Nigeria Primary English 5 , page 29 and say how they are different.	'I always work hard, even if I am tired.'			
Ask the pupils to write a sentence for each 'a' word.		Give the groups different main clause flash cards to make complex sentences with.	Group C: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .				

Week 11: Letters to friends

Day 5: Answering questions about letters

Learning outcomes

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

Use alternative spellings
for the long 'a' sound.

Read and understand
simple letters.

Preparation

Before the lesson:

Read **How? Long 'a' bingo**, as shown below.

Have ready a **large sheet of paper** for each group and this list of **long 'a' words** (do not show the pupils the list): 'baby', 'snail', 'play', 'day', 'table', 'came', 'gate', 'stay', 'train', 'nail', 'plate', 'weight'.

How? Long 'a' bingo



Ask the groups
to write the different
long 'a' spellings
on a chart on their
paper.



Say each word
from your list
and tell the groups
to put a tick in the
correct column.



Eg: If you say
'snail', the groups
should put a tick in
the 'ai' column.



Tell the groups to
shout 'Bingo' when
they have a tick
in each column.



Ask some pupils
to spell some
of the long 'a' words
on the chalkboard.

15
minutes

How

Paper

10
minutes

30
minutes

Letters/
Nigeria Primary English 5

5
minutes

Spelling

Group task

Write 'play', 'came' and 'brain' on the chalkboard.

Choose some pupils to read the words and underline the long 'a' sound.

Explain that 'ai', 'ay' and 'a-e' are the most common spellings for the long 'a' sound.

Ask the pupils to say two other spellings for the long 'a' sound, ie: 'ei' and 'a'.

Give each group a **large piece of paper** and teach **How? Long 'a' bingo**, as shown left.

Reading

Whole class teaching

Write the following missing word sentences on the chalkboard:

'At the ____ of a letter I will write ____.'

'At the end of a letter I will write ____.'

'I will ____ my grandparents at the ____ of the ____.'

'When the holidays are ____, I will go back to school.'

Tell the pupils to use the words/phrases on the chalkboard to complete the sentences in their exercise books.

Comprehension

Pair task

Read **letters 1** and **2** with the class.

Ask the pairs to say some rules for writing letters.

Explain that letters 1 and 2 are called 'informal' letters because they are written to friends.

Say, 'Formal letters are letters to people we don't know as friends.'

Ask the pairs to find a formal letter in **Nigeria Primary English 5**.

Ask how it is different from an informal letter, eg: it has the address of the person it is going to, it starts with 'Dear Sir'.

Plenary

Whole class teaching

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

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 12:

A persuasive letter

Words/phrases

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

persuasive letter
complain
provide
important
local area
relax
community
business
goods
species
wildlife
yours faithfully

Wow! words

although
firstly
secondly
furthermore
devastated
endangered
conserving

Learning expectations

By the end of the week:

All pupils will be able to:

Explain some of the differences between a formal and an informal letter.

Most pupils will be able to:

Give reasons for and against an idea.

Some pupils will be able to:

Write sentences beginning with 'although'.

Write this **letter** on the chalkboard and leave it there for the week.

Complaint letter

Model Primary School,
Main Street,
Kano

5.06.2015

The Chairman,
Local Government Area,
Dakata Road,
Kano

Dear Sir,

I am writing to complain about the plan to build a new road through the local area that is close to my home and my school. Firstly, there is a lovely park here, where there is a safe place for children to play. Many of us go there to relax after school.

Secondly, there are many fruit trees growing in the fields here, which provide food for local people. Although I understand that the road would help businesses bring goods to the local area, surely local people are more important?

Furthermore, it is home to many species of beautiful birds and some endangered species. We often go there during our lessons at school to take part in outdoor learning. Do you really believe that building a road is more important than conserving wildlife?

I hope you can see that the loss of this area would have a devastating effect on the local school and community.

Yours faithfully,
Yusuf Yakubu
Student Council Leader

Formal letters

Write the following rules on the chalkboard and leave them there for the week:

Write your address with the date underneath in the top right-hand corner.

Write the name of the person and their address underneath on the left.

Start the letter with 'Dear Sir' or 'Dear Madam' and finish the letter with 'Yours faithfully'.

If you know the person's name, start the letter 'Dear Mr/Mrs' and the person's surname and finish with 'Yours sincerely'.

In the first paragraph, explain why you are writing.

Finish the letter by saying what you would like to happen next.

Always be polite.

Week 12: A persuasive letter

Day 1: A formal letter

Learning outcomes

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

Spell words with 'oa'
and 'ow'.

Add clauses to simple
sentences.

Preparation

Before the lesson:

Display the **Formal letters rules** and
copy the **complaint letter** from this week's
weekly page on to the chalkboard.

Read **How? Adding clauses**, as shown
below, and write the following **simple
sentences** on the chalkboard: 'The business
men need a new road.', 'I am writing
to complain about the plan.', 'We think
saving birds is important.'

How? Adding clauses



Write, 'The business
men need a
new road.' on the
chalkboard



Ask pupils to think
about why a new
road is needed
and add a clause
to the sentence.



Repeat with, 'I am
writing to complain
about the plan.'



Ask, 'When did you
hear about the plan?'
and add a clause
to the sentence.



Repeat with another
simple sentence.

15 minutes	10 minutes	10 minutes	20 minutes	5 minutes
	Word/phrase cards/ Letter/Rules	How	Matching game/ Snap game/Sentences	Letter
Spelling	Reading	Grammar	Reading	Plenary
Whole class teaching	Whole class teaching	Whole class teaching	Supported group activities	Whole class teaching
Say the long 'o' sound and choose some pairs to write its different spellings on the chalkboard, ie: 'oa', 'ow' and 'o-e'.	Read out all of the words/phrases on the chalkboard and ask the pupils to say them with you.	Remind the pupils that using different types of sentences makes writing more interesting.	Groups A: Sit down with these pupils for guided reading. After reading, ask them to list the reasons Yusuf gave against a new road.	Read out the complaint letter again.
Read out the following words and ask the pupils to say if they need 'ow' or 'oa': 'groan', 'roast', 'blow', 'coat', 'narrow', 'slow', 'soap', 'show'.	Show the first three word/phrase cards and explain them.	Revise the meaning of 'simple', 'compound' and 'complex' sentences.	Group B: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .	Ask some pupils to point to complex sentences and underline the extra clause (the subordinate clause).
Explain that most words that end with the long 'o' sound have the 'ow' spelling.	Read and explain the complaint letter on the chalkboard.	Teach How? Adding clauses , as shown left.	Groups C and D: Rub out the new clauses in the simple sentences on the chalkboard. Tell these pupils to change the sentences into complex sentences in their exercise books.	
Read the words again and ask the pupils to write them in their exercise books.	Explain that this is a formal letter.	Explain that we have now changed the simple sentences to complex sentences.		
	Read the Formal letters rules and ask the pupils to find examples of the rules in the letter.			

Week 12: A persuasive letter

Day 2: Reasons for and against

Learning outcomes

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

Group long 'o' words
according to their spellings.

Write complex sentences.

Preparation

Before the lesson:

Write the **simple sentences** from Week 12,
Day 1 (yesterday) on the chalkboard.

Have ready three **blank flash cards**
and a set of **long 'o' word flash cards** for
each group: 'boat', 'alone', 'stone',
'narrow', 'goal', 'grow', 'yellow', 'hope',
'nose', 'broke'.

Read **How? Reasons against**, below.

How? Reasons against



Ask the pupils to
underline the reasons
against the new
road in the letter.



Choose some
pupils to role play
what might happen
if the road is built:



children with no
safe place to
play and in danger
from traffic,



fruit trees dying
and less food for
the people,



nowhere to
learn about plants
and animals.

15 minutes	Flash cards/ Blank cards	10 minutes	How	Word/phrase cards/Letter	10 minutes		20 minutes	Sentences/Matching game/ Snap game	5 minutes	Letter
Spelling		Reading		Grammar		Reading		Plenary		
Group task		Whole class teaching		Whole class teaching		Supported group activities		Group task		
Write 'oa', 'ow' and 'o-e' on the chalkboard and explain that 'o-e' is the most common spelling for the long 'o' sound.		Read the first three word/phrase cards and ask the pupils to say them with you.		Write on the chalkboard 'It is the home of many birds.'		Groups A and B: Tell these pupils to change the simple sentences on the chalkboard into complex sentences in their exercise books.		Ask the pupils to look at the complaint letter on the chalkboard.		
Give each group a set of long 'o' flash cards and three blank cards.		Hold up the next three word/phrase cards and read them with the pupils, discussing what they mean.		Ask the pupils to add a clause to make this simple sentence more interesting.		Group C: Sit down with these pupils for guided reading. After reading, ask them to list the reasons Yusuf gave against a new road.		Explain that the writer is trying to persuade the reader against building a new road by listing clear reasons why this is a bad idea.		
Ask the groups to sort the long 'o' cards into three sets based on the spelling.		Read the complaint letter and ask the pupils, 'What is the purpose of this letter?' (to persuade the Local Government Area not to build a road).		Tell them to ask themselves questions about the sentences to think of extra information.		Group D: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game.		Say, 'The reasons need to be in sentences that are interesting, with as much information as possible.'		
Ask them to write their own long 'o' words on the blank cards.		Teach How? Reasons against, as shown left.		Write some of their ideas on the chalkboard: 'It is the home of many birds, which sing beautiful songs.' 'It is the home of many birds when the wet season begins.'				Explain that 'persuasive' letters need to be formal so that the reader knows it is important.		
Ask the groups to show their new words to the class and ask the class to check the spelling.				Repeat this process with, 'The park is a safe place.'						

Week 12: A persuasive letter

Day 3: Reasons for and against

Learning outcomes

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

Read words with
alternative spellings for
the long 'o' sound.

Explain reasons for
and against an idea.

Preparation

Before the lesson:

Write the following **long 'o' words**
on the chalkboard: 'open', 'oval', 'total',
'poem', 'moment'.

Read **How? Reasons for**, as
shown below.

How? Reasons for



Ask the groups to
discuss reasons for
a new road.



Write each idea on
the chalkboard
as a simple sentence.



Use pupils' ideas
to write a sentence
for a new road.



Use pupils' ideas to
write a sentence
against a new road.



Show the pupils
how to add a clause
arguing against
a reason.

15 minutes	10 minutes How	Word/phrase cards	10 minutes	20 minutes Matching game/ Snap game	5 minutes Letter
Spelling	Reading	Grammar	Reading	Plenary	
Pair task	Group task	Group task	Supported group activities	Individual task	
Read and explain the long 'o' words on the chalkboard.	Ask pupils the meaning of the first six words/phrases.	Explain that 'although' is a good word to use when we are comparing two reasons.	Groups A and D: Ask these groups to write some sentences with reasons for and against the road in their exercise books. Remind them to use 'although' and have two clauses in each sentence.	Ask the pupils to find the word 'although' in the complaint letter on the chalkboard.	
Explain that in some words with two syllables, 'o' can have a long sound.	Show the next three word/phrase cards and explain their meaning.	Ask the groups to write, in their exercise books, a sentence beginning with 'although', comparing a reason for the road with a reason against, eg: Although a new road will bring more goods, it will destroy our fruit.	Group B: Sit down with these pupils for guided reading. After reading, ask them to list the reasons Yusuf gave against a new road.	Explain that it is often used as an opener in sentences in persuasive letters.	
Choose some pairs to clap the syllables in each word, eg: o-pen, to-tal.	Remind the class that they are learning how to write a persuasive letter.	Although a new road will bring more visitors, it will mean there will be no places for them to relax.	Group C: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .	Point to 'Firstly', 'Secondly' and 'Furthermore' and explain that these openers help to organise the reasons clearly.	
Remind the pupils how to say the long 'o' sound.	Explain that we need to think of reasons why the new road is a good idea so we are ready to argue against them.	Remind the groups to use a comma to separate the two clauses.			
Ask the pairs to write a sentence for each word in their exercise books.	Teach How? Reasons for , as shown left.				

Week 12: A persuasive letter

Day 4: Rules for persuasive letters

Learning outcomes

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

Spell words with
alternative spellings for
the long 'o' sound.

Say persuasive sentences
beginning with 'although'.

Preparation

Before the lesson:

Read **How? Spelling relay**, as shown
below, and use the spellings from today's
spelling column.

Read the **Formal letters rules**.

Have ready a **large piece of paper**.

How? Spelling relay



Tell each group
to line up in front of
the chalkboard.



Ask a pupil from
each group to write
the first word
on the chalkboard.



Repeat with the
remaining words,
making sure each
pupil has a turn.



Ask the groups
to check the lists are
spelled correctly.



The group with
the most words
spelled correctly is
the winner.

15 minutes	How	10 minutes	Word/phrase cards/ Letter	10 minutes		20 minutes	Matching game/ Snap game	5 minutes	Rules/ Paper
Spelling		Reading		Grammar		Reading		Plenary	
Group task		Whole class teaching		Group task		Supported group activities		Whole class teaching	
Write the following words on the chalkboard and ask the groups to read them: 'open', 'yellow', 'home', 'boat', 'total', 'show', 'stone', 'groan', 'blow', 'choke', 'over', 'roast'.		Ask the pupils the meaning of the first nine words/phrases.		Teach How? Reasons for , as shown in Week 12, Day 3 (yesterday).		Group A: Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the matching game/snap game .		Read the rules for formal letters with the class.	
Rub the words off the chalkboard.		Show the last three word/phrase cards and explain their meaning.		Ask the pupils to think of as many reasons as they can for a new road.		Groups B and C: Ask these pupils to write some sentences with reasons for and against the road in their exercise books. Remind them to use 'although' and have two clauses in each sentence.		Write 'Rules for persuasive letters' on the large piece of paper .	
Play How? Spelling relay , as shown left, with the above words.		Point to the complaint letter and ask, 'What type of letter is this?'		Ask each group to say a sentence beginning with 'although', comparing a reason for with a reason against, eg: Although a new road will help some businesses, farmers will lose their crops.		Group D: Sit down with these pupils for guided reading. After reading, ask them to list the reasons Yusuf gave against a new road.		Ask the pupils to help you write the first rule, ie: 'Write a formal letter.'	
		Explain that it is a formal letter and a persuasive letter.						Ask the pupils to help you write some more rules, eg: Use persuasive openers, Have clear reasons for your argument, Say reasons against your argument and explain why they are not good.	
		Ask the pupils to say some rules for a formal letter.							
		Explain that persuasive writing needs some special openers for sentences.							
		Ask some pupils to say the openers they learned on Week 12, Day 3 (yesterday).							

Week 12: A persuasive letter

Day 5: What do you think?

Learning outcomes

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

Spell words with
alternative spellings for
the long 'o' sound.

Read and understand
a persuasive letter.

Preparation

Before the lesson:

Have ready the **rules for persuasive
letters** from Week 12, Day 4 (yesterday).

Read **How? What do you think?**, as shown
below, and write 'yes', 'no' and 'don't know'
on **three large flash cards**.

How? What do you think?



Put the 'yes', 'no'
and 'don't know'
cards in three
different parts of
the classroom.



Ask the pupils
to stand by the card
they agree with.



Choose some pupils
from each group
to say why they have
chosen that card.



Ask them to say
their reason in a
sentence and write it
on the chalkboard.



Ask them to say
another reason
in a sentence
and write it on the
chalkboard.

10
minutes

Spelling

Whole class teaching

Write 'old' on the chalkboard and read it out to the class.

Ask the pupils to write some words that rhyme with 'old' underneath it, eg: told, cold, fold, sold, bold.

Ask the pupils to notice the spelling for the long 'o' sound.

Ask some pupils to write 'so', 'go' and 'toe' and notice the long 'o' spellings.

Dictate the following sentence for the pupils to write in their exercise books: 'It is cold so can I borrow a coat to go home?'

10
minutes Letter

Reading

Whole class teaching

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

Read the **complaint letter** with the pupils.

Explain that a persuasive letter also needs wow! words to get the reader's attention.

Ask the pupils to find 'devastated', 'endangered' and 'conserving' in the letter and explain their meanings.

30
minutes

How

Comprehension

Whole class teaching

Ask the class:

'Who thinks the road is a good idea?'

'Who thinks the road is not a good idea?'

'Who does not know if the road is a good idea?'

Teach **How? What do you think?**, as shown left.

Pair task

Write the following questions on the chalkboard:

'Who wrote the letter?'

'How will the new road help the local area?'

'What devastating effects will the new road have on the local area?'

Explain why you think the road is a good or a bad idea.

Read and explain the questions.

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

10
minutes Rules

Plenary

Whole class teaching

Read out the **rules for persuasive letters** and ask the pupils to help you write another rule they have learned today, ie: 'Use wow! words to get the reader's attention.'

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 13:

Writing a persuasive letter

Words/phrases

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

manager
computer
information
internet
electricity
generator
improve
furniture
modern
grateful
consider
yours faithfully

Wow! words

donate
informative
research
education
provide
uncomfortable
dangerous

Learning expectations

By the end of the week:

All pupils will be able to:

Begin to understand how to set out a formal letter correctly.

Most pupils will be able to:

Write a persuasive letter.

Some pupils will be able to:

Use a variety of sentence types in a letter.

Write this **letter** on the chalkboard and leave it there for the week.

Bunmi's letter

Bunmi,
14 South Road,
Benin,
Edo State

The Manager,
Computer Solutions,
PO Box 777 Ikeja,
Kano

Hello Manager

I'm Bunmi and I go to school.
We want computers for finding fun
facts and playing games. Send
us some. They will look very
nice in our classroom. We know
how to use them.

I'll always be your friend if you
send us one or two.

Your special friend
Bunmi

Persuasive letters

Write the following rules
on the chalkboard and leave
them there for the week:

Write in the style of
a formal letter.

Use persuasive openers.

Include clear reasons
for your argument.

Have reasons against
your argument and
explain why they are
not good.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 13: Assessment

Assessment task

Carry out this assessment task 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 they 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, ask the pupils to write their answers in their exercise books so you can see what they can do.

Instructions:

Look at the pupils' finished piece of independent writing for the week.

1

Ask the pupils to read you their letter.

2

Ask the pupils to explain the reason for writing the letter.

3

Ask the pupils to describe some of the features of persuasive letter writing.

Example of a pupil's work

This pupil can:

Use the rules for letter writing.

Use persuasive vocabulary.

Include compound and complex sentences in their writing.

Fatima Ali
Kamino Crescent
Kano
05.07.2016

The Headteacher
Kano Primary School
Kano city

Dear Sir,

My name is Fatima and I am currently in class 5.

Although I enjoy attending school, and like all the lessons, sitting on the bare floor for the last 5 years has not been very comfortable. Neither do I believe it has allowed me, or other pupils to do our best learning.

To make sure pupils can sit on benches in the future, my classmates and me are planning to raise money for new furniture. We are therefore seeking both your permission and your support.

Even though buying new furniture is really the responsibility of the school, we are happy to support the school by raising money.

We trust you will give both your permission and support. Also, any contribution you could make towards improving the school environment would be gratefully received.

Yours faithfully,

Fatima Ali

Week 13: Writing a persuasive letter

Day 1: Bunmi's letter

Learning outcomes

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

Say some words
with the long 'i' sound
and spell them.

Write some compound
sentences for
a persuasive letter.

Preparation

Before the lesson:

Display the **Formal letters rules**
and **Persuasive letters rules** from this
and last week's weekly pages.

Make a set of **sentence flash cards**
for each group, as shown opposite.

Read **How? A formal letter to persuade**,
as shown below.

How? A formal letter to persuade



Look at Bunmi's
letter. Ask the pupils,
'Are the names
and addresses
written correctly?'



Ask, 'How should
we begin and
end a formal letter?'



Ask, 'Does the
letter have formal or
informal words?'



Ask the pupils,
'Is the letter polite?'



Ask, 'Does the
letter have enough
information?'

15
minutes

20
minutes

Word/phrase cards/
Letter/Rules

How

15
minutes

Sentence cards

10
minutes

Letter

Spelling

Whole class teaching

Choose some pairs to write the spellings for the long 'i' sound on the chalkboard, ie: 'ie', 'igh', 'i-e', 'y'.

Say the following words and choose some pairs to count the sounds and write them on the chalkboard: 'pie', 'night', 'cry', 'smile' (eg: pie = 'p-ie', 2 sounds).

Ask each pair to say a word with one of the long 'i' spellings and write it on the chalkboard.

Shared writing

Whole class teaching

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

Read **Bunmi's letter** with the class.

Ask, 'What is the purpose of this letter?' (to persuade the manager to give the school computers).

Ask the class to say some of the rules for writing a persuasive letter.

Read the **rules for formal letters** and **rules for persuasive letters** with the class.

Tell the class they are going to help you to improve Bunmi's letter.

Teach **How? A formal letter to persuade**, as shown left.

Explain that Bunmi does not give any good reasons why pupils need computers.

Ask the pupils to discuss in pairs some reasons for having computers and write their ideas on the chalkboard, eg: we could learn how to use a computer, lessons would be more interesting, we could write stories and letters on them.

Grammar

Group task

Remind the groups that they have learned how to write different sentences.

Explain that a compound sentence is two main clauses joined by a conjunction such as 'because' or 'so'.

Give each group the following **sentence flash cards**: 'We need computers.', 'Every school should have computers.'

Ask them to add reasons to the sentences to make compound sentences and write them in their exercise books, eg: We need computers so that we can find out information.

Plenary

Group task

Ask each group to read out one of their sentences.

Add some of their sentences to **Bunmi's letter**.

Week 13: Writing a persuasive letter

Day 2: Reasons for and against

Learning outcomes

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

Spell words with
alternative spellings for
the long 'i' sound.

Write reasons for
and against something.

Preparation

Before the lesson:

Rewrite **Bunmi's letter** on the chalk-
board with the improvements made on
Week 13, Day 1 (yesterday).

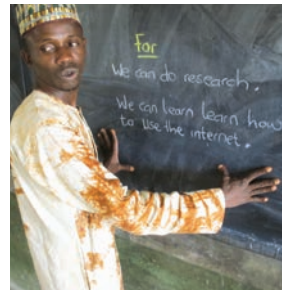
Display the **rules for formal letters**
and **rules for persuasive letters**.

Read **How? For and against computers**,
as shown below.

How? For and against computers



Ask the groups to
discuss reasons for
having computers.



Write their ideas as
simple sentences
on the chalkboard.



Ask the groups
to discuss reasons
against having
computers.



Ask pupils to write
their ideas as
simple sentences on
the chalkboard.

15
minutes

20
minutes

Word/phrase cards/
Letter

How

15
minutes

10
minutes

Letter/
Rules

Spelling

Pair task

Ask the pairs to help you spell the following words on the chalkboard: tie, die, might, night, try, cry, shine, quite.

Ask the pairs if they notice when the different long 'i' spellings are used, eg: 'y' and 'ie' are often at the end of a word and 'igh' often comes before 'i' in a word.

Dictate the following sentence for the pairs to write in their exercise books: 'Nine birds might fly high in the sky.'

Shared writing

Whole class teaching

Read the first three words/phrases with the class.

Flash the next three **word/phrase cards**, and read and explain them.

Read out **Bunmi's improved letter**.

Read and explain the first four wow! words.

Discuss with the pupils where they could use these words in the letter to make it more interesting.

Group task

Teach **How? For and against computers**, as shown left.

Grammar

Whole class teaching

Remind the pupils that they have learned how to write complex sentences using 'although'.

Say, 'Look at the sentences against computers on the chalkboard and say some reasons why they are wrong'.

Tell the pupils to start with 'although', eg: Although we do not have electricity, we will buy a small generator.

Ask the groups to write their sentences in their exercise books.

Plenary

Whole class teaching

Ask each group to read out one of their sentences.

Add some of their sentences to **Bunmi's improved letter**.

Read out the **rules for formal letters** and **rules for persuasive letters**.

Read Bunmi's improved letter again and ask the pupils to point to the rules in it.

Week 13: Writing a persuasive letter

Day 3: Brainstorm

Learning outcomes

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

Spell words with 'i' for
the long 'i' sound.

Contribute to a brainstorm
for a letter.

Preparation

Before the lesson:

Write these **spellings** on the
chalkboard: 'mind', 'kind', 'find', 'bind',
'wild' and 'child'.

Read **How? Brainstorm**, as
shown below.

How? Brainstorm



Write the purpose of
the letter in the centre
of the brainstorm.



Ask the pupils to
say why they need
new furniture.



Write their ideas in
the brainstorm.



Ask them to think
of reasons against
their ideas and
write these too.



Keep this brainstorm
for the next day.

15 minutes	Spellings	10 minutes	Word/phrase cards	30 minutes	How	5 minutes
Spelling		Shared writing		Brainstorm		Plenary
Whole class teaching		Whole class teaching		Pair task	Group task	Whole class teaching
Write 'i' on the chalk-board and ask the pupils to say the sound.		Flash the first six word/phrase cards and ask the pupils to read them.		Teach How? Brainstorm, as shown left.	Ask the groups to say, in a complex sentence, why some of the reasons against new furniture are wrong, eg: 'Although we have enough tables, a lot of them are broken.'	Ask each group to read one of their sentences to the class.
Read the spellings on the chalkboard.		Read and explain the next three words/phrases.			Tell the groups to write some sentences in their exercise books explaining why they need new furniture.	
Choose some pupils to underline the spelling for the long 'i' sound, ie 'i'.		Explain to the pupils that they are going to write their own formal letter asking the SBMC to provide new furniture for their classrooms.				
Explain that 'i' has the long sound when it is followed by 'nd' and 'ld'.						
Ask the pupils to say sentences for some of the spellings and write them in their exercise books.						

Week 13: Writing a persuasive letter

Day 4: Using a writing frame

Learning outcomes

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

Spell words with
alternative spellings for
the long 'i' sound.

Write the first part
of a persuasive letter.

Preparation

Before the lesson:

Have ready a set of 'ie', 'igh', 'i-e', 'y'
and 'i' **spelling flash cards** for each group.

Have ready the **brainstorm** from Week 13,
Day 3 (yesterday).

Read **How? Writing frame 1**,
as shown below.

Have ready a **large piece of paper**.

How? Writing frame 1



Choose some pupils
to write both of
the addresses
and the date on
the letter.



Tell them to write
a polite greeting.



Ask them to
suggest ideas to
complete the
first paragraph.



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



Ask them to suggest
sentences with
reasons for the
second paragraph.

15 minutes	Spelling cards	20 minutes	Word/phrase cards	How	Brainstorm	15 minutes	Writing frame	10 minutes
Spelling		Guided writing			Independent writing		Plenary	
Group task		Whole class teaching			Individual task		Whole class teaching	
Give each group a set of spelling flash cards .		Show the first nine word/phrase cards and ask the pupils to read them.			Read the brainstorm from Week 13, Day 3 (yesterday) to the class.		Tell the pupils to write, in their exercise books, a letter to the SBMC to ask for classroom furniture.	
Read out the following words and ask the groups, in turn, to hold up the correct long 'i' spelling for each word: 'mind', 'night', 'five', 'pie', 'sky', 'quiet', 'tiger', 'child', 'fright', 'like', 'sigh', 'spider'.		Explain the meaning of the last three words/phrases.			Ask the pupils to suggest words to describe their classroom furniture and add them to the brainstorm, eg: 'hard', 'difficult to write on'.		Check that they write the addresses and the greeting correctly.	
Ask the other groups to say if they agree.		Ask the pupils to say another way they know to end a formal letter, ie: 'Yours sincerely,'			Teach How? Writing frame 1 , as shown left.		Tell them to use the writing frame to help them complete the first two paragraphs.	
Dictate some of the words from the list for the pupils to write in their exercise books.		Read and explain the last three wow! words.			Remind the class that we can use openers to keep reasons in order, eg: secondly, also.		Ask them to try to write two sentences for each paragraph.	

Week 13: Writing a persuasive letter

Day 5: New furniture

Learning outcomes

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

Read words with the
long 'i' sound.

Write a persuasive letter.

Preparation

Before the lesson:

Copy the **word search**, as shown opposite,
on to the chalkboard.

Display the **Formal letters rules** and
Persuasive letters rules and have ready
the **brainstorm** from Week 13, Day 3.

Read **How? Writing frame 2**,
as shown below.

How? Writing frame 2



Tell the pupils to
read through the
letter so far.



Ask them to suggest
sentences for
the third paragraph.



Ask the pupils to
say a clear sentence
to end the letter.



Ask the pupils to
write their
clear sentence
in the letter.



Ask the pupils
how they will end
the letter.

10 minutes	Word search	25 minutes	Rules	How	Brainstorm	15 minutes	Writing frame	10 minutes																																										
Spelling		Guided writing		Brainstorm		Independent writing		Plenary																																										
Whole class teaching		Whole class teaching		Whole class teaching		Individual task		Whole class teaching																																										
Write the following words on the chalkboard and choose some pupils to underline the long 'i' sound: pride, spider, fright, pie, prize, dry.		Choose some pupils to write some of the words/ phrases on the chalkboard as you say them.		Read the brainstorm with the pupils.		Ask the pupils to find the letter they wrote in Week 13, Day 4 (yesterday) in their exercise books.		Choose some pupils to read out their letters to the class.																																										
Tell the class to look at the word search .		Explain to the pupils that they are going to finish writing their letters asking for new furniture.		Ask them to suggest some reasons for having new classroom furniture.		Tell them to use the writing frame to help them finish the letter in their exercise books.		Ask the class to check that the letters have the following:																																										
Ask the pupils to write the words on the chalkboard as they find them (night, side, quite, tight, time, sky, tie).		Choose some pupils to read out the rules for formal letters and rules for persuasive letters .		Encourage them to use compound and complex sentences, eg: We need new furniture so that we can be comfortable when we are writing, Although new furniture costs a lot of money, it will help a lot of pupils to learn better.				the correct greeting and ending for a formal letter																																										
Word search				Teach How? Writing frame 2 , as shown left.				the correct address																																										
<table><tr><td>n</td><td>y</td><td>t</td><td>e</td><td>n</td><td>s</td></tr><tr><td>i</td><td>f</td><td>i</td><td>i</td><td>e</td><td>i</td></tr><tr><td>g</td><td>t</td><td>t</td><td>s</td><td>m</td><td>d</td></tr><tr><td>h</td><td>q</td><td>u</td><td>i</td><td>t</td><td>e</td></tr><tr><td>t</td><td>q</td><td>b</td><td>c</td><td>m</td><td>l</td></tr><tr><td>f</td><td>t</td><td>i</td><td>g</td><td>h</td><td>t</td></tr><tr><td>s</td><td>k</td><td>y</td><td>o</td><td>s</td><td>p</td></tr></table>		n	y	t	e	n	s	i	f	i	i	e	i	g	t	t	s	m	d	h	q	u	i	t	e	t	q	b	c	m	l	f	t	i	g	h	t	s	k	y	o	s	p							clear reasons
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								wow! words																																										
								openers.																																										

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 14:

The old woman and the corn

Words/phrases

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

flour
travelled
grains
pounded
neighbour
extremely
spilled
wondered
guessed
decided
punish

Learning expectations

By the end of the week:

**All pupils will be
able to:**

Talk about characters
in a story.

**Most pupils will be
able to:**

Use personal pronouns
in a sentence.

**Some pupils will be
able to:**

Use possessive pronouns
in a sentence.

Write this **story** on the chalkboard or a large piece of paper and leave it there for the week.

Story taken from from Nigeria Primary English 5, page 40, copyright Learn Africa Plc.

The old woman and the corn – part 1

For a long time, Amina had made the flour that the other women in her village used for making corn cakes. After she had travelled far to find enough grains of corn, she pounded them to make flour.

One day, Amina was out looking for corn when she met an old woman who was her neighbour. She was carrying a huge basket full of corn on her head. Amina asked her for some of the corn but the neighbour was extremely rude to her.

She said, "This corn is mine. Go away!" and she pushed Amina. Amina fell over and the corn in her basket spilled on the dirty ground.

"How can she find so much corn?" wondered Amina.

Then she guessed that her neighbour had been stealing it from other villages for a long time. Amina decided to follow her the next day.

The old woman and the corn – part 2

Early in the morning, the old woman left the village with an empty basket. She was wearing green and brown clothes so that no one could see her. Amina watched her neighbour, who was smiling as she stole corn from the next village.

Amina was angry because the woman was a thief. She had been rude and she had lied to her. Amina decided to punish the old woman.

The following day, Amina was hiding when the old woman returned to their village. After the old woman had left her basket on the ground, Amina put red ants in her basket.

Later, her neighbour went to find her corn and the ants crawled over her and bit her hard.

The old woman screamed, "Help! Please, get these ants off me. I'm very sorry. I promise you I'll never steal again."

The women in the villages forgave the thief because she was old and had many children. But they were very proud of Amina.

Week 14: The old woman and the corn

Day 1: Amina and the neighbour

Learning outcomes

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

Read words with the
long 'e' sound.

Discuss the main
characters in a story.

Preparation

Before the lesson:

Write these **noun sentences** on
the chalkboard: 'Talutu threw a ball.'
'Taibat wrote a letter to Farida.'

Find a large piece of **card**.

Read **How? Personal pronouns**, as
shown below, and read the actions written
in today's grammar section.

How? Personal pronouns



Explain that these
pronouns are
used to replace
the noun when it
is the object.



Ask each group
to find some
of these pronouns
in the story.



Choose some
groups to underline
the nouns in the
sentences on
the chalkboard.



Ask them to write
the sentences
replacing the nouns
with pronouns.

15 minutes	10 minutes	10 minutes	20 minutes	5 minutes
	Word/phrase cards/ Story	How	Sentences/Matching game/ Snap game	Card
Spelling	Reading	Grammar	Reading	Plenary
Pair task	Whole class teaching	Whole class teaching	Supported group activities	Whole class teaching
Choose some pairs to read out the following words as you write them on the chalkboard: 'clean', 'teach', 'peanut', 'creep', 'sheep', 'complete'.	Read out all of the words/phrases and ask the pupils to say them with you.	Teach these actions: I – point to yourself you – point to one person he – point to a boy she – point to a girl it – point to a book we – point to yourself and others you – point to the class they – point to the class next door	Groups A and D: Rub out the pronoun sentences and ask these pupils to rewrite, in their exercise books, the noun sentences using pronouns.	Ask the pupils to say some adjectives to describe the character of the neighbour, eg: 'rude', 'mean', 'greedy'.
Ask some pairs to underline the long 'e' sound in the words.	Show the first three word/phrase cards and explain their meaning.	Remind the class that these 'personal pronouns' are used to replace nouns.	Group B: Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.	Write these character adjectives on the large piece of card and keep it for the next day.
Tell the pairs to write the different spellings for the long 'e' sound, ie: 'ea', 'ee' and 'e-e'.	Read and explain part 1 of The old woman and the corn .	Teach How? Personal pronouns , as shown left.	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 .	
Ask the pairs to write a sentence for each word in their exercise books.	Ask the pupils: 'Where does the story take place?' 'Who are the main characters?' 'What do you think will happen next?'			

Week 14: The old woman and the corn

Day 2: Personal pronouns

Learning outcomes

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

Read words with the long
'e' spellings 'ei' and 'ie'.

Use pronouns in
their writing.

Preparation

Before the lesson:

Have ready the **noun sentences** from
Week 14, Day 1 (yesterday) on the chalkboard.

Copy **part 2** of **The old woman
and the corn** on to the chalkboard.

Read **How? Role play**, as shown below,
and have ready the **character adjectives
card** from Week 14, Day 1 (yesterday).

How? Role play



Ask the pairs to
role play: Amina
asking for corn,



the neighbour
pushing Amina,



Amina following
the neighbour
and putting the ants
in the basket,



the neighbour
finding the ants.



Ask the pairs to
describe the
neighbour and
add to the character
adjectives card.

15 minutes	10 minutes How	Word/phrase cards/Story	10 minutes Sentences	20 minutes Sentences/Matching game/Snap game	5 minutes Story
Spelling	Reading	Grammar	Reading	Plenary	
Pair task	Whole class teaching	Whole class teaching	Supported group activities	Whole class teaching	
Say the long 'e' sound and ask some pairs to write the different spellings on the chalkboard.	Read out the first three words/phrases and ask the pupils to say them with you.	Choose some pairs to help you show the actions for the pronouns that they learned on Week 14, Day 1 (yesterday).	Group A: Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.	Choose some pupils to explain the opening of the story , the problem, the build-up and the ending.	
Read out the following words as you write them on the chalkboard: 'field', 'chief', 'belief'.	Show the next three word/phrase cards and explain their meaning.	Write on the chalkboard: 'The neighbour lied to Amina.'	Groups B and C: Ask these pupils to re-write, in their exercise books, the noun sentences using pronouns.		
Ask some pairs to underline the spelling for the long 'e' sound ('ie').	Ask the pupils to say what happened in part 1 of The old woman and the corn .	Ask some pairs to change the nouns to pronouns on the chalkboard.	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 .		
Repeat with 'receive' and 'ceiling', and teach the rule 'i' before 'e' except after 'c'.	Read part 2 of the story.	Read the noun sentences and ask the pairs to say which words can be changed to pronouns.			
Ask the pairs to write a sentence for each word in their exercise books.	Teach How? Role play , as shown left.				

Week 14: The old woman and the corn

Day 3: Possessive pronouns

Learning outcomes

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

Spell words with
alternative spellings for
the long 'e' sound.

Use possessive pronouns
in their writing.

Preparation

Before the lesson:

Have ready the **character adjectives card**
from Week 14, Day 2 (yesterday).

Read **How? Possessive pronouns**,
as shown below, and make two sets of
large **personal pronoun sentence cards**:
'The pen belongs to me.', 'The corn
belongs to me.', 'The goats belong to them.',
'The food belongs to us.'

How? Possessive pronouns



Hold up the first
sentence and explain
how to change
it with possessive
pronouns.



Ask the pupils to
help write a chart
of subject, object
and possessive
pronouns.



Invite pupils to add
to the chart.



Look at other sentence
cards and ask
pupils to change
them with possessive
pronouns.



15 minutes	10 minutes	10 minutes	20 minutes	5 minutes
	Word/phrase cards/ Story/Adjectives card	How	Sentences/Matching game/ Snap game	Adjectives card
Spelling	Reading	Grammar	Reading	Plenary
Pair task	Whole class teaching	Whole class teaching	Supported group activities	Pair task
Ask some pairs to write the different spellings they have learned for the long 'e' sound on the chalkboard ('ea', 'ee', 'e-e', 'ei' and 'ie').	Ask the class the meaning of the first six words/phrases on the chalkboard.	Ask the pupils to say some of the pronouns they have learned and do the actions.	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 .	Look at the character adjectives card .
Read out the following words and ask different pairs to touch the correct long 'e' spelling needed for each one: 'sleep', 'queen', 'peanut', 'read', 'complete' 'field', 'ceiling'.	Show the next three word/phrase cards and read them with the pupils, discussing their meaning.	Remind the pupils that these pronouns are called 'personal pronouns'.	Groups B and C: Give these pupils the personal pronoun sentence cards and ask them to copy the sentences into their exercise books, changing each one in two ways.	Explain that we learn more about the characters as we read the story.
Read the words again and ask the pairs to write them in their exercise books.	Read The old woman and the corn, parts 1 and 2 .	Say, 'We are now going to learn about possessive pronouns, which show ownership.'	Group D: Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.	Ask, 'How did the neighbour's character change at the end?', 'What did we learn about Amina at the end?' (She was cunning and brave.)
	Ask pupils to say adjectives to describe Amina and add them to the character adjectives card .	Explain that, when we want say that something 'belongs to me' or 'belongs to you', we can use possessive pronouns like 'mine' and 'yours'.		
		Teach How? Possessive pronouns , as shown left.		

Week 14: The old woman and the corn

Day 4: Characters

Learning outcomes

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

Say different spellings for
the long 'e' sound.

Explain how actions
reveal the characters of
people in a story.

Preparation

Before the lesson:

Have ready the **personal pronoun
sentence cards** from Week 14, Day 3
(yesterday).

Read **How? Characters**, as
shown below.

How? Characters



Draw Amina on the
chalkboard and ask
the pupils to describe
her appearance.



Repeat for the
neighbour.



Choose some pupils
to role play Amina
and the neighbour.



Discuss what
Amina's actions
tell us about her
character.



Discuss what the
neighbour's actions
tell us about
her character.

15 minutes	10 minutes How	Word/phrase cards/Story	10 minutes	20 minutes Matching game/Snap game/Sentence cards	5 minutes
Spelling	Reading	Grammar	Reading	Plenary	
Pair task	Whole class teaching	Pair task	Supported group activities	Pair task	
<p>Ask the pairs to write on the chalkboard some of the words they have learned to spell with different long 'e' spellings.</p> <p>Write the following words on the chalkboard: 'evil', 'medium', 'secret', 'she', 'me'.</p> <p>Choose some pairs to read the words and underline the spelling for the long 'e' sound.</p> <p>Ask them to say other words with this spelling, eg: be, he, me.</p>	<p>Read out and explain the last three word/phrase cards.</p> <p>Ask some pupils to explain what happened in the story of The old woman and the corn.</p> <p>Teach How? Characters, as shown left.</p>	<p>Remind the pupils that they have been learning about pronouns.</p> <p>Ask the pairs to write 10 different pronouns in their exercise books.</p> <p>Choose some pairs to read out their pronouns and ask the class to say if they are personal or possessive pronouns.</p> <p>Write the following on the chalkboard:</p> <p>The corn belongs to the villagers. It is ____.</p> <p>The pen belongs to her. It is ____.</p> <p>Choose some pairs to put in the missing pronouns.</p>	<p>Groups A and D: Give these pupils the personal pronoun sentence cards and ask them to copy the sentences into their exercise books, changing each one in two ways.</p> <p>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.</p> <p>Group C: Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.</p>	<p>Ask the pairs to say a sentence about Amina or the neighbour.</p> <p>Tell them to use adjectives and try to include 'because' in the sentence, eg: The ugly old woman was cruel because she pushed Amina.</p> <p>Choose some pairs to say their sentences to the class.</p>	

Week 14: The old woman and the corn

Day 5: Comprehension

Learning outcomes

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

Read words with the
long 'e' sound.

Answer questions about
a story.

Preparation

Before the lesson:

Copy the **word search**, shown opposite,
on to the chalkboard.

Have ready a set of **word/phrase cards**
for each group.

Read **How? Comprehension**, as
shown below, and write the questions on
a set of **flash cards** for each group.

How? Comprehension



Give each group
different questions
and ask them
to role play the
answers:



Why did Amina
fall down?



Why was Amina
angry?



Why did Amina hide?



What do you think the
villagers said?

10
minutes

Word search

Spelling

Whole class teaching

Remind the class that they have been learning to spell words with the long 'e' sound.

Tell the class to look at the **word search** and choose some pupils to point to words with the long 'e' sound.

Word search

q	f	p	g	t	s	t	e	a	m
e	d	d	y	j	a	k	k	e	c
x	m	e	d	i	u	m	l	r	g
r	e	a	d	s	k	u	s	h	w
s	l	e	e	p	f	b	r	n	t
o	d	f	i	e	l	d	n	k	n
p	r	b	i	e	m	f	n	e	y
k	i	h	l	d	x	j	y	y	e
i	r	l	s	e	c	r	e	t	b

15
minutes

Word/phrase cards/
Story

Reading

Group task

Give each group a set of **word/phrase cards**.

Read out some of the words/phrases and ask the groups to hold up the matching card.

Remind the pupils that they have been reading the story **The old woman and the corn**.

Choose some groups to explain the opening of the story, the problem, the build-up and the ending.

Ask each group to say two adjectives to describe Amina and the neighbour.

30
minutes

How

Question cards

Comprehension

Group task

Teach **How? Comprehension**, as shown left.

Ask each group to role play their answers for the class and ask other groups to say if they are correct.

Give each group a set of **question cards** and ask them to write the answers in their exercise books.

5
minutes

Plenary

Whole class teaching

Ask some pairs to say some possessive pronouns and write them on the chalkboard.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 15:

The tortoise and the drum

Words/phrases

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

wealth
depended
complained
envy
greedy
wandered
secrets
fabulous
boasting
fierce
warriors
millipedes

Wow! words

generous
patient
jealous
grumpy
lazy
clever
cunning
boastful

Learning expectations

By the end of the week:

**All pupils will be
able to:**

Retell parts of a folk tale.

**Most pupils will be
able to:**

Retell a folk tale and
understand its message.

**Some pupils will be
able to:**

Create detailed character
descriptions and use
a variety of sentence types
in their writing.

Write this **folk tale** on the chalkboard or a large piece of paper and leave it there for the week.

The tortoise and the drum – part 1

Once upon a time, a king owned a magical drum. Whenever he beat upon it, a feast appeared. The king often shared his wealth, and everyone was content.

The magic of the drum depended on the owner never stepping on a fallen branch; if he did, nothing but trouble would come to the owner of the drum.

One day, Tortoise climbed a tree to collect palm nuts for his family. "There's never any end to my work," he complained. Tortoise had begun to feel sorry for himself, and he had begun to envy the king.

As he was working, one of his nuts fell to the ground and, down below, a woman heard it fall. She turned, picked it up and ate it.

"I work hard all day, every day and now you've stolen my family's food. I must report you to the king as a thief," Tortoise said angrily.

"I am so sorry," she said, "I am the king's wife, but if you wish to make a complaint, I will take you to the palace."

Together they went to see the king.

"I'm so sorry," said the king, "Let us make it up to you. Take whatever you like from the palace."

The tortoise and the drum – part 2

Tortoise was very greedy so he wandered around the palace for hours, sniffing this, touching that, and just as the sun was setting, he stopped in front of the drum. "I'll take that drum," he said. The king was a man of his word, so he gave Tortoise the drum. But he didn't tell him about its secrets.

Tortoise hurried home. "We're rich!" he cried.

"Show us how it works," his children begged. Tortoise beat the drum, and a fabulous table of food appeared.

Tortoise stopped working and grew fat and lazy. He was always boasting about his wealth. One day as he was walking along, he tripped on a stick.

Back home, tired and hungry, he beat his drum, but the magic powers were gone. Instead of a feast, dozens of fierce warriors ran into the house and attacked Tortoise.

"We will come back every time you beat the drum," they screamed.

Terrified, Tortoise gathered his family and raced to the riverbank. There they hid, and there they have lived ever since, feasting on fallen fruits, on slugs and millipedes and on snails and worms.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 15: Assessment

Assessment task

Carry out this assessment task 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 they 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, ask the pupils to write their answers in their exercise books so you can see what they can do.

Instructions:

1
Ask individual pupils to read their character profile to you from Week 15, Day 5.

2
Ask the pupils to answer the following questions about their character profile:
'Which words have you used to describe Tortoise's appearance?'

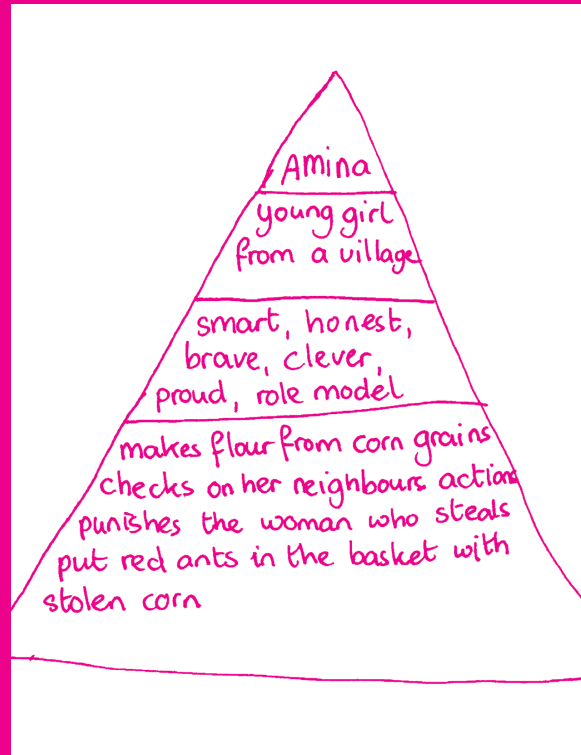
'Where have you described Tortoise's character?'

3
Discuss the story from Week 14 and ask individual pupils to write a character pyramid for Amina.

Example of a pupil's work

This pupil can:

Write a character pyramid as a tool to describe a character.



Week 15: The tortoise and the drum

Day 1: Describing characters

Learning outcomes

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

Read words where 'le'
sounds like 'ul'.

Identify character
description in a story.

Preparation

Before the lesson:

Draw large **outlines of Tortoise**
and **the king** on **card**.

Copy **The tortoise and the drum**
part 1, from this week's weekly page,
on to the chalkboard.

Read **How? Role play part 1**,
as shown below.

How? Role play part 1



Choose some pupils
to role play: The
king with the drum,



the king sharing
his wealth,



Tortoise collecting
the nuts,



the king's wife
and Tortoise,



Tortoise and the king.

15
minutes

Spelling

Whole class teaching

Write the following words on the chalkboard and read them out to the class: 'middle', 'needle', 'beetle', 'little', 'bottle', 'table'.

Ask the pupils to split the words into syllables, eg: nee-dle, ta-ble.

Ask the pupils if they notice anything about the vowels in the first syllable of each word (short vowels are followed by two consonants, eg: mi-ddle but long vowels are followed by one consonant, eg: nee-dle).

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

20
minutes

Word/phrase cards/
Folk tale

How

Shared writing

Whole class teaching

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

Show the first three word/phrase cards and explain their meaning.

Read out and explain **The tortoise and the drum part 1**.

Pair task

Teach **How? Role play part 1**, as shown left.

15
minutes

Grammar

Pair task

Ask the pairs to say sentences about Tortoise using a compound sentence, eg: 'Tortoise was angry because the queen had stolen his food.'

Ask the pairs to say sentences about the king, eg: 'The king was generous because he shared his wealth with everyone.'

Tell the pairs to write some compound sentences about the king and Tortoise in their exercise books.

10
minutes

Card outlines

Plenary

Pair task

Explain the meanings of the first four wow! words and ask the pairs to say which word describes which character.

Write the wow! words in the correct card outlines.

Week 15:

The tortoise and the drum

Day 2:

Learning more about characters

Learning outcomes

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

Read two-syllable words containing 'le'.

Use relative clauses to explain the actions of characters in a story.

Preparation

Before the lesson:

Have ready a set of 'le' flash cards for each group: 'middle', 'needle', 'beetle', 'little', 'bottle', 'table', 'candle', 'apple', 'noodle', 'fable'.

Read **How? Role play part 2**, as shown below, and have ready the **card outlines** from Week 15, Day 1 (yesterday).

How?

Role play part 2



Choose some pupils to role play: Tortoise at the palace,



Tortoise with the drum,



Tortoise tripping,



the fierce warriors, and Tortoise running to the riverbank.



Ask the class to help you write words to describe Tortoise and the king.

15 minutes	Flash cards	20 minutes	Word/phrase cards/ Folk tale	How	Card outlines	15 minutes	Card outlines	10 minutes
Spelling		Shared writing			Grammar		Plenary	
Whole class teaching		Whole class teaching		Pair task		Pair task		Pair task
Give each group a set of 'le' flash cards.		Read the first three words/phrases with the class.		Teach, How? Role play part 2 , as shown left.		Explain that adding clauses starting with 'who' gives extra information about a character.		Tell the pairs to complete the sentences in their exercise books.
Remind the groups that, in these words, short vowels are followed by two consonants and long vowels are followed by one consonant.		Flash the next three word/phrase cards, then read and explain them.		Read and explain the last four wow! words and ask the pupils to help you to write them in the correct card outlines.		Write on the chalkboard: 'Tortoise, who _____, stopped working.' 'The king, who _____, gave the drum to Tortoise.' 'The king, who _____, did not tell the secret.' 'Tortoise, who _____, raced to the riverbank.'		Explain that this type of clause is called a 'relative clause'.
Ask the groups to sort the cards into sets of long vowel and short vowel words by counting how many consonants there are in the first syllable.		Read and explain The tortoise and the drum part 2 to the class.				Ask the pairs to complete the clauses, using words from the card outlines , and say complex sentences, eg: 'Tortoise, who was lazy, stopped working.'		Remind the pairs to use commas to separate the relative clause from the main clause in each sentence.
Choose some groups to read the words and ask the class if they are correct.								
Explain the meaning of the words.								

Week 15: The tortoise and the drum

Day 3: Character pyramids

Learning outcomes

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

Spell words with two
syllables that end in 'le'.

Contribute to a character
pyramid.

Preparation

Before the lesson:

Have ready the 'le' flash cards
for each group from Week 15, Day 2
(yesterday).

Read **How? A character pyramid**,
as shown below, and make two **large
card pyramids** with four rows, or draw
them on to the chalkboard.

How? A character pyramid



Write 'Tortoise'
at the top
of the pyramid.



Ask the pupils to
help you to
describe Tortoise's
appearance on
the next row.



Write words to
describe Tortoise's
character on the
next row.



Ask the pupils to
say some of the
things Tortoise did
for the final row.



Repeat the process
to complete a
character pyramid
for the king.

15 minutes	Flash cards	20 minutes	Word/phrase cards/ Folk tale	20 minutes	How	Character pyramids	5 minutes	Character pyramids
Spelling		Shared writing		Brainstorm		Plenary		
Whole class teaching		Whole class teaching		Whole class teaching		Group task		Whole class teaching
Give each group a set of 'le' cards and ask them to take turns reading each word.		Flash the first six word/phrase cards and ask the pupils to read them.		Tell the pupils that they are going to brainstorm ideas about the characters using character pyramids.		Ask the groups to write some sentences to describe what the king and Tortoise looked like under the pictures in their exercise books.		Explain that we can learn about the character of a person from their actions.
Remind the pupils that the 'le' sounds like 'ul'.		Read and explain the next three words/phrases.		Teach How? A character pyramid, as shown left.		Tell them to use some of the words on the character pyramids.		Ask the pupils to say something that Tortoise and the king do and what that tells us about their character, eg: 'The king did not tell Tortoise the secret of the drum' tells us that the king is clever and cunning.
Dictate the following sentences for the groups to write in their exercise books:		Read both parts of The tortoise and the drum.						Write their character words on the character pyramids and keep them for the next day.
'I lit a candle in the middle of the table.'		Ask the groups to say what they think the king and Tortoise looked like, eg: The king was tall and wore beautiful robes. Tortoise had a hard shell and a big fat body.						
'I saw a little beetle eating an apple.'								
Ask some pupils to write the sentences on the chalkboard and ask the class to say if they are correct.		Ask the groups to draw pictures of the king and Tortoise in their exercise books.						

Week 15: The tortoise and the drum

Day 4: Tortoise

Learning outcomes

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

Read and spell two-
syllable words ending
with 'el' and 'al'.

Use a character pyramid
to write a character profile.

Preparation

Before the lesson:

Make a set of the following **flash cards**
for each group: 'towel', 'tunnel', 'squirrel',
'angel', 'total', 'final', 'local', 'petal'.

Make sure that your **wow! words
wall** is on display.

Read **How? Character profile**, as shown
below, and copy the **writing frame**, shown
in the pictures, on to the chalkboard.

How? Character profile



Tell the pupils to
look at the Tortoise
character pyramid
for ideas to begin
writing a profile.



Tell them to use
the words to
describe Tortoise's
appearance.



Ask them to write
a sentence explaining
what Tortoise did
and why.



Ask them to add
a relative clause
to describe
his character.



Ask them to
add a relative
clause describing
his actions.

15 minutes	Flash cards	20 minutes	Word/phrase cards/ Folk tale/Character pyramid	How	15 minutes	Writing frame/Character pyramid/Wow! words wall	10 minutes
Spelling		Guided writing			Independent writing		Plenary
Whole class teaching		Whole class teaching			Individual task		Whole class teaching
Read and explain the flash card words .		Show the first nine word/phrase cards and ask the pupils to read them.			Ask the pupils to use the writing frame to write sentences to describe Tortoise in their exercise books.		Ask some pupils to read out their character profiles.
Give each group a set of the flash cards.		Explain the meaning of the last three words/phrases.			Remind them to use words from the character pyramid and the wow! words wall .		Ask the class to notice when they use compound and complex sentences.
Ask, 'What do you notice about the end of the words?' ('el' and 'al' make the same sounds as 'le').		Choose some pupils to help you to retell The tortoise and the drum .					
Ask the pupils to write a sentence for each flash card word in their exercise books.		Read the character pyramid for Tortoise and ask the pupils, 'What did Tortoise do that shows he was grumpy?'					
		Repeat with other character words, eg: angry, jealous, lazy, boastful.					
		Explain that a 'character profile' is a description of a person and how they behave.					
		Teach How? Character profile , as shown left.					

Week 15: The tortoise and the drum

Day 5: The king

Learning outcomes

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

Read and spell two-
syllable words ending in
'le', 'el' and 'al'.

Write a character profile,
using compound
and complex sentences.

Preparation

Before the lesson:

Have ready the **character pyramid**
for the king from Week 15, Day 3.

Read **How? Spelling relay**, as shown
below, and have ready a set of the
'le', 'el' and 'al' **word flash cards** used
this week.

How? Spelling relay



Tell each group to
make a line in front
of the chalkboard.



Read out the
words on the flash
cards.



Ask pupils from
each group to spell
the words on
the chalkboard.



Ask the groups
to check that
the lists are spelled
correctly.



Ask the groups
to underline the 'le'
words.

15 minutes	How	Flash cards	20 minutes	Folk tale	Character pyramid	15 minutes	Character pyramid/ Wow! words wall	10 minutes
Spelling			Guided writing			Independent writing		Plenary
Group task Ask the pupils to read the words on the 'le', 'el' and 'al' flash cards . Ask them to say what they notice about the ends of the words. Teach How? Spelling relay , as shown left.			Group task Choose a pupil from each group to write some of the words/phrases on the chalkboard as you say them. Choose a group to act out The tortoise and the drum . Ask the groups if they can remember the name of this type of story (a folk tale). Ask the groups to discuss what the message in the story could be, eg: share your good fortune, wealth may not last forever, pride comes before a fall.			Individual task Ask pupils to write sentences describing the king in their exercise books. Ask them to try to add some more sentences of their own. Encourage them to use compound and complex sentences. Remind them to use words from the character pyramid and the wow! words wall .		Whole class teaching Ask some pupils to read out their character profiles of the king. Ask the class, 'What would you do if you had a magic drum?'

Credits

Many different stakeholders have contributed to the development and production of these lesson plans.

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