



Literacy lesson plans
Primary 4,
term 3, weeks 26—30

Writing recounts, reports
and debating

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and debating**

Introduction

The literacy and numeracy lesson plans arising from the School Improvement Programme (SIP) are part of efforts to improve teaching and learning in response to the baseline surveys and classroom observations in 2010. These indicated that teachers had challenges with lesson delivery, which in turn negatively affected children's learning.

To improve children's learning, ESSPIN (Education Sector Support Programme in Nigeria) supported the State to provide lesson plans to primary 1—3 teachers in all 1,223 public primary schools during the 2014/15 school year.

In the 2015/16 school year, we are glad to extend the lesson plans to primary 4—5 teachers to enable more children to benefit from the innovation.



Nneka Onuora
Executive Chairman,
Enugu State Universal
Basic Education Board

Foreword

Quality education comes about as a mix of factors. The teacher is the most important element in ensuring that a child acquires the right kind of education to meet acceptable learning outcome benchmarks. It takes a lot to bring a teacher to exhibit the right mix of attitudes, aptitudes and skills, which is why the state has partnered with ESSPIN to develop literacy and numeracy lesson plans.

I hope the lesson plans will empower our teachers to equip our children with the literacy and numeracy skills they need to succeed in both school and society.

Finally, I commend all who have worked hard to develop and produce the lesson plans, especially the Enugu State Universal Basic Education Board, the UK Department for International Development (DFID) and the DFID-funded Education Sector Support Programme in Nigeria (ESSPIN).



Professor Uche Eze
Honourable Commissioner
for Education Enugu State

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

How?

How

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

Learning expectations

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

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

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

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

Assessment

Weeks 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.

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

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

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

Spelling

Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell 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 4, literacy lesson plans

Week 26:

Yankari Game Reserve

Words/phrases

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

game reserve
chalet
thatched roofs
baboon
restaurant
barbecued
shallow end
antelope
crocodile
hippopotamus
guide
picnic

Learning expectations

By the end of the week:

All pupils will be able to:

Read and answer questions about a recount.

Most pupils will be able to:

Say the rules for writing a recount.

Some pupils will be able to:

Add extra information, using commas, to make sentences more interesting.

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

Passages adapted from Nigeria Primary English 4, pages 109—111, copyright Learn Africa Plc.

A visit to the Yankari Game Reserve part 1

My name is Selfi, and my two brothers are Bala and Ibrahim. Last year, Father took us to the Yankari Game Reserve.

When we arrived, a guide took us to our chalets. They were round huts with thatched roofs. We saw baboons walking around nearby. The guide told us not to feed them. We should also remember to lock the doors of our chalets and our car all the time. If we didn't, the baboons might steal our food and clothes.

Mother packed lots of food and drinks for us. The restaurant didn't have enough food because there were lots of people. In the evenings, they had barbecued meat in the outdoor eating place.

The next morning, we were standing in front of our hut and our door was open. Suddenly, a big baboon came around the back of the hut, ran inside, picked up our loaf of bread and ran off with it. We all shouted. My brothers ran after it but it got away. At first, it was frightening when the baboon ran into the hut, but it was funny when we saw it running away with our bread. We laughed and laughed, but we never left our door open again.

Part 2

On the first day, at around noon, Father took us to Wikki Warm Springs. We had to walk down many steps to reach the water and the beach. It was beautiful. There were lots of people swimming. The water was warm. Father made sure that the younger children swam in the shallow end. The older children enjoyed playing in the water with balls and rubber rings and swimming boards.

On the second day, Father booked us on the game reserve jeep that would take us to the animal area. We started the tour at about 5pm. We saw some elephants and later we saw a group of antelopes.

When we got to the Gaji River area, we saw crocodiles and hippopotamuses. We did not see any lions but the guide pointed to the spots where lions could be found. We saw many beautiful birds as we rode along.

After the long tour, we were tired. When we returned to our chalet we ate our meal and went straight to bed.

Part 3

The third day was a celebration. There was music and a disco in the outdoor restaurant. Many more people came for picnics. Some were dancing and singing. Some spent the day swimming at the warm springs. Father booked us on a second tour of the game reserve. On that tour, we saw a lion. It was almost hidden by the dry trees and brown leaves. We also saw more elephants and antelopes moving to the riverside to drink.

On the fourth day, after lunch, we left and began our journey home to Jos. We had all enjoyed the visit to Yankari Game Reserve very much.

Week 26: Yankari Game Reserve

Day 1: A recount

Learning outcomes

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

Make longer words from
root words.

Read and answer questions
about a recount.

Preparation

Before the lesson:

Write these **sentences** on the chalkboard:

'Tola a kind girl often helps me.'
'Last Monday I went to a party.'
'Suddenly we had to go home.'
'Bayo my little brother goes to school.'
'After a long journey we arrived at Yankari.'

Read **How? Commas for extra information**,
as shown below.

How? Commas for extra information



Ask the pupils to circle the commas in the passage on the chalkboard.



Look at this simple sentence. Ask for extra information, eg: 'When did Kande go?'



Add the extra information and separate it with a comma.



Ask for descriptive information about Kande.



Separate the extra information – use two commas when in the middle of a sentence.

15
minutes

Spelling

Group task

Ask the groups what they need to do to make words mean the opposite, ie: add a prefix such as 'un' or 'dis'.

Remind the class that they can also change the way words are used by adding a suffix such as 'ly', 'ing' or 'ful'.

Write, 'love' on the chalkboard and ask the groups to use it to make longer words by adding a suffix.

Choose one group to write their new words, eg: 'lovely', 'loving', 'loved'.

Repeat with 'kind', 'help' and 'happy'.

10
minutes

Word/phrase cards

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 three **word/phrase cards** and explain their meaning.

Read and explain sections 1 and 2 of 'A visit to the Yankari Game Reserve' from the chalkboard with the pupils.

Remind the class that this type of writing this is called a 'recount', because it retells something that happened.

Ask the class some questions about the text, eg: Where were the family going? Why did Mr Hassan book so early?

15
minutes

How

Sentences

Grammar

Whole class teaching

Remind the pupils that commas are used to separate each item in a list, except for the last item where we use 'and'.

Explain that we also use commas to separate extra information in a sentence.

Teach **How? Commas for extra information**, as shown left.

Ask the pupils to look at the **sentences** on the chalkboard.

Ask them to find the extra information in each one and point to where the commas should go.

15
minutes

Matching game/
Snap game/Sentences

Reading

Supported group activities

Group A:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

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

Groups C and D:
Tell these groups to copy the **sentences** on the chalkboard into their exercise books, putting in the missing commas.

5
minutes

Plenary

Whole class teaching

Ask the pupils to say some of the things that happened at Yankari Game Reserve.

Choose some pupils to role play the baboon stealing the bread.

Week 26: Yankari Game Reserve

Day 2: Extra information

Learning outcomes

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

Count the syllables in
two-syllable words.

Use commas to
separate extra information
in sentences.

Preparation

Before the lesson:

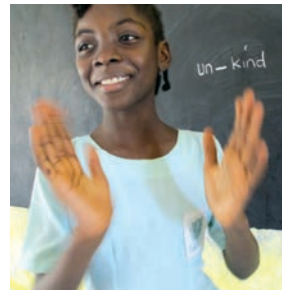
Write the **sentences** from Week 26,
Day 1 (yesterday) on the chalkboard.

Read **How? Chin bumps for syllables**,
as shown below.

How? Chin bumps for syllables



Write, 'unkind'
and explain that
it has two syllables
or beats.



Tell the pupils to
say 'unkind' and
clap the beats.



Tell the pupils to rest
their chin on the
back of their hand.



Tell them to slowly
say 'unkind' and
feel their chin go
down each time they
say a vowel sound.



Say other two-
syllable words and
ask the pupils to
count the syllables
using chin bumps.

15
minutes

How

Spelling

Whole class teaching

Ask a pupil to write the vowels on the chalkboard, ie: a, e, i, o and u.

Explain that words are made up of units of sound called 'syllables' and that each syllable contains a vowel sound.

Teach **How? Chin bumps for syllables**, as shown left.

Choose some pupils to separate the following words into syllables on the chalkboard: mother, jumping, table, baby.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

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

Ask the class, 'What type of writing did we read yesterday?'

Choose some pupils to say where Selfi went and what he did.

Read and explain section 3 of 'A visit to the Yankari Game Reserve' from the chalkboard with the pupils.

Read and explain part 2 of 'A visit to the Yankari Game Reserve'.

15
minutes

Sentences

Grammar

Pair task

Ask the groups to say where commas are used for extra information in the passage.

Explain that commas are often used to separate time connectives, eg: 'On the first day,'.

Ask the groups to say any other time connectives that they know, eg: 'suddenly', 'at first', 'next'.

Ask the pupils to look at the **sentences** on the chalkboard.

Ask them to point to where the commas should go to separate the extra information.

15
minutes

Sentences/Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell these groups to copy the **sentences** on the chalkboard into their exercise books, putting in the missing commas.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

Group D:

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

5
minutes

Plenary

Whole class teaching

Ask the pupils to say some of the things that happened at Yankari Game Reserve.

Ask them to say some of the time connectives used in the recount.

Week 26: Yankari Game Reserve

Day 3: Interesting sentences

Learning outcomes

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

Split longer words into
syllables in order to read
and spell them.

Add extra information,
using commas, to
make sentences more
interesting.

Preparation

Before the lesson:

Draw **pictures** of an elephant,
antelope, crocodile, hippopotamus
and lion on paper.

Read **How? Making interesting sentences**,
as shown below.

How? Making interesting sentences



Look at the pictures
and ask the pupils
what they know
about the animals.



Choose some
pupils to role play
simple sentences
about the animals.



Ask the class:
'What did they look
like?', 'What else
were they doing?'



Ask a pupil to
add the extra
information to the
sentence.



Ask another pupil
to add extra
information to the
next sentence.

15
minutes

Spelling

Whole class teaching

Tell the class that we can split longer words into syllables to help with reading and spelling.

Write, 'disagree', 'seventeen' and 'unimportant' on the chalkboard.

Ask the pupils to count the chin bumps as they say each word, eg: dis-a-gree = 3.

Ask the pupils, in turn, to say their first name and clap each syllable.

Ask the pupils to say 'elephant' with you, count the syllables and write the word in their exercise books.

Repeat with 'understand' and 'finishing'.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

Show the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Read and explain the fourth section of 'A visit to the Yankari Game Reserve'. from the chalkboard with the pupils.

Ask the class some questions about the text, eg: What did the guide warn the children about?

15
minutes

How

Grammar

Whole class teaching

Explain that adding extra information makes sentences more interesting.

Teach **How? Making interesting sentences**, as shown left.

Remind the pupils to use commas to separate the extra information.

15
minutes

Animal pictures/
Matching game/Snap game

Reading

Supported group activities

Groups A and D:
Ask these groups to write sentences about the **animal pictures** in their exercise books. Ask them to include extra information and use commas.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

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

5
minutes

Plenary

Group task

Ask groups A and D to read some of their sentences.

Ask the other groups to notice any extra information that makes the sentences interesting.

Week 26: Yankari Game Reserve

Day 4: Recount rules

Learning outcomes

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

Split the months of the
year into syllables in order
to read and spell them.

Say the rules for writing
a recount.

Preparation

Before the lesson:

Have ready the **animal pictures** from
Week 26, Day 3 (yesterday) .

Read **How? Syllables for the months of
the year**, as shown below.

How? Syllables for the months of the year



Write the months
of the year on the
chalkboard.



Ask pupils to read
them slowly, feeling
each chin bump.



Ask the pupils to
clap each syllable
and mark them on
the months.



Ask the pupils to
write the months
of the year in their
exercise books.

15
minutes

How

Spelling

Whole class teaching

Teach **How? Syllables for the months of the year**, as shown left.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

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

Look at 'A visit to the Yankari Game Reserve' on the chalkboard with the pupils and ask, 'What do we call this type of writing?'

Remind the pupils of the rules for recount writing, ie: use the past tense, write in paragraphs in the order that events happened, use speech if possible and include descriptions.

15
minutes

Grammar

Whole class teaching

Explain that using time connectives with a comma helps to keep the events in order.

Remind pupils that they can make the descriptions more interesting by adding extra information with commas.

Teach **How? Making interesting sentences** as shown in Week 26, Day 3 (yesterday).

Use different sentences, eg: 'The elephant stamped.' could become, 'The elephant, feeling cross, stamped noisily.'

15
minutes

Matching game/Snap game/
Animal pictures

Reading

Supported group activities

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

Groups B and C:
Ask these groups to write sentences about the **animal pictures** in their exercise books. Ask them to include extra information and use commas.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

5
minutes

Plenary

Whole class teaching

Look at 'A visit to the Yankari Game Reserve' on the chalkboard.

Ask the pupils to explain why this writing is a recount, eg: it is written in the past tense, it has time connectives.

Week 26: Yankari Game Reserve

Day 5: Role playing

Learning outcomes

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

Split longer words into
syllables in order to read
and spell them.

Answer questions about
a recount.

Preparation

Before the lesson:

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

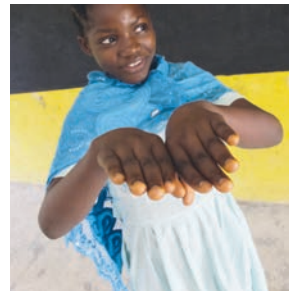
Write the **questions** from the
comprehension task, shown right,
on the chalkboard.

Read **How? Group role play**, as
shown below.

How? Group role play



Driving to Yankari
and arriving
at the chalet.



The baboon in
the chalet and
swimming at Wikki
Warm Springs.



The game reserve
tour.



The dancing, picnics
and second tour
of the game reserve.



Ask each group
to say sentences
to describe
what happened.

15
minutes

Spelling

Pair task

Write the following words on the chalkboard:

sleeping
yesterday
nineteen
hopeful
goalkeeper
playtime
underground

Ask the pairs to write the words in their exercise books and split them into syllables, eg: sleeping = slee-ping.

Choose some pairs to read and say the number of syllables in each word and ask the class if they agree.

Dictate this sentence for the pupils to write in their exercise books: 'Seventeen pupils are listening.'

10
minutes

Word/phrase cards/
Poems

Reading

Group task

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

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

Look at 'A visit to the Yankari Game Reserve' on the chalkboard.

Read the whole passage with the pupils.

30
minutes

How

Comprehension

Whole class teaching

Ask each group to role play a different section of the recount, as shown left in **How? Group role play**.

Ask each group to perform their role play for the class.

Group task

Read the following questions on the chalkboard:

'What did the guide warn the children about?'

'What did the children do at Wikki Warm Springs?'

'What did they see on the first game reserve tour?'

'What did the children do on the third day?'

Ask the groups to discuss the questions.

Choose pupils from each group to answer the questions.

5
minutes

Plenary

Whole class teaching

Choose some pairs to answer the following questions:

'What does a full stop do?'

'What else can you put at the end of a sentence?'

'When can you use a comma?'

Weekly page

Primary 4, literacy lesson plans

Week 27:

My home

Words/phrases

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

travelled
visit
village
city
hotel
welcome
environment
neighbour
animals
electricity
games
crops

Wow! words

peaceful
busy
noisy
dusty
cheerful
friendly

Learning expectations

By the end of the week:

All pupils will be able to:

Write some sentences about where they live.

Most pupils will be able to:

Write a simple recount in the past tense.

Some pupils will be able to:

Write a recount with paragraphs and interesting openers for sentences.

Assessment task

Instructions:

Ask an individual pupil to:

1

Read their recount from Day 5 to you.

2

Ask two pupils to read each other's recount and answer the following questions:

'What takes place in the recount?'

'Who is the recount about?'

'What happened on the last day?'

Example of a pupil's work

This pupil can:

Write a recount following the rules for recount writing.

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

Use punctuation correctly.

My home

One day, my friend Joseph came to spend a week in my house with me. Joseph who is my best friend, is a lovely, funny, friendly person.

The first day, after he had dropped his overnight bag in my house, we went out for shopping. At the end of my street there are some local shops. We bought rice, meat, tomatoes, salt, pepper, juice and jam.

Later, in the evening, we prepared our own food. It was great fun and Joseph told lots of jokes while we cooked. Sadly, the meal was not as good as my mums meals are, but we did have a good time.

The last day, before Joseph had to go back, we played football behind my house. "Goal, goal, goal!" shouted Joseph every time he kicked the ball. He is so funny, my sweet friend Joseph.

Week 27: My home

Day 1: Openers

Learning outcomes

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

Read words with silent
'k', 'b' and 'r'.

Use adverbs as openers
in a recount.

Preparation

Before the lesson:

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

Write these **sentences** on the chalkboard:
'We drove to the hotel.', 'Bayo greeted us.',
'I held the baby.', 'Joseph prepared a meal.',
'It was time to go out.'

Read **How? Shared writing: a visit**,
as shown below.

How? Shared writing: a visit



Draw a village, town
or city you have
visited on a large
piece of paper.



Ask the class to
help you write the
introduction.



Ask the pupils to
help you write a new
paragraph to
describe the place.



Ask, 'What were
the houses like?'
and write a new
paragraph.



Ask, 'What was the
environment like?'

15
minutes

Spelling

Pair task

Write the following words on the chalkboard: 'knock', 'thumb', 'sob', 'knot', 'wait', 'wrong', 'crumb', 'wrist', 'win', 'debt', 'keep'.

Choose some pairs to sound out each word and underline the words with silent letters.

Remind the class that:

'Silent "k" is only used before the letter "n".'

'Silent "b" comes after an "m" or before a "t".'

'Silent "w" often comes before "r" in a word.'

Ask the pairs to write the words with silent letters in their exercise books.

20
minutes

Word/phrase cards

How

Wow! words wall

Shared writing

Whole class teaching

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

Show the pupils the first three **words/phrase cards**, read and explain their meaning.

Explain that you need the class to help you to write a recount about a visit.

Ask, 'What are the rules for recount writing?'

Remind the class that recounts are written in the past tense, in the order that events happened, include descriptions and sometimes contain speech.

15
minutes

Sentences

Grammar

Pair task

Explain that 'openers' are words that start sentences.

Ask the class to say some time connectives that can be used as openers, eg: Next.

Read out the **sentences** on the chalkboard.

Explain that adverbs can also be used as openers and write, 'Kindly', 'Gently', 'Suddenly', 'Carefully', 'Quickly'.

Ask the pairs to say one of these adverbs as an opener for each sentence.

Ask the pairs to use the adverbs to complete the sentences in their exercise books.

10
minutes

Wow! words wall

Plenary

Whole class teaching

Remind the pairs to use a comma after the adverb because it is extra information.

Look at the recount and ask the pairs to say where more interesting openers could be used.

Encourage the pupils to use time connectives and adverbs.

Write some of the pupils' ideas on the **wow! words wall**.

Week 27: My home

Day 2: Shared writing

Learning outcomes

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

Identify silent letters
in words.

Contribute ideas to
a written recount.

Preparation

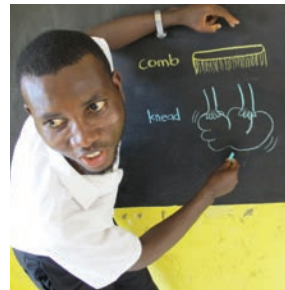
Before the lesson:

Have ready the **shared writing**
and **wow! words wall** from Week 27,
Day 1 (yesterday).

Draw a **picture** of a house that you
have visited.

Read **How? Silent letters**, as
shown below.

How? Silent letters



Write these silent
letter words on
the chalkboard
and draw a picture
for each one.



Ask the groups
to take turns
reading each word
and pointing to
the silent letter.



Ask the other
groups to check
that they read
the word correctly.



Count the sounds
in each word.



Ask each group
to say and write
sentences for
two of the words.

15
minutes

How

Spelling

Group task

Teach **How? Silent letters**, as shown left.

20
minutes

Word/phrase cards/
Shared writing/Picture

Shared writing

Whole class teaching

Read the first three words/phrases on the chalkboard with the pupils.

Show the next three **word/phrase cards** and make sure the pupils understand them.

Read the **shared writing** you did with the class on Week 27, Day 1 (yesterday).

Show the class the **picture of a house** and ask them to help you write a paragraph to describe it.

Ask the pupils to help you describe what happened on your visit, eg: where you went, what you saw, who you met.

15
minutes

Grammar

Group task

Write the following recount on the chalkboard and read it out:
'the next day tunde woke up late after breakfast segun took him for a drive driving slowly segun showed him many interesting things that is ahmadu bello stadium he said'

Ask the groups to say what is wrong with this recount.

Ask the groups to copy this recount into their exercise books, putting in the missing capital letters and punctuation marks.

Remind them to use full stops, commas and speech marks.

10
minutes

Plenary

Whole class teaching

Ask each group to put some of the missing capital letters and punctuation marks in the recount.

Ask the groups to say when capital letters are needed, eg: at the beginning of a sentence, for names of places and people.

Tell the class to look at the shared writing and ask some pupils to check that capital letters and punctuation marks have been used correctly.

Week 27: My home

Day 3: Where I live

Learning outcomes

Preparation

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

Read words with a silent 'h'.

Write some sentences about where they live.

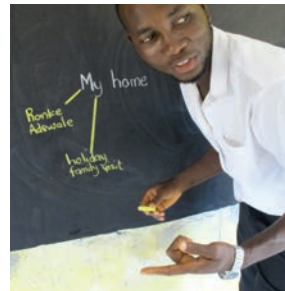
Before the lesson:

Have ready two large pieces of paper.

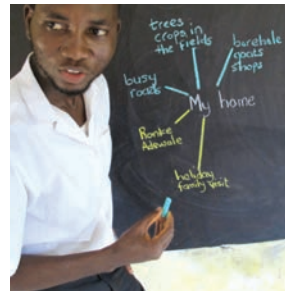
Have ready the **wow! words wall** from Week 27, Day 2 (yesterday).

Read **How? Brainstorm: my home**, as shown below.

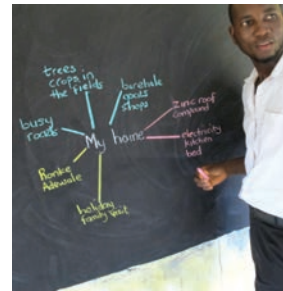
How? Brainstorm: my home



Ask the pupils, 'What was the name of the friend?, Why did the friend visit?'



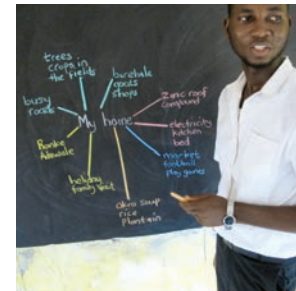
Ask, 'What can you see in your village/town/city?'



Ask the pupils to describe their homes.



Ask, 'What meals did the friend eat?'



Ask, 'What did you do?, Where did you go?'

15
minutes

Spelling

Whole class teaching

Write the following words on the chalkboard: 'white', 'whisker', 'when', 'what', 'ghost', 'echo', 'character'.

Read and explain them to the class.

Read each word slowly and ask the pupils to notice the silent letter 'h'.

Explain that 'h' is often silent after 'w'.

Ask the pupils to say where else it is silent, ie: when it comes after 'g' and sometimes after 'c'.

Ask the class to count the sounds in each word, eg: ch-a-r-a-c-t-e-r = 7.

15
minutes

Word/phrase cards

Shared writing

Whole class teaching

Show the first nine **word/phrase cards** and make sure the pupils understand their meaning.

Read the recount the pupils wrote with you on Week 27, Day 2 (yesterday) and say that they are now going to write a recount by themselves.

Tell the pupils to imagine that a friend has come to visit where they live.

Explain that they are going to write a recount describing what the friend saw and did.

25
minutes

How

Paper/Brainstorm/
Drawing

Brainstorm

Whole class teaching

Ask some pupils to draw the village/town/city where they live on one of the pieces of **paper**.

Write the name of the place under the picture.

Collect ideas for writing by brainstorming, as shown left in **How? Brainstorm: my home**.

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

5
minutes

Word/phrase cards

Plenary

Whole class teaching

Ask the pupils to say some words to describe the people where they live, eg: happy, kind.

Explain the meaning of the word 'cheerful'.

Ask them to suggest adjectives to describe where they live, eg: busy, dusty, quiet.

Write their idea on the **wow! words wall**.

Week 27: My home

Day 4: A recount

Learning outcomes

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

Read words with a silent 'g'.

Write a recount
independently.

Preparation

Before the lesson:

Write the following **silent 'h' words**
on the chalkboard: 'what', 'character',
'choir', 'ghost'.

Have ready the **brainstorm**,
drawing and **wow! words wall** from
Week 27, Day 3 (yesterday).

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

How? Role play



Role play meeting
the friend and taking
him or her home.



Role play meeting
the family.



Role play showing
the friend around
the home.



Role play playing
a game with the
friend.



Role play having
a meal and going
to bed.

15 minutes | Words

Spelling

Group task

Ask each group to say two words they know that have silent letters.

Ask each group to read one of the **silent 'h' words** on the chalkboard.

Write the following words on the chalkboard and read and explain them: 'gnash', 'gnat', 'sign', 'resign'.

Ask the groups to notice the silent letter and where it comes in the word.

Explain that 'g' is often silent when it comes before 'n'.

Ask the groups to write the silent 'g' words in their exercise books and draw a picture for each word.

20 minutes | Word/phrase cards/
Drawing

Guided writing

Whole class teaching

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

Show the last three **word/phrase cards**, read them and explain their meaning.

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

Remind the pupils that they are going to write their own recount called 'My home'.

Ask the class to look at the **drawing** and say some sentences about where they live.

How

Group task

Ask the groups to take turns role playing, as shown left in **How? Role play**.

Encourage the pupils to use speech and do actions.

On the chalkboard, write:

'Last year _____ came to _____.'

'I took _____ to my home and showed _____.'

Ask the groups to think about the role plays and suggest ideas to complete these sentences.

15 minutes | Brainstorm/
Wow! words wall

Independent writing

Individual task

Tell the pupils to write 'My home' in their exercise books.

Ask them to complete the sentences on the chalkboard.

Tell the pupils to write in the name of a friend and the name of the place where they live.

Ask the pupils to try to write four more sentences.

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

10 minutes

Plenary

Whole class teaching

Ask the class to say the rules for writing a recount.

Ask the pupils to check that they have written their recount in the past tense and in the correct order.

Ask the pupils to say any time connectives they have used.

Week 27: My home

Day 5: Role play

Learning outcomes

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

Spell words with
silent letters.

Write recount paragraphs
independently.

Preparation

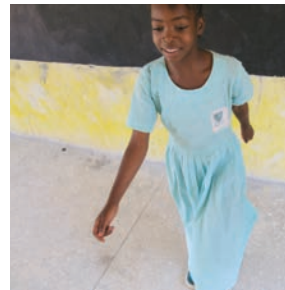
Before the lesson:

Make a set of 'k', 'w', 'b', 'h', 'g'
silent letter cards for each group.

Have ready the **brainstorm**,
drawing and **wow! words wall** from
Week 27, Day 3 (earlier this week).

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

How? Role play 2



Ask some pupils to
role play the friend
getting up and
walking around.



Ask the pupils
to draw places of
interest and role
play going there.



Ask the pupils to
role play going to
the market.



Ask the pupils to
role play showing the
friend the school.



Discuss ideas from
the role plays to
complete the next
two paragraphs.

15
minutes

Silent letter cards

20
minutes

Brainstorm/Wow!
words wall/Drawing

How

15
minutes

10
minutes

Spelling

Group task

Ask each group to say and write three words with silent letters on the chalkboard.

Give each group a set of **silent letter cards**.

Read out the following words and ask the groups to hold up the silent letter in each word: 'comb', 'wrist', 'sign', 'what', 'character', 'ghost', 'white', 'lamb', 'kneel', 'write', 'echo', 'gnash', 'climb', 'knead'.

Dictate some of the words for the pupils to write in their exercise books.

Guided writing

Whole class teaching

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

Remind the class that they have been writing a recount.

Explain that they need to include interesting words to make their writing interesting.

Ask them to say some openers they could use (include adverbs and time connectives).

Read out the **brainstorm** and the **wow! words wall** and look at the **drawing** with the class.

Independent writing

Individual task

Ask the pupils to open their exercise books and find the recount writing from Week 27, Day 4 (yesterday).

Ask them to complete the following paragraphs: 'The next day, _____.' 'On the last day, _____.'

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

Plenary

Whole class teaching

Choose some pupils to read their recounts to the class.

Ask the pupils to say some of the rules for recount writing.

Ask the pupils to give examples of openers that make writing more interesting.

Weekly page

Primary 4, literacy lesson plans

Week 28:

The Super Eagles

Words/phrases

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

memorable
referee
fired
accurate
rewarded
spectators
stadium
celebration
goal
equalised
determine
penalty shoot-out

Learning expectations

By the end of the week:

All pupils will be able to:

Answer questions about a report.

Most pupils will be able to:

Use different paragraphs to describe the information in a report.

Some pupils will be able to:

Say the rules for writing a report.

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

Passage adapted from Nigeria Primary English 4, page 86, copyright Learn Africa Plc.

A memorable football match

The football match I remember best was the one between the Super Eagles of Nigeria and the Indomitable Lions of Cameroon.

It was the final to decide the winner of the Africa Cup of Nations. It seems that the whole of Nigeria watched the game on television! Everyone was very excited.

It was nearly 4 o'clock on that Sunday 27th February 2000 when both teams filed out and lined up on the field. There were shouts and cheers from spectators for both teams. The referee blew his whistle at exactly 4.30pm and the game began.

In the eleventh minute, the Indomitable Lions scored their first goal! The Super Eagles did not give up and they fought hard to score themselves, but it was very difficult.

By half time, the Lions had scored their second goal, bringing the score to two-nil. Everyone was sad and the spectators were quiet – but we never lost hope.

During the second half, the Super Eagles played fast and accurate football and they were rewarded with their first goal.

The Nigerian spectators were so happy and we all stood up round the television and cheered with our hands in the air. The spectators in the stadium sang our popular song, 'All we are saying is give us more goals'.

There was an even louder celebration when the Eagles scored their second goal in the dying minutes of the second half, bringing the score to two-all. The Super Eagles had equalised with the Indomitable Lions! The referee blew his whistle.

To determine the winner, the match went into extra time but neither the Eagles nor the Lions managed to score. According to the rules, if there is no winner after extra time, the winner is decided through a penalty shoot-out.

The Lions lost one penalty kick but the Eagles lost two. And so the Indomitable Lions won the cup. It was a sad day for Nigeria, although the Super Eagles did win the silver medal. All the players said they would try very hard to win the Africa Cup of Nations the next time.

Week 28: The Super Eagles

Day 1: Either and neither

Learning outcomes

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

Spell the homophones
'right' and 'write'.

Use 'either' and 'neither'
correctly.

Preparation

Before the lesson:

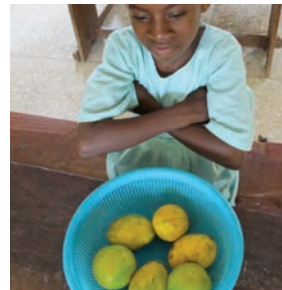
Write the following **sentences** on
the chalkboard: 'Neither Funmi ____
Grace were late for school.'
'I can use ____ a pen or a pencil.'
'We can be ____ well or ill.'
'Snails can ____ talk ____ sing.'

Read **How? Either or neither**, as
shown below.

How? Either or neither



Choose some pairs
to role play: 'I want
either an orange or
a mango.'



'I want neither
an orange
nor a mango.'



Tell the pairs to either
stand or jump.



Tell the pairs
to neither stand
nor jump.



Ask some pairs
to give you either a pen
or a book.

15
minutes

Spelling

Group task

Remind the class that 'homophones' are words that have the same sound but different spellings and meanings.

Write on the chalkboard, 'I know a bee is here.'

Choose some groups to say the homophones and write the different spellings on the chalkboard (no, be, hear).

Say, 'I write with my right hand.'

Ask the groups to help you spell 'write' and 'right'.

Ask the groups to write sentences with 'right' and 'write' in their exercise books.

10
minutes

Word/phrase cards

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 three **word/phrase cards**, read them and explain their meaning.

Ask the pupils if they have ever watched a football match and if they know any rules for playing football.

Read and explain the first two paragraphs of 'A memorable football match'.

15
minutes

How

Sentences

Grammar

Whole class teaching

Explain that we use 'either' to mean 'one or the other' of two things, and 'neither' to mean 'not one and not the other' of two things.

Explain that 'either' is used with 'or' and 'neither' is used with 'nor'.

Teach **How? Either or neither**, as shown left.

Read and explain the **sentences** on the chalkboard and ask the pairs to say the missing words.

Ask the pairs to say some sentences using 'either' and 'or' and 'neither' and 'nor'.

15
minutes

Matching game/
Snap game/Sentences

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

Group B:

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

Groups C and D:

Tell these groups to complete the **sentences** on the chalkboard in their exercise books and try to write their own either and neither sentences.

5
minutes

Plenary

Whole class teaching

Ask the class to say what happened in 'A memorable football match'.

Explain that this type of writing is called a 'report'.

Say, 'A report gives you information about a subject or something that happened.'

Week 28: The Super Eagles

Day 2: A report

Learning outcomes

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

Say the different spellings
for some common
homophones.

Read and discuss
a report.

Preparation

Before the lesson:

Make **homophone flash cards** of
the following words for each group:
'meet', 'meat', 'bee', 'be', 'know',
'no', 'knew', 'new', 'hear', 'here', 'right',
'write', 'for', 'four'.

Read **How? Homophone pairs**,
as shown below.

How? Homophone pairs



Give each pupil
a homophone flash
card and tell them
to walk around
the classroom.



Ask them to look
for a pupil with
a matching
homophone.



Choose some
pairs to write their
homophones
in sentences on
the chalkboard.



Collect the flash
cards, shuffle
them and repeat
this process two
more times.



Choose some
pairs to write their
homophones in
sentences on
the chalkboard.

15
minutes

How

Homophone
cards

10
minutes

Word/phrase cards

15
minutes

Sentences

15
minutes

Sentences/
Matching game/Snap game

5
minutes

Spelling

Group task

Dictate the following sentences for the groups to write in their exercise books:

'I want to play for a team.'

'We need four goals to win.'

Choose some groups to spell 'for' and 'four' on the chalkboard and ask them to explain the different meanings.

Teach **How? Homophone pairs**, as shown left, using the **homophone flash cards**.

Reading

Whole class teaching

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

Read and explain the next three **word/phrase cards**.

Ask the class, 'What type of writing did we read yesterday?'

Read and explain the last three paragraphs of 'A memorable football match'.

Ask some pupils to explain why the Super Eagles lost.

Choose a pupil to find 'neither' in the report and read the sentence to the class.

Grammar

Pair task

Ask the pairs to say the rules for using 'either' and 'neither'.

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

'At the start of the match _____ the Eagles _____ the Lions could win.'

'Neither the Eagles _____ the Lions managed to score.'

'At the end of the second half _____ the Eagles _____ the Lions had won.'

Ask the pairs to say the missing words.

Remind the pairs that 'either' is used with 'or' and 'neither' is used with 'nor'.

Reading

Supported group activities

Groups A and B:

Tell these groups to complete the **sentences** on the chalkboard in their exercise books and try to write their own either and neither sentences.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

Group D:

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

Plenary

Whole class teaching

Explain the meaning of 'indomitable' (impossible to beat).

Ask, 'Why do you think the Nigerian team chose to be called the Eagles?'

Ask, 'Why do you think the Cameroon team chose to be called the Lions?'

Week 28: The Super Eagles

Day 3: The manager

Learning outcomes

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

Explain the meaning
of some common
homophones.

Say some speech
sentences.

Preparation

Before the lesson:

Have ready the **homophone flash
cards** from Week 28, Day 2 (yesterday).

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

How? The manager



Ask the groups to
role play the
manager talking
to the Eagles at
half time.



Ask the groups
to write what the
manager says in
speech bubbles.



Ask the groups
to say other words
for 'said' and
write them on the
chalkboard.



Remind the groups
how to write speech
in sentences.



Ask the groups
to write speech
sentences for
the manager on
the chalkboard.

15 minutes | Homophone cards

Spelling

Group task

Give each group some **homophone flash cards** and ask them to choose three homophones.

Tell the groups to hold up each homophone as they say a sentence for it.

Ask the other groups if their sentences are correct.

Write, 'threw' and 'through' on the chalkboard.

Read and explain their meanings.

Dictate the following sentences for the pupils to write in their exercise books:
'I went through the door.'
'He threw the ball.'

10 minutes | Word/phrase cards

Reading

Whole class teaching

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

Read the next three **word/phrase cards** with the pupils, discussing what they mean.

Look at 'A memorable football match' on the chalkboard and ask the pupils to say what they remember about the passage.

Explain, 'Reports are different from recounts. Reports do not have to be written in order but all the details must be correct.'

Say, 'Newspapers include reports about the news and sport.'

15 minutes | **How**

Grammar

Group task

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

Remind the groups to use speech marks and a comma between the speech and the speaker.

15 minutes | Matching game/ Snap game

Reading

Supported group activities

Groups A and D:
Ask these groups to write sentences describing what the manager said to the Eagles.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

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

5 minutes | Words

Plenary

Group task

Ask groups A and D to read their sentences to the class.

Ask the other groups to notice any words they use for 'said'.

Write the **'said' words** on the chalkboard and keep them for the next day.

Week 28: The Super Eagles

Day 4: Paragraphs

Learning outcomes

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

Use homophones
correctly when writing.

Understand how to
organise ideas into
paragraphs.

Preparation

Before the lesson:

Have ready the 'said' words from
Day 3 (yesterday).

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

How? Paragraphs



Ask each group to
role play the following
paragraphs from
the passage:



The referee blowing
the whistle and
the Lions scoring
two goals.



The Eagles scoring
and the spectators
singing.



The Eagles scoring
the second goal.



Extra time, the
penalty shoot-out
and the Lions
winning the cup.

10
minutes

Spelling

Pair task

Write 'write', 'for' and 'threw' on the chalkboard.

Choose some pairs to write the different spellings under each word.

Ask the pairs to say sentences with both words.

Write the following on the chalkboard:

'He _____ the seeds in the soil.'

'I need food _____ my snack.'

'I _____ with a pen.'

'The dog ran _____ the trees.'

Ask the pairs to say the missing words and complete the sentences in their exercise books.

15
minutes

How

Reading

Whole class teaching

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

Read and explain the next three **word/phrase cards**.

Read through the passage 'A memorable football match' with the pupils.

Remind the groups that we use paragraphs in writing to introduce new sections.

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

Word/phrase
cards

15
minutes

Words

Grammar

Pair task

Explain that reports often contain speech.

Ask the pairs to say some of the rules for writing speech.

Read the **'said' words** and ask the pairs if they can suggest any others.

Ask the pairs to take turns role playing the manager and one of the Eagles.

Ask them to think of questions and answers the manager and the player might say.

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

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Group A:

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

Groups B and C:

Ask these groups to write sentences describing what the manager said to the Eagles.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

5
minutes

Plenary

Whole class teaching

Explain that reports have paragraphs for different parts of the information.

Ask the pupils to look at the first paragraph in 'A memorable football match' and say what it is about, ie: an introduction to the match between the Eagles and the Lions.

Repeat this process for each paragraph.

Week 28: The Super Eagles

Day 5: Understanding a report

Learning outcomes

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

Use common homophones
correctly in sentences.

Answer questions about
a report.

Preparation

Before the lesson:

Copy the **word search**, shown opposite,
on to the chalkboard have ready a set of
word/phrase cards for each group.

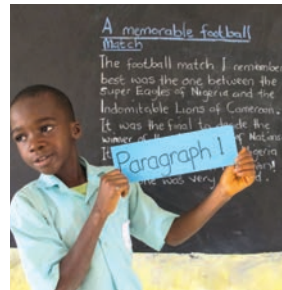
Write the sentences from today's
comprehension task, shown opposite,
on the chalkboard.

Read **How? Rules for report writing**,
as shown below.

How? Rules for report writing



Reports have a title
to explain what
the writing is about.



The first paragraph
introduces the topic.



Each paragraph
contains new
information.



The facts and
information must be
explained clearly.



Use interesting
openers for
each paragraph.

15
minutes

Word search

Spelling

Whole class teaching

Ask the pupils to say some homophones and explain their different meanings.

Write 'not' on the chalkboard and ask the class if they know another spelling for this word.

Write 'knot' and explain its meaning.

Choose some pupils to point to the homophones in the **word search**.

Word search

r	m	t	k	t	m	t
w	q	y	h	h	l	u
r	r	f	o	r	t	s
i	i	f	o	o	e	g
f	g	a	n	u	u	w
e	h	k	o	g	r	n
u	t	l	t	h	c	g

10
minutes

How

Word/phrase
cards

Reading

Group task

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

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

Ask the groups to say the type of writing they have been reading this week.

Teach **How? Rules for report writing**, as shown left.

Ask the groups to read through 'A memorable football match' and check each rule in the passage.

30
minutes

Comprehension

Group task

Read the following questions and ask the groups to discuss the answers:

'Which two teams were playing?'

'Where did Nigerians watch the match?'

'Why were Nigerians sad?'

'When did the Eagles score their goals?'

Choose some groups to say the answers and ask the class if they are correct.

Tell pupils to complete the questions in their exercise books.

5
minutes

Plenary

Whole class teaching

Ask the class to say the rules for writing a report.

Ask the pupils if they have heard of any other famous football matches or know the names of any football players.

Weekly page

Primary 4, literacy lesson plans

Week 29: The football match

Words/phrases

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

defender
attacker
head the ball
goalkeeper
shoot
possession
whistle
throw-in
corner kick
half time
final score
champions

Wow! words

dribbled
swerved
dodged
tackled
dived

Learning expectations

By the end of the week:

All pupils will be able to:

Write some sentences about a football match.

Most pupils will be able to:

Write a simple report with paragraphs.

Some pupils will be able to:

Write some sentences with subordinate clauses.

Assessment task

Example of a pupil's work

Instructions:

Ask an individual pupil to:

- 1 Read their report written on Day 5 of Week 29.
- 2 Explain the rules for report writing.
- 3 Answer questions, such as:
'Which team scored the most?'
'What was the manager's view on the match?'
'Who was the star player of the match?'

This pupil can:

Use the rules for report writing.

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

Use punctuation correctly.

Getting close to a score!

After a short break, in which all players restored their energy, the two teams returned back on the field. Both teams, only scoring one goal in the first half, were eager to start the second half.

The players, on both the red and the blue team had equal possession of the ball. The blue team nearly scored twice but both times the ball disappeared behind the goal into the bush.

Close to the end of the match, the goalkeeper kicked the ball far over the field. One of the strikers on the red team received the ball, dribbled a little and kicked the ball over the goalkeeper, into the left corner.

"Goaaaaaall!!" shouted the spectators excitedly.

After the match the coach of the blue team analysed their loss, "We really did the best we could and tried to defend our goal but in the end we did not score and they did."

Week 29: The football match

Day 1: The football teams

Learning outcomes

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

Spell words with the long
'a' sound.

Talk about a football
game, using interesting
verbs and adverbs.

Preparation

Before the lesson:

Mark out a **football pitch** with
goal areas outside and find a **football**
and a **whistle**.

Make a **wow! words wall**.

Read **How? Football match first half**,
as shown below, and have ready
a **large piece of paper**.

How? Football match first half



Choose some
pupils to demonstrate
how to dribble
with, and head,
the ball.



Tell the teams to
run on to the foot-
ball pitch.



Tell the referee
to blow the whistle
and the teams
to play.



Tell the managers
to shout advice
and the spectators
to cheer and sing.



Tell the referee to
blow the whistle
for half time after
10 minutes.

10
minutes

Spelling

Group task

Ask different groups to write the following words on the chalkboard: 'snail', 'came', 'cake', 'play'.

Ask, 'What letters make the long "a" sound?'

Remind the groups that the long 'a' sound at the end of a word is usually spelled 'ay'.

Ask, 'Can anyone spell eighteen and weight?'

Explain that 'eigh' also makes the long 'a' sound.

Dictate this sentence for the pupils to write in their exercise books: 'After eighteen days, the rain came again.'

30
minutes

Word/phrase cards

Shared writing

Whole class teaching

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

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

Tell the class that they are going to play their own football match and write a football report this week.

Choose some pupils to be players in two teams and ask the class to make up team names.

Choose some pupils to be the managers, a referee and spectators.

Discuss the rules for playing football.

How

Pitch/Football/Whistle/
Paper/Wow! words wall

Go outside and teach **How? Football match first half**, as shown left.

Go back to the classroom and ask the pairs to say some verbs to describe how the players moved, eg: pass the ball, kick, run.

Write their ideas on the **large piece of paper** and keep it for the next day.

Read and explain the words in the **wow! words wall**.

Ask the pairs to say adverbs to describe the verbs and write these on the wow! words wall, eg: quickly, cleverly.

10
minutes

Grammar

Pair task

Write on the chalkboard: 'Samson, who was trying hard scored a goal.'

Explain that 'who was trying hard' is a 'subordinate clause'.

Say, 'Subordinate clauses give extra information. They do not make sense on their own.'

Explain that we can use 'who' with commas to add a subordinate clause to a sentence.

Ask the pairs to add subordinate clauses to this sentence: 'Ayo, who _____, cheered her team.'

10
minutes

Plenary

Whole class teaching

Discuss the score so far and discuss what each team needs to do to win.

Ask the pupils who were football players to describe how they felt when they were playing the game.

Discuss any goals they scored and ask the class who they think will win when they play the second half tomorrow.

Week 29: The football match

Day 2: Final score

Learning outcomes

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

Spell words with the
long 'i' sound.

Say sentences with
subordinate clauses about
a football game.

Preparation

Before the lesson:

Have ready the **wow! words wall**,
the **piece of paper**, the **football pitch**,
football and **whistle** from Week 29,
Day 1 (yesterday).

Write the grammar **sentences**, shown
right, on the chalkboard.

Read **How? Football match second half**,
as shown below.

How? Football match second half



Tell the teams to
run on to the football
pitch and ask the
spectators to cheer.



Tell the referee
to blow the whistle
and the teams to
play the second half.



Encourage the
players to tackle
each other
to get the ball.



Try to ensure that
the teams score
goals, take corner
kicks and have
throw-ins.



After 10 minutes, tell
the referee to blow
the whistle and say
the final score.

10
minutes

Spelling

Whole class teaching

Ask some pupils to write the following words on the chalkboard: 'try', 'my', 'nine', 'smile', 'pie', 'die', 'night', 'light'.

Choose some pupils to underline the letters that make the long 'i' sound.

Explain that some words have a different spelling and ask the pupils to help you write the following words on the chalkboard: 'wild', 'child', 'kind', 'find'.

Dictate this sentence for the pupils to write in their exercise books: 'A star shines high in the sky.'

30
minutes

Word/phrase cards

Shared writing

Whole class teaching

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

Make sure they understand their meaning.

Read and explain the next three **word/phrase cards**.

Choose some pupils to explain what happened in the football match on Week 29, Day 1 (yesterday).

How

Pitch/Football/Whistle/
Wow! words wall/Paper

Take the pupils outside and teach **How? Football match second half**, as shown left.

Ask the pairs to say some words to describe the players, eg: brave, quick, clever, skilful.

Write their ideas on the **wow! words wall**.

Ask the pairs to suggest some speech for the referee, eg: 'Give him the ball.', 'That is a free kick.'

Ask the pairs to suggest some speech for the spectators, eg: 'Come on! You can score a goal.'

Write their ideas on the **large piece of paper** and keep it for the next day.

10
minutes

Grammar

Pair task

Remind the pupils that they have been learning about subordinate clauses.

Explain that if the information is about a person then we use 'who', but if it is about an animal or a thing we use 'which'.

Read the following sentences on the chalkboard:

'Tade, _____ is a skilful player, scored two goals.'

'The whistle, _____ was old, did not work.'

Ask the pairs to complete the sentences in their exercise books using 'who' or 'which'.

10
minutes

Plenary

Whole class teaching

Choose some pairs to read out their sentences and ask the class to say if they are correct.

Tell the pupils to check that they have used commas to separate the subordinate clause.

Week 29: The football match

Day 3: Interviews

Learning outcomes

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

Spell words with the
long 'o' sound.

Ask and answer questions
in an interview.

Preparation

Before the lesson:

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

Have ready a **large piece of paper**, the
wow! words wall and the **ideas paper** from
Week 29, Day 2 (yesterday).

Make a **microphone** from cardboard
and read **How? Interviews**, as shown below.

How? Interviews



Ask some of
the players from
one team to sit
at the front of
the classroom.



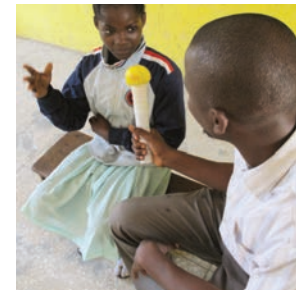
Choose a pupil
to be the reporter
and to hold the
microphone.



Tell the reporter
to ask the players
questions and
tell the players
to reply.



Repeat with players
from the other
team and a different
reporter.



Choose some
pupils to interview
the managers.

15
minutes

Word search

20
minutes

Word/phrase cards

20
minutes

Paper

How

5
minutes

Spelling

Whole class teaching

Write 'goat', 'stone' and 'show' on the chalkboard and ask the pupils to read the words and underline the long 'o' sound in each word.

Ask the pupils to find the long 'o' words in the **word search** and write them on the chalkboard (arrow, yellow, goal, hope, road, nose, cone, slow, woke, so, go).

Word search

r	v	y	g	h	n
o	a	e	i	o	o
i	r	l	s	p	s
s	r	l	x	e	e
l	o	o	x	n	c
o	w	w	o	j	y
w	s	c	o	g	x
g	o	a	l	k	i
r	o	a	d	o	e

Shared writing

Whole class teaching

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

Read out the next three **word/phrase cards** with the pupils, discussing what they mean.

Remind the class that they are going to write a football report.

Ask the pairs to say some things they remember about the football match.

Brainstorm

Whole class teaching

Write 'The football match', in the middle of the **piece of paper** and ask the class to write the main parts of the game around it.

Read out the ideas from yesterday on the piece of paper to remind the pupils what happened.

Ask the pupils the following questions:

'What were the teams called?'

'What happened in the first half?'

'What happened in the second half?'

'What were the spectators saying?'



Plenary

Whole class teaching

Choose some pupils to write some of the players' and managers' answers on the chalkboard.

Remind them to use speech marks, eg: The manager said, 'The other team kept possession of the ball. We need to tackle more.'

Say: 'Football games are often reported on television. The reporter interviews the players and the manager for more information.'

Ask the pairs to think of some questions to ask the managers and players about the football game they have just played.

Write some of the questions on the chalkboard, eg:

'Which position do you like to play best?'

'How did you feel when you were playing?'

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

Week 29: The football match

Day 4: The first half

Learning outcomes

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

Spell words with the
long 'e' sound.

Write a report independently.

Preparation

Before the lesson:

Make a set of **flash cards** for each
group with the following words: 'field',
'chief', 'sleep', 'green', 'teach', 'steal'.

Have ready the **brainstorm**
and **wow! words wall** from Week 29,
Day 3 (yesterday).

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

How? Role play



The spectators
cheering the teams.



The referee
and the start of
the game.



Scoring a goal.



Tackling a player.



The manager and
the players talking
at half time.

15
minutes

Flash cards

20
minutes

How

Word/phrase
cards

Brainstorm/
Wow! words wall

15
minutes

10
minutes

Spelling

Group task

Give each group a set of **flash cards**.

Ask them to read the words and notice the long 'e' sound.

Tell them to sort the words into different spellings of the long 'e' sound.

Ask each group to write a different spelling for the long 'e' sound on the chalkboard, ie: 'ee', 'ea', 'ie'.

Ask the groups to say more words with the long 'e' sound and write them under the correct long 'e' spelling on the chalkboard.

Guided writing

Whole class teaching

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

Read out and explain the next three **word/phrase cards**.

Explain the meaning of the last three words.

Remind the pupils that they are going to write a report about a football match.

Choose some pupils to role play parts of the first half of the match as described in **How? Role play**, shown left.

Group task

Write on the chalkboard: 'The teams ____.'

Ask, 'What were they called?', 'What did they do in the first half?'

Write 'The referee ____.'

Ask, 'What did he or she do?'

Write 'The managers ____.'

Ask, 'What did they say to the players at half time?'

Ask the groups to complete the sentences, using ideas from the role plays and the **brainstorm**.

Ask them to use words from the **wow! words wall** to describe the actions of the players, eg: tackled, dribbled the ball.

Independent writing

Individual task

Remind the class of the rules for writing a report, ie: include an introduction, paragraphs, clear information and interesting sentence openers.

Tell the pupils to write 'The football match' in their exercise books.

Ask them to complete the sentences on the chalkboard in their books.

Ask the pupils to try to write more sentences of their own about the first half of the match.

Plenary

Whole class teaching

Choose two or three pupils to read their reports and ask the class to notice if they use any wow! words or interesting openers.

Week 29: The football match

Day 5: A football report

Learning outcomes

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

Read and write words
with the long 'u' sound.

Write a report with
paragraphs.

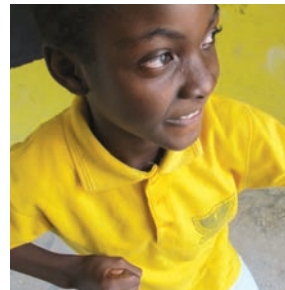
Preparation

Before the lesson:

Have ready the **brainstorm** and
wow! words wall from Week 29, Day 4
(yesterday).

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

How? Longer sentences



Sabo, who looked
fierce, tackled
the other team
bravely.



Musa, who was
trying hard, swerved
the ball around
the defenders.



Nura, who dodged
past Musa,
kicked the ball back
to his team.



The goalkeeper,
who dived to
the right, made
a great save.



The spectators,
who were very
excited, danced
and sang loudly.

10
minutes

Spelling

Pair task

Say the long 'u' sound and ask the pairs to say some words with this sound.

Help some pairs to write the words on the chalkboard.

Write the following words on the chalkboard: 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.

Choose some pairs to read out the words and underline the long 'u' sound.

Explain the meaning of the words and ask the pairs to write sentences for the last three words in their exercise books.

25
minutes

How

Sentences

Guided writing

Whole class teaching

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

Tell the class that they are going to finish writing their football report.

Remind the pupils that they have learned to make sentences longer by using subordinate clauses.

Ask them to role play the **sentences in How? Longer sentences**, as shown left.

Choose some pupils to underline the subordinate clauses in the sentences.

Brainstorm

Group task

Read out the ideas about the second half on the **brainstorm**.

Write on the chalkboard: 'The teams ran back ____.'

Ask the groups to describe what the referee and spectators did and which team got possession of the ball.

Write, 'The players ____.'

Ask the groups to describe what happened in the second half.

Ask the groups to discuss the final score and what happened next.

15
minutes

Independent writing

Individual task

Ask the pupils to open their exercise books and complete the first sentence on the chalkboard underneath the writing they did on Week 29, Day 4 (yesterday).

Ask the pupils to try to write more sentences about the beginning of the second half.

Tell them to complete the second sentence in a new paragraph and then write more sentences.

Tell the pupils to complete the third sentence in a final paragraph.

Encourage the pupils to use longer sentences and help them with speech marks.

10
minutes

Plenary

Whole class teaching

Choose two or three pupils to read their reports.

Write some of their sentences on the chalkboard and ask the class how they could improve them, eg: add some wow! words, put in a subordinate clause.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 4, literacy lesson plans

Week 30:

Debate

Words/phrases

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

environment
relaxation centres
commercial areas
factories
industries
chemicals
pollute
argument
chairperson
representative
proposer
opposer

Learning expectations

By the end of the week:

All pupils will be able to:

Say whether they are for or against a motion in a debate.

Most pupils will be able to:

Give reasons for their choice.

Some pupils will be able to:

Take part in a debate, using words such as 'I think', 'although' and 'however'.

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

Passage adapted from Nigeria Primary English 4, page 155, copyright Learn Africa Plc.

How people change the environment

People do many things to change our environment. They cut down trees to provide land for houses. They burn bushes for farmland. Sometimes, people turn parks and relaxation centres into commercial areas.

In some cities, like Lagos, the lagoon is sand-filled to extend the land space on the island. Houses, factories and industries are built on this land space.

These changes are sometimes good but they can destroy a place. For example, factories and industries provide the things we need. They produce the cars we drive, radios, batteries, soap, tinned food and the clothes we wear.

At the same time, chemicals and smoke from the factories and industries pollute the water we drink and the air we breathe. When we burn bushes to provide land for farming, we may ruin the quality of the soil and drive away the animals that give us meat.

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.

Week 30: Debate

Day 1: How we change the environment

Learning outcomes

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

Write the spellings of some
common homophones.

Give some reasons
for and against changing
the environment.

Preparation

Before the lesson:

Read **How? Homophone quiz**, as
shown below, and draw the **pictures**.

Make sets of the following **sentence
cards** for each group:
'Cutting trees makes land for houses.'
'Factories make cars.'
'The homes of animals are destroyed.'
'Factories can pollute our water.'

How? Homophone quiz



Ask each group to
guess the homo-
phones shown in
the pictures.



Ask the groups
to write the correct
spellings for
each picture.



Ask the groups
to write another
way to spell each
word.



Ask them to say
sentences for
these new words.



Write their sentences
on the chalkboard.

15
minutes

How

10
minutes

15
minutes

15
minutes

Sentence cards

5
minutes

Spelling

Group task

Remind the class that homophones are words that have the same sound but different spellings and meanings.

Teach **How? Homophone quiz**, as shown left.

Ask the groups to say other homophones they have learned and write them on the chalkboard.

Reading

Whole class teaching

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

Read and explain the 'How people change the environment' passage on the chalkboard.

Debate

Group task

Ask the groups to say some of the reasons why it is good to change the environment, eg: to make more space.

Write 'For' on the chalkboard and write their ideas in a list underneath.

Ask the groups to say some of the reasons why it is bad to change the environment.

Write 'Against' on the chalkboard and write their ideas in a list underneath.

Explain the meaning of the word 'debate'.

Say, 'Before a debate we need to list all the reasons why something is good and why it is bad.'

Writing

Group task

Write on the chalkboard: 'Burning bushes can make land for farming. However, it can also ruin the soil.'

Explain that we use 'however' to give information that contrasts with the last thing we said.

Give each group a set of **sentence cards** and ask them to say a sentence explaining a different thought or reason about each one.

Tell the groups to use 'However' to start the second sentence.

Ask them to write the sentences in their exercise books.

Plenary

Group task

Ask each group to say one reason why it is good to change the environment and one reason why it is bad.

Encourage them to think of their own ideas as well as the ones in the passage.

Week 30: Debate

Day 2: For and against

Learning outcomes

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

Say the meaning of
some homophones with
the long 'a' sound.

Give an opposing reason
in a debate.

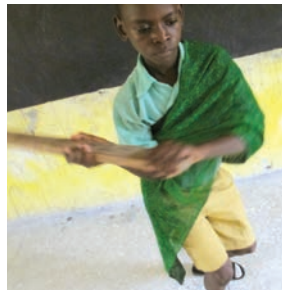
Preparation

Before the lesson:

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

Have ready a **small piece of paper**
for each pupil.

How? Role play



Choose some
pupils to role play
cutting down
trees and building
houses.



Discuss the good
reasons for this
and write them on
the chalkboard.



Role play burning
bushes to make
farmland. Discuss
and write the good
reasons for this.



Choose some pupils
to role play building
factories and
working in them.



Discuss the good
reasons for this
and write them on
the chalkboard.

15
minutes

Spelling

Whole class teaching

Say the long 'a' sound and ask the pupils to write the different spellings for it, ie: 'ai', 'ay', 'eigh', 'a-e'.

Write 'maid' on the chalkboard and explain its meaning.

Ask, 'How else can we spell this word?' and write 'made' on the chalkboard.

Repeat with 'sail' and 'eight'. Explain the meanings and ask the pupils to say another spelling and meaning for each word, ie: sale and ate.

Ask the pupils to write sentences with 'maid' and 'sale' in their exercise books.

10
minutes

Reading

Whole class teaching

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

Read the passage 'How people change the environment' on the chalkboard.

Ask the pupils, 'What type of writing is this?'

Explain that it is a report because it gives us information.

Ask the pupils questions to make sure they understand the information, eg: 'Why is the lagoon sand-filled?'

30
minutes

How

Debate

Whole class teaching

Say, 'In a debate, two groups present the reasons for and against a topic. Each group tries to prove that the other group's reasons are wrong.'

Explain that the topic of a debate is called the 'motion'.

Write on the chalkboard: 'Should we change the environment?' Explain that this is the motion for debate.

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

Ask the pupils to read the good reasons on the chalkboard.

5
minutes

Paper

Plenary

Whole class teaching

Explain that when everyone has listened to the reasons for and against the motion there is a vote.

Give each pupil a **small piece of paper**.

Tell the pupils to think about all the reasons they have heard and write 'yes' on the paper if they agree that we should change our environment and 'no' if they disagree.

Collect the papers and ask some pupils to count the votes.

Tell the class the result.

Week 30: Debate

Day 3: Debate rules

Learning outcomes

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

Say the meaning of
some homophones with
the long 'e' sound.

Explain arguments for
a motion.

Preparation

Before the lesson:

Copy the **debate rules** from
this week's weekly page on to
the chalkboard.

Read **How? Proposers**, as shown
below, and have ready a **large piece
of paper** for each group.

How? Proposers



Write the motion on
the chalkboard.



Ask the class if
they know any men
or boys who can
cook meals.



Tell the groups to
be proposers and
write reasons
for the motion
on their paper.



Ask each group
to read out one of
their reasons.



Keep the papers for
the next day.

15
minutes

Spelling

Whole class teaching

Say the long 'e' sound and ask the pupils to write the different spellings for it, ie: 'ee', 'ea', 'ie'.

Write 'sea' on the chalkboard and ask the pupils to explain its meaning.

Ask, 'How else can we spell this word?' and write 'see' on the chalkboard.

Repeat with 'weak' and 'deer', explaining the meanings and asking the pupils to say another spelling and meaning for each word, ie: 'week' and 'dear'.

10
minutes

Word/phrase cards/
Rules

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.

Read and explain the **debate rules** carefully.

25
minutes

How

Debate

Whole class teaching

Ask the class to say some ideas for motions for debates, eg: Should people learn another language?, Should pupils wear school uniform?

Tell the class that 'Should boys be taught how to cook?' is the motion for their debate.

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

10
minutes

Plenary

Whole class teaching

Ask the class to think about the reasons they have heard.

Ask the class if anyone disagrees and, if so, ask them to explain why.

Week 30: Debate

Day 4: Should boys learn how to cook?

Learning outcomes

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

Say the meaning of
some homophones with
the long 'o' sound.

Say sentences for
and against a motion.

Preparation

Before the lesson:

Have ready the **papers** from
Week 30, Day 3 (yesterday) and a **large
piece of paper**.

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

How? Opposers



Ask a pupil to write
the motion on
the chalkboard.



Give out the papers
from yesterday and
ask the groups to
re-read their reasons
for the motion.



Ask the pupils to
write their reasons
against.



Choose pupils to
read them out.



Write their ideas
for and against
the motion on
the large piece
of paper.

15
minutes

Spelling

Whole class teaching

Say the long 'o' sound and ask the pupils to write the different spellings for it, ie: 'oa', 'ow', 'o-e', 'o'.

Write 'groan' on the chalkboard and ask the pupils to explain its meaning.

Ask, 'How else can we spell this word?' and write 'grown' on the chalkboard.

Repeat with 'rode' and 'nose', explain the meanings and asking the pupils to say another spelling and meaning for each word, ie: 'road' and 'knows'.

10
minutes

Rules

Reading

Whole class teaching

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

Tell the pupils they are going to prepare for a proper debate.

Tell the pupils that the 'chairperson' is the person who controls the debate.

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

30
minutes

How

Debate

Whole class teaching

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

Group task

Write on the chalkboard:

'I think ____.'

'However, I also think ____.'

Ask the groups to complete the first sentence with a reason why boys should be taught how to cook.

Ask the groups to complete the second sentence with a reason why boys should not be taught how to cook.

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

5
minutes

Paper

Plenary

Whole class teaching

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

Ask the class to try to think of more reasons for and against the motion 'Should boys be taught how to cook?', ready for the debate the next day.

Keep the **'For and against' paper** for the next day.

Week 30: Debate

Day 5: The debate

Learning outcomes

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

Identify homophones
in a story.

Take part in a debate.

Preparation

Before the lesson:

Have ready the **For and against paper**
from Day 4 (yesterday).

Read **How? The debate**, as shown below,
and have ready a **timer** for the chair-
person and a **piece of paper** for each
pupil to vote with.

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 speak.



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



Ask the pupils to
vote on their piece
of paper and
collect the votes.

15
minutes

Spelling

Whole class teaching

Write the following on the chalkboard: 'The girl has grown tall. Last week she ate all her meat. She hopes to sail a boat on the sea one day.'

Choose some pupils to read out the sentences and underline the homophones.

Ask some pupils to write other spellings for the homophones and explain their meanings, eg: groan, weak.

Ask the pupils to count the sounds in some of the words, eg: g-r-oa-n.

10
minutes

Rules/
Paper

Reading

Whole class teaching

Remind the class that they are going to debate 'Should boys be taught how to cook?'

Ask the class to say some rules for debates.

Read and explain the **debate rules** to the class.

Read out the **for and against paper** and ask the pupils if they can say any other reasons.

30
minutes

Debate

Group task

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', 'However' and 'Although'.

Help the proposer and the opposer to prepare their speeches.

How

Timer

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 and against the motion that you heard.

Credits

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

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

Special thanks go to

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Thanks also go to all the teachers who have used these plans and started to bring about change in their classrooms.

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