



**Literacy lesson plans**  
**Primary 5,**  
**term 3, weeks 26—30**  
**Livelihoods, climate change**  
**and presentations**

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term 3, weeks 26—30  
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## Introduction

The commitment of the Lagos State Government towards improving the quality of education has continued to take priority in her efforts to move the state forward. This is evident in successes recorded so far in the School Improvement Programme (SIP), which was initiated for this purpose and supported by the Education Sector Support Programme in Nigeria (ESSPIN).

With the introduction of the full literacy and numeracy lesson plans, which came after the initial pilot abridged version, the story of ineffective methods of teaching literacy and numeracy is changing. The introduction of the lesson plans was to ensure that classroom teachers' capacity was improved. Among other things, the lesson plans sought to address the issue of poor methods of teaching by offering step-by-step guidance to teachers on how to deliver good quality lessons in literacy and numeracy.

The complete modules of the lesson plans for Primary 1 to 3 were produced through the efforts of school improvement personnel such as the State School Improvement Team (SSIT) with technical assistance from ESSPIN, funded by the UK Department for International Development (DFID). Within a short period of being introduced, the Primary 1 to 3 lesson plans have yielded a significant improvement in the teachers' approach to handling literacy and numeracy in our schools. This in turn has impacted positively on the performance of our pupils in the two subjects.

It is therefore with the same expectation of positive results that I introduce the newly produced literacy and numeracy lesson plans for Primary 4 and 5 for use in our 1007 public primary schools, to further improve the quality of primary education as the bedrock of our education system in Lagos State.

**Gbolahan K Daodu**  
Executive Chairman,  
Lagos 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 lists learning expectations for the week. These learning expectations are broken into three levels:

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

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

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

## Assessment

Weeks 27 and 29 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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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.

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

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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 pupils to try to sound out words before they spell them.

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

Gather ideas for writing by collecting words and phrases that pupils can use during independent writing. Write the title in the middle of the chalkboard.

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 26:

**How our climate  
is changing**

### Words/phrases

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

pattern  
seasons  
drought  
moisture  
Atlantic Ocean  
Sahara Desert  
Equator  
variable  
coast  
impact  
risks  
soil erosion  
natural causes  
human activity  
pollution  
environment

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Draw labelled spider diagrams and drawings.

**Most pupils will be able to:**

Say some of the risks of climate change in Nigeria.

**Some pupils will be able to:**

Answer questions about the risks of climate change using an information passage.

## Notes

At the end of Week 30 there will be a presentation of the work studied in Weeks 26—30 for the SBMC and parents.

Keep the following set of pupils' work to display on this day:

### **Presentation material Set 1**

The map of Africa showing Nigeria and the wind directions.

Labelled 'hotter and drier' spider diagrams and drawings.

Labelled spider diagrams showing the results of flooding.

Human activity and climate change poster.

## Information report rules

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

Title and opening sentences clearly explain what the report is about.

Mainly written in the present tense.

Do not use 'I' or 'we'.

Factual language.

Paragraphs for each new piece of information.

Use of causal connectives, eg: 'because', 'so', 'this causes'.

Tables, pictures and diagrams are sometimes used to add information.

Grade/  
Type of lesson plan

Lesson  
title

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

## Weekly page

### Primary 5, literacy lesson plans

## Week 26:

### How our climate is changing

#### Climate risks

Everywhere in the world the climate has an impact on how local communities live and work. Some types of climate create more problems for people than others. These problems are called 'climate risks'. They are likely to get worse as the climate changes. Climate risks that affect Nigeria include:

drought – less rain means that there is less water for the community

flooding – too much rain causes flooding if the rain cannot drain away into the soil, streams or drains

temperature – people and animals get sick and crops dry up if it gets too hot

soil erosion – stronger winds dry out the soil and blow it away

Scientists think that these changes are partly due to natural causes but that human activity is also having an effect.

Some Nigerians say they have started to feel the impact and problems of climate change because floods, rainfall and drought have started to happen more often.

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

## Climate change

The pattern of weather that a place gets from year to year (how wet or dry, how hot or cold it is) is called the 'climate'.

Nigeria has two seasons: a wet season from around April to October and a dry season for the rest of the year.

In the wet season, the south-west wind blows moisture from the Atlantic Ocean bringing cloud and rain. In the dry season, the north-east wind blows from the Sahara Desert bringing warmer, drier air and dust. This changing wind pattern is because Nigeria is close to the Equator.

The seasons are changing. Older people in your family may say it is hotter and drier and the rainy season has changed since they were children. Rainfall patterns are getting more variable, with south Nigeria having rain earlier in the year and for longer. In the north, rainfall is coming later and for a shorter time.

During your lifetime there may be a lot more rain each year. There will be more days of very heavy rain, so there are likely to be more floods. If you live on the coast, you are likely to feel it get hotter with more rainfall.

There may be more storms and strong winds. The sea level is rising as the climate gets warmer and this causes more floods.

In north-east Nigeria it may become drier and hotter. This is what we mean by 'climate change'.

# Week 26: How our climate is changing

## Day 1: Climate change

### Learning outcomes

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

Spell words where 'ough'  
has the same sound  
as 'ow' in 'flower'.

Say what happens when  
the weather gets hotter  
and drier.

### Preparation

**Before the lesson:**

Read **How? Spider diagrams and drawings**, as shown below, and copy the **spider diagram** and **drawing** on to the chalkboard.

Have ready four large **sheets of paper**.

Write the **Information report rules** from this week's Weekly page on a large piece of card or the chalkboard.

### How? Spider diagrams and drawings



Ask the groups to help you label the spider diagram.



Tell the groups to think about what happens when it is much hotter and drier.



Tell the pupils to look at the drawing and say what is happening.



Ask the pupils to help you label the drawing.



Ask the pupils to draw and label other crops and animals affected by drier weather.

15  
minutes

## Spelling

### Whole class teaching

Write the following words on the chalkboard, read and explain them to the class: 'bough', 'plough', 'drought'.

Explain that 'ough' makes the same sound as 'ow' in 'flower'.

Dictate this sentence and ask the pupils to write in their exercise books: 'A drought means a place has less rain than normal for some months or longer.'

Ask the pupils to write sentences with the words 'bough' and 'plough' in their exercise books.

15  
minutes

Word/phrase  
cards/Passage

## Reading

### Whole class teaching

Ask the class to say what they know about the seasons and the weather in Nigeria.

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 and explain the passage about **Climate change** to the class.

Ask the pupils:

'How is our climate changing?'

'What type of writing is this?' (an information report).

10  
minutes

How

Diagram/  
Drawing

## Discussion

### Group task

Ask the groups to discuss what will happen as the climate gets hotter and drier.

Teach **How? Spider diagrams and drawings**, as shown left.

Explain that information reports often contain diagrams and drawings.

Rub the labels off the **spider diagram** and the **drawing**.

15  
minutes

Matching game/  
Snap game/Paper

## Reading

### Supported group activities

#### Group A:

Sit down with these pupils for guided reading. After reading, ask the pupils to write sentences about the wet season and the dry season.

#### Group B:

Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

#### Groups C and D:

Give each group two **sheets of paper** and ask them to draw labelled spider diagrams and drawings to explain the results of hotter and drier weather.

5  
minutes

Rules/Passage/  
Diagrams/Drawing

## Plenary

### Whole class teaching

Read and explain the first three **Information report rules** with the class.

Choose some pupils to point to examples of where these rules are used in the **Climate change** passage.

Keep the **spider diagrams** and **drawing** for the next day.

# Week 26: How our climate is changing

## Day 2: Diagrams/ Drawings

### Learning outcomes

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

Read words where 'ough'  
has the same sound  
as 'oa' in 'boat'.

Draw labelled spider  
diagrams and drawings.

### Preparation

**Before the lesson:**

Read **How? Map reading**, as shown  
below, and draw a **map of Africa**  
on the chalkboard (do not put the labels on)  
and on a large a piece of paper.

Read **How? Spider diagrams  
and drawings**, as shown on Week 26,  
Day 1 (yesterday).

### How? Map reading



Label and explain  
the Equator.



Choose some  
pupils to help label  
Nigeria, the Sahara  
Desert and the  
Atlantic Ocean.



Ask some pupils  
to label and  
explain the weather  
that north-east  
winds bring.



Ask some pupils  
to name and  
draw on the winds  
from the Atlantic  
Ocean.



Ask some pupils  
to say what this  
map tells us about  
Nigeria.

10  
minutes

## Spelling

### Whole class teaching

Write 'drought', 'plough' and 'bough' on the chalkboard and ask the class to read them.

Write 'although', 'dough', and 'doughnut' on the chalkboard then read and explain them.

Explain that in these words, 'ough' makes the same sound as 'oa' in 'boat'.

Dictate this sentence for the pupils to write in their exercise books: 'It is hard to make dough in a drought.'

Choose some pupils to read the 'ough' words on the chalkboard.

15  
minutes

How

## Reading

### Whole class teaching

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

Show the next four **word/phrase cards** and explain their meaning.

Ask the class what they remember about climate change from yesterday's lesson.

Read the **Climate change** passage with the class.

Teach **How? Map reading**, as shown left.

Word/phrase  
cards/Passage

15  
minutes

## Discussion

### Group task

Ask the groups:

'How is the weather changing in the north of Nigeria?'

'How is it changing in the south?'

Teach **How? Spider diagrams and drawings**, as shown on Day 1, Week 26, yesterday.

15  
minutes

Paper/Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Give each group two **sheets of paper** and ask them to draw labelled spider diagrams and drawings to explain the results of hotter and drier weather.

#### Group C:

Sit down with these pupils for guided reading. After reading, ask the pupils to write sentences about the wet season and the dry season.

#### Group D:

Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

5  
minutes

Diagrams/  
Drawings

## Plenary

### Whole class teaching

Display the labelled 'hotter and drier' **spider diagrams** and **drawings** the groups made today and yesterday.

Choose some groups to explain their diagrams and pictures to the class.

Keep this display for the final presentation in Week 30.

## Week 26: How our climate is changing

### Day 3: The risks of climate change

#### Learning outcomes

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

Read words where  
'ough' has the same  
sound as 'or'.

Say some of the  
problems caused by  
increased rainfall.

#### Preparation

**Before the lesson:**

Make a set of **flash cards** with these  
words for each group: 'thought',  
'bought', 'fought', 'ought', 'bough', 'drought',  
'although', 'dough'.

Read **How? More rain**, as shown  
below, and draw the **spider diagram**  
and **drawing** on the chalkboard.

Have ready four large **sheets of paper**.

#### How? More rain



Ask the groups  
to help you label the  
spider diagram.



Tell the groups to  
think about what  
happens when there  
is too much rain.



Tell the pupils to  
look at the drawing  
and say what  
is happening.



Ask some pupils to  
add other results  
of too much rain to  
the drawing.



Ask the pupils to  
label the results on  
the drawing.

15 minutes | Flash cards

## Spelling

### Group task

Write 'thought', 'bought', 'fought' and 'ought' on the chalkboard and explain that 'ough' in these words has the same sound as 'or' in 'for'.

Read and explain the words to the class.

Give each group a set of **flash cards** and tell them to sort the cards into three sets showing the different 'ough' sounds, ie: 'ow', 'oa' and 'or'.

Choose some groups to read different sets of words.

10 minutes | Word/phrase cards/  
Passage

## Reading

### Whole class teaching

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

Show the next five **word/phrase cards** and explain their meaning.

Remind the class that they have been learning about climate change.

Ask them to say what they think the risks of this will be.

Read and explain the passage **Climate risks**.

15 minutes | How

## Discussion

### Whole class teaching

Ask the groups to discuss what will happen when there is more rain.

Teach **How? More rain**, as shown left.

15 minutes | Paper/Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Give each group **two sheets of paper** and ask them to draw labelled spider diagrams and drawings to explain the results of flooding.

**Group B:**  
Sit down with these pupils for guided reading. After reading, ask the pupils to write sentences about the wet season and the dry season.

**Group C:**  
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

5 minutes | Diagrams/  
Drawings

## Plenary

### Whole class teaching

Ask the pupils to say what people do in the dry season, eg: save water, keep animals in the shade.

Ask them to say what people do in the wet season, eg: stay indoors more, wear boots and take umbrellas to work.

Keep the **spider diagrams** and **drawings** for the next day.

# Week 26: How our climate is changing

## Day 4: Human activity

### Learning outcomes

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

Read words where 'ough' has a different sound.

Explain how some human activities can make climate change worse.

### Preparation

Before the lesson:

Read **How? Human activity**, as shown below.

Make a **set of eight blank speech bubbles** for each group and write the heading 'Human activity and climate change' on a **large piece of paper**.

Have ready **four more large sheets of paper**.

### How? Human activity



Why do people cut down trees?



How does this harm the environment?



Why do people need to use petrol?



How does petrol harm the environment?



Display these speech bubbles on the large poster.

15  
minutes

## Spelling

### Pair task

Write these sentences on the chalkboard:  
'I bought a doughnut.'  
'He ought to plough the land.'  
'He thought the drought would last for months.'

Choose some pairs to read out the sentences carefully.

Ask some pairs to underline 'ough' in the words and say the sound it makes.

Ask the pairs to say other words where 'ough' has the same sound as 'ow' and write them on the chalkboard.

Repeat, asking for words with the same sound as 'oa' and 'or'.

10  
minutes

Word/phrase cards/  
Passage

## Reading

### Whole class teaching

Read the first 12 words/phrases on the chalkboard and ask the pupils to say them with you.

Show the next four **word/phrase cards** and explain their meaning.

Explain to the pupils:

'Human activity such as using petrol in our cars and burning rubbish adds heat and gas to the air, causing pollution.'

'Cutting trees down and letting too many animals graze causes soil erosion.'

Read **Climate risks** with the class.

15  
minutes

How

Speech bubbles

## Discussion

### Group task

Ask the groups to say some of the things that people do that can harm the environment, eg: burn bushes to make more farmland, build factories.

Give each group a **set of speech bubbles**.

Ask the groups to discuss the questions, as shown left in **How? Human activity**, and write their answers in the speech bubbles.

15  
minutes

Matching game/  
Snap game/Paper

## Reading

### Supported group activities

**Group A:**  
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

**Groups B and C:**  
Give each group **two sheets of paper** and ask them to draw labelled spider diagrams and drawings to explain the results of flooding.

**Group D:**  
Sit down with these pupils for guided reading. After reading, ask the pupils to write sentences about the wet season and the dry season.

5  
minutes

Diagrams/Drawings/  
Poster

## Plenary

### Group task

Display the labelled 'more rain' **spider diagrams** and **drawings** the groups made today and yesterday.

Ask, 'What human activity can make flooding worse?' (eg: cutting down trees).

Keep the diagrams, drawings and **poster** for the final presentation in Week 30.

# Week 26: How our climate is changing

## Day 5: Comprehension

### Learning outcomes

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

Read and spell tricky  
words with 'ough'.

Answer questions  
about climate change  
in Nigeria.

### Preparation

Before the lesson:

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

Display the **Information report rules**,  
the **map of Africa**, the **diagrams, drawings**  
and the **poster** made this week.

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

### How? Comprehension



Look together at  
the first two questions  
on the chalkboard.



Ask the groups to  
discuss the answers.



Tell them to point  
to the map of  
Africa to explain  
their answers.



Ask the groups  
to discuss the  
answers to the next  
two questions.



Tell the groups to  
point to the diagrams  
and drawings to  
explain their answers.

15  
minutes

Word search

## Spelling

### Pair task

Ask the pairs to look at the **word search** and draw lines under the 'ough' words.

Ask the pairs to find a word, write it on the chalkboard, sound it out and read it.

Choose some pairs to point to words where 'ough' has the same sound as 'ow', 'oa' and 'or'.

Write 'rough', 'enough' and 'tough' on the chalkboard and ask if anyone knows the sound 'ough' makes in these words (ie: 'uff').

### Word search

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

15  
minutes

Passages

## Reading

### Pair task

Ask the pupils to read all of the words/phrases with you.

Choose some pupils to explain some of the words.

Read the **Climate change** and **Climate risks** passages with the pupils.

Ask the pairs, 'How is our climate changing?'

25  
minutes

How

Questions

## Comprehension

### Whole class teaching

Write the following questions on the chalkboard and teach **How? Comprehension**, as shown left:

'Where does the rain come from in the rainy season?'

'Where does the drier air and dust come from in the dry season?'

Tell the groups to write the answers to the **questions** on the chalkboard in their exercise books.

5  
minutes

Rules

## Plenary

### Whole class teaching

Read and explain the first three **Information report rules** with the class.

Ask, 'Do the passages we have read this week follow these rules?'

Discuss how the diagrams and drawings make the information easier to understand.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 27:

**The environment  
matters**

### Words/phrases

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

organisms  
minerals  
nutrients  
environment  
habitat  
interact  
rainforest  
deforestation  
solar radiation  
oxygen  
relax  
health  
fuel  
fertiliser  
varieties  
efficient  
purified  
groundwater

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Obtain information from a diagram.

**Most pupils will be able to:**

Write some sentences for an information report.

**Some pupils will be able to:**

Write a simple information report with a labelled diagram.

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

Draw this **diagram** on the chalkboard and leave it there for the week.

## Notes

At the end of Week 30 there will be a presentation of the work studied in Weeks 26—30 for the SBMC and parents.

Keep the following set of pupils' work to display on this day:

### Presentation material Set 2

The interactions in an ecosystem diagram and the example ecosystem diagram.

Shared writing report on ecosystems.

Labelled objects.

'The environment matters' brainstorm and the pupils' information reports.

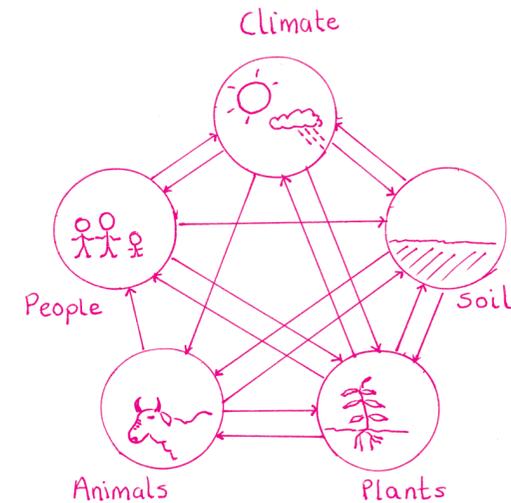
## Ecosystems

What do we mean by our environment? We mean what it is like where we live: what grows and lives there what the climate is like the ways people have changed and used what is around them

What is an ecosystem? It is a type of environment, such as a rainforest or a hot desert. The word ecosystem includes: where all the plants, animals and organisms live (their habitat). soil, minerals and nutrients solar radiation (sunshine) and climate people All these things interact (work together) to create that special environment.

## Interactions in an ecosystem

### An ecosystem



Grade/  
Type of lesson plan

Lesson  
title

Read this **information** to  
prepare for the week, but do not  
let the pupils read it.

## Weekly page

# Primary 5, literacy lesson plans

## Week 27:

# The environment matters

### Information report rules

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

Title and opening  
sentences clearly explain  
what the report is about.

Mainly written in the  
present tense.

Do not use 'I' or 'we'.

Factual language.

Paragraphs for each new  
piece of information.

Use of causal connectives,  
eg: 'because', 'so',  
'this causes'.

Tables, pictures and  
diagrams are sometimes  
used to add information.

### Ecosystem services 1

Ecosystem services are  
the good things that  
nature provides for us,  
often completely free!  
For example:

habitats for animals

things we need and  
can use to live, such as  
drinking water, food  
and building materials

nature often solves  
problems by itself, protect-  
ing humans against  
disease and other risks

being in nature can  
make us feel relaxed  
and happy, which is good  
for our health

Draw this **diagram** on the chalkboard and leave it there for the week.

## Ecosystem services 2

The environment provides many ecosystem services to you and your community:

### Food

We need working ecosystems to grow yams and beans: our food comes from plants and animals. We grow fruit and we have cows. We must not harm the ecosystems that give us our food.

### Shelter

We use wood, mud, large leaves and grasses to make homes.

### Fuel

We use a lot of wood to cook and heat our homes when it is cold.

### Drinking water

Without drinking water, we will die within a few days. Rain falling from clouds is purified as it soaks into the ground, where it is stored as groundwater. We can pump up this water and drink it if it is clean. There is also water in lakes, rivers and streams. Water that is not safe to drink can still be used to grow food.

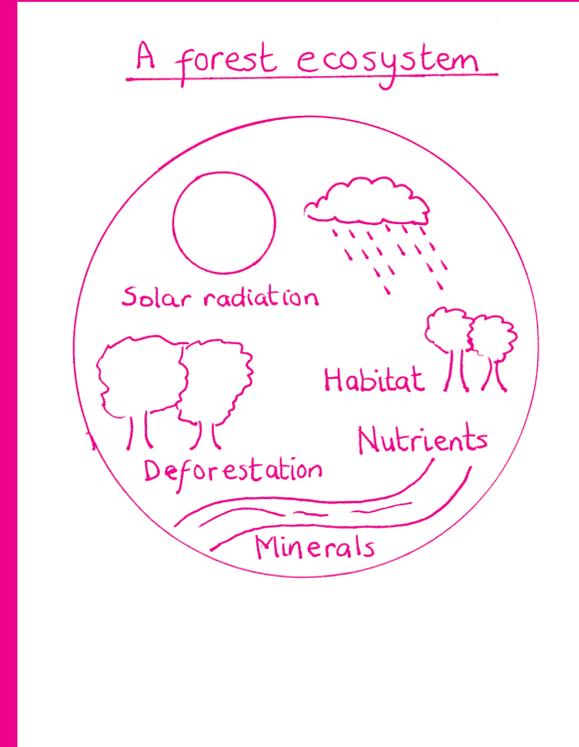
We need to look after our ecosystem services to keep the environment safe and healthy and for us to have a healthy, happy life. There are many things communities can do to help, including:

Using better crop varieties that grow more quickly – varieties of maize, groundnut and soya bean – means we will need less fertiliser, which poisons our water supplies.

Planting seedlings of trees such as mango, avocado and cacao – their roots hold the soil together, protecting it from wind and floods. Trees protect us from flooding and so help us keep our farmland and our food supply. They give animals and insects places to live and find food.

Using fuel-efficient wood stoves will lower the amount of fuel wood we use and so conserve trees.

## Forest ecosystem



Grade/  
Type of lesson plan

Lesson  
title

**Weekly page**

**Primary 5,  
literacy  
lesson plans**

**Week 27:**

**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 an individual pupil to:

- 1 Read their information report from Week 27, Days 4 and 5.
- 2 Explain the key information in their report.

## Example of a pupil's work

### This pupil can:

Use the rules for information report writing.

Include wow! words to make their report writing more interesting.

Use punctuation correctly.

### An ecosystem

The environment matters because it provides a healthy place for all.

An ecosystem service is all things nature provides for all of us. Important ecosystem services are a rainforest, a hot desert and a cold mountain area.

In an ecosystem we find drinking water, wood as fuel and food to eat.

It is important to look after our ecosystem services because it will help us to keep our environment safe and healthy.

Communities can help to maintain the ecosystem by using better crop varieties, eating diverse food and using fuel-efficient wood stoves.

# Week 27: The environment matters

## Day 1: Ecosystem diagrams

### Learning outcomes

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

Read words with the suffix 'tion'.

Obtain information from a diagram.

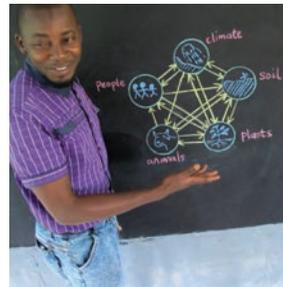
### Preparation

Before the lesson:

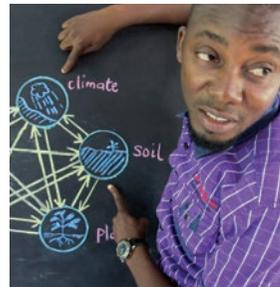
Make a **wow! words wall** using a **large piece of card**.

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

### How? Shared writing



Ask each group to explain different parts of the ecosystem.



Explain that the arrows show how the parts interact.



Write sentences on the paper to explain the arrows around climate.



Ask each group to say how a different part interacts and write down the ideas.



Write a new paragraph for each part of the ecosystem.

15  
minutes

## Spelling

### Whole class teaching

Remind the class that adding endings (suffixes) changes how words are used.

Write these verbs on the chalkboard: 'radiate', 'complete', 'direct', 'subtract'.

Explain their meanings and ask: 'What type of words are these?'

Demonstrate how to add the suffix 'tion' (pronounced 'shun') to change these verbs into nouns.

Explain that words ending in 'te' drop the 'te': 'radiate + tion = radiation'.

Explain that words ending in 't' drop the 't': 'direct + tion = direction'.

Ask the pupils to say sentences for the nouns you have made.

15  
minutes

Word/phrase cards/  
Passage/Wow! words wall

## Reading

### Whole class teaching

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

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

Read and explain the **Ecosystems** passage to the class.

Write 'environment', 'habitat' and 'interact' on the **wow! words wall**.

20  
minutes

How

Diagram/Paper/  
Shared writing

## Shared writing

### Group task

Tell the pupils to look at the diagram **Interactions in an ecosystem**.

Explain that they are going to help you to write an information report.

Write 'Ecosystems' as the title on the **paper** and tell the class they are going to use the information in the diagram to write the report.

Teach **How? Shared writing**, as shown left.

Keep this **shared writing** for the next day.

10  
minutes

Diagram

## Plenary

### Group task

Tell the class to look at the diagram of an **example forest ecosystem**.

Ask the groups to discuss and explain what is happening, eg:

'The plants get nutrients and minerals from the sun, rain and the soil.'

'The trees need the rain, the sun and the soil to grow.'

'Burning the trees is harming the plants, the soil and the animal habitats.'

## Week 27: The environment matters

## Day 2: Information report

### Learning outcomes

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

Change verbs into nouns  
using the suffix 'ation'.

Contribute ideas for  
an information report.

### Preparation

**Before the lesson:**

Read the passage **Ecosystem services 1**  
in this week's Weekly page.

Have ready the **shared writing** from  
Week 27, Day 1 (yesterday) and display  
the **Information report rules**.

Read **How? An information report**,  
as shown below, and have ready **paper**  
to label the objects.

### How? An information report



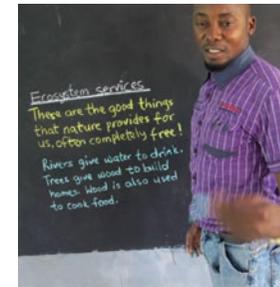
Ask groups to label  
any objects found  
and display them in  
the classroom.



Tell them to draw  
pictures of things  
they have seen  
to add to the display.



Write the meaning  
of ecosystem  
services under the  
shared writing.



Ask the groups to  
help you write  
about the free things  
found in nature.



Check that the  
writing follows  
the Information  
report rules.

15  
minutes

## Spelling

### Group task

Write these words on the chalkboard: 'radiate', 'deforest', 'complete', 'direct', 'subtract'.

Ask the groups to change the words into nouns in their exercise books.

Write these words and explain their meaning: 'information', 'fertilisation', 'deforestation', 'alteration'.

Explain that these words end in 'ation' to make them easier to say.

Ask each group to read the words, pronouncing 'ation' carefully, and write a sentence for each word in their exercise books.

15  
minutes

Word/phrase cards/  
Rules/Shared writing

## Reading

### Whole class teaching

Read the first six words/phrases on the chalkboard and ask some pupils to read out and explain them.

Show the next five **word/phrase cards** and explain them.

Read the **Information report rules** with the class.

Ask the class to read and find examples of the rules in the **shared writing** they did yesterday.

Explain that they are going to complete this writing today.

20  
minutes

Paper

How

## Shared writing

### Group task

Give each group some **paper** and ask, 'What do I need to live a good life?'

Tell them to write their ideas on the paper, eg: oxygen, water, food, music, school.

Ask, 'Are these needs found in nature?'

Take the groups outside.

Tell the groups to look for and collect things that can satisfy the needs they have just listed, eg: leaves for oxygen, wood for fuel, chicken feather for eggs (food).

10  
minutes

Shared writing/  
Objects

## Plenary

### Whole class teaching

Tell the pupils to write sentences in their exercise books about some of the free ecosystem services in nature.

Keep the **shared writing report** and the **labelled objects** for the final presentation in Week 30.

# Week 27: The environment matters

## Day 3: Brainstorm

### Learning outcomes

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

Use the suffix 'sion' to change verbs into nouns.

Contribute ideas for an information report.

### Preparation

Before the lesson:

Read the passage **Ecosystem services 2** in this week's Weekly page.

Read **How? Brainstorm**, as shown below, and find a **large piece of card** for the brainstorm.

Have ready a **large piece of paper** for each group.

### How? Brainstorm



Ask the pupils, 'What ecosystem services does the environment give us?'



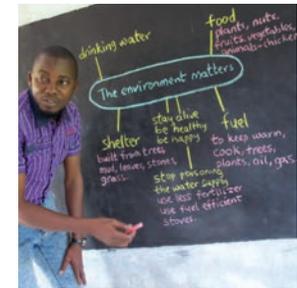
Ask, 'How does nature provide shelter?'



Ask, 'How does nature provide food?'



Ask the pupils, 'Why do we need to look after these services?'



Ask, 'How can we look after these services?'

15  
minutes

## Spelling

### Pair task

Write 'subtract', 'radiate', and 'fertilise' on the chalkboard and choose some pairs to change them into nouns.

Write the following:  
'comprehend – comprehension'  
'explode – explosion'.

Explain that verbs ending in 'd' and 'de' drop the 'd' or 'de' and add 'sion' (pronounced 'shun').

Write these verbs on the chalkboard and choose some pairs to change them into nouns: 'persuade', 'decide', 'divide', 'expand'.

Explain the meaning of the nouns the pupils have made.

15  
minutes

Word/phrase cards

## Reading

### Whole class teaching

Read out the first nine words/phrases on the chalkboard and ask some pupils to read and explain them.

Show the next five **word/phrase cards** and explain their meaning.

Tell the pupils to look at the two ecosystem diagrams and ask:  
'What is an ecosystem?'  
'What is in an ecosystem?'

Remind the class that ecosystem services are the good things that nature provides for us.

25  
minutes

How

Card

## Brainstorm

### Group task

Explain to the groups that they are going to write an information report.

Write the title 'Our environment matters' in the centre of the **large piece of card**.

Teach **How? Brainstorm**, as shown left, and ask the groups the questions to help complete the brainstorm.

Remind the pupils that drawings and diagrams are often used in information reports.

Ask the groups to draw labelled pictures in their exercise books for different ecosystem services, eg: water:  
rain  
a river  
people drinking water  
washing clothes  
plants growing

5  
minutes

Brainstorm

## Plenary

### Whole class teaching

Ask each group to show their labelled drawings to the class.

Ask, 'How can we look after these services?'

Keep the **brainstorm** for the next day.

# Week 27: The environment matters

## Day 4: An information report

### Learning outcomes

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

Read words with the suffixes 'ation', 'tion', 'sion' and 'ssion'.

Write some sentences for an information report.

### Preparation

Before the lesson:

Read the passages **Ecosystem services** and **Ecosystem services 2** in this week's Weekly page.

Display the **brainstorm** and the **Information report rules**.

Read **How? Writing frame 1**, as shown below, and write the **sentences** on the chalkboard.

### How? Writing frame 1



Ask the groups to say why the environment is important.



Ask the groups to complete the sentence to explain what an ecosystem service is.



Ask the groups to name and explain some ecosystem services.



Ask the groups to say where fuel and food can be found.



Encourage the pupils to use wow! words in their sentences.

15  
minutes

## Spelling

### Whole class teaching

Choose some pupils to write 'subtract', 'fertilise', 'expand' and 'divide' on the chalkboard.

Choose different pupils to add 'ation', 'tion' or 'sion' to the words and read the nouns they have made.

Explain that when verbs end in 'ss', we add 'ion' to change them into nouns.

Write 'discuss', 'express', 'confess' and 'impress' on the chalkboard and ask some pupils to help you add 'ion' to change them into nouns.

Ask the class to read the nouns, pronouncing 'ssion' as 'shun'.

20  
minutes

Passage/Diagrams/  
Brainstorm

How

## Guided writing

### Whole class teaching

Read all of the words/phrases on the chalkboard and ask some pupils to read and explain them.

Choose some pupils to say some of the rules for writing an information report.

Read the **Ecosystems** passage with the class and explain the two **diagrams**.

Choose some pupils to read and explain the words on the **brainstorm**.

15  
minutes

Brainstorm

## Independent writing

### Individual task

Tell the pupils to write 'The environment matters' in their exercise books.

Ask them to complete the sentences in the writing frames and try to write some more sentences.

Remind the pupils to write in paragraphs.

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

10  
minutes

Rules

## Plenary

### Whole class teaching

Choose some pupils to read their reports to the class.

Ask the class to notice if they use the **Information report rules** and any wow! words.

## Week 27: The environment matters

## Day 5: Why the environment matters

### Learning outcomes

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

Make nouns from verbs  
using the suffixes 'tion',  
'sion' and 'ation' and read  
them correctly.

Write a simple information  
report with a labelled  
diagram.

### Preparation

Before the lesson:

Read **Ecosystem services 1** and **2**  
in this week's Weekly page.

Display the **brainstorm** and  
**Information report rules** and have  
ready some **paper**.

Read **How? Writing frame 2**, as  
shown below, and write the **sentences**  
on the chalkboard.

### How? Writing frame 2



Ask the groups to say why we need to look after ecosystem services.



Ask the groups to say ideas to complete the writing frame.



Ask the groups to say how people can look after ecosystem services.



Ask the groups to say ideas to complete the writing frame.



Ask the groups to help you draw a diagram explaining why the environment matters.

10  
minutes

## Spelling

### Group task

Write these verbs on the chalkboard: 'radiate', 'subtract', 'fertilise', 'explode', 'expand', 'divide', 'persuade', 'discuss'.

Choose different groups to read and explain them.

Remind the groups that they can make nouns by adding 'tion', 'sion' and 'ation' to words.

Ask the groups to change the verbs into nouns in their exercise books.

25  
minutes

Word/phrase cards

## Guided writing

### Group task

Give each group three different **word/phrase cards** and ask them to read and explain each one.

Ask the groups to say what they have learned about ecosystems and ecosystem services.

Ask them to name some ecosystem services and explain why they are important.

Explain why we need to look after these services and what we can do to look after them.

How

Brainstorm/  
Wow! words wall

Remind the groups that they have been writing an information report about the environment and explain that they are going to finish it today.

Choose some pupils to read and explain the words on the **brainstorm** and the **wow! words wall**.

Teach **How? Writing frame 2**, as shown left.

15  
minutes

Rules

## Independent writing

### Individual task

Ask the pupils to find the information report that they began on Day 4 (yesterday).

Ask them to complete the sentences in the writing frames and try to write some more sentences.

Ask the pupils to draw a labelled diagram after their writing to explain why the environment matters.

Walk round the classroom, encouraging the pupils and checking that they are using the **Information report rules**.

10  
minutes

Paper/  
Brainstorm

## Plenary

### Whole class teaching

Choose some pupils to read their information reports and show their diagrams to the class.

Ask some pupils to copy their work on to **paper** and keep for the presentation in Week 30.

Keep the **brainstorm** for the final presentation.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

### Primary 5, literacy lesson plans

## Week 28:

### A changing climate

#### Words/phrases

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

livelihoods  
unpredictable  
scarce  
seedlings  
diseases  
livestock  
moisture  
pests  
flash floods  
stranded  
adjust  
diversification

#### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say how the climate is changing.

**Most pupils will be able to:**

Write some simple instructions for keeping safe in a flood.

**Some pupils will be able to:**

Answer questions about some of the impacts of climate change.

Read this **information** to prepare for the week, but do not let the pupils read it.

Draw this **diagram** on the chalkboard and leave it there for the week.

## Notes

At the end of Week 30 there will be a presentation of the work studied in Weeks 26—30 for the SBMC and parents.

Keep the following set of pupils' work to display on this day:

### Presentation material Set 3

Water table diagram.

Filled in speech bubbles.

'The problems of flooding' poster.

Pupils' writing on problems for the community caused by flooding.

Flood instructions poster.

Labelled drawings from the comprehension.

## The 2012 floods impact

In July 2012, heavy rain struck Nigeria. This caused severe flooding that affected 25 states. 363 people died, 5851 people were injured and over 3 million had to move out of their homes. Healthcare facilities were disrupted and many schools closed. The floods destroyed roads and bridges, ruined houses and buildings and killed livestock. Flooding interrupted oil production and ruined some farmland.

The seasonal flooding that usually occurs in parts of the country at the beginning of the rainy season became even greater in late August to mid September. Heavy flooding was recorded in Adamawa, Anambra and Taraba states. The north central states were the worst affected, especially Kogi and Benue.

## The 2012 floods response

After the 2012 flood, different levels of government, civil society organisations and international development partners provided help including:

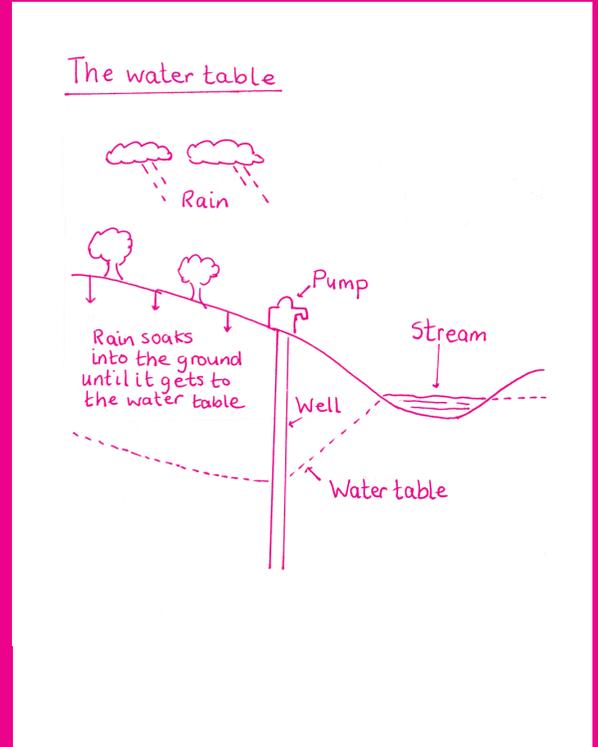
rescuing people from flooded areas

moving people into temporary shelters, mainly schools and other public buildings

delivering non-food items, eg: blankets

delivering food and medical assistance

## The water table



Grade/  
Type of lesson plan

Lesson  
title

Read this **information** to prepare for the week, but do not let the pupils read it.

## Weekly page

### Primary 5, literacy lesson plans

## Week 28:

### A changing climate

#### Case study 1

Some Nigerian fishers have reported finding fewer fish in the sea. There are many reasons for this, such as climate change and more people fishing than in the past.

Parts of Cross River State use aquaculture to help overcome these problems. The community farms fish in ponds, which means there are more fish to catch. It also takes the pressure off the wild fish and increases income.

#### Case study 2

We need better methods for growing crops to eat and sell.

People in parts of northern Nigeria use dry season farming. This method uses water from shallow wells and diesel pumps, allowing the community to farm onions and other vegetables throughout the dry season.

This provides a regular income from selling crops and improves the availability of food.

Read this **information** to prepare for the week, but do not let the pupils read it.

## Risks from climate change

The world is at risk from climate change. In Nigeria, there have been changes in rainfall amounts and timings. This means there is less time to grow crops. Heavy rainfall can damage crops and flooding can stop certain crops from growing.

When rains are unpredictable, there is more chance that crops will die. Food will then become scarce and more expensive. Unpredictable rainfall has also caused the water table (the level of water underground) to become lower. Because of this, dams, ponds, streams and rivers have started to dry up.

Another result of climate change is higher temperatures. In northern Nigeria, this can mean crops such as yam seedlings are not growing as well or are dying due to the heat and lower rainfall.

In some places, higher temperatures and more rainfall are leading to more diseases in livestock. This is because the increased moisture allows animal pests to multiply and diseases to spread more easily.

The sea level is already rising. This can lead to sea water entering farmlands, making them useless and salt entering the groundwater. Fresh water fish die, meaning there are fewer fish to catch to eat or sell.

Floods are very common in Nigeria. Flooding usually affects communities living along the banks of the Niger and Benue rivers. However, flash floods can happen anywhere following extreme rainfall.

Flooding has become a big problem in large cities such as Lagos, Port Harcourt, Kano and Ibadan. This destroys houses, leaves people and animals stranded and forces people to move to new places. What makes this even more important is that floods appear to be happening more often, damaging livelihoods and environments over a greater area.

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

## Diversification

These changes mean that communities have to adjust what they do, and how they do it (adapt). Diversification gives a community many different sources of income (ways of making a living), so that if one source of income fails, eg: not being able to sell livestock because of disease, people still have other ways of feeding themselves and other sources of income to carry on their daily lives.

In Nigeria there are many ways to diversify to lessen the impact of climate change on the community, such as:

### Farming

- growing different crop varieties
- changing farming practices
- planting early

### Water

- improved ways of getting water, eg: hand pumps and rain water catchment systems
- improved ways of storing of water, eg: tanks, dams

## Week 28: A changing climate

## Day 1: Unpredictable rainfall

### Learning outcomes

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

Find common homophones  
in a passage.

Say how a low water  
table affects their lives.

### Preparation

**Before the lesson:**

Copy the **Water table diagram** with-  
out the labels on to a **large piece of card**.

Read **How? The water table**, as  
shown below, and make five blank  
**speech bubbles** for each group.

Have ready the **Information report rules**  
from the Week 27 Weekly page.

### How? The water table



Ask each group to  
help you label  
a different part  
of the water table  
diagram.



Give each group five  
speech bubbles.



Ask the groups  
to explain what  
happens when the  
water table is low.



Tell them to write  
their ideas on  
the speech bubbles.



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

15 minutes | Passage

## Spelling

### Pair task

Ask the pairs, 'What are homophones?' (Words that sound the same but have different spellings and meanings.)

Choose some pairs to look for words that could be homophones in the first four sentences in the passage **Risks from climate change** and write them on the chalkboard, ie: 'there', 'been', 'to'.

Choose some pairs to write a different spelling for each homophone and explain the meaning.

10 minutes | Word/phrase cards/  
Passage

## Reading

### Whole class teaching

Choose some pupils to answer the following questions:

'Have you noticed any changes due to the heat?'

'Do you need a fan or air conditioning to keep cool?'

'Is it harder to grow food?'

'Do the local livestock have shaded places to rest?'

Show the first seven **word/phrase cards** and read and explain them.

Read and explain the first two paragraphs in **Risks from climate change** with the pupils.

15 minutes | How

## Grammar

### Group task

Tell the groups they are going to write some sentences for an information report about the water table.

Explain how unpredictable rainfall affects the water table.

Teach **How? The water table**, as shown left.

15 minutes | Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with these pupils for guided reading. After the reading, ask the pupils to write in their exercise books three things they have learned about the changing climate.

#### Group B:

Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

#### Groups C and D:

Ask these pupils to write some sentences in their exercise books about the problems for the community when the water table is low.

5 minutes | Rules/  
Speech bubbles

## Plenary

### Whole class teaching

Read the **Information report rules** with the class.

Ask some pupils from Groups C and D to read their sentences and ask the class to say if they have used the rules.

Keep the filled in **speech bubbles** for the presentation in Week 30.

## Week 28: A changing climate

## Day 2: How flooding affects us

### Learning outcomes

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

Explain the meaning of the homophones: 'weather/whether' and 'current/currant'.

Write sentences about problems caused by climate change.

### Preparation

**Before the lesson:**

Write these **sentences** on the chalkboard:

'The weather is hot.'

'She must choose whether to stay or go.'

'The sea current is strong.'

'I like to eat currants.'

Read **How? Salty groundwater**, as shown below, find a **large piece of card** for the poster and some **paper**.

### How? Salty groundwater



Ask the pupils to help you draw a diagram showing sea water entering groundwater.



Ask, 'What happens to the groundwater?'



Draw the salty groundwater entering a stream.



Ask the pupils to say what problems this causes.



Ask the pupils to help you complete a poster about the problems of sea flooding.

15 minutes | Sentences

## Spelling

### Pair task

Read the first two **sentences** on the chalkboard.

Choose a pair to underline the words that sound the same and explain the meaning of 'weather'.

Explain that 'whether' is used to show a choice between two possibilities.

Read the last two sentences on the chalkboard.

Choose a pair to underline the words that sound the same and draw pictures to explain their meanings.

Ask the pairs to write the sentences in their exercise books and underline the homophones.

15 minutes | Word/phrase cards/  
Passage

## Reading

### Pair task

Ask the pairs to discuss floods and say some of the problems they cause communities.

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

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

Read the third and fourth paragraphs in **Risks from climate change** with the pupils.

10 minutes | How

## Grammar

### Whole class teaching

Teach **How? Salty ground-water**, as shown left.

15 minutes | Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and B:**  
Ask these pupils to write some sentences in their exercise books about the problems for the community caused by flooding.

**Group C:**  
Sit down with these pupils for guided reading. After the reading, ask the pupils to write in their exercise books three things they have learned about the changing climate.

**Group D:**  
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

5 minutes | Sentences/  
Paper/Poster

## Plenary

### Whole class teaching

Ask some pupils from Groups A and B to read their sentences about flooding.

Ask some pupils from Groups C and D to read the sentences they wrote yesterday (Day 2) about the results of less rain.

Choose some pupils to write their **sentences** on **paper** for the final presentation in Week 30.

Keep the **poster** for the final presentation.

## Week 28: A changing climate

## Day 3: Staying safe in a flood

### Learning outcomes

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

Write 'weather/whether'  
and 'current/currant'  
correctly in sentences.

Say some instructions  
for keeping safe in a flood.

### Preparation

**Before the lesson:**

Read the **The 2012 floods impact**  
and **response** passages in this week's  
Weekly page.

Read **How? Flood instructions**,  
as shown below, and find a **large  
piece of card** to make a poster  
with instructions.

### How? Flood instructions



Ask each group to  
say a rule for keeping  
safe in a flood.



Write their ideas  
on the large piece  
of card.



Add their ideas to  
the instructions.



Ask other groups  
for more ideas.



Continue until  
all the groups  
have contributed.

15  
minutes

## Spelling

### Pair task

Write the words 'weather' and 'current' on the chalkboard.

Choose some pairs to say sentences for each word.

Ask different pairs to write a different spelling for each word in their exercise books, ie: 'whether' and 'currant'.

Ask pairs to say sentences and write a sentence for each spelling.

10  
minutes

Passages

## Reading

### Whole class teaching

Choose some pupils to read and explain the first 10 words/phrases on the chalkboard.

Read the whole passage **Risks from climate change** with the pupils.

Ask the pupils what they know about the floods that happened in Nigeria in 2012.

Explain **The 2012 floods impact** and **response** passages to the pupils.

15  
minutes

How

## Grammar

### Group task

Tell the groups that they are going to write instructions for keeping safe and healthy in a flood.

Remind the groups:

'Each instruction needs to be written clearly on a new line.'

'Use bullet points or numbers to keep the instructions in order.'

'Use imperative (bossy) verbs.'

Ask the groups to say some imperative (bossy) verbs, eg: go, get.

Teach **How? Flood instructions**, as shown left.

15  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Ask these pupils to write 'Flood instructions' in their exercise books and write their own instructions underneath.

**Group B:**  
Sit down with these pupils for guided reading. After the reading, ask the pupils to write in their exercise books three things they have learned about the changing climate.

**Group C:**  
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

5  
minutes

Poster

## Plenary

### Whole class teaching

Ask groups A and D to read some of their instructions and ask the class to notice the imperative verbs.

Keep the **Flood instructions poster** for the next day.

## Week 28: A changing climate

### Day 4: Flood instructions poster

#### Learning outcomes

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

Spell homophones  
correctly in sentences.

Write instructions for  
keeping safe in a flood.

#### Preparation

Before the lesson:

Read **How? Homophone matching game**, as shown below, and make a set of homophone flash cards for each group: 'weather', 'be', 'current', 'no', 'there', 'to', 'been'.

Read the **two case studies** on this week's Weekly page and have ready the **poster** from Week 28, Day 3 (yesterday).

#### How? Homophone matching game



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



Tell each pupil  
in turn to pick up  
two cards.



Tell the pupils to  
turn the cards  
back if they are not  
homophones.



Tell them to keep  
the cards if they are  
homophones.



The pupil with  
the most cards at the  
end is the winner.

15  
minutes

How

Flash cards

## Spelling

### Group task

Teach **How? Homophone matching game**, as shown left.

Ask the groups to write sentences using the **homophone flash cards** in their exercise books.

10  
minutes

Word/phrase cards/  
Passage/Case studies

## Reading

### Whole class teaching

Ask the class to read the first 10 words/phrases on the chalkboard.

Show the last two **word/phrase cards** and explain their meaning.

Read and explain the passage **Diversification** with the pupils.

Ask the pupils:

'What are farmers doing to cope with climate change?'

'What other things can be done?'

Explain the **two case studies** to the pupils.

15  
minutes

Poster

## Grammar

### Group task

Look at the **instructions poster** and ask the groups to help you write more instructions for keeping safe and healthy in a flood, eg:

'Stay away from electric wires.'

'Walk carefully as muddy floors can be very slippery.'

'Look out for snakes.'

Choose different groups to say some rules for writing instructions.

15  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap**.

#### Groups B and C:

Ask these pupils to write 'Flood instructions' in their exercise books and write their own instructions underneath.

#### Group D:

Sit down with these pupils for guided reading. After the reading, ask the pupils to write in their exercise books three things they have learned about the changing climate.

5  
minutes

Poster

## Plenary

### Pair task

Keep the **poster** for the final presentation in Week 30.

Tell the class you are going to arrange for community members to visit the class to explain how climate change is affecting their livelihoods.

Ask the pairs to say some questions they would like to ask the visitors.

## Week 28: A changing climate

## Day 5: Comprehension

### Learning outcomes

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

Spell common homophones  
and explain their meanings.

Answer questions about the  
impact of climate change.

### Preparation

**Before the lesson:**

Copy the **Water table diagram**  
from this week's Weekly page on to  
the chalkboard.

Read **How? Comprehension**,  
as shown below, write the **questions**  
on the chalkboard and find a large  
piece of **paper** for each group.

### How? Comprehension



Ask the groups  
to make labelled  
drawings on paper  
to answer each  
question:



'What problems are  
caused when the  
water table is low?'



'What problems are  
caused by flooding?'



'What can people  
do to reduce  
the impact of  
climate change?'



Ask each group  
to explain  
their drawings  
to the class.

15  
minutes

## Spelling

### Group task

Ask the groups to write as many homophones as they can in their exercise books in five minutes.

Choose some groups to write their homophones on the chalkboard and ask the class to check that they are correct.

Write these words on the chalkboard: 'where', 'new', 'here', 'made', 'see', 'for', 'meet', 'week', 'not', 'blue'.

Choose different groups to write another spelling for each word and ask them to explain the meaning of both spellings.

10  
minutes

Word/phrase cards/  
Passages/Diagram

## Reading

### Group task

Give each group three **word/phrase cards** and ask them to make up sentences for them.

Ask each group to say their sentences to the class.

Read **Risks from climate change** and **Diversification** with the pupils.

Choose some pupils to help you explain the **Water table diagram**.

30  
minutes

How

## Comprehension

### Group task

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

Questions

### Individual task

Ask the pupils to answer the **questions** on the chalkboard in their exercise books.

Remind the pupils to write in sentences and use the rules for information writing, ie: 'Write in the present tense.' 'Do not use "I" or "we".'

Try to use some causal connectives like 'because' and 'so' to write longer sentences.

5  
minutes

Drawings

## Plenary

### Whole class teaching

Tell the class to ask their parents to say how climate change is affecting their lives.

Keep the **labelled drawings** for the final presentation in Week 30.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

### Primary 5, literacy lesson plans

## Week 29:

### Persuasive writing: malaria

#### Words/phrases

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

nutritional  
shortage  
polluted  
stagnant  
insect pests  
mosquito  
diarrhoea  
severe  
organ failures  
treatment  
prevent  
infected  
syringes  
controlling  
insecticide

#### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write a title and some sentences for a leaflet.

**Most pupils will be able to:**

Write some sentences persuading the community to prevent malaria.

**Some pupils will be able to:**

Write a persuasive leaflet about preventing malaria.

## Notes

At the end of Week 30 there will be a presentation of the work studied in Weeks 26—30 for the SBMC and parents.

Keep the following set of pupils' work to display on this day:

### **Presentation material Set 4**

Malaria prevention diagrams.

Brainstorm.

Malaria leaflets.

## Persuasive writing rules

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

---

Introduction to state the argument.

---

Give reasons for and against the argument.

---

State facts to support your view.

---

Answer arguments against your view.

---

Ask questions to get the reader interested.

---

Use powerful adjectives.

---

Use sentence openers such as 'For this reason', 'Furthermore', 'Surely', 'However' and 'Therefore'.

Grade/  
Type of lesson plan

Lesson  
title

Read this **information** to  
prepare for the week, but do not  
let the pupils read it.

## Weekly page

### Primary 5, literacy lesson plans

## Week 29: Persuasive writing: malaria

### Malaria

#### What is malaria?

We all need nutritional food and clean water, medical help and a clean, safe environment. Climate change is affecting the health of children across the world, from shortages of food and clean water, increases in temperature and from polluted air.

The increasing temperatures and larger areas of stagnant (bad) water from flooding may also lead to an increased risk from insect pests such as the mosquito that causes malaria.

You get malaria when you are bitten by a female mosquito. In areas where malaria is common, local people usually develop some immunity (resistance) and get no symptoms (signs that you have the disease).

Some of the symptoms of malaria are: fever, sweats, chills, headaches, body aches, vomiting and diarrhoea. In severe cases malaria can cause organ failures and may even lead to death.

Read this **information** to prepare for the week, but do not let the pupils read it.

## Malaria

### Treatment

You must get tested quickly if you think you or a family member has the symptoms. Malaria can be cured if the correct drugs are used for the correct amount of time. This can also prevent the disease spreading to other people. Malaria can be spread from person to person through infected blood and by using dirty syringes and needles.

### Prevention

The main way to prevent malaria is by controlling mosquitoes. This can be done by:

Using a mosquito net over your bed while you are asleep.

Spraying the nets with insecticide which kills mosquitoes.

People who have no immunity to malaria spraying themselves daily with insecticide, especially on their arms, legs, face and head.

Spraying walls of the home and other surfaces with insecticide to kill mosquitoes for several months.

Draining stagnant water where mosquitoes breed.

Covering bare skin, especially in the evenings when mosquitoes are most active.

If whole communities use these methods, the numbers of mosquitoes will be reduced.

Grade/  
Type of lesson plan

Lesson  
title

**Weekly page**

**Primary 5,  
literacy  
lesson plans**

**Week 29:**

**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 an individual pupil to:

- 1  
Mention some important aspects of their information leaflet.
- 2  
Explain what their leaflet is about and who they hope to reach with their information.
- 3  
Explain what change they expect to see after people read their leaflet.

## Example of a pupil's work

### This pupil can:

Answer questions about their leaflet.

Explain how to prevent malaria.

### Malaria leaflet

- 1 Amina gave the following information about her leaflet:
  - Cause of malaria
  - Treatment of malaria
  - Prevention of mosquito bites
- 2 Amina said the leaflet was to provide information to her community.
- 3 Amina said she hoped people would take more care and that the children in her area would not get so sick.

## Week 29: Persuasive writing: malaria

### Day 1: A leaflet

#### Learning outcomes

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

Make words plural by  
adding 's' and changing 'f'  
and 'fe' to 'ves'.

Write a title and an  
introduction for a leaflet.

#### Preparation

**Before the lesson:**

Find a **large piece of paper** for  
the brainstorm and write the  
**Persuasive writing rules** on a **large  
piece of card**.

Read **How? Leaflet**, as shown below,  
find a piece of **A4 paper** for each  
pupil and copy the **writing frame** on  
to the chalkboard.

#### How? Leaflet



Help the pupils to  
fold the paper into  
three equal sections.



Show the pupils  
how to arrange  
the folds to make  
a leaflet.



Tell them to write  
a title and a drawing  
explaining it on  
the cover page.



Ask the pupils to  
say ideas to complete  
the writing frame  
on the chalkboard.



Tell the pupils to  
complete the  
writing frame on  
the page inside  
the leaflet.

15  
minutes

## Spelling

### Whole class teaching

Ask the class, 'What does "plural" mean?'

Remind the class that we add 's' to make a lot of words plural.

Ask, 'Do you know any other rules to make words plural?'

Write: 'leaf', 'wife', 'knife', 'half' and 'loaf' and ask some pupils to make them plural.

Remind the class that for words ending in 'f' and 'fe' we drop the 'f' or 'fe' and add 'ves'.

10  
minutes

Brainstorm/  
Passage

## Discussion

### Whole class teaching

Explain to the class that they are going to discuss the health risks caused by climate change.

Ask the groups to discuss what they know about malaria and write their ideas on the **brainstorm**.

Read and explain the first six words/phrases on the chalkboard.

Read the first two paragraphs of the passage **Malaria**.

Ask, 'How is climate change making malaria worse?' (Mosquitoes like to live in stagnant water caused by flooding.)

10  
minutes

Rules

## Guided writing

### Pair task

Explain to the class that they are going to make persuasive leaflets about preventing malaria.

Choose some pairs to read the **Persuasive writing rules** to the class.

Ask them to discuss ideas for an interesting title.

Write some of their ideas on the chalkboard, eg: 'Prevent malaria', 'End malaria in Nigeria'.

Ask the pairs to say ideas for a drawing for the front page, eg: mosquitoes flying on stagnant water.

15  
minutes

How

## Independent writing

### Individual task

Tell the class that their leaflets will be part of a final presentation next week for their parents and the SBMC.

Explain that they are going to write the cover and the introduction page today.

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

10  
minutes

Brainstorm/Rules/  
Leaflets

## Plenary

### Whole class teaching

Choose some pupils to read their introductions to the class.

Read the **brainstorm** and ask the class to say any more ideas to add to it.

Display the brainstorm and the **Persuasive writing rules** in the classroom for the next day.

Keep the pupils' **leaflets** safe for the next day.

# Week 29: Persuasive writing: malaria

## Day 2: The facts

### Learning outcomes

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

Make words plural by adding 'es'.

Write some sentences for a persuasive leaflet.

### Preparation

Before the lesson:

Have ready the **Persuasive writing rules**, the **brainstorm** and the **leaflets** from Week 29, Day 1 (yesterday).

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

### How? Guided writing



Ask the pairs to say ideas to complete each writing frame.



Remind pairs that flooding causes stagnant water and damp places that mosquitoes like.



Ask, 'How do people get malaria?'



Ask, 'Why is it important to treat malaria quickly?'



Ask, 'What are the symptoms of malaria?'

15  
minutes

## Spelling

### Whole class teaching

Write: 'brush', 'glass' and 'box' on the chalkboard and choose a pupil to make them plural.

Remind the class that if the word ends in 'ch', 'sh', 'ss' or 'x', we add 'es'.

Write these words on the chalkboard and ask the pupils to write the plurals in their exercise books: 'glass', 'lunch', 'ditch', 'dish', 'leaf', 'bush', 'dog', 'shelf', 'scarf'.

Choose some pupils to underline the words where the 'f' has to change to 've'.

10  
minutes

Word/phrase cards/  
Passages

## Discussion

### Whole class teaching

Show the first six **word/phrase cards** and choose some pupils to explain their meaning.

Read and explain the next five words/phrases on the chalkboard.

Ask the pupils to say some of the health risks caused by climate change.

Read and explain the passages on **Malaria** and **Treatment**.

10  
minutes

How  
Leaflets/  
Rules

## Guided writing

### Pair task

Explain that the pairs are going to continue to write their persuasive **leaflets**.

Read out the **Persuasive writing rules**.

Explain to the pupils:

'You need to persuade people that it is important to prevent malaria.'

'You must give facts and reasons to support your view.'

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

15  
minutes

## Independent writing

### Individual task

Give the pupils their **leaflets** from yesterday.

Tell them to write the title 'Malaria' at the top of the next clean page in their leaflets.

Ask the pupils to complete the **writing frames** underneath this title.

Go round the classroom, encouraging the pupils to use the words/phrases and to write extra sentences.

10  
minutes

Brainstorm/  
Leaflets

## Plenary

### Whole class teaching

Ask the class to say what they have learned about malaria today and add their ideas to the **brainstorm**.

Keep the pupils' **leaflets** safe for the next day.

## Week 29: Persuasive writing: malaria

## Day 3: Prevention diagrams

### Learning outcomes

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

Write the plural for words  
ending in 'y'.

Write some sentences  
and draw diagrams  
explaining how to prevent  
malaria.

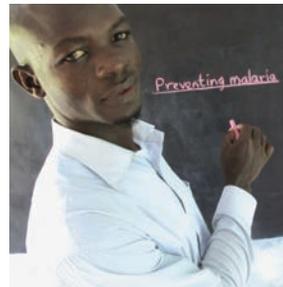
### Preparation

**Before the lesson:**

Read **How? Prevention diagrams**,  
as shown below, and find a **large piece  
of paper** for each group.

Have ready the **leaflets** from Week 29,  
Day 2 (yesterday).

### How? Prevention diagrams



Ask each group  
to draw a diagram  
for one of these  
methods:



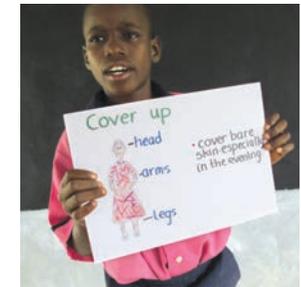
Use a bed net that  
has been sprayed  
with insecticide.



Drain areas of  
stagnant water where  
mosquitoes live.



Spray homes  
with insecticide.



Cover bare skin  
and make visitors  
to the area spray  
themselves.

15  
minutes

## Spelling

### Pair task

Write 'baby' and 'monkey' on the chalkboard and ask some pairs to make them plural.

Explain that 'baby' becomes 'babies' because we drop the 'y' and add 'ies' when the word ends with a consonant and 'y' but 'monkey' becomes 'monkeys' because it ends with a vowel and 'y'.

Ask the pairs to make these words plural in their exercise books: 'city', 'key', 'fly', 'family', 'boy', 'country', 'berry', 'party'.

Choose some pairs to say their plural words in sentences.

15  
minutes

Word/phrase cards/  
Passage

## Discussion

### Whole class teaching

Show the first 11 **word/phrase cards** and choose some pairs to explain their meaning.

Read and explain the next four words/phrases on the chalkboard.

Ask the pairs to say how they think malaria can be prevented.

Read and explain the **Prevention** passage to the class.

Ask the pairs to say why they think malaria is not being prevented, eg: because people cannot afford to buy mosquito nets.

15  
minutes

How  
Paper

## Guided writing

### Group task

Tell the groups that they are going to draw diagrams to explain how mosquitoes can be controlled.

Give each group a **large piece of paper**.

Teach **How? Prevention diagrams**, as shown left.

Ask the groups to explain their diagrams to the class.

10  
minutes

Leaflets

## Independent writing

### Group task

Tell the groups to write the title 'Prevention of malaria' at the top of the next clean page in their **leaflets**.

Ask them to list four ways of preventing malaria.

Tell the groups to draw labelled diagrams showing how to prevent malaria underneath their lists.

5  
minutes

Diagrams/  
Leaflets

## Plenary

### Whole class teaching

Ask each group to say different ways to prevent malaria.

Keep the **diagrams** for the final presentation in Week 30.

Keep the pupils' **leaflets** safe for the next day.

# Week 29: Persuasive writing: malaria

## Day 4: Persuasive writing

### Learning outcomes

**By the end of the lesson, most pupils will be able to:**  
Write the plural for words ending in 'o'.  
Write sentences persuading the community to prevent malaria.

### Preparation

**Before the lesson:**  
Have ready the **brainstorm** from Week 29, Day 2.  
Have ready the **leaflets** from Week 29, Day 3 (yesterday) and the **Persuasive writing rules**.  
Read **How? Persuasive writing**, as shown below.

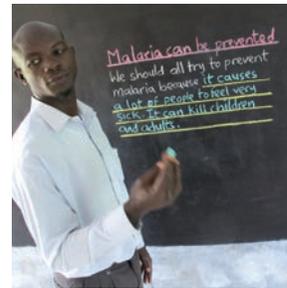
### How? Persuasive writing



Remind the pupils to use the brainstorm for ideas for their writing.



Ask the pairs to help you write 'Malaria can be prevented' on the chalkboard.



Ask for ideas for the first paragraph, eg: 'It kills children'.



Ask the pairs to say how malaria can be prevented.



Ask the pairs to say what these methods do to mosquitoes.

10  
minutes

## Spelling

### Whole class teaching

Write on the chalkboard: 'mosquito-mosquitoes'.

Explain that when a word ends in a consonant and 'o', we add 'es' to make it plural.

Write these words on the chalkboard, read and explain them: 'potato', 'mango', 'avocado', 'hero'.

Ask the pupils to write the plural for each one in their exercise books.

Write and explain the word 'pianos' and explain that it is an exception to the rule.

Choose some pupils to say the plural rules they have learned this year.

25  
minutes

Word/phrase cards/  
Brainstorm/Passages

## Guided writing

### Pair task

Show all of the **word/phrase cards** and choose some pairs to read and explain each one.

Read the **brainstorm** and ask some pairs to say any extra words they can add.

Choose some pairs to read parts of the **Malaria, Treatment** and **Prevention** passages to the class.

How

Rules

Read the **Persuasive writing rules** with the class.

Explain, 'We are going to persuade our community that it is important to prevent malaria.'

Teach **How? Persuasive writing**, as shown left.

20  
minutes

Leaflets/  
Brainstorm

## Independent writing

### Individual task

Tell the pupils to write the title at the top of the next clean page in their **leaflets**.

Ask them to complete the writing frames underneath the title.

Remind the class to look at the **brainstorm** and the words/phrases to help them with their writing.

Walk round the class, encouraging the pupils to write as many sentences as they can and to write in paragraphs.

5  
minutes

Leaflets/  
Brainstorm

## Plenary

### Whole class teaching

Choose some pupils to show and read their **leaflets** to the class.

Tell the class to notice the introduction page, the facts about malaria, the diagrams and the reasons why it is important to prevent malaria.

Keep the **brainstorm** for the final presentation in Week 30.

## Week 29: Persuasive writing: malaria

### Day 5: A persuasive leaflet

#### Learning outcomes

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

Spell irregular plurals.

Write a persuasive  
leaflet about preventing  
malaria.

#### Preparation

Before the lesson:

Read **How? Arguments against**, as  
shown below, and write the **sentences**  
on the chalkboard.

Have ready the **leaflets** from Week  
29, Day 4 (yesterday) and the **Persuasive  
writing rules**.

#### How? Arguments against



Ask, 'Does it cost  
money to treat people  
with malaria?'



Ask, 'Would people  
rather work hard  
or see children die  
of malaria?'



Ask, 'Can we lessen  
the risks?'



Ask pupils to state  
their arguments  
against, answering  
the questions.



Ask the groups  
to say some  
ideas for the final  
paragraph.

10  
minutes

## Spelling

### Whole class teaching

Remind the pupils that some words do not follow any of the plural rules and must be learned.

Write these words on the chalkboard: 'child', 'person', 'mouse', 'foot', 'tooth', 'woman', 'man', 'goose'.

Ask the pupils to make two different words plural and ask the class to say if they are correct.

10  
minutes

Word/phrase cards

## Discussion

### Group task

Give each group three different **word/phrase cards** and ask them to read and explain the meanings to the class.

Choose some groups to answer the following questions:

'How is climate change making malaria a greater problem?'

'What are the symptoms of malaria?'

'How can people prevent malaria?'

15  
minutes

How

Leaflets

## Guided writing

### Group task

Choose some groups to read the sentences they wrote on Day 4 (yesterday) in their **leaflets**.

Explain that they are going to finish this persuasive writing today.

Remind the groups that it is important to answer arguments against your view.

Ask each group to say a reason the community might give for not preventing malaria.

Write the groups' ideas on the chalkboard and discuss the answers, as shown left in **How? Arguments against**.

20  
minutes

Rules/Sentences/  
Brainstorm

## Independent writing

### Individual task

Read the **Persuasive writing rules** with the pupils.

Tell the pupils to complete the **sentences** on the chalkboard in a new paragraph underneath yesterday's writing, answering arguments against their views.

Tell them to write a final paragraph stating their view.

Remind the pupils to look at the **brainstorm** and the words/phrases to help them with their writing.

5  
minutes

Rules/  
Leaflets

## Plenary

### Group task

Ask each group to swap their leaflets with another group.

Ask the groups to read the leaflets and say if they have used the **Persuasive writing rules**.

Keep the **leaflets** for the final presentation in Week 30.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 30:

**Debate and  
presentation**

### Words/phrases

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

reduce  
global effort  
combat  
benefit  
aquaculture  
soil erosion  
powerless  
afford  
income  
consequences  
promise  
respect  
recycle

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say some of the effects of climate change.

**Most pupils will be able to:**

Take part in a presentation to the SBMC to explain how seasonal changes are affecting their community.

**Some pupils will be able to:**

Contribute to a class debate, 'Communities can reduce the risks of climate change'.

## Notes

At the end of this week there will be a presentation of the work studied in Weeks 26—30. Decide on a date and time for the presentation and invite the rest of the school, community members, SBMC, school officials and parents to attend.

An ideal time would be the final day of term after the presentation rehearsal in the morning.

## Debate rules

Write the following on the chalkboard and leave it there for the week:

---

The chairperson tells everyone to keep to the rules.

---

The group for the motion chooses a representative called the 'proposer'.

---

The group against the motion chooses a representative called the 'opposer'.

---

The proposer and the opposer speak for one minute each.

---

Afterwards, anyone can put up their hand and speak for or against the motion when the chairperson calls their name.

---

The debate lasts 15 minutes.

---

At the end, the proposer and the opposer have one minute each to give their best reasons.

---

Everyone then votes.

## Debate notes

### The motion:

---

Communities can reduce the risks of climate change.

### For:

---

Nigeria needs to take part in the global effort to combat climate change so that the whole world can benefit.

---

Farmers can plant...

---

---

---

---

### Against:

---

There is nothing communities can do to change the weather.

---

Farmers do not want to grow...

---

---

---

---

## Week 30: Debate and presentation

### Day 1: Reducing the risks of climate change

#### Learning outcomes

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

Say alternative spellings  
for the long 'a' and the  
long 'i' sounds.

Explain one way that  
communities can reduce the  
risks of climate change.

#### Preparation

Before the lesson:

Read **How? For the motion**, as  
shown below, and write the **Debate notes**  
on a **large piece of paper**.

#### How? For the motion



Ask the groups to help you complete the second 'for' reason.



Ask the groups to say different risks and how they can be reduced.



Write their ideas on the Debate notes.



Continue writing the pupils' ideas on the Debate notes.



Ask the groups, 'How can people protect ecosystem services?'

10  
minutes

## Spelling

### Individual task

Dictate these words for the pupils to write in their exercise books: 'brain', 'play', 'snake', 'eight' (explain that you mean the number), 'table', 'lady'.

Ask the pupils to say which letters make the long 'a' sound (ie: 'ai', 'ay', 'a-e', 'ei' and 'a').

Dictate these words for the pupils to write in their exercise books: 'pie', 'night', 'sky', 'smile', 'kind', 'wild'.

Ask the pupils to say which letters make the long 'i' sound (ie: 'ie', 'igh', 'y', 'i-e', 'i').

10  
minutes

## Reading

### Whole class teaching

Ask the pupils to say some of the ways the climate is changing and the problems this is causing.

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

Ask the pupils if they can explain what a 'debate' is. Remind them about the debate they took part in last year, in Primary 4.

20  
minutes

How

Rules

## Debate

### Group task

Say to the pupils:  
'Before a debate we need to list all the reasons why we agree and disagree with the motion.'

'Today we are thinking of reasons for the motion.'

Read and explain the **Debate rules**.

Ask the pupils to think about what they have learned to reduce climate change and protect ecosystem services.

Teach **How? For the motion**, as shown left.

15  
minutes

Notes

## Writing

### Group task

Explain that we can use 'although' and 'despite' when we are contrasting two ideas in a sentence.

Write on the chalkboard:

'Although there is more flooding, communities can \_\_\_\_.'

'Despite the increase in hotter and drier weather, communities can \_\_\_\_.'

Ask the groups to read and complete these sentences in their exercise books using ideas from the **Debate notes**.

Remind the pupils to use a comma after the subordinate clause that starts each sentence.

5  
minutes

Notes

## Plenary

### Whole class teaching

Choose some groups to read their sentences to the class.

Keep the **Debate notes** for the next day.

## Week 30: Debate and presentation

### Day 2: For and against

#### Learning outcomes

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

Say alternative spellings  
for the long 'o' and  
long 'u' sounds.

Give an opposing reason  
in a debate.

#### Preparation

**Before the lesson:**

Have ready the **Debate notes**  
from Week 30, Day 1 (yesterday).

Read **How? Arguments against**,  
as shown below.

#### How? Arguments against



Ask each group  
to say one reason  
against the motion.



Write their ideas  
under 'Against' on  
the Debate notes.



Continue writing  
the pupils' ideas  
under 'Against' on  
the Debate notes.



Continue adding the  
pupils' ideas.

15  
minutes

## Spelling

### Individual task

Dictate these words for the pupils to write in their exercise books: 'boat', 'grow', 'hope', 'open', 'total', 'cold', 'sold'.

Ask the pupils to say which letters make the long 'o' sound (ie: 'oa', 'ow', 'o-e', 'o').

Dictate these words for the pupils to write in their exercise books: 'argue', 'rescue', 'few', 'cube', 'use'.

Ask the pupils to say which letters make the long 'u' sound (ie: 'ue', 'ew', 'u-e').

10  
minutes

Word/phrase cards/  
Notes

## Reading

### Whole class teaching

Read the first six words/phrases on the chalkboard and choose some pupils to explain them.

Show the next four **word/phrase cards** and explain their meaning.

Read the **Debate notes** from Week 30, Day 1 (yesterday) and ask if anyone can add any more reasons for the motion.

15  
minutes

How

## Debate

### Whole class teaching

Explain to the pupils that they are now going to discuss reasons against the motion.

Teach **How? Arguments against**, as shown left.

15  
minutes

## Writing

### Group task

Write these sentences on the chalkboard and explain them:

'We cannot change the weather.'

'The consequences of doing nothing make the risks much greater.'

'The fruit will make money for the community.'

'It costs money to buy new seeds.'

Ask the groups to join these sentences using 'Although' or 'Despite the fact that' as sentence openers in their exercise books.

5  
minutes

Notes

## Plenary

### Whole class teaching

Read out the **Debate notes** and ask some pupils to join some of the 'against' ideas with the 'for' ideas using 'Although'.

Say, 'Although it costs money to drain stagnant water, healthy people can work better and earn money if we do this.'

Repeat, joining some of the ideas 'for' with ideas 'against'.

Say, 'Although new pumps would help in the dry season, we do not have the money to buy them now.'

## Week 30: Debate and presentation

### Day 3: The debate

#### Learning outcomes

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

Spell and explain some  
common homophones.

Take part in a debate.

#### Preparation

**Before the lesson:**

Have ready the **Debate notes** from  
Week 30, Day 2 (yesterday).

Read **How? The debate**, as shown  
below, and have ready a **timer** and **pieces  
of paper** for the pupils to vote on.

#### How? The debate



The chairperson says  
the motion.



The proposer and  
the opposer each  
have one minute  
to say their reasons  
'for' and 'against'.



The chairperson  
tells the class  
to put their hands  
up to argue 'for'  
and 'against'.



After 15 minutes,  
the proposer  
and the opposer  
have another  
minute to speak.



Ask the pupils to  
vote on the papers.  
Collect the votes.

10  
minutes

## Spelling

### Group task

Ask the groups to think of as many homophones as they can in five minutes.

Ask them to take turns writing homophones on the chalkboard.

Give the groups one point if they spell the homophones correctly and two points if they can explain their meaning.

Encourage them to write the homophones they have learned this year, eg: 'blue' and 'blew', 'knot' and 'not'.

10  
minutes

Rules/  
Notes

## Reading

### Whole class teaching

Remind the class that they are going to debate, 'Communities can reduce the risks of climate change.'

Ask the class to say some rules for debates.

Read and explain the **Debate rules**.

Read out the **Debate notes** and ask the pupils if they can add any other reasons for or against.

35  
minutes

## Debate

### Whole class teaching

Choose two groups to think of reasons for the motion.

Appoint one pupil to be the proposer for these groups.

Choose two groups to think of reasons against the motion.

Appoint one pupil to be the opposer for these groups.

Ask the groups to think of sentences that they can say in the debate.

Encourage them to start some of their sentences with 'I think', 'Despite the fact that' and 'Although'.

Help the proposer and the opposer to prepare their speeches.

How

Times

5  
minutes

## Plenary

### Whole class teaching

Count the votes and announce the result.

Praise the pupils for taking part and mention any good reasons 'for' or 'against' that you heard.

# Week 30: Debate and presentation

## Day 4: Poem

### Learning outcomes

### Preparation

**By the end of the lesson, most pupils will be able to:**  
Spell common regular and irregular past tense verbs.  
Contribute ideas for a poem about nature.

**Before the lesson:**  
Make a **wow! words poster** with a large piece of paper.  
Read **How? Poem**, as shown below, and write the **writing frames** for each verse on the chalkboard.  
Find a **large piece of paper** to write the poem on.

### How? Poem



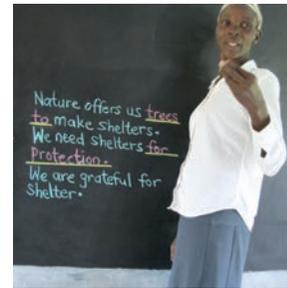
Ask: 'How does nature make us feel?', 'Can you describe things in nature?'



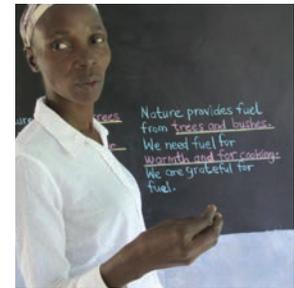
'Can you describe water?', 'What do we need water for?'



'Where does our food come from?', 'What is your favourite food?'



'What does nature give us to make shelters?'



'What does nature give us to make fuel?', 'What do we need fuel for?'

15  
minutes

## Spelling

### Pair task

Write these verbs on the chalkboard and choose some pairs to change them to the past tense (by adding 'ed'): 'look', 'ask', 'jump', 'hop', 'plan', 'love', 'live'.

Ask the pairs to say some of the rules for adding the suffix 'ed'.

Remind the class that some verbs have irregular past tenses.

Write these words on the chalkboard and choose some pairs to change them to the past tense: 'come', 'go', 'eat', 'make', 'speak', 'take', 'ride'.

10  
minutes

Poster

## Reading

### Pair task

Read and explain the last three words/phrases with the pupils.

Ask the pairs to say things in nature that make them happy, eg: trees, birds, flowers, lakes, fish, the sky.

Ask the pairs to say an adjective to describe each thing and write their ideas on the **wow! words poster**, eg: bright blue sky, dazzling sun, beautiful birdsong.

Tell the pairs to say some adjectives to describe how being in nature makes them feel, eg: happy, peaceful, joyful, and write these adjectives on the poster.

30  
minutes

How

Writing frames/  
Poster/Paper

Paper

## Shared writing

### Whole class teaching

Tell the class that they are going to write a poem, 'Our promises to nature', for the final presentation of their work on climate change.

Use the **writing frames** to write the first five verses of the poem on the **large piece of paper**.

Tell the pupils to use words from the **wow! words poster**.

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

Ask the class to read the completed verses with you.

### Pair task

Write the first line of the last verse on the **paper** and explain that it will contain their promises to nature: 'We promise to protect and respect nature.'

Ask each pair to say a promise of what they can do to try to help nature, eg: 'We will keep the rivers clean.', 'We will recycle plastic bottles.'

Write each promise on a new line in the last verse.

Read the whole poem and ask the pairs if there are any words they want to change or ideas they want to add.

5  
minutes

Poem

## Plenary

### Whole class teaching

Tell the whole class to read the first verse and choose different groups to read verses two to five.

Tell the whole class to read the first line of the last verse and then tell each pair to read their promise.

Practise reading the poem in this way, asking the pupils to read slowly and with expression.

Keep the **poem** for the next day.

# Week 30: Debate and presentation

# Day 5: The final presentation

## Learning outcomes

## Preparation

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

Spell some common tricky words.

Take part in a presentation about climate change.

**Before the lesson:**

Read the Week 26—30 weekly pages and have ready all of the **presentation materials**.

Read **How? Presentation rehearsal**, as shown below.

### How? Presentation rehearsal



Give each group a space in the classroom to display their presentation materials.



Write a welcome speech with the class and choose a pupil to read it.



Tell the groups to practise explaining their materials.



Make sure that every pupil says something.



Practise reading the poem, with each group reading different parts.

15  
minutes

## Spelling

### Group task

Give the groups a quiz to revise some tricky spellings.

Read a word from the following list: 'water', 'everyone', 'drought', 'although', 'could', 'should', 'circle', 'woman', 'guard', 'quarter', 'thought', 'answer'.

Choose a group to spell the word on the chalkboard.

Award two points if it is correct. If it is incorrect, ask another group and award them one point if they are correct.

20  
minutes

## Discussion

### Pair task

Read all of the words/phrases and choose some pairs to explain their meaning.

Ask the pairs questions to revise the work they have been doing on climate change, eg:

'How is the climate changing?'

'What is an ecosystem?'

'Name some ecosystem services.'

'How does climate change affect livelihoods?'

'What can be done to reduce flooding?'

'How can malaria be prevented?'

15  
minutes

How

Presentation  
materials

## Rehearsal

### Group task

Tell the pupils they are going to plan a presentation of their work on climate change for their parents and the SBMC.

Give each of the groups a different set of **presentation materials**.

Teach **How? Presentation rehearsal**, as shown left.

Practise this several times until you are sure the pupils know what to do.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to state the reasons for and against the motion, 'Communities can reduce the risks of climate change', and include this at the end of the presentation.

Choose a pupil to end the presentation and thank the visitors for coming.

## Credits

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