



Literacy lesson plans

**Primary 5,
term 2, weeks 16—20**

**Folk tales, adventure stories
and playscripts**

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Introduction

Teaching and learning processes in Kwara State have improved as a result of the introduction of the new lesson plans developed by the State School Improvement Team (SSIT). The recent improvement in the quality of education in Kwara is a direct function of quality teaching.

Evidence of improved teaching quality includes an increase in the number of pupils completing basic education and a general improvement in the levels of literacy and numeracy.

Teachers in Kwara have experienced tremendous professional improvements through training and refresher programmes on the new lesson plans, facilitated by SSIT and school support officers (SSOs).

These lesson plans, designed and edited by Education Sector Support Programme in Nigeria (ESSPIN), have become Kwara teachers' classroom companion.

As teaching manuals, the lesson plans have been designed to provide a step-by-step guide in the teaching of literacy and numeracy. The lesson plans promote more collaborative, interactive, participatory and reflective learning to encourage children to become active learners.

I am sure that continuous use of these lesson plans by teachers will raise the standard of our education in Kwara State and also assist in consolidating the new administration's education reform.

I therefore appreciate the contribution of the UK Department for International Development (DFID), through ESSPIN, in designing, editing and producing the lesson plans.

Alhaji Saka Onimago
Honourable Commissioner
for Education and Human
Capital Development,
Kwara State

Alhaji Saka Onimago
Executive Chairman
Kwara State Universal Basic
Education Board

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 17, 18 and 19 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 16:

The boy who made wishes come true

Words/phrases

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

several
elders
discussed
practical
suggested
flute
agreed
appeared
refused
furious
celebration
clinic

Learning expectations

By the end of the week:

All pupils will be able to:

Talk about a folk tale.

Most pupils will be able to:

Identify the challenges and problems in a folk tale and explain how they were solved.

Some pupils will be able to:

Arrange words in alphabetical order to the third letter.

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

Folk tale adapted from Nigeria Primary English 5, pages 183—184, copyright Learn Africa Plc.

The boy who made wishes come true – part 1

There were rats everywhere when the rain came. Jide found one in his shoe. Emi saw some asleep in the cooking pot and her father found several in his car.

The village elders called a meeting to debate the best way to get rid of the rats. They discussed ideas for hours but no one had a good, practical idea. Then, an old woman told the villagers that in a small town far away, near the Niger River, lived a boy called Umeh.

Umeh had a long silver flute that he played so beautifully people came from other towns and villages to listen to him. It was a magic flute.

When Umeh played, people made a wish. If the wish was a kind one and brought happiness, their wish came true.

"Let's ask Umeh to come here and play his flute," suggested the old woman. "We can ask for a wish to make the rats leave our village."

The elders sent two men to talk to him. A month later, they returned with Umeh. The boy said, "My town is very poor. If I get rid of your rats, you must promise to give me money so that we can build a clinic and a new school."

Everybody agreed to pay Umeh. "We'll do everything you ask," they promised. Umeh said, "Every rat will die when I play my flute."

The boy who made wishes come true – part 2

Very early the next morning, Umeh stood in the centre of the village and began to play his flute. Rats appeared from everywhere. When they heard the music, they followed behind him. Umeh danced towards the river and the rats followed him. He walked into the river until the water was up to his knees, then his waist and then his chin. The rats followed him and they were all drowned.

Everyone was so happy that all the rats had gone. The village elders were sitting together, talking. "All the rats are dead now and he can't bring them back, can he? Why should we give him so much money?" one of them asked.

Another said, "He is not from our village, is he? Let's keep the money."

When Umeh returned from the river, the elders refused to pay him. Umeh was furious. He said, "If you do not pay the money I will bring great sadness to the village." No one believed him. "You are only a boy. What can you do to us?" asked the elders.

Umeh began to play his flute again. To everyone's surprise, all the young children came out of their homes, laughing and dancing. They followed Umeh's beautiful music. Umeh was dancing towards the river where he had drowned all the rats.

Suddenly all the people were frightened. When Umeh got to the edge of the river, they shouted, "Please stop, Umeh. We are very sorry. We will give you all the money we promised you."

Umeh turned round, playing his flute and danced back to the village with all the children behind him. This time the villagers cheered Umeh and held a celebration with a great feast.

Afterwards, Umeh returned to his own town with the money which he could use to build the clinic and new school.

Week 16:

The boy who made wishes come true

Day 1:

A folk tale

Learning outcomes

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

Say the opposite of some
common words.

Discuss a folk tale.

Preparation

Before the lesson:

Prepare a set of **alphabet flash
cards** for each group, with one letter
on each card.

Read **How? Matching opposites**, as
shown below, and make a set of **opposite
word flash cards** for each group:
'dirty', 'clean', 'sad', 'happy', 'fast', 'slow',
'loud', 'quiet', 'up', 'down'.

How? Matching opposites



Shuffle the opposite
word cards and place
them face down in
front of each group.



Ask the pupils,
in turn, to turn over
two cards.



If the words are
opposite, the pupil
keeps the cards.



Continue until
all the cards are
used up.



The winner is
the pupil with the
most cards.

15 minutes	How	Opposite flash cards	10 minutes	Word/phrase cards	10 minutes	Alphabet flash cards/ Opposite words	20 minutes	Matching game/ Snap game/Opposite flash cards	5 minutes
Spelling			Reading		Grammar		Reading		Plenary
Group task			Whole class teaching		Group task		Supported group activities		Whole class teaching
Explain that the groups are going to find words that are opposites.			Show the first three word/phrase cards and explain them.		Ask the groups to shuffle the alphabet flash cards and then arrange them in alphabetical order.		Group A: Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the end of the story.		Remind the pupils that every story has characters, a setting, a challenge or problem, a build-up and a resolution. Ask: 'Who are the characters in the story we have read today?' 'Where do the characters live?' 'What are the challenges for the characters in the first part of the story?'
Demonstrate sitting down and standing up.			Read and explain the first part of 'The boy who made wishes come true'.		Give each group a set of opposite words to arrange in alphabetical order.		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.		
Explain that 'up' is the opposite of 'down'.			Ask, 'What type of story is this?'		Remind the groups to look at the second letters if the first letters in words are the same, eg: 'sad' comes before 'slow'.		Groups C and D: Ask these pupils to write the opposite flash card words in alphabetical order in their exercise books, then write the words/phrases in alphabetical order.		
Choose some groups to demonstrate the opposite of slow (fast), quiet (loud) and sad (happy).			Remind the class that folk tales were told a long time ago and have been passed down the years by story tellers.		Choose a group to read the words in order and ask the class to check if they are correct.				
Read and explain the rest of the opposite word flash cards.									
Teach How? Matching opposites, as shown left.									

Week 16:

The boy who made wishes come true

Day 2:

Alphabetical order

Learning outcomes

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

Spell the opposites of some
common words.

Put words in alphabetical
order to the first
and second letters.

Preparation

Before the lesson:

Have ready the sets of **opposite
word flash cards** from Week 16, Day 1
(yesterday).

Draw **outlines of Umeh and the elders**
on large pieces of paper.

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

How? Role play part 1



Ask each group
to help you list
and role play village
activities.



Ask the groups to
role play the
elders discussing
the problem.



Role play the two
men travelling
to Umeh's town.



Role play Umeh
talking to the elders.

10 minutes	15 minutes How	Word/phrase cards	10 minutes	20 minutes Opposite flash cards/ Matching game/Snap game	5 minutes Drawings
Spelling	Reading	Grammar	Reading	Plenary	
Group task	Whole class teaching	Pair task	Supported group activities	Group task	
Teach How? Matching opposites , as shown in Week 16, Day 1 (yesterday).	Ask some pupils to read the first three word/phrase cards and explain them.	Remind the pairs that they have learned how to put words in alphabetical order.	Groups A and B: Ask these pupils to write the opposite flash card words in alphabetical order in their exercise books, then write the words/phrases in alphabetical order.	Show the pupils the drawing of Umeh and ask them to say words to describe Umeh in the first part of the story.	
Write the following words on the chalkboard: 'in', 'light', 'long', 'many', 'new', 'rich', 'soft', 'strong', 'hot', 'wet'.	Show the next three words/phrase cards and explain them.	Write these names on the chalkboard: 'Desmond', 'Joseph', 'Segun', 'Bode', 'Samson', and ask the pairs to put them in alphabetical order.	Group C: Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the end of the story.	Write the words around the drawing, eg: 'kind', 'generous', 'hard-working', 'caring'.	
Choose some groups to say the opposite for each word and ask the class if they are correct.	Ask some pupils to explain what happened in the first part of the folk tale they read on Day 1 (yesterday).	Remind the pairs to look at the second letters if the first letters are the same, so 'Samson' will come before 'Segun'.	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 .	Show the pupils the drawing of the elders and ask them to say words to describe how the elders felt.	
Ask the groups to write each word and its opposite in their exercise books.	Teach How? Role play part 1 , as shown left.	Choose a pair to write the names in alphabetical order on the chalkboard.		Write the words around the drawing, eg: 'worried', 'unhappy'.	
Remind the groups to sound out the words to help with the spelling.		Repeat with: 'Foluke', 'Kolade', 'Tunde', 'Lamide', 'Joseph', 'Kehinde', 'Funke'.		Keep the drawings for the next day.	

Week 16:

The boy who made wishes come true

Day 3:

Characters

Learning outcomes

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

Change a sentence
so that it has an opposite
meaning.

Put words in alphabetical
order to the third letter.

Preparation

Before the lesson:

Have ready the **drawings** from Week 16,
Day 2 (yesterday).

Write the **groups of names** in today's
grammar activity on the chalkboard.

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

How? Opposite sentences



Choose some pairs
to draw a picture
to explain the first
sentence on the
chalkboard.



Ask some pairs to
change the
adjectives to make
them mean
the opposite.



Choose some pairs to
change the noun.



Tell some pairs to
change the verb
and the preposition.



Repeat with the other
sentences.

15 minutes	How	10 minutes	Word/phrase cards/ Drawings	10 minutes	Names	20 minutes	Matching game/ Snap game/Names	5 minutes
Spelling		Reading		Grammar		Reading		Plenary
Pair task		Whole class teaching		Pair task		Supported group activities		Whole class teaching
Write the following sentences on the chalkboard: 'The tall, sad, dirty woman sat down.' 'The mean, thin boy walked slowly.' 'The children loved the big, beautiful, kind rats.'		Ask the class the meaning of the first six words/phrases on the chalkboard. Show the next three word/phrase cards and read them with the pupils, discussing what they mean.		Say, 'When we are putting words in alphabetical order, if the words have the same first letter, we then look at the second letter. If the second letter is the same, we then look at the third letter.'		Groups A and D: Ask these pupils to write the groups of names in alphabetical order in their exercise books.		Ask the pupils to walk around the classroom.
Explain that we can have opposites of nouns, adjectives, prepositions, verbs and adverbs.		Read the whole story of 'The boy who made wishes come true'.		Choose some pairs to read out the following groups of names on the chalkboard and put them in alphabetical order:		Group B: Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the end of the story.		Tell them they must now make groups of that number (eg: six).
Teach How? Opposite sentences , as shown left.		Ask the pupils to say words to describe Umeh and the elders in the last part of the story and write them on the drawings , eg: 'angry', 'frightened'.		Femi, Tade, Tunde, Paul, Kehinde Kemi, Kayode, Koyejo, Kolade, Kunle Lamide, Lola, Lara, Lydia Fadeke, Foluke, Fesobi, Funke, Fatokun		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 these groups to arrange themselves in alphabetical order according to their name.
Ask the pairs to change the sentences to make them mean the opposite in their exercise books.								Repeat with a different number.

Week 16:

The boy who made wishes come true

Day 4:

Challenges

Learning outcomes

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

Say the opposite of some
common words.

Talk about the challenges
in a story.

Preparation

Before the lesson:

Make a set of **opposite flash cards**
for each group: 'light', 'low', 'near', 'thick',
'empty', 'easy', 'laugh', 'frown'.

Write the **groups of names** from
the grammar activity in Week 16, Day 3
(yesterday) on the chalkboard.

Read **How? Role play part 2**, as
shown below.

How?

Role play part 2



Choose some
pupils to role play:
Umeh leading the
rats to the river,



the elders refusing
to pay,



Umeh leading
the children to
the river,



the elders shouting
to Umeh,



the celebration.

15 minutes	Opposite flash cards	10 minutes	How	Word/phrase cards	10 minutes	Names	20 minutes	Matching game/ Snap game/Names	5 minutes
Spelling		Reading		Grammar		Reading		Plenary	
Group task		Whole class teaching		Pair task		Supported group activities		Whole class teaching	
Write these words on the chalkboard: 'dark', 'high', 'smile', 'far', 'difficult', 'cry', 'full', 'thin'.		Choose some pupils to read out and explain the first nine words/phrases on the chalkboard.		Remind the pairs that they have been learning how to put words in alphabetical order.		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.		Ask the pupils the following questions about 'The boy who made wishes come true':	
Ask the pupils to read the words with you.		Show the next three word/phrase cards and explain what they mean.		Ask them to say the groups of names in alphabetical order.		Groups B and C: Ask these pupils to write the groups of names in alphabetical order in their exercise books.		'What is the setting of this story? Where does it take place?'	
Give a set of opposite flash cards to each group.		Ask some pupils to say what they remember about the folk tale they have been reading.		Choose eight pupils to write their names on the chalkboard.		Group D: Sit down with these pupils for guided reading. After the reading, ask them to draw thought bubbles for Umeh at the beginning and the end of the story.		'What are the challenges?'	
As you read each word on the chalkboard, ask the groups to find and hold up the opposite flash card.		Teach How? Role play part 2, as shown left.		Ask the pairs to say them in alphabetical order.				'How does the writer build up our interest?'	
Ask the groups to write the opposite next to each word in their exercise books.		Ask, 'What were the challenges in the story?'		Repeat with the names of eight different pupils.				'What do we learn about the characters?'	
		Explain that the writer builds up our interest by making us wonder what will happen to the children.							

Week 16:

The boy who made wishes come true

Day 5:

Comprehension

Learning outcomes

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

Say and spell common
opposite words.

Answer questions about
a story.

Preparation

Before the lesson:

Write the **missing word sentences**
in today's reading activity, shown right,
on the chalkboard.

Read **How? Comprehension drawing**,
as shown below, and write the **questions**
on the chalkboard.

How? Comprehension drawing



'What was the
problem when the
rain came?'



'What did Umeh
bring to the village
with him?'



'What happened
to the rats?'



'Why did Umeh
play the flute for
the children?'



'What did Umeh
want the money for?'

15
minutes

Spelling

Individual task

Explain that you are going to have a class quiz.

Read out the following words one at a time and ask the pupils to write down the opposite words in their exercise books:

off
new
stop
hot
night
happy
dry
high

Give the pupils time to think about each answer.

Discuss the answers.

Ask, 'Who got more than half of the answers right?'
Congratulate them.

10
minutes

Sentences

Reading

Whole class teaching

Ask the class to read the words/phrases with you.

Write the following **missing word sentences** on the chalkboard:

'Father found ____ rats in his car.'

'Umeh played a ____.'

'The rats ____ when they heard the music.'

'Umeh could use the money to build a ____.'

'The elders ____ to pay Umeh.'

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

25
minutes

How

Questions

Comprehension

Group task

Read and explain the **questions** on the chalkboard.

Choose different groups to draw pictures to answer each question in **How? Comprehension drawing**, as shown left.

Ask the pupils to discuss the answers to the questions.

Ask each group to share one of their answers and ask the other groups to say if it is correct.

10
minutes

Plenary

Whole class teaching

Ask the groups to think of another ending for this folk tale, eg: Umeh taking the children back to his village, Umeh sending more rats to the town.

Choose one or two groups to act out their endings for the class.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 17:

Writing a folk tale

Words/phrases

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

people
busy
long ago
cockroaches
disease
chief
wise woman
decide
agree
promise
disappear

Wow! words

shocked
disgusted
long spiky legs
dirty
shouted
warned
explained
cried

Learning expectations

By the end of the week:

All pupils will be able to:

Write some sentences for a folk tale.

Most pupils will be able to:

Write speech for characters in a folk tale.

Some pupils will be able to:

Write a challenge and a resolution for a folk tale.

Assessment task

Example of a pupil's work

Instructions:

Ask the individual pupils to complete these tasks.

1
Read the final part of their folk tale, written on Day 5.

2
Explain the second challenge in their folk tale.

3
Explain the resolution in their folk tale.

This pupil can:

Write a challenge and resolution in a folk tale.

Speak clearly and use appropriate intonation when reading aloud.

Answer questions about their folk tale.

The wise woman was very disappointed. She had done her best to help the people in the village and the chief had broken their agreement.

At home she complained to her husband, 'I don't know what to do next, I deserve my reward.'

At the same time, the chief went to a friend's house and told him what he had done. 'How could you disappoint this wise lady? All the villagers might be in danger now,' said his friend.

The next day the chief visited the wise woman. 'What are you doing here?' she snapped as she opened the door. Then she saw the bag of gold.

The chief apologised, saying 'Thank you for helping us, I should have given you the gold immediately,' and he gave her the gold.

Week 17: Writing a folk tale

Day 1: Introduction

Learning outcomes

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

Add the prefix 'un'
to change the meaning
of words.

Contribute ideas
for the beginning of
a folk tale.

Preparation

Before the lesson:

Make a set of **spelling word cards**
for each group: 'locked', 'happy', 'well',
'kind', 'helpful', 'safe', 'clean'.

Find a large piece of **paper** for the
shared writing.

Read **How? Introduction**, as shown
below, and make **six speech bubbles**
for each group.

How? Introduction



Ask the pupils to
help you to draw
the setting for the
folk tale.



Choose some
groups to role play:
people working,



children at school,



people at home.



Ask the groups to
write speech in
the speech bubbles
for the people.

15
minutes

Spelling word cards

20
minutes

How

Word/phrase cards/
Paper

15
minutes

Speech bubbles

10
minutes

Spelling

Whole class teaching

Explain to the class, 'A prefix is a syllable that is added to the beginning of a word to change its meaning.'

Write 'un' on the chalkboard and say, 'This changes the meaning of words to 'not'.'

Give each group a set of **spelling word cards** and choose some pupils to read and explain them.

Say the words using this pattern: 'locked > not locked > unlocked'.

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

Shared writing

Group task

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

Explain to the class that you are going to write a folk tale together.

Choose some groups to say how folk tales often begin, eg: 'Many years ago', 'Once upon a time'.

Discuss ideas for the setting and ask, 'Does the story take place in a busy town or a village?'

Teach **How? Introduction, pictures 1—4**, as shown left.

Whole class teaching

Write 'Folk tale' on the **large piece of paper**, asking the pupils the questions shown below to help you complete each paragraph:

Long ago, _____.
(Where is the story set? Describe the setting).

Every day, _____.
(What did the people and the children do? What were their homes like?)

Keep this shared writing for the next day.

Grammar

Group task

Ask the groups to think of speech for the people as they do their work, go to school and live at home.

Teach **How? Introduction, picture 5**, as shown left.

Ask the groups to read their **speech bubbles** out to the class.

Plenary

Group task

Write on the chalkboard: Musa asked, "When are you going to market?"

Remind the groups about the rules for writing speech, ie: speech marks around the speech, a comma between the speaker and the speech, a capital letter at the start of the speech, a new speaker has a new line.

Ask the groups to make up names to go with their speech bubbles and help them to write some speech in their exercise books.

Week 17: Writing a folk tale

Day 2: The challenge

Learning outcomes

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

Explain the meaning
of words with the prefixes
'un' and 'dis'.

Write speech for a story.

Preparation

Before the lesson:

Have ready the sets of **spelling word
cards** and **shared writing** from Week 17,
Day 1 (yesterday).

Draw a **large picture of a cockroach**
and make a **wow! words display**.

Read **How? Cockroaches**, as shown
below, and make **six speech bubbles**
for each group.

How? Cockroaches



Ask the groups
to role play waking
up and finding
cockroaches
in their homes.



Ask the groups
to write speech for
the people in the
speech bubbles.



Ask the groups
to role play finding
cockroaches
in other places.



Ask them to role
play the meeting
with the chief.



Write ideas for
the people's solutions
in speech bubbles
on the chalkboard.

15 minutes	Spelling cards	20 minutes	How	Word/phrase cards/Shared writing/ Wow! words display	15 minutes	Shared writing	10 minutes	Wow! words display/ Picture/Shared writing
Spelling		Shared writing			Grammar		Plenary	
Group task		Group task			Group task		Whole class teaching	
Give each group a set of spelling word cards and ask them to add the prefix 'un' to different words and explain the meaning of the new words they have made.		Flash the first six word/phrase cards and make sure the pupils understand them.			Ask the groups to say some of the rules for writing speech and check that the speech is written correctly in the shared writing .		Ask the class to say other words for 'said' and write them on the wow! words display .	
Explain that the prefix 'dis' also changes the meaning to 'not' or 'opposite of' in some words.		Read the shared writing from Week 17, Day 1 (yesterday).			Ask the groups to make up names for the people in the story.		Tell the class to look at the picture of a cockroach and say some wow! words to describe it, eg: 'shiny'.	
Write these words on the chalkboard, and read and explain them: 'agree', 'appear', 'honest'.		Teach How? Cockroaches , as shown left, and explain that this is the next part of the folk tale.			Ask them to write what the people said about the cockroaches in their exercise books, eg: "The cockroaches are everywhere," said Zainab. "They bring disease," warned the doctor.		Write the words on the wow! words display .	
Tell the groups to add 'dis' to each word and explain the new meanings.		Ask each group to say some words to describe how the people felt when they found the cockroaches, eg: 'shocked', 'disgusted' and write them on the wow! words display .			Choose some groups to read what the people said about the cockroaches to the class.		Read out the shared writing and ask if the pupils can add any wow! words.	
Ask the groups to say sentences for the 'dis' words.		Tell the class you are going to continue the shared writing from Week 17, Day 1 (yesterday). Ask the pupils the following questions to help you complete each paragraph: 'One morning, _____.' (What were the names of the people?) woke up and saw _____. (What did they see? Where were the cockroaches?) 'The cockroaches were _____.' (What were the cockroaches doing? What did they look like?) 'At the meeting, _____.' (What did the people say? What did the chief say?)					Keep the shared writing and wow! words display for the next day.	

Week 17: Writing a folk tale

Day 3: Brainstorm

Learning outcomes

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

Add the prefix 'dis'
to change the meaning
of words.

Contribute ideas for
a folk tale.

Preparation

Before the lesson:

Draw **pictures** of a chief and a wise
woman on a **large piece of card**.

Have ready the **shared writing** from
Week 17, Day 2 (yesterday).

Read **How? Brainstorm**, as shown
below, and have ready a **large piece
of paper**.

How? Brainstorm



Ask, 'What shall
we call our folk tale?'



Role play what
the people decided
to do about the
cockroaches.



Role play what
the chief agreed
to do and what
happened.



Role play what
happened when the
chief refused to pay
the wise woman.



Role play the
resolution and
the ending.

15
minutes

Spelling

Pair task

Write these words on the chalkboard: 'appeared', 'honest', 'agreed', 'obey'.

Ask the pairs to add 'dis' to each word and read and explain the new words.

Write the following sentences on the chalkboard:

'All the rats ____.'

'Do not ____ school rules.'

'The elders ____ with each other.'

'The elders were ____ with the boy.'

Ask the pairs to choose the correct 'dis' word to complete each sentence in their exercise books.

15
minutes

Word/phrase cards/
Shared writing/Pictures

Shared writing

Whole class teaching

Flash the first nine **word/phrase cards** and make sure the pupils understand them.

Read the **shared writing** from Week 17, Day 2 (yesterday).

Display the **picture of the chief** and ask the pupils to say words to describe him.

Write their ideas around the picture, eg: 'powerful', 'clever'.

Repeat with the **picture of the wise woman**, eg: colourful cloak, kind.

25
minutes

How

Paper

Brainstorm

Group task

Ask the groups to brainstorm ideas for the build-up, the challenge and the resolution of the folk tale.

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

Choose some ideas and write them on the **large piece of paper**.

Ask each group to role play a different ending to the folk tale.

5
minutes

Pictures

Plenary

Whole class teaching

Look at the **picture of the chief** and ask the class to say words to describe him at the end of the story, eg: 'cunning', 'mean', 'sorry'.

Repeat with the **picture of the wise woman**, eg: 'angry', 'disappointed'.

Write the words on the pictures and keep them for the next day.

Week 17: Writing a folk tale

Day 4: The build-up

Learning outcomes

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

Change the meaning of
a word by correctly adding
the prefix 'un' or 'dis'.

Write some sentences
for a folk tale.

Preparation

Before the lesson:

Have ready the **shared writing**, **pictures**,
wow! words display and the **brainstorm**
from Week 17, Day 3 (yesterday).

Read **How? The build-up**, as shown
below, and make **six speech bubbles**
for each group.

How? The build-up



Ask the groups
to role play the wise
woman talking to
the chief.



Ask the groups
to complete speech
bubbles for the
wise woman and
the chief.



Ask the groups
to role play the wise
woman getting rid of
the cockroaches.



Ask the groups
to complete speech
bubbles for the
chief and the wise
woman.

10 minutes	15 minutes	15 minutes	15 minutes	5 minutes
	Shared writing/ Word/phrase cards/Pictures	How	Brainstorm/ Speech bubbles	
Spelling	Guided writing	Brainstorm	Independent writing	Plenary
Group task	Whole class teaching	Whole class teaching	Individual task	Whole class teaching
Ask the groups to help you write the following words on the chalkboard: 'happy', 'obey', 'well', 'clean', 'honest', 'kind', 'helpful', 'appeared', 'safe', 'agreed'.	Read the shared writing from Week 17, Day 3 (yesterday) and tell the pupils that they are going to write the next part of the folk tale themselves.	Read and explain the brainstorm from Week 17, Day 3 (yesterday).	Ask the pupils to choose a title for their folk tale and write it in their exercise books.	Choose one or two pupils to read out their folk tales.
Choose different groups to add the correct prefix ('un' or 'dis') to change the meaning of each word.	Explain that they will need to find words to make their folk tales more interesting.	Give each group a set of speech bubbles .	Write the following writing frames on the chalkboard and ask the pupils to complete each paragraph under the title: 'The chief travelled _____.' 'He asked _____.' 'The wise woman replied, "_____":' 'The next day, _____.'	Ask the class to notice any wow! words they use.
Ask the groups to write the words with the correct prefix in their exercise books.	Flash all of the word/phrase cards and explain the meaning of the last two words.	Teach How? The build-up , as shown left.	Encourage the pupils to use interesting words and speech.	Remind the class about the rules for writing speech and tell them to check they have written any speech correctly.
Tell them to write sentences for some of the words.	Ask the pupils to read and explain the wow! words and the words around the pictures of the chief and the wise woman .		Go round the class, helping them with ideas, spellings and punctuation.	

Week 17: Writing a folk tale

Day 5: Final challenge and resolution

Learning outcomes

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

Change the meaning of
words by adding the prefixes
'un', 'dis' and 'im'.

Write a challenge and
a resolution in a folk tale.

Preparation

Before the lesson:

Have ready the **pictures** and
wow! words display from Week 17,
Day 4 (yesterday).

Read **How? Challenge and resolution**,
as shown below.

How? Challenge and resolution



Role play ideas for
a challenge facing
the wise woman, eg:
not getting paid.



Write speech for
the wise woman
and the chief
on the chalkboard.



Ask, 'What did
the wise woman
threaten to do?'



Write speech for,
and role play,
different resolutions.



Ask the pupils
to write speech
for, and role play,
the endings.

15
minutes

20
minutes

How

Wow! words display/
Pictures

20
minutes

5
minutes

Spelling

Group task

Explain that some words need the prefix 'im' to change the meaning to 'not'.

Ask the groups to help you to write and explain the words 'possible', 'polite' and 'perfect' on the chalkboard.

Tell the groups to add 'im' to each word and explain the new meanings.

Write these words on the chalkboard:
'well', 'happy', 'obey',
'appear', 'possible'.

Ask the groups to add the correct prefix to each word in their exercise books.

Guided writing

Group task

Choose one or two groups to say sentences using the words/phrases.

Remind the groups about the folk tale they have written so far and explain that they are now going to write the final challenge, the resolution and the ending.

Teach **How? Challenge and resolution**, as shown left.

Independent writing

Individual task

Ask the pupils to find the folk tale they wrote on Week 17, Day 4 (yesterday) in their exercise books.

Tell them to write a paragraph underneath this, explaining what the wise woman did next. Remind them to write in sentences and try to include speech.

Ask them to then write a paragraph explaining what happened at the end of the tale.

Plenary

Group task

Choose two or three pupils to read their resolution to the whole class.

Ask the class to notice any wow! words they use.

Weekly page

Primary 5, literacy lesson plans

Week 18:

The magic lake

Words/phrases

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

dared
vulture
terrible
cicadas
discover
encourage
baboons
gazed
adventure
famous
brilliant
wondered

Wow! words

sadly
bravely
nervously
quietly
proudly
quickly
climbing carefully
sighing gently
laughing happily

Learning expectations

By the end of the week:

All pupils will be able to:

Talk about the stages in an adventure story.

Most pupils will be able to:

Answer questions about an adventure story.

Some pupils will be able to:

Use adverbs and adjectival phrases as openers in sentences.

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

Story adapted from Nigeria Primary English 5, pages 105—106, copyright Learn Africa Plc.

The magic lake – part 1

Everyone knew about the lake but no one had seen it. Mr Adah, who owned the shop on the corner, said there was a magic lake on the other side of the forest. His elder brother had dared to walk through the forest but did not reach it because a vulture flew down from a tree and made a terrible noise. His brother ran back as fast as he could.

Since that time, no children had tried to find the lake. However, three friends agreed to meet and go there. Very quietly, while everyone was asleep, Tahir, Joe and Sheri slipped out of their beds and set off across the fields to the forest.

They were surprised to discover a path that was easy to follow. Tahir was terrified of snakes but he did not tell his friends. Joe was afraid of spiders but he kept quiet. Sheri was scared of baboons but she said nothing. It was very strange but all three children felt safe among the banana trees.

Later, rays of bright sunshine shone into the forest and then, suddenly, they walked through the trees into an open area. Their mouths fell open as they stared across a lake with thousands of tall, pink birds standing in the water, enjoying the warm sun on their backs. They children looked down into the water. It seemed to be smiling at them!

The magic lake – part 2

Then something strange happened. The waves in the water seemed to form into a mouth. "You can each have three wishes. Choose wisely," the water whispered. Tahir fell back in surprise, Joe nearly fell in the lake and Sheri gazed at the water in amazement.

Thinking quickly, Joe said, "Water, I'd like a television for my family and a new pair of football boots. I want to play for Nigeria and help us to win the African Cup of Nations."

Water said, "Joe, you will have your television and boots. You will become a famous footballer one day."

Shaking nervously, Tahir said, "Please, Water, can I have a new car for my mum and dad and can I have a computer? I want to be a famous writer."

"Your mum and dad will have a new car, Tahir, and you will write great novels on your computer," replied Water.

Speaking quietly, Sheri asked, "Water, I need books because I want to go to university and become a doctor. My cousin Oji had a bad accident and can't walk. Please can you make his legs better?"

Water seemed pleased with Sheri. "You have been wise, Sheri. You will have lots of books and become a doctor. Oji will be walking before the end of this year."

Fifteen years later the friends met in Lagos.

"What a great footballer you are, Joe!" said Sheri.

"You are a brilliant doctor, Sheri," Tahir said.

"I have read your novels. You are a great writer, Tahir," said Joe.

Smiling happily, Sheri said, "I've often wondered whether we would have done these things if we hadn't found that lake."

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 18:

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:

Ask individual pupils to read the extract from part 2 of The magic lake, shown right.

Remind them to speak clearly and to read with appropriate intonation.

Pupil's reading task

Can the pupil:

Read aloud clearly
conveying meaning using
intonation?

Mainly read fluently,
but slows down at any
tricky bits?

Make use of punctuation
so reading aloud
is more interesting?

The magic lake – part 2 extract

Then something strange happened. The waves in the water seemed to form into a mouth. "You can each have three wishes. Choose wisely," the water whispered. Tahir fell back in surprise, Joe nearly fell in the lake and Sheri gazed at the water in amazement.

Thinking quickly, Joe said, "Water, I'd like a television for my family and a new pair of football boots. I want to play for Nigeria and help us to win the African Cup of Nations."

Water said, "Joe, you will have your television and boots. You will become a famous footballer one day."

Shaking nervously, Tahir said, "Please, Water, can I have a new car for my mum and dad and can I have a computer? I want to be a famous writer."

"Your mum and dad will have a new car, Tahir, and you will write great novels on your computer," replied Water.

Speaking quietly, Sheri asked, "Water, I need books because I want to go to university and become a doctor. My cousin Oji had a bad accident and can't walk. Please can you make his legs better?"

Week 18: The magic lake

Day 1: Openers

Learning outcomes

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

Add the correct prefix
to make words mean the
opposite.

Use adverbs as openers
in sentences.

Preparation

Before the lesson:

Write these **spelling words** on the
chalkboard: 'happy', 'kind', 'possible', 'trust'.

Make a set of **adverb opener flash
cards** for each group: 'Sadly', 'Bravely',
'Nervously', 'Quietly', 'Proudly'.

Read **How? Adverb openers**, as
shown below, and write the **sentences**
on the chalkboard.

How? Adverb openers



Ask each group
to choose an
adverb opener for
a sentence.



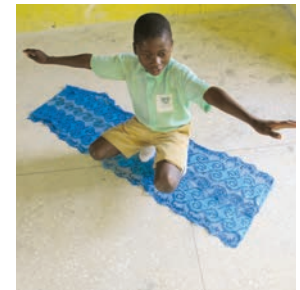
Ask them to role
play, 'Bravely, Lola
looked for snakes.'



Choose a pupil
to role play,
'Nervously, Tunde
got out of bed.'



Choose a pupil
to role play,
'Quietly, Lara looked
at the snake.'



Ask them to role play,
'Proudly, the bird
flew into the water.'

15 minutes	Spelling words	10 minutes	Word/phrase cards	10 minutes	How	Adverb opener cards	20 minutes	Matching game/ Snap game/Sentences	5 minutes	Wow! words display
Spelling		Reading		Grammar		Reading		Plenary		
Whole class teaching		Whole class teaching		Group task		Supported group activities		Group task		
Ask the pupils to say prefixes that make words mean the opposite ('un', 'dis' and 'im').		Read all of the words/ phrases on the chalkboard and ask the pupils to say them with you.		Ask the groups to find time openers in The magic lake, eg: 'Since that time', 'Later'.		Group A: Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.		Remind the class that it is important to use different openers to make their writing interesting.		
Write the following words on the chalkboard and ask the pupils to notice and underline the prefix: 'mishear', 'misspell', 'misjudge'.		Show the first three word/phrase cards and explain them.		Explain that adverbs can also be used as openers.		Group B: Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the matching game/ snap game.		Ask the groups to say some time openers.		
Explain that the prefix 'mis' makes words mean 'not correctly'.		Read and explain the first part of The magic lake.		Give each group a set of adverb opener flash cards and ask them to read and explain them.		Groups C and D: Ask these pupils to use an adverb opener to complete the sentences on the chalkboard in their exercise books.		Ask the groups to say some adverb openers.		
Ask the pairs to add the correct prefix to the spelling words on the chalkboard in their exercise books.		Ask the pupils to describe the setting in the story, ie: the forest, the path, the sun, the lake.		Teach How? Adverb openers, as shown left.				Write the adverbs on a wow! words display and keep it for the next day.		
				Ask some groups to write their sentences with adverb openers on the chalkboard and check they use commas after the adverbs.						

Week 18: The magic lake

Day 2: Characters and setting

Learning outcomes

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

Read and understand
words with the prefix 're'.

Talk about the characters
and the setting in a story.

Preparation

Before the lesson:

Write the **sentences** from Week 18, Day 1
(yesterday) on the chalkboard and
have ready the **adverb opener flash cards**
and the **wow! words display**.

Read **How? Thought bubbles**, as shown
below, and make six large **thought bubbles**
for each group.

How? Thought bubbles



Tell the groups
to role play
Mr Adah talking
to the children.



Ask the groups,
'What are the
children thinking
at the beginning
of the story?'



Ask the groups
to write their ideas
in the thought
bubbles.



Ask the groups to
role play walking
along the path
through the forest.



Ask the groups to
write thought bubbles
for the children
as they are walking.

15 minutes	10 minutes How	Word/phrase cards/Thought bubbles	10 minutes	Wow! words display	20 minutes	Sentences/Matching game/Snap game	5 minutes
Spelling	Reading	Grammar	Reading	Plenary			
Pair task	Group task	Group task	Supported group activities	Pair task			
Write these words on the chalkboard: 'rebuild', 'review', 'refill', 'return', 'replace', 'redo', 'reuse'.	Ask some pupils to read the first three word/phrase cards and explain them.	Ask the groups to read the adverbs on the wow! words display .	Groups A and B: Ask these pupils to use an adverb opener to complete the sentences on the chalkboard in their exercise books.	Ask the pupils to discuss the scene at the lake.			
Explain that 're' is a prefix that means 'again' or 'back'.	Show the next three word/phrase cards and explain them.	Ask the groups to say other adverbs they know and write them on the display, eg: 'carefully'.	Group C: Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.	Choose pupils to explain what the children saw.			
Ask some pairs to underline the 're' prefixes and read the words.	Ask some pupils to explain what happened in the first part of the story they read on Week 18, Day 1 (yesterday).	Teach How? Adverb openers , as shown in Week 18, Day 1 (yesterday).	Group D: Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the matching game/snap game .	Explain that the pink birds are flamingoes and ask the pupils to use adjectives and adverbs to describe them, eg: 'long curved necks', 'standing proudly'.			
Choose some pairs to explain the meaning of the words, eg: 'rebuild' means to build again, 'return' means to turn back.	Give each group a set of thought bubbles .						
Ask the pairs to write sentences for some of the words in their exercise books.	Teach How? Thought bubbles , as shown left.						

Week 18: The magic lake

Day 3: Adjectival phrases

Learning outcomes

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

Read and understand
words with the prefix 'pre'.

Say some sentences
using adjectival phrases.

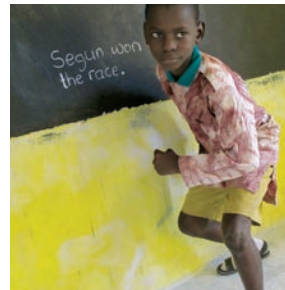
Preparation

Before the lesson:

Make a set of **sentence flash cards**
for each group: 'Segun won the race.',
'Bisi reached the mountain top.',
'Rita brushed the floor.',
'The children splashed in puddles.'

Read **How? Adjectival phrases**,
as shown below.

How? Adjectival phrases



Ask the groups
to role play the
first sentence.



Ask, 'How did she
do this?' and write
their ideas on
the chalkboard.



Explain that the
comma separates
the extra information
from the rest
of the sentence.



Repeat this process
with the other
sentences.



Write the new
sentences and
underline the
adjectival phrases.

10 minutes	10 minutes	15 minutes	20 minutes	5 minutes
	Word/phrase cards	How	Sentence cards/ Matching game/Snap game	
Spelling	Reading	Grammar	Reading	Plenary
Whole class teaching	Whole class teaching	Group task	Supported group activities	Whole class teaching
Write 'return', 'unhappy' and 'impossible' on the chalkboard.	Give the pupils two minutes to discuss the meaning of the first six words/phrases.	Remind the groups that we use adjectives to describe people or things.	Groups A and D: Give each group a set of the sentence flash cards . Ask the pupils to add an adjectival phrase at the beginning of each sentence in their exercise books.	Remind the pupils that The magic lake is an adventure story.
Choose some pairs to underline the prefixes and read the words.	Show the next three word/phrase cards and read them with the pupils, discussing what they mean.	Point to the phrase 'Thinking quickly' in the story and say: 'This is an adjectival phrase. It gives extra information about someone.'	Group B: Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.	Ask some pupils to describe some exciting parts of the story, eg: the water speaking.
Explain that 'pre' is also a prefix and means 'before'.	Explain that an 'adventure' is an exciting experience which can also be dangerous.	Choose some groups to point to adjectival phrases in the story, eg: 'Shaking nervously', 'Speaking quietly'.	Group C: Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the matching game/ snap game .	Ask some pupils to say why the adventure was dangerous, eg: the children could have been attacked by vultures, they could have got lost.
Write the following words and ask some pairs to underline the prefix: 'pretest', 'prefix', 'predict', 'prepare', 'prevent'.	Read the whole story of The magic lake.	Teach How? Adjectival phrases , as shown left.		
Read and explain the words with the pupils.				
Ask the pairs to say sentences for some of the words to each other.				

Week 18: The magic lake

Day 4: An adventure story

Learning outcomes

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

Add prefixes to root words
to make new words.

Identify the different stages
in an adventure story.

Preparation

Before the lesson:

Have ready the **sentence flash cards**
from Week 18, Day 3 (yesterday).

Read **How? Story structure**,
as shown below.

How? Story structure



Role play:
the introduction
with Mr Adah
and the children,



the build-up where
the children
are in the forest,



the climax when the
lake speaks,



the resolution
when the lake replies
to the children,



the ending when
the children meet up
years later.

15 minutes	10 minutes	10 minutes	20 minutes	5 minutes
	Word/phrase cards	How	Matching game/ Snap game/Sentence cards	
Spelling	Reading	Grammar	Reading	Plenary
Whole class teaching	Whole class teaching	Group task	Supported group activities	Whole class teaching
Write the following words on the chalkboard and read them with the class: 'place', 'paid', 'heat', 'pack'.	Ask the class to read the first nine words/phrases on the chalkboard.	Give the groups two minutes to discuss the story about the magic lake.	Group A: Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the matching game/ snap game .	Remind the pupils that The magic lake is an adventure story.
Explain that these words are called 'root' words because they have no prefixes or suffixes.	Read and explain the next three word/ phrase cards .	Choose different groups to role play the five sections, as shown left in How?	Groups B and C: Give each group a set of the sentence flash cards . Ask the pupils to add an adjectival phrase at the beginning of each sentence in their exercise books.	Choose some pupils to explain the setting, the build-up, the climax, the resolution and the ending of the story.
Say, 'We can sometimes add different prefixes to the same word.'	Explain: 'An adventure story has an introduction to describe the setting and the main characters.'	Remind the groups that adjectival phrases add extra information to sentences.	Group D: Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.	
Ask some pairs to say new words by adding prefixes to the root words, eg: 'replace', 'misplace', 'unpaid', 'prepaid', 'repaid'.	'The build-up tells us more about the problem or challenge.'	Ask the groups to say a sentence to describe their part of the story.		
Choose some pairs to say the new words in sentences.	'In the climax, the characters face the problem.'	Tell them to use adjectival phrases at the start of their sentences, eg: 'Hearing a terrible noise, his brother ran.'		
	'The resolution explains how the problem is being solved.'			
	'At the ending we find out how the characters feel and the problem is solved.'			

Week 18: The magic lake

Day 5: Comprehension

Learning outcomes

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

Add prefixes to root words
to make new words.

Answer questions about
an adventure story.

Preparation

Before the lesson:

Write the following **root words** for the
prefix challenge on the chalkboard:
'happy', 'honest', 'spell', 'possible', 'place',
'fill', 'do', 'paid', 'fix', 'pack'.

Read **How? Prefix challenge**, as shown
below, and write 'un', 'dis', 'im', 'mis',
're' and 'pre' on a set of **prefix flash cards**
for each group.

How? Prefix challenge



Read the first root
word.



Tell the groups
to hold up a prefix to
make a new word.



Give a point to
the group holding
the first correct
prefix.



Give another point
if they can write
the new word on
the chalkboard.



Repeat with the rest
of the root words.
The group with the
most points wins.

15 minutes	How	Prefix cards	10 minutes	30 minutes	5 minutes
Spelling		Reading		Comprehension	Plenary
Group task		Pair task		Group task	Whole class teaching
Remind the class that they have been learning about prefixes.		Choose some pairs to read out and explain the words/phrases.		Read The magic lake with the groups.	Ask the groups to discuss and say some of the answers.
Ask each group to say a prefix and its meaning, eg: 'un' means 'not', 're' means 'again' or 'back'.		Read and explain the wow! words.		Write the following questions on the chalkboard:	Write some of the groups' own wishes on the chalkboard.
Give each group a set of prefix flash cards and ask them to say a word for each prefix.		Ask the pairs to say some sentences about the story using some of the wow! words as openers, eg: 'Quietly, the children got out of bed.', 'Sighing gently, Water spoke to the children.'		'Who knew about the magic lake?'	Ask the pupils to write the answers to the questions in their exercise books.
Teach How? Prefix challenge , as shown left.				'How did the path help the children?'	Ask each group to read out one of their answers and ask the other groups if it is correct.
				'What did the children see at the lake?'	
				'What did Sheri ask for?'	
				'If you had a wish, what would you ask for?'	
				Read and explain the questions.	

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 19:

Writing an adventure story

Words/phrases

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

miserably
strolling
hesitating
quietly
happily
gazed
finally
hum of insects
suddenly
pounding
strangely
gurgling
signalled

Learning expectations

By the end of the week:

All pupils will be able to:

Say some ideas for an adventure story.

Most pupils will be able to:

Write speech for characters in a story.

Some pupils will be able to:

Write the resolution and ending for an adventure story.

Writing frame

Write the following on the chalkboard as a guide for pupils' writing:

Paragraph 1

Sighing _____, Paul looked at his younger sister, Stella, who was playing _____ on the floor nearby. He loved his little sister but sometimes he just wanted to go out and play with boys his own age. _____ he _____ out of the window again, wondering if his friend Yemi would come today. _____ he saw his friend _____ towards his home, and without _____, he called to his mother that he was going out.

Paragraph 2

Enjoying the warm sun on their faces, they set off for the forest. _____, Paul noticed that it had become _____ quiet. He could no longer hear the _____ of the stream, or the birds singing in the trees above, or the gentle _____ in the grass. He grabbed Yemi's arm and _____ that something was wrong. Their hearts _____, they stopped and listened.

Paragraph 3

Paul and Yemi felt like they'd been running forever when they saw _____.

Paragraph 4

Exhausted, the boys lay on the floor _____.

Paragraph 5

The boys stayed _____.

Paragraph 6

Not knowing what to expect, the boys stepped outside and _____.

Paragraph 7

Safely home again, Paul said "_____".

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 19: 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:

Read part 2 of The magic lake aloud to the pupils. Then ask the pupils to complete this task in their exercise books:

1
How did the boys respond when the Water started talking?

2
What do you think the Water meant by 'Choose wisely'?

3
Why did Joe want new football boots?

4
How many wishes did the Water say they could make? How many wishes did the boys each make?

Example of a pupil's work

This pupil can:

Answer comprehension questions about a story, writing in complete sentences.

This example shows some possible pupil answers. As long as the pupils answer the questions with full sentences and have picked the correct information from the text their answers will be correct.

- 1 The three boys were surprised when the water started talking
- 2 When the water said 'Choose wisely' it meant that the boys needed to think carefully about their wishes.
- 3 Joe wanted new football boots because he wanted to become a famous football player and win the African Cup of Nations with Nigeria.
- 4 Although the boys could make three wishes each, they all asked the water for two wishes.

Week 19: Writing an adventure story

Day 1: Shared writing

Learning outcomes

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

Read and explain words
with the prefix 'sub'.

Contribute ideas for
the introduction to
an adventure story.

Preparation

Before the lesson:

Copy **writing frame paragraph 1** from
this week's weekly page on to the
chalkboard or a **large piece of paper**.

Read **How? Adding speech**, as
shown below.

Have ready a **large piece of paper**
for a wow! words display.

How? Adding speech



Ask each group to
say and role play
different activities for
the boys.



Add their ideas to
the writing frame,
eg: playing football,



fishing in the lake,



climbing the rocks.

15 minutes	20 minutes	Word/phrase cards/ Writing frame	How	15 minutes	Shared writing/ Wow! words display	10 minutes	Shared writing/ Wow! words display
Spelling	Shared writing			Grammar	Plenary		
Whole class teaching	Whole class teaching	Group task		Group task		Pair task	
Ask the class to say some prefixes they have learned.	Tell the class that they are going to write their own adventure story.	Remind the class that they need speech in their story.		Read the shared writing and ask the groups to check that the punctuation is correct.		Ask the pairs to discuss what they think the boys will do and where they will go next.	
Write: 'subway' and 'sub-heading' on the chalkboard and ask some pupils to underline the prefix 'sub'.	Remind the pupils that we need to use interesting words to make a story exciting.	Write on the chalkboard: What shall we do today, said Musa.		Ask each group to say another word for 'said' and write it on a wow! words display , eg: 'laughed'.		Choose some pairs to describe where they might go.	
Explain that 'sub' means 'below' or 'under'.	Flash the first seven word/phrase cards , read and explain them.	Ask each group to say something to improve it, eg: Put in speech marks, a question mark, a better word for 'said' and an adverb.		Ask each group to say some adverbs to describe the 'said' words and write them on the wow! words display, eg: 'happily'.		Remind them to make it sound exciting, eg: 'fishing in a deep lake at the top of a steep rocky mountain'.	
Ask the pupils to explain the meaning of 'subway' and 'subheading'.	Read out writing frame paragraph 1 .	Add the corrected speech to writing frame paragraph 1 .		Tell the groups to write, in their exercise books, speech for Musa and Adamu, discussing what they are going to do.		Keep the shared writing and the wow! words display for the next day.	
Write the following words, read and explain them: 'submarine', 'submit', 'submerge'.	As you read it, ask some pupils to choose one of the seven words/phrases for the missing words and write them in.	Ask each group to suggest activities that the boys might like to do.					
Ask the pupils to say sentences for these words and write them in their exercise books.	Ask the class to check that the words make sense.	Teach How? Adding speech , as shown left.					

Week 19: Writing an adventure story

Day 2: The challenge

Learning outcomes

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

Read and explain words
with the prefix 'trans'.

Write sentences containing
adverbs and speech.

Preparation

Before the lesson:

Copy **writing frame paragraph 2**
from this week's weekly page,
under the shared writing from Week 19,
Day 1 (yesterday).

Read **How? Shared writing**,
as shown below.

How? Shared writing



Ask the groups to
describe the sounds
the boys might
hear next.



Write their ideas
in sentences.



Ask the groups to
help you write
sentences about
what the boys saw
and felt.



Ask each group
to say what
happened as the
boys ran away.



Read the story you
have written so
far with the class.

15 minutes	20 minutes	Word/phrase cards/ Shared writing/Writing frame	How	15 minutes	10 minutes	Shared writing
Spelling	Shared writing			Grammar	Plenary	
Whole class teaching	Whole class teaching	Group task		Group task	Group task	
Write, 'transform' on the chalkboard and ask some pupils to underline the prefix 'trans'.	Say, 'We are going to continue to write our adventure story.'	Teach How? Shared writing , as shown left.		Write the following sentences on the chalkboard: Shaking _____, Adamu asked, "_____?" "I can hear _____," cried Musa _____.	Read the shared writing .	
Explain that 'trans' means 'across', 'through' or 'changed'.	Choose some pupils to read and explain the first seven words/phrases.			Ask the groups to say some adverbs and speech to complete each sentence.	Choose a group to role play the story written so far.	
Ask the pupils to explain the meaning of 'transform'.	Show them the next six word/phrase cards , and read and explain them.			Tell the groups to complete the sentences in their exercise books.	Ask the groups to discuss what they think will happen next to the children.	
Write the following words, and read and explain them: 'transport', 'transfer', 'transmit'.	Read the shared writing and the writing frame paragraph 2 .			Ask the groups to try to write their own sentences underneath, describing what happened to the boys as they ran away.	Choose some groups to share their ideas with the class.	
Ask the pupils to say sentences for the 'trans' words and write them in their exercise books.	Ask some pupils to choose one of the six words/phrases for the missing words and write them in.				Keep the shared writing for the next day.	
	Ask the class to check that the words make sense.					

Week 19: Writing an adventure story

Day 3: Brainstorm

Learning outcomes

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

Read words with the prefixes
'sub', 'trans' and 'bi'.

Contribute ideas to an
adventure story brainstorm.

Preparation

Before the lesson:

Write the following **prefix words**
on the chalkboard: 'subway',
'submerge', 'submarine', 'transport',
'translate', 'transfer'.

Have ready the **wow! words display**
and the **shared writing** from Week 19,
Days 1 and 2 (earlier this week).

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

How? Brainstorm



Where did the boys
find a shelter?
How did they get in?



What was it like
inside the
shelter? What did
the boys do?



What did the boys
see when they went
outside?



How did the boys
get home?



How did the boys
feel when they got
home?

15 minutes	Prefix words	15 minutes	Word/phrase cards/ Wow! words display/ Shared writing	25 minutes	How	5 minutes	Wow! words display
Spelling		Shared writing		Brainstorm		Plenary	
Whole class teaching		Whole class teaching		Group task		Whole class teaching	
Choose some pupils to underline the prefixes in the prefix words and explain the meaning of the words.		Flash all of the word/phrase cards and choose some pupils to read and explain them.		Say, 'We are going to think of ideas for the resolution and the ending of the story.'		Ask the class to say adjectives to describe the shelter in the story and write them on the wow! words display .	
Write 'bicycle' on the chalkboard and ask a pupil to read and explain it.		Remind the class that they need interesting words to make their writing exciting.		Explain that the boys find a shelter in the forest.		Ask the groups to say their ideas, write them around the circle.	
Underline the prefix 'bi'. Ask the class what this prefix means (two).		Read and explain the wow! words and add them to the wow! words display .		Ask the groups to discuss the questions in How? Brainstorm , as shown left.		Ask the groups to draw pictures of shelters in their exercise books.	
Write: 'binoculars' and 'bisect' on the chalkboard and read and explain the meaning of the words.		Read the shared writing from Week 19, Day 2 (yesterday).		Write 'An adventure' in the middle of the chalkboard and draw a circle around it.		Ask them to label the pictures with nouns and adjectives, eg: 'mud walls', 'thatched roof', 'rocky cave', 'rough floor', 'broken chair'.	
Ask the pupils to draw pictures to explain the 'bi' words in their exercise books.		Ask, 'What parts of the story have we written so far?' (the introduction, the build-up and the challenge).					

Week 19: Writing an adventure story

Day 4: Resolution

Learning outcomes

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

Read and explain words
with the prefixes 'bi' and 'tri'.

Write a resolution
to an adventure story.

Preparation

Before the lesson:

Have ready the **shared writing**,
the **brainstorm** and the **wow! words display**
from Week 19, Day 3 (yesterday).

Copy **writing frame paragraphs 3
and 4** from this week's weekly page on
to the chalkboard.

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

How? Resolution



Ask the pairs to role
play the boys talking
inside the shelter.



Choose some pairs
to write speech
bubbles for the boys.



Choose other pupils
to think of more
things that the boys
might say.



Ask the pupils
to say some
adjectival phrases
to describe the
boys in the shelter.

15
minutes

20
minutes

Shared writing/
Writing frames

How

15
minutes

Writing frames/
Brainstorm/Wow! words
display

10
minutes

Spelling

Pair task

Ask some pairs to say words with the prefix 'bi' and write them on the chalkboard.

Write 'triangle' and 'tricycle' on the chalkboard and ask some pairs to say what they think the prefix 'tri' means (three).

Write 'tripod' and explain that it means a three-legged stand used to hold things.

Write 'triathlon' and explain that it means an athletic contest with three events.

Ask the pairs to write sentences for four of the 'bi' and 'tri' words in their exercise books.

Guided writing

Whole class teaching

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

Tell the pupils to choose three words/phrases and write sentences with them in their exercise books.

Read the **shared writing** and ask the pupils to suggest some time openers and adverbial phrases they could add to make it more interesting.

Pair task

Tell the class they are going to write their own resolution to the story.

Read **writing frame paragraph 3** with the pupils.

Ask them to say sentences to describe what sort of shelter the boys saw, where it was and how the boys got in.

Read **writing frame paragraph 4** with the pupils.

Ask the pairs to describe the inside of the shelter.

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

Independent writing

Individual task

Ask the pupils to say some titles for their adventure stories.

Tell them to choose a title and write it in their exercise books.

Ask the pupils to complete the sentence in **writing frame paragraph 3** and add more sentences in their exercise books.

Tell them to then complete the sentence in **writing frame paragraph 4** and add more sentences.

Remind the pupils to look at the **brainstorm** and the **wow! words display** to get ideas for their writing.

Plenary

Whole class teaching

Ask the class to check their writing carefully.

Encourage the pupils to add speech and interesting openers.

Choose some pupils to read their stories to the class.

Week 19: Writing an adventure story

Day 5: The ending

Learning outcomes

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

Add some common prefixes
to words and explain
how the meaning changes.

Write the ending for an
adventure story.

Preparation

Before the lesson:

Have ready the **shared writing**, the
brainstorm and the **wow! words display**
from Week 19, Day 3.

Copy the **writing frame paragraphs**
5, 6 and 7 from this week's weekly page
on to the chalkboard.

Read **How? The ending**, as shown below.

How? The ending



Ask the pairs to
role play the boys
talking about
leaving the shelter.



Write some of
their speech on the
chalkboard.



Ask the pairs to
role play the boys
leaving and write
their speech.



Ask the pairs to
role play reaching
home and write
their speech.

15
minutes

20
minutes

Wow! words display/
Shared writing

How

Brainstorm/
Writing frame

15
minutes

Writing frames/
Wow! words display/
Brainstorm

10
minutes

Spelling

Group task

Write the prefixes 'sub', 'trans', 'bi' and 'tri' in a large circle on the chalkboard.

Read out the following root words and ask the groups, in turn, to say the correct prefix for each one: 'angle', 'way', 'form', 'merge', 'cycle', 'marine', 'plant', 'pod'.

Ask the groups to say other prefixes they have learned and their meanings.

Ask each group to write one of the following words on the chalkboard: 'refill', 'prevent', 'mistake', 'impossible', and explain its meaning.

Guided writing

Group task

Choose different groups to read the words in the **wow! words display**.

Ask each group to choose a 'said' word and an adverb from the display and say them in a sentence.

Ask the groups to say sentences to explain 'parched and ravenous' and 'puffing and panting'.

Read the shared writing and ask:

'What type of writing is this?' (an adventure story)

'What part of the story did you write yesterday?' (the resolution)

Pair task

Tell the class that they are going to write the ending of the story today.

Ask the pairs to find words on the **brainstorm** that are about the ending and say how they think the boys leave the shelter and get home.

Teach **How? The ending**, as shown left.

Read out the sentence in each **writing frame** and ask the pairs for ideas to complete it and sentences to explain what the boys did, said and felt.

Independent writing

Individual task

Ask the pupils to find the writing they did yesterday in their exercise books.

Tell them to complete the sentence in each **writing frame** and add more sentences.

Encourage the pupils to use speech and interesting sentence openers.

Remind them to look at the **wow! words display** and the **brainstorm** for ideas.

Plenary

Whole class teaching

Choose some pupils to read their stories to the class.

Choose some pupils to say the stages in an adventure story, ie: introduction, build-up, problem or challenge, resolution and ending.

Ask the class to say some ideas for making stories interesting, eg: using adverbial phrases, speech, adjectives and adverbs.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 20:

Adventure playscript

Words/phrases

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

adventure
exciting
interesting
strange
thunder
howling
exhausted
terrified
shivering
upset
fearfully
silently

Wow! words

loud crack in the sky
heavy footsteps
heart thumping
running swiftly

Learning expectations

By the end of the week:

All pupils will be able to:

Make up dialogue for a playscript.

Most pupils will be able to:

Write some irregular past tenses.

Some pupils will be able to:

Write scenes for a playscript with dialogue and stage directions.

Scene 1: Outside school

Narrator: _____
(Describe the setting, eg:
What is the weather
like? What are the children
doing?)

Tunde: I like to play
outside all day.

Kehinde: Let's have an
adventure.

Bayo: Where can we go?

Taiwo: _____

Kehinde: _____

Tunde: _____

(Write answers for each
child, eg: Let's go to
the lake, to the market.)

Bayo (shouts loudly):
Let's go to the forest!
No one will find us there!

Taiwo: No one goes
in the forest.

Kehinde: Why?

Tunde: _____

Bayo: _____

(Write replies for the
children, eg: There are
strange things in
the forest. Years ago
a man went in
and never returned.)

Scene 2: In the forest

Narrator: The children
walked deeper and deeper
into the forest.

Bayo: Stop! Can you hear
that strange noise?

(Bang a drum and
make whistling
and roaring noises.)

Taiwo: It sounds like _____

Kehinde: _____

Tunde: _____

Narrator: Suddenly, there
was a loud crack in
the sky and the rain came
pouring down.

(Make noises for the thunder
and the rain.)

Taiwo (panting): Run!

Tunde: _____

Kehinde: _____

Bayo: _____

Kande: We must hide.

Narrator: Just ahead,
in the trees, the
children saw _____
(Describe a shelter.)

Playscript rules:

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

Write in scenes.

Write the character's
name at the side with
speech next to it.

Each speech starts on
a new line.

No speech marks.

Stage directions tell the
actors how to speak
and what to do, and are
in brackets.

We find out about the
characters from their speech
and what they do.

Week 20: Adventure playscript

Day 1: Scene 1

Learning outcomes

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

Shorten words with
an apostrophe.

Contribute ideas for
a playscript.

Preparation

Before the lesson:

Copy **shared writing scene 1** from this
week's weekly page on to the chalkboard
and have ready a **large piece of paper**.

Read **How? Past tense**, as shown
below, and write the **sentences** on
the chalkboard.

How? Past tense



Choose some pairs
to underline the verbs
in the sentences
and say the tense.



Explain how to add
the suffixes 'ed'
and 'ing' to make
the past tense.



Explain that: verbs
ending with 'e'
drop the 'e' and add
the suffix,



verbs ending in
a consonant after
a short vowel
sound, double the
consonant.

15 minutes	20 minutes	Word/phrase cards/ Paper	Rules/ Shared writing	15 minutes	How	10 minutes	Shared writing
Spelling	Shared writing			Grammar	Plenary		
Pair task	Whole class teaching	Group task	Pair task	Group task			
Remind the pairs that an apostrophe is used to shorten words – the apostrophe shows where the missing letters should be.	Read out all of the words/ phrases and ask the pupils to say them with you.	Read the playscript rules to the class.	Ask the pairs to say the different tenses they have learned for verbs, ie: present, present continuous, future, past, past continuous.	Look at the shared writing you have done today with the class.			
Choose some pairs to help you write the shortened form of 'is not', 'must not' and 'there is' on the chalkboard (isn't, mustn't and there's).	Flash the first three word/phrase cards and explain them.	Ask the groups to role play ideas for speech and help you complete shared writing scene 1 on the piece of paper .	Write examples of sentences on the chalkboard, eg: 'Temi played outside.' and teach How? Past tense , as shown left.	Ask each group to say what tense different verbs are in.			
Write the following on the chalkboard: 'The boys are not', 'There is', 'It must not', 'We could not'.	Choose some pupils to describe the setting of the adventure story they wrote last week (Week 19).	Encourage them to use adverbs as stage directions for each character, eg: 'laughing loudly', 'smiling bravely'.	Ask the pairs to write the verbs on the chalkboard in the past and past continuous tenses in their exercise books.	Ask the groups to act out scene 1.			
Ask the pairs to write the shortened form of these words in their exercise books.	Say, 'We are going to write a playscript for an adventure story.'		Choose some pairs to write their answers on the chalkboard and ask the class to say if they are correct.	Remind them to use expression when they are reading the speaking parts.			
	Ask the pupils to say ideas for the title of the playscript. Choose one and write it on the paper .			Keep the shared writing for the next day.			

Week 20: Adventure playscript

Day 2: Scene 2

Learning outcomes

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

Use an apostrophe to
shorten words.

Act out parts in a simple
playscript.

Preparation

Before the lesson:

Have ready the **shared writing**
and **playscript rules** from Week 20,
Day 1 (yesterday), two **large pieces**
of paper and a **drum**.

Read **How? Scene 2**, as shown below,
and copy **shared writing scene 2**
from this week's weekly page on to
the chalkboard.

How? Scene 2



Write the beginning
of scene 2 and
choose some pupils
to bang the drum.



Role play the children
hearing strange
noises and write
their speech.



Role play the storm
and write the speech
for the children.



Try to include stage
directions.



Role play running
to the shelter
and complete
scene 2.

15
minutes

20
minutes

Word/phrase cards/
Shared writing/Rules

How

15
minutes

10
minutes

Paper/Wow! Words
display/Shared writing

Spelling

Whole class teaching

Write the following on the chalkboard:
'We'll come.', 'He'll come.',
'You've got a lot to do.'

Explain that these words have two letters missing but only one apostrophe.

Ask the pupils to say the long form of each sentence, eg: 'We will come.'

Ask the pupils to copy the long form sentences next to the short forms in their exercise books.

Shared writing

Whole class teaching

Flash the first three **word/phrase cards** and ask the pupils to read and explain them.

Read and explain the next three word/phrase cards.

Read the **shared writing** from Week 20, Day 1 (yesterday).

Ask the pupils to say what type of writing it is, ie: a playscript.

Ask, 'How is this different from a story?'

Tell the pupils to read the **playscript rules** with you.

Group task

Ask the pupils to help you complete the **shared writing for scene 2**, as shown left in **How? Scene 2**.

Grammar

Pair task

Say, 'Most verbs end in 'ed' in the past tense but some verbs are tricky because they do not do this.'

Write the following verbs on the chalkboard and read them with the pupils: 'find', 'run', 'make', 'go', 'come', 'can', 'feel', 'see', 'know', 'say'.

Choose some pairs to write the past tense next to each verb, eg: 'ran', 'made', 'went'.

Ask the pairs to write sentences for some of the verbs in the past tense in their exercise books.

Plenary

Group task

Ask the groups to act out scenes 1 and 2 from the **shared writing**.

Tell the groups to make the sound effects.

Read and explain the wow! words and write them on a **large piece of paper** to make a **wow! words display**.

Ask the groups to help you add these words to the shared writing.

Keep the shared writing and the wow! words display for the next day.

Week 20: Adventure playscript

Day 3: Scene 3

Learning outcomes

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

Write shortened forms of
words using an apostrophe.

Write a short scene for
a playscript.

Preparation

Before the lesson:

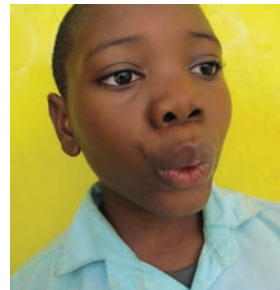
Have ready the **shared writing** from
earlier this week, the **wow! words display**
and the **playscript rules**.

Read **How? Scene 3**, as shown
below, and have ready a **drum** and **objects**
for making noises.

How? Scene 3



Ask the narrator to
explain the setting
and how the children
get into the shelter.



Tell the pupils to
make sound effects
while the children
are in the shelter.



Ask each of the
other pupils
to complete one
of these sentences:
'I feel...'



'I can see...'
'I can hear...'
'I can smell...'



Write some of
their ideas
in a brainstorm.

15 minutes	Shared writing	10 minutes	Word/phrase cards/ Shared writing	30 minutes	How	Rules	5 minutes	Shared writing/ Paper
Spelling		Shared writing		Brainstorm			Plenary	
Pair task		Group task		Group task			Whole class teaching	
Explain that we often shorten words when we speak.		Arrange the class in groups of six.		Ask each group to choose pupils to play the part of the narrator, Hassan, Kande, Lado and Asabe, and have another pupil do the sound effects.			Write your own title for scene 3 on the shared writing or a large piece of paper.	
Ask the pairs to notice shortened words in the shared writing, ie: 'Let's'.		Ask the groups to explain the first six words/phrases.		Teach the groups to role play How? Scene 3, as shown left.			Ask the class to say their best ideas to help you to write your own scene.	
Write 'won't = will not' and 'shan't = shall not' on the chalkboard.		Flash the next three word/phrase cards, discussing their meaning with the pupils.		Ask each group to perform their role play for the class.			Try to include adverbs for stage directions.	
Point out that more than one letter is missing in these words.		Read the shared writing for scenes 1 and 2 with the groups.					Keep this shared writing for the next day.	
Write the following sentences on the chalkboard and ask the pairs to shorten the words in their exercise books: 'We will not go home.' 'I shall not tell anyone.'		Say, 'You are going to write scene 3 today.'						
		Ask each group to say a title for scene 3 and write it in their exercise books, eg: 'The shelter', 'Hiding'.						
				Choose some groups to read out the playscript rules.				
				Ask each group to write a playscript for scene 3 under the title in their exercise books.				
				Remind the groups to keep the names at the side of the page.				
				Go round and help each group in turn.				
				Encourage the pupils to include stage directions and some of the words/phrases and wow! words to make their writing interesting.				

Week 20: Adventure playscript

Day 4: Scene 4

Learning outcomes

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

Use an apostrophe to
show possession.

Write a short scene
with stage directions for
a playscript.

Preparation

Before the lesson:

Have ready the **shared writing**
scenes 1—3, the **wow! words display**
and the **playscript rules**.

Read **How? Guided writing 1, scene 4**
and copy the **writing frames** on
to the chalkboard, as shown below.

How? Guided writing 1, scene 4



Ask the groups:
'What does
the narrator say
is happening
in the shelter?'



'What do the
children say?'
'Why do they
decide to leave?'



'How do they leave
the shelter?'



'What are they
worried about?'

15
minutes

20
minutes

Word/phrase cards/
Shared writing/Rules

How

15
minutes

Writing frames/
Rules

10
minutes

Spelling

Whole class teaching

Write on the chalkboard: 'the bag of the boy = the boy's bag'. Remind the pupils that we also use an apostrophe with the letter 's' to show ownership.

Explain that with plural nouns we add an apostrophe after the 's', eg: the bags of the boys = the boys' bags.

Write the following phrases on the chalkboard:
the book of Segun
the goats of the farmers
the wings of the bird.

Choose some pupils to shorten each phrase, using an apostrophe to show ownership.

Guided writing

Whole class teaching

Choose some pupils to read and explain the first nine words/phrases.

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

Read the **shared writing for scenes 1—3** and ask the pupils to suggest speech and stage directions to make the scenes more interesting.

Read out the **playscript rules** to the class.

Check that scenes 1—3 follow these rules.

Group task

Explain that each group is going to discuss ideas for the first part of the final scene, scene 4.

Say, 'In this scene the children will leave the shelter.'

Ask each group to say a title for scene 4 and write it in their exercise books, eg: 'Escape', 'Out of the forest'.

Teach **How? Guided writing 1, scene 4**, as shown left.

Independent writing

Individual task

Ask the pupils to use the **writing frames** on the chalkboard to help them write the first part of scene 4 in their exercise books.

Remind them to try to include wow! words and use adverbs in stage directions.

Check that the pupils follow the **playscript rules**.

Plenary

Whole class teaching

Choose some pupils to read their playscripts to the class.

Ask the class to notice the stage directions.

Week 20: Adventure playscript

Day 5: The adventure play

Learning outcomes

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

Use contraction and
possessive apostrophes
in their writing.

Write and act out scenes
from a playscript.

Preparation

Before the lesson:

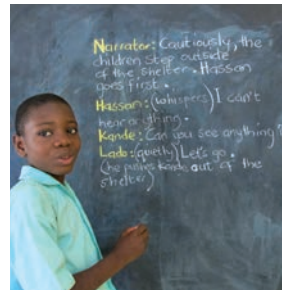
Have ready the **shared writing
scenes 1—3**, the **wow! words display**
and the **playscript rules**.

Read **How? Guided writing 2**
and write the **writing frames** on the
chalkboard, as shown below.

How? Guided writing 2



Ask the groups:
'How do the children
leave the shelter?



'What do the children
do and say when
they are back in the
forest?'



'What happens
to the children at
the end?'



'What do the
children say and
do at the end
of the playscript?'

15
minutes

20
minutes

Word/phrase cards

How

Shared writing/
Rules

15
minutes

Writing frames/
Rules

10
minutes

Spelling

Pair task

Remind the class that apostrophes are used to show missing letters and ownership.

Write the following sentences on the chalkboard:

Taiwo grabbed Kehinde's arm. "Whats that noise? Lets run," he shouted.

The boys trousers were wet and the girls shoes were muddy.

Ask the pairs to say where apostrophes are needed.

Tell the pairs to rewrite the sentences with the apostrophes in the correct places in their exercise books.

Guided writing

Group task

Shuffle the **word/phrase cards** and give some to each group.

Write the following sentences on the chalkboard:

I want an _____ adventure.

"I can hear a _____ noise," Tunde shouted.

Bayo, _____ with cold, went into the shelter.

As you read the sentences, ask the groups to look at their flash cards for the missing words and hold them up for the class to see.

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

How

Shared writing/
Rules

Read out the **shared writing for scenes 1—3** and ask some groups to say what has happened so far in scene 4.

Explain that each group is going to say ideas to finish scene 4 and end the playscript.

Ask each group to say one of the **playscript rules**.

Teach **How? Guided writing 2**, as shown left.

Independent writing

Individual task

Ask the pupils to use the **writing frames** on the chalkboard to help them to complete scene 4 in their exercise books.

Remind them to include wow! words, use adverbs in stage directions and follow the **playscript rules**.

Plenary

Group task

Ask each group to act out a different scene from the playscript.

If possible, choose some pupils to act out the whole playscript for other classes in the school.

Credits

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

Much of the work was done by the Kwara State School Improvement Team.

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