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**Jigawa State Government**

Produced with the  
support of

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

**Literacy  
lesson plans**  
Primary 3

**Term 1**  
Creating an  
effective learning  
environment

**Weeks**  
1—5

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 3 Term 1 ▶ Creating an effective learning environment

This is the first  
in a series of six  
literacy lesson  
plan publications,  
designed to be  
used throughout  
the three academic  
school terms.



## Introduction

Teacher training remains a key element in improving schools and increasing learning outcomes. Where teachers are not supported, there may be high rates of teacher absenteeism, pupil drop out and apathy from parents. Jigawa State Ministry of Education, Science and Technology and the State Universal Basic Education Board (SUBEB) are working with the UK Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN) to increase the capacity of teachers and school heads to be effective and accountable.

Following the 2010 Teacher Development Needs Assessment, we collectively embarked on a series of reforms to strengthen teacher quality and school leadership. This work has focused on how to make teaching child-centred, and the organisational structures needed to improve service delivery.

These lesson plans are not designed to replace professional teachers' preparations. They address gaps in linking theory and practice and focus on improving pupils' literacy and numeracy through a step-by-step guide for teachers, while ensuring children that become active learners. Alongside the plans, new structures and processes ensure that teachers are continuously supported by both the State School Improvement Team (SSIT) and the LGEA-based school support officers (SSOs).

I am confident that with correct implementation and targeted support, these lesson plans will raise standards and improve the quality of teaching and learning outcomes.

The Ministry of Education, Science and Technology appreciates all those who have worked hard to produce these lesson plans and train our teachers to use them. Specifically, I offer thanks to DFID for its ongoing support through the ESSPIN programme.

**Professor Haruna Wakili**  
Honourable Commissioner,  
Ministry of Education,  
Science and Technology,  
Jigawa State

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**Literacy  
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# Introduction

## ▶ Creating an effective learning environment

## An effective learning environment

The school environment has to make pupils feel comfortable, and stimulate their minds for learning to take place. There is plenty you can do to improve the feel of the classroom for your pupils.

### 1 Teaching methodology

The lesson plans use a large variety of activities. If followed carefully, they will keep the pupils interested, motivated and will support effective learning in a structured way. These methods are designed to involve pupils in their learning and give them the opportunity to learn from each other.

### 2 Build good relationships

Learn all your pupils' names and use them frequently.

Find out about your pupils' lives and interests by listening to them and asking questions. Greet them individually in the mornings and encourage them to greet and talk to each other.

Tell them about yourself and your family. Pupils love finding out that teachers are 'human' too!

Notice when pupils are unhappy and make an extra effort to be friendly to them. Smile and make learning fun for the pupils.

Praise and encourage pupils for effort and achievement, instead of punishing them for 'laziness' or getting things wrong. Shouting and treating your pupils harshly, or beating them, will affect them emotionally and make them unable to learn.

### 3 Use classroom space

Arrange the seating in different ways. Look at the photographs in some of the lesson plans to help you think of different ways of working.

U-shaped formations mean all the pupils can see each other and there is a space in the middle for activities.

Pushing tables together means that four or six pupils can sit together.

If there is no space in your classroom, take the pupils outside to play circle games or do activities.

### 4 Display

Displaying pupils' work is motivating and helps them to remember things they have learned. The activities in these lesson plans encourage you to display pupils' work in different ways.

At the start of each week display the key words.

### 5 Teaching aids

There are lots of suggestions in the lesson plans for making low- and no-cost teaching aids. Making these may take some time, but they can be used more than once and can last a long time if they are made carefully.

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# Introduction

▶ Songs and stories  
for the term



## New children at school

The other day some new children came to school. This is what they said.

‘We have come from a village very far away. We have no school in our village. We have never been to school before. We have never read any books. We have never written with pens.

Our father has given us 5 Naira to buy books with. Our mother has cooked us some food. Our uncle has written this letter to you to tell you about us. Our aunt has made us some new clothes.

We have washed our clothes very carefully. We have just bathed in the river. We have made our bodies nice and clean.

We have had such a long journey! We have seen two lions and four elephants and we have run away from three big snakes. We are very thirsty. We have not eaten any food today and we have only drunk a little water.

The road has been very long, but now we are here and we are very happy.’

## The greedy camel

It is a very cold night. **Ali is inside his tent.** It is warm inside. His camel is outside the tent.

The camel says, ‘**My nose is cold. Can I put it inside the tent?**’

Ali says, ‘Yes, but only your nose. This tent is very small.’ So, the camel puts her nose inside the tent.

The camel says, ‘**My ears and neck are cold. Can I put them inside the tent?**’

Ali says, ‘Yes, but only your ears and neck. This tent is very small.’ So, the camel puts her ears inside the tent.

The camel says, ‘**My front legs are cold. Can I put them inside the tent?**’

Ali says, ‘Yes, but only your front legs. This tent is very small.’ So, the camel puts her front legs inside the tent and Ali moves into the corner where there is a little space.

The camel says, ‘**My back legs are cold. I will put them inside the tent.**’

So, the camel puts her back legs inside the tent and Ali sits underneath the camel.

The camel says, ‘**This tent is very small. You must go outside.**’

It is a very cold night. **Ali is outside the tent.** His camel is inside the tent. It is warm inside.

## The chicken and the dog

It is a cold night. The dog wants something to eat. He sees the chicken on the fence. The dog wants to eat the chicken.

He thinks of how to get the chicken to come down.

The dog says, ‘King Lion says all animals must be friends. Come down and be my friend.’

The chicken says, ‘Here comes eagle, he will be happy that he does not have to eat you.’

The dog is frightened of the eagle so he runs away.



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**The clever tortoise**

This is a play so when you read this story, you only read what the animals say. Try to give them different voices so the pupils know which character is speaking.

(A tortoise has fallen in to a well and cannot get out. A goat passes by.)

**Goat:**  
Yesterday, I walked a long way. Here is a well. Mr Tortoise, what are you doing down the well?

**Tortoise:**  
I am having a drink.

**Goat:**  
I am going to jump down and drink.

**Tortoise:**  
Jump down, I am going to catch you.

**Goat:**  
Look up, then. Here I come. (He jumps down.)

**Tortoise:**  
How are you going to get out of this well again? Yesterday, I jumped down this well and I cannot get out.

**Goat:**  
What are we going to do?

**Tortoise:**  
I am going to jump on your back and jump out of the well.

**Goat:**  
Jump on my back.

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**The farmer's eagle**

One day, a farmer found an eagle. He took it home and put it with his chickens. It forgot it was a bird.

One day, Sanni said to the farmer, 'I can teach the eagle to fly again'. The farmer told Sanni it was impossible, that the bird only looked down and ate the chickens' food. Sanni said, 'Eagle, look up, stretch out your wings and fly'. The eagle jumped down and ate the chickens' food.

One day, Sanni held the eagle, it looked up at the sun. It remembered it was an eagle. It stretched out its wings and flew up. It never came back to look at the ground or to eat chickens' food.

### Fati and the axe

When Fati did jobs she was happy. She went to the shop to get a fish. Then she got the axe to chop the wood. She cut the wood. She cut her chin. She shouted, 'No! No! This axe is no good. What am I going to do?' Her mother came and gave her a dish of fish, then she was happy again.

### The snake goes 'hiss!'

The snake goes 'hiss, hiss!'  
The bee goes 'buzz, buzz!'  
Fati goes up the hill!  
'Puff, puff, puff, puff!'

### The duck goes 'quack!'

The duck goes 'quack, quack, quack!' /  
The chick goes 'peck, peck, peck!' /  
The dog goes 'lick, lick, lick!' /  
The clock goes 'tick, tock, tick!' /  
Pack your bag, go back home /  
Tick, tock, tick, tick, tock, tick!

### Obi and his tent

(CVCC words are highlighted)

Obi **went** in his **tent**.  
There was a big **gust** of **wind**. The **tent bent**.  
Obi shouted, '**Help! Help!**'  
He felt frightened. He lit his lamp. He kept shouting, '**Help! Help!**'  
Some **sand blew** in his **tent**.  
He **felt** the **tent lift** in the air. The **tent blew** away.  
Obi was sad and put his **hand** over his eyes.

### Who stole the meat from the soup pot?

Who stole the meat from the soup pot?  
**She** stole the meat from the soup pot.  
(point to a girl)  
Who, me?  
Yes, you.  
Not me.  
Then who?  
**He** stole the meat from the soup pot (the pupil points to a boy and the game continues from the start).

As the pupils understand the game, tell them they can choose a boy or a girl, but they must use the correct pronoun.



Week  
1  
The greedy camel

Unit 10

Writing

**Learn first** When you write to thank someone, you use formal or informal because of who you are writing to. If you know the person well or they are a parent or close friend, you know well, you can write an informal thank you letter.

**Exercise 1**

Why are these two letters different? Which one is a formal letter? Write down the differences.

*Dear Mum,*  
*I have been to your friend's house and I have had a really good time. I have had a great time and I have had a really good time. I have had a great time and I have had a really good time. I have had a great time and I have had a really good time.*

*Dear Sir,*  
*I have been to your friend's house and I have had a really good time. I have had a great time and I have had a really good time. I have had a great time and I have had a really good time. I have had a great time and I have had a really good time.*

**Exercise 2**  
Write a letter to thank your friend for a present. Write a letter to thank your friend for a present. Write a letter to thank your friend for a present. Write a letter to thank your friend for a present.

## Letters/sounds

## Words/phrases

## Assessment

**'List 1'**  
wish  
dish  
fish  
shop  
this  
then  
that  
chop  
chin  
when  
what

**'List 2'**  
fell  
sell  
hill  
kill  
miss  
hiss  
mess  
puff  
cliff  
stiff  
buzz  
jazz

baby  
bowls  
table  
father  
mother  
camel  
outside  
inside  
cold  
warm  
tent  
small

**Does the \_\_?**

**Yes he/she does**

**No he/she doesn't**

**During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.**



**Literacy  
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**Term 1  
Creating an  
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**Week 1  
The greedy camel  
Day 1**

# The new baby

## Learning outcomes

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

Read and spell words where two consonants make one sound.

Ask and answer questions about a story.

## Teaching aids

### Before the lesson:

Write the alphabet on the chalkboard in lower case letters.

Write list 1 words on the chalkboard.

Have ready a set of alphabet cards and four blank cards for each pair.

Read Macmillan New Primary English 3, page 8.

## Letters and sounds

### Whole class teaching

Point to the alphabet letters and say their sounds with the pupils.

Remind the pupils that two letters sometimes make one sound.

Read the words on the chalkboard with the pupils and explain their meaning.

Show the pupils where two letters in the words make one sound, eg: 'sh', 'ch', 'th' and 'wh'.

Say these sounds, then ask pairs of pupils to write them on the blank cards.

Give each pair a different sound: 'sh', 'ch', 'wh' or 'th'.

Ask them to use their alphabet cards to make words with their sound and read them aloud.

10 minutes | Macmillan New Primary English 3

## Introduction

### Pair task

Ask the pupils to look at the picture in Macmillan New Primary English 3, page 8.

Ask them to talk to each other about what they can see happening in the picture.

Ask one pupil from each pair to say one sentence about what they can see happening in the picture.

Write their sentences on the chalkboard.

25 minutes | Macmillan New Primary English 3

## Main activity

### Whole class teaching

Read the story in Macmillan New Primary English 3, page 8 to the pupils.

### Group task

Ask each group to discuss the story. Give each group one of the following questions to answer:

‘What do you know about Baba Agba?’

‘What do you know about the new baby?’

Ask each group to tell you something that they have learned about the new baby.

10 minutes | Macmillan New Primary English 3

## Plenary

### Whole class teaching

Read the story again to the class.

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**Week 1  
The greedy camel  
Day 2**

# Outside the tent

## Learning outcomes

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

Read and spell words where two consonants make one sound.

Listen to a simple story.

Ask and answer questions about a story.

## Teaching aids

### Before the lesson:

Write list 1 words on the chalkboard.

Write the story 'Fati and the axe' on the chalkboard.

Read the story, 'The greedy camel' and practise making it interesting to listen to.

Find or draw a picture of a camel.

## Letters and sounds

### Whole class teaching

Read the words from list 1 with the pupils.

Ask them to count how many sounds there are in each word, eg: 'w-i-sh' (3).

Read 'Fati and the axe' to the pupils.

Choose pupils to role play the story.

Point to the story on the chalkboard.

Ask pupils to come and underline words with two consonants that make one sound.

Ask them to draw a picture about the story and write some 'sh', 'ch', 'th' and 'wh' words underneath the picture.



10  
minutes

Story

## Introduction

### Whole class teaching

Ask the pupils if they can tell you what a camel is.

Show them the picture and explain that camels are animals that live in the desert.

Ask them if they can tell you what a tent is. Explain that a tent is type of home, made from material which can be taken down and moved very easily.

Read the story, 'The greedy camel' and explain it in your local language so the pupils understand what the story is about.

25  
minutes

Story

## Main activity

### Pair task

Read the story again and ask pupils to tell you the name of the two characters in the story (Ali and the camel). Write their names on the chalkboard.

Ask pairs to draw one of the characters and write their name under it.

Call a pupil from each pair to show their picture and say one thing the character does, either in English or their local language.

10  
minutes

Story

## Plenary

### Whole class teaching

Read the story to the pupils again, asking them to hold up their pictures when their character is mentioned.

Lesson  
title

15  
minutes

**Two consonant  
sounds**

**Literacy  
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**Term 1  
Creating an  
effective learning  
environment**

**Week 1  
The greedy camel  
Day 3**

# Does the camel?

## Learning outcomes

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

Read and spell words where two consonants make one sound.

Read and write simple sentences.

Ask and answer questions using 'do' and 'does'.

## Teaching aids

### Before the lesson:

Write the alphabet on the chalkboard.

Write list 2 words on the chalkboard.

Have ready a set of alphabet cards and four blank cards for each pair.

## Letters and sounds

### Whole class teaching

Write 'sh', 'ch', 'th' and 'wh' on the chalkboard.

Ask the pupils to come and write words with these sounds.

Read list 2 words with the pupils and explain their meaning.

Ask the pupils to show you two letters in the words that make one sound, eg: 'ss', 'zz', 'll' and 'ff'.

Say these sounds.

Ask pairs of pupils to write them on the blank cards.

Give each pair a different sound: 'ss', 'zz', 'll' or 'ff'.

Ask them to use their alphabet cards to make words with their sound and read them aloud.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the story 'The greedy camel' to the pupils and ask them to hold up their pictures of the character as they hear their name as they did on Day 2.

Ask them to tell you three things that the camel does to get inside the tent, and write their ideas on the chalkboard.

## Main activity

### Whole class teaching

Explain to the class that you are going to ask them some questions about the story using the question: 'Does the camel \_\_\_?'

Tell them that they have to answer: **'Yes she does.'**

Ask them the following questions:

'Does the camel put her nose inside the tent?'

'Does the camel put her ears inside the tent?'

'Does the camel put her front legs inside the tent?'

'Does the camel put her back legs inside the tent?'

'Does the camel tell Ali to sit outside?'

Explain to the class that you are going to ask them some questions about the story using the question: 'Does \_\_\_?'

Tell them that they have to answer: **'No she/he doesn't.'**

Ask them the following questions:

'Does the camel stay outside the tent?'

'Does Ali stay inside the tent?'

'Does the camel help Ali stay warm?'

### Pair task

Ask pairs to practise asking and answering the questions together.

### Individual task

Ask pupils to choose one of the questions and draw a picture to show that part of the story.

## Plenary

### Individual task

Ask pupils to show each other their pictures.

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**Week 1**  
**The greedy camel**  
Day 4

# It is warm inside

## Learning outcomes

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

Read and spell words where two consonants make one sound.

Sequence simple sentences.

## Teaching aids

### Before the lesson:

Write list 2 words on the chalkboard.

Read 'The snake goes 'hiss!'' and write it on the chalkboard.

Read the story 'The greedy camel'.

## Letters and sounds

### Whole class teaching

Read the words from list 2 with the pupils.

Ask pupils to count how many sounds there are in each word, eg: 'f-e-ll' (3), 'c-l-i-ff' (4).

Read 'The snake goes 'hiss!''.

Choose some pupils to role play the story.

Point to the story on the chalkboard.

Ask pupils to come and underline words with two consonants that make one sound, eg: 'ss', 'zz', 'll' and 'ff'.

Draw a picture about the story.

Write some 'ss', 'zz', 'll' and 'ff' words the class has learned under the picture.

10  
minutes

Story

## Introduction

### Group task

Read the story  
'The greedy camel'.

Ask pupils to tell you what happens at the start of the story and what happens at the end of the story.

25  
minutes

## Main activity

### Group task

Write the following sentences on the chalkboard and ask pupils to tell you the correct order:

'Ali is inside the tent.'

'It is a very cold night.'

'The camel is inside the tent.'

'The camel put her ears in the tent.'

Ask the pupils to divide a page of their exercise books into four and draw a picture for each sentence.

Ask them to write the correct sentence under each picture.

10  
minutes

Song

## Plenary

### Whole class teaching

Sing any song from the introduction.

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Primary 3

**Term 1**  
**Creating an  
effective learning  
environment**

**Week 1**  
**The greedy camel**  
Day 5

# The tent is very small

## Learning outcomes

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

Write words where two  
consonants make one sound.

Spell and use these words in  
simple sentences.

Role play a story by reading  
sentences in English.

## Teaching aids

### Before the lesson:

Write 'ch', 'sh', 'wh', 'th', 'll', 'ff',  
'ss' and 'zz' on flash cards.

Write the highlighted sentences  
from 'The greedy camel' on  
separate pieces of paper. Make  
one set for each group.

## Letters and sounds

### Whole class teaching

Flash the cards and ask the pupils  
to say the sounds.

Ask the pupils if they can remember  
any words with these sounds in.

Ask one pupil to say the word,  
sounding it out so all can hear.

Ask the rest of the pupils to listen  
carefully to the sounds in each word  
and try to write the word correctly  
in their exercise books.

Ask if anyone can use any of the  
words in a simple sentence.

Write the sentences on the chalk-  
board as pupils say them, helping  
them where necessary.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the story 'The greedy camel' to the pupils and ask them the 'does' questions about the story from Day 3, mixing up the questions so that the pupils have to think whether the answer is 'yes he/she does' or 'no he/she doesn't'.

## Main activity

### Group task

Give each group a set of sentence cards.

Ask them to make sure they can read the cards and then put them in the correct order for the story.

Go round each group and help them.

Ask the groups to use the words on the cards to help them make up a role play of the story.

Ask them to think about how they can make their role plays interesting for the rest of the class to watch.

## Plenary

### Whole class teaching

Ask each group to show their role play of the story to the class.



A teal-tinted photograph showing a group of people, possibly in a shop or market. In the foreground, a hand is holding a sardine can with the word "SARDINE" visible. The background shows several people, including a woman in a white headscarf and a man in a white shirt. The overall scene is brightly lit and has a warm, community-like atmosphere.

Week  
2  
Life in the shop

## Letters/sounds

'ck'  
tick  
tock  
quack  
duck  
clock  
peck  
quick  
chick  
lick  
pack  
back

## Words/phrases

he  
she  
they  
sells  
tins  
customer  
change  
top  
fence  
trick  
meal  
dog  
chicken  
eagle  
fence  
friends  
come down  
When does \_\_\_?  
How much?  
How many?

## CVCCs

tent  
bend  
mend  
hand  
wind  
bank  
past  
rest  
lost  
test  
pant  
help

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

# At the FETOP supermarket

## Learning outcomes

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

Read words containing the letter combination 'ck'.

Say simple sentences about a story.

Ask and answer questions about a story in English.

## Teaching aids

### Before the lesson:

Write the grid shown opposite on the chalkboard containing the words: 'tick', 'quack', 'duck', 'clock', 'peck', 'quick', 'chick', 'lick'.

Read Macmillan New Primary English 3, page 99.

## Letters and sounds

### Whole class teaching

Write the sound 'ck' on the chalkboard and ask the pupils to say the sound.

Read the 'ck' words on the chalkboard with the pupils.

Ask some pupils to underline the 'ck'.

Ask pairs to find 'ck' words in the grid and write them in their exercise books.

Ask some pairs to read their words to the class.

10 minutes | Macmillan New Primary English 3

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 3, page 99.

### Pair task

Ask the pairs to think of one sentence about the picture.

Ask one person from each pair to share their sentence with the class.

Write their sentences on the chalkboard.

25 minutes | Macmillan New Primary English 3

## Main activity

### Whole class teaching

Read the story in Macmillan New Primary English 3, page 99 to the pupils.

Ask them to tell you:

‘When did Yemi, Alero and Ifeoma go to the supermarket?’

‘What things did they see on the shelves?’

‘What did they buy for Fatima?’

‘How many customers are in the supermarket?’

10 minutes | Macmillan New Primary English 3

## Plenary

### Whole class teaching

Read the story to the pupils again and ask them the questions in Macmillan New Primary English 3, page 100, i—xi.

Alphabet grid

c	t	c	q	u	a	c	k
k	i	d	u	c	k	l	c
k	c	h	i	c	k	o	k
c	k	k	c	p	e	c	k
i	i	c	k	c	k	k	c

Lesson  
title

15  
minutes

Rhyme

**Two consonant  
sounds**

**Literacy  
lesson plans**  
Primary 3

**Term 1**  
**Creating an  
effective learning  
environment**

**Week 2**  
**Life in the shop**  
Day 2

# The chicken and the dog

## Learning outcomes

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

Spell words with 'ck'.

Listen to simple story.

Ask and answer questions on  
the story they have listened to.

## Teaching aids

**Before the lesson:**

Have ready a set of alphabet  
flash cards for each group.

## Letters and sounds

**Group task**

Say the 'The duck goes  
quack' rhyme.

Write 'ck' on the chalkboard.

Say the sound and ask the pupils  
to repeat it with you.

Give each group a set of  
alphabet cards.

Ask a pupil from each group  
to pick 'c' and 'k' cards and  
place them beside each other  
on the table.

Ask them to say the sound these  
letters make.

Ask each group to use the  
letters to make as many words  
as they can which end with  
those two letters.

Ask one member of each  
group to read out words they  
have made.

10 minutes | Story

## Introduction

### Whole class teaching

Tell the pupils that you are going to read a story to them.

Write the following words from the story on the chalkboard and make sure the pupils understand their meaning:

'dog'  
'eagle'  
'chicken'  
'friends'  
'eat'  
'fence'  
'come down'  
'frightened'  
'king'  
'lion'

25 minutes | Story

## Main activity

### Whole class teaching

Read the story again and ask pupils to listen for the words you have written on the chalkboard.

Choose some pupils and help them to role play the story as you read it.

### Pair task

Ask the pupils to draw a picture about the story and write the names of the characters.

Ask pupils to show their pictures to each other.

Call a pupil from each pair to show their pictures to the class

10 minutes | Story

## Plenary

### Whole class teaching.

Read the story, 'The chicken and the dog' to the pupils again.



# At the supermarket

## Learning outcomes

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

Spell some CVCC words.

Write simple sentences using pronouns.

## Teaching aids

### Before the lesson:

Have ready sets of alphabet cards for each group, ie: a—z in each set.

Write some CVCC words on the chalkboard.

Read Macmillan New Primary English 3, page 99.

## Letters and sounds

### Whole class teaching

Write 'ten' on the chalkboard. Adding the letter t to the end of the word makes it a CVCC word, 'tent'.

Cover the final consonant and sound out 't-e-n' is 'ten'.

Ask the pupils to join in.

Sound out the word again, t-e-n and as you say the 'n', reveal the final consonant and say 'tent'.

Repeat, with the pupils joining in.

Repeat with the words: 'bend', 'mend', 'wind', 'help' and 'bank'.

Clean these words off the chalkboard.

Say the words and ask the pupils to write them in their exercise books.



10  
minutes

## Introduction

### Whole class teaching

Explain to the pupils that you are going to teach them about **pronouns**.

Tell them that pronouns are **used instead of nouns**.

25  
minutes

## Main activity

### Whole class teaching

Ask the pupils to open Macmillan New Primary English 3, page 99 and read the sentences with them.

Explain to the pupils that the following sentences contain pronouns and that:

**He** replaces **boys' names**

**She** replaces **girls' names**

**They** replaces **more than one person**

So:

'**Edet** knows the price' →

'**He** knows the price'

'**Mary** helps her brother' →

'**She** helps her brother'

'**The children** play with their friends' →

'**They** play with their friends'

Explain to the pupils that these words are called **pronouns**.

Macmillan New  
Primary English 3

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to share their sentences with the class.

### Pair task

Ask one pupil in each pair to read out the sentences in Macmillan New Primary English 3, page 99 and the second pupil to change the nouns into pronouns.

Tell the second pupils to read out their answers.

Write their sentences on the chalkboard.

# Who stole the meat from the soup pot?

## Learning outcomes

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

Write some CVCC words.

Read a simple story.

Sing a simple song in English.

## Teaching aids

### Before the lesson:

Write the CVCC word list on the chalkboard.

Have ready a set of alphabet cards for each group.

Read the game 'Who stole the meat from the soup pot?', which uses pronouns.

## Letters and sounds

### Whole class teaching

Ask the pupils to read the CVCC words on the chalkboard, as they did on Day 3.

Explain to pupils that mime means doing an action with no talking.

Mime the actions of the following words for the class:

bend  
pant  
wind  
rest

Ask each group to guess the word you are miming and make it using their letter cards.

Give each group one word.

Ask them to write a sentence using this word in their exercise books.

Ask each group to read their sentence to the class.

10 minutes | Game

## Introduction

### Whole class teaching

Stand the pupils in a circle.

Play 'Who stole the meat from the soup pot?'

Go round the circle and ask each pupil to finish the following sentence using their imagination:

'She looked up at the sky and saw \_\_'

25 minutes | Macmillan New Primary English 3

## Main activity

### Whole class teaching

Ask the pupils to study the picture in Macmillan New Primary English 3, page 99 and tell you what they remember about the story.

Write their ideas on the chalkboard.

Read the story to the pupils, asking them to listen for anything they have remembered.

### Pair task

Ask pairs to read the story together.

Ask them to draw a picture of one part of the story in their exercise books and write a sentence or words about it underneath the picture.

While they are doing this, go around the class and read the story with a few different pairs. Choose pairs who are struggling first.

10 minutes | Game

## Plenary

### Whole class teaching

Play 'Who stole the meat from the soup pot?' again.

# Can I help you?

## Learning outcomes

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

Write words with different letter combinations.

Say simple rhymes in English.

Recognise speech in text.

## Teaching aids

### Before the lesson:

Write 'nd' and 'st' on cards.  
Make enough for each pair.

Have ready a set of alphabet cards for each pair.

Read the rhyme 'A brother' in Macmillan New Primary English 3, page 38.

## Letters and sounds

### Pair task

Remind pupils how to sound out CVCC words by covering the last letter.

Write some of the CVCC words on the chalkboard and ask the pupils to read them with you.

Give out the 'nd' cards and ask pairs to use their cards to make words with them.

Ask pairs to share their words with the class and write them on the chalkboard.

Repeat with the 'st' cards.

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

10 minutes | Game

## Introduction

### Group task

Play 'Who stole the meat from the soup pot?'

25 minutes | Macmillan New Primary English 3

## Main activity

### Individual task

Read the story 'At the FETOP supermarket' in Macmillan New Primary English 3, page 99.

Bring four pupils out to the front – one to act as the shopkeeper and three to act as customers.

Tell the pupils to say the following:

Customers:  
'Good evening madam'

Shopkeeper:  
'Can I help you?'

Ask pupils to divide a page in their exercise books into two halves.

10 minutes | Macmillan New Primary English 3

## Plenary

### Whole class teaching

Read the rhyme 'A brother' in Macmillan New Primary English 3, page 38.

Ask the class to read the rhyme together.

Ask them to draw Yemi, Alero or Ifeoma in one half and the shopkeeper in the other half.

Ask them to write the words that Yemi, Alero or Ifeoma say next to their picture.

Ask them to write something the shopkeeper says next to her picture.

When they have written the words, ask pupils to draw a speech bubble coming from the mouth of the person who says them, circling the words they say.

While they are doing this work, go around the class and listen to the pupils reading the story.



Week  
3  
School

## Letters/sounds

### 'CVCC 1'

sand  
camp  
hand  
damp  
send  
bend  
lamp  
ramp  
fond  
pond  
jump  
pump

### 'CVCC 2'

held  
hold  
sank  
tank  
cold  
told  
wink  
sink  
bank  
bold

### 'CVCC 3'

went  
tent  
gust  
wind  
bent  
help  
lamp  
sand  
felt  
lift

## Words/phrases

school  
national  
anthem  
peace  
unity  
Nigeria  
teacher  
happy

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.



**Literacy  
lesson plans  
Primary 3**

**Term 1  
Creating an  
effective learning  
environment**

**Week 3  
School  
Day 1**

# Our country

## Learning outcomes

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

Read CVCC words.

Read a simple story in English.

## Teaching aids

### Before the lesson:

Write the CVCC 1 words on the chalkboard.

Have ready a set of alphabet cards for each pair.

Write the list of words/phrases on the chalkboard.

## Letters and sounds

### Whole class teaching

Sound out the CVCC words with the pupils, using the technique learned in Week 2, eg: for 'sand' cover the final consonant and sound out 's-a-n' is 'san'.

Ask the pupils to join in.

Sound out the word again, 's-a-n'. As you say 'n', reveal the final consonant and say 'sand'.

Ask some pupils to come and underline the final two consonants of the word on the chalkboard.

Ask pupils if they can see two types of words on the chalkboard (words with 'nd' and words with 'mp').

Ask them to use their alphabet cards to make the words that end in 'mp' and 'nd'.

Ask pairs to read their words to the class.

10 minutes | Macmillan New Primary English 3

## Introduction

### Whole class teaching

Ask the pupils to study the picture in Macmillan New Primary English 3, page 13.

Ask the pupils to talk to each other about what they can see in the picture and think of a sentence to say about it.

Write their sentences on the chalkboard.

25 minutes | Macmillan New Primary English 3

## Main activity

### Whole class teaching

Read the words/phrases you have written on the chalkboard and make sure the pupils understand their meaning.

Read the story in Macmillan New Primary English 3, page 13 to the pupils, asking them to listen for their ideas that you wrote on the chalkboard.

Read the story again and this time, ask the pupils to follow the words in their textbooks.

10 minutes | Macmillan New Primary English 3

## Plenary

### Whole class teaching

Read the story to the pupils again.

### Group task

Ask the pupils to read the story in their smaller groups.

Distribute the questions i—vii in Macmillan New Primary English 3, page 13 among the groups, giving at least two questions to each group.

Ask pupils to discuss and answer the questions given to them.

Ask a member from each group to read their questions.

Ask another member from the group to read their answers.

Write their answers on the chalkboard, asking the pupils to help you correct the sentences.

# New children at school

## Learning outcomes

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

Read words that follow the CVCC pattern.

Answer simple questions about a story in English.

## Teaching aids

### Before the lesson:

Write the CVCC list 2 words on the chalkboard.

Have ready a set of alphabet cards for each pair.

## Letters and sounds

### Whole class teaching

Sound out the words with the pupils.

Use the same technique as yesterday, eg: for 'held' cover the final consonant and sound out 'h-e-l' is 'hel'.

Ask the pupils to join in.

Sound out the word again, 'h-e-l' and as you say the 'l', reveal the final consonant and say 'held'.

Ask some pupils to come and underline the final two consonants on the chalkboard.

Ask them to use their alphabet cards to make words that end in 'ld' and 'nk'.

Ask pairs to read their words to the class.

10 minutes | Story

## Introduction

### Whole class teaching

Ask the pupils questions about the story they read the previous day to help them remember.

Tell them they are going to listen to another story.

Read the story, 'New children at school' to them.

25 minutes

## Main activity

### Group task

Ask the pupils the following questions about the story:

'Where did the new children come from?'

'How much was given to the children by their father?'

'Who gave them a letter?'

'What had their aunt made for them?'

'Can you name the animals mentioned in the story?'

Ask a member from each group to read a question and another member to read their answer.

Continue this until all the other groups have taken their turn.

Write their answers on the chalkboard.

### Individual task

Ask the pupils to draw a picture about the story.

10 minutes | Story

## Plenary

### Whole class teaching

Read the story 'New children at school' to the pupils again.

**Literacy  
lesson plans  
Primary 3**

**Term 1  
Creating an  
effective learning  
environment**

**Week 3  
School  
Day 3**

# Opposites

## Learning outcomes

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

Read words that follow the CVCC pattern.

Recognise words and their opposites.

## Teaching aids

### Before the lesson:

Read 'Obi and his tent' and write it on the chalkboard, but do not underline the words.

Write the CVCC list 3 words on the chalkboard.

Make flash cards for each group, writing the top word in the table opposite on one side and the bottom word on the other.

## Letters and sounds

### Whole class teaching

Ask the pupils to read the CVCC words with you, sounding them out carefully, making sure they know the meaning of the words.

Read 'Obi and his tent' and explain it to them in their language.

Choose a pupil to role play the story for the class.

Point to the story on the chalkboard and read it with the pupils.

Ask them to come and underline words that follow the CVCC pattern.

Write 'The lamp is in the tent' on the chalkboard and ask the pupils to read and explain the sentence.

Ask them to draw a picture about the sentence and copy the sentence underneath it.

10  
minutes

## Introduction

### Whole class teaching

Ask if anyone can tell you any words that are **opposites**, eg: black/white, walk/run.

Give them the following words and ask them to tell you the opposites:

big (small)  
fast (slow)  
noisy (quiet)  
work (play)

Explain to the pupils that you are going to teach them other words and their **opposites**.

Flash cards

bought	started	lost	passed	won
sold	finished	found	failed	lost

25  
minutes

Macmillan New  
Primary English 3

## Main activity

### Group task

Give each group a set of flash cards with words on them.

Ask them to read both sides of each card then spread them all out on the table.

Ask group members, in turns, to point to a card and say its opposite.

Ask them to turn the card over and see if they are correct.

Continue until each pupil has had three turns.

10  
minutes

## Plenary

### Whole class teaching

Read all the sentences formed by the pupils and see if everyone is correct.

### Whole class teaching

Explain to the class how to match the words and their opposites in Macmillan New Primary English 3, page 120, number 2.

Do the first two sentences with the pupils on the chalkboard.

Ask pupils to complete the rest themselves, stopping after each one has been completed to check that they are correct.

# Opposites

## Learning outcomes

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

Read words that follow the CVCC pattern.

Complete sentences using opposites.

## Teaching aids

### Before the lesson:

Draw the grid shown opposite on the chalkboard, containing the words: 'lamp', 'kept', 'tent', 'went', 'sand', 'help', 'lift', 'felt'.

Write all the CVCC words on the chalkboard.

Have ready the pupils' pictures from Day 3.

Have ready the opposites flash cards from Day 3.

## Letters and sounds

### Whole class teaching

Ask the pupils to read the CVCC word lists with you.

Look at the grid and ask pupils to come and find the CVCC words.

As they find the words, ask pupils to write them in their exercise books.

Give each pair their picture back from Day 3.

Ask the pupils to use CVCC words to try and write another sentence about the story on their pictures.

Ask some pupils to read their sentences to the class.



10  
minutes

25  
minutes

Macmillan New  
Primary English 3

10  
minutes

Song

## Introduction

### Group task

Explain to the pupils that they are going to form more simple sentences with verbs in the **past tense**.

Show pupils the opposites flash cards and ask them to read the cards with you.

## Main activity

### Individual task

Give each group a set of flash cards and ask them to place the cards on the table.

Ask a member from each group to pick two of the cards.

Ask him or her to show the other group members what they have picked.

Ask the groups to use the flash cards to make sentences.

Call a member from each group to read out the complete sentences while others listen.

While they are doing this, move round the classroom and read 'Our country' from Macmillan New Primary English 3, page 13 with each group.

## Plenary

### Whole class teaching

Sing 'My head, my shoulders'.

Sing the song with the pupils and demonstrate the meaning by touching the parts of the body mentioned.

Ask pupils to mention other parts of the body that were not mentioned in the song.

Allow the pupils to touch these parts of the body as they name them.

Alphabet grid

p	s	a	n	d
l	a	m	p	l
k	e	p	t	i
l	d	h	e	f
n	w	e	n	t
f	e	l	t	n
l	d	p	o	d

# My school

## Learning outcomes

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

Read words that follow the CVCC pattern.

Write simple sentences in English.

## Teaching aids

### Before the lesson:

Write these words on flash cards: 'tent', 'help', 'bend', 'lift', 'jump', 'pump', 'wind', 'hand', 'cold' and 'sank'.

## Letters and sounds

### Whole class teaching

Show the flash cards and read the words with the pupils.

Do actions to explain their meaning.

Gather the pupils into a circle and put the flash cards face up in the middle.

Send one pupil out.

Point to one card and prepare an action for it with the pupils.

Ask the pupil who went out to come back in.

Tell the other pupils to do the action and ask the pupil to guess which word they are acting.

Ask the pupil to point to the correct flash card.

Repeat several times with different pupils and cards.

10 minutes | Macmillan New Primary English 3

## Introduction

### Pair task

Ask the pupils to read the story in Macmillan New Primary English 3, page 13, look at the picture and discuss what is happening.

25 minutes | Macmillan New Primary English 3

## Main activity

### Pair task

Ask pupils to divide a page of their exercise book in four.

Ask them to draw a picture of different ways they can come to school in each square.

Ask them to write a sentence under each picture to describe what is happening.

While they are doing this, move round each pair and read the story 'Our national anthem' from Macmillan New Primary English 3, page 13 with them.

10 minutes | Macmillan New Primary English 3

## Plenary

### Whole class teaching

Ask the pupils to read the poem 'A brother' in Macmillan New Primary English 3, page 38.

Read the poem to the class.

Ask pupils to read the poem again.



Week  
4  
Home

## Letters/sounds

### 'CVCCs'

sent  
want  
desk  
lamb  
calf  
past  
last  
mast  
fast  
cast  
sink  
link  
pink  
wink  
sank  
tank  
milk  
silk  
sent  
tent  
rent

## Words/phrases

cousins  
bowl of rice  
slices of bread  
climb  
stretch  
several  
held  
wings  
flew  
eagle  
up  
down

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

# Letters in the environment

## Learning outcomes

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

Identify words containing vowels in the environment.

Read and understand the content of the story, 'Edet and his cousins'.

Ask and answer questions about the story they have read.

## Teaching aids

### Before the lesson:

Collect different recycled materials like tins, small cartons and plastic containers, which have writing on them.

Read Macmillan New Primary English 3, page 25.

## Letters and sounds

### Group task

Tell the pupils you are going to continue learning about **vowels**.

Explain to them that almost every word in English has a vowel in it.

Ask pupils to tell you the vowel letters in the alphabet.

Give recycled materials to each group of four or five pupils.

Ask each group to look for a different vowel letter in their material, ie: a, e, i, o or u and underline it in their material.

Ask them to count the number of vowels they find.

Ask all groups to look for any words without a vowel sound.

Ask a pupil in each group to announce what they have found.



10  
minutes

Game

Macmillan New  
Primary English 3

## Introduction

### Whole class teaching

Play the game 'Who is it?' with the class.

Sit one pupil on a chair with his or her back to the rest of the class.

Walk round the class and tap a pupil on the head.

Explain to them that if you tap them on the head they should say, 'Who is it?' in a loud voice.

The pupil on the chair tries to guess who spoke.

You may do this as many times as you wish then change the pupil on the chair.

### Group task

Tell the pupils to look at the picture in Macmillan New Primary English 3, page 25.

Ask a member of each group to say something about the picture and you write their ideas on the chalkboard.

25  
minutes

Macmillan New  
Primary English 3

## Main activity

### Group task

Read 'Sharing oranges' in Macmillan New Primary English 3, page 25 to the pupils and ask them to listen for the ideas you have written on the chalkboard.

Ask the pupils to read the story in small groups, taking it in turns to read the sentences.

Ask each group to answer questions i—vi in Macmillan New Primary English 3, page 26.

Ask one pupil from each group to answer a question.

Ask the other groups if they are correct. If not, let them say the correct answers.

10  
minutes

Macmillan New  
Primary English 3

## Plenary

### Whole class teaching

Ask the pupils to read the story again and list as many words as they can with the vowel letter from the piece of recycled material they were given.

Find out which group has the most.

Display the material by hanging them from string across the classroom.

Make a label to go with them that says 'There are 5 vowel sounds in the alphabet: a, e, i, o, u'.



# The farmer's eagle

## Learning outcomes

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

Identify consonants in a word.

Listen to a simple story.

Identify events in a story.

## Teaching aids

### Before the lesson:

Write the following CVCC words on the chalkboard:

'last', 'sent', 'sink', 'desk', 'lamb' and 'calf'.

Read the story, 'The farmer's eagle'.

## Letters and sounds

### Whole class teaching

Ask the pupils to read the six words on the chalkboard and choose someone to underline the vowels in each word.

Explain that the rest of the letters are **consonants** and all words are made up of a mix of vowels and consonants.

Ask pupils to write the words in their exercise books and underneath each letter write, 'v' for vowel and 'c' for consonant, ie:

l a s t s e n t  
C-V-C-C C-V-C-C

Ask pupils to write out the alphabet in their exercise books and then underline all the consonants.

10 minutes | Story

## Introduction

### Whole class teaching

Tell the pupils you are going to read a story to them.

Read the story, 'The farmer's eagle' twice, while the pupils listen.

25 minutes | Story

## Main activity

### Group task

In groups of three or four, ask the pupils to discuss what happened in the story (in their local language).

Ask them to tell you one thing that happened (still in their local language).

Write their responses on the chalkboard and read them, checking that all pupils understand.

Read the story again, asking each group to listen carefully for the ideas that are written on the chalkboard.

10 minutes | Story

## Plenary

### Whole class teaching

Read the story to the pupils again and ask them to listen and tell you if the order is correct.

# The eagle could see

## Learning outcomes

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

Write and spell simple CVCC words.

Write simple sentences using the connective 'and'.

## Teaching aids

### Before the lesson:

Write the CVCC words on the chalkboard.

Read Macmillan New Primary English 3, pages 25—26.

## Letters and sounds

### Group task

Ask the pupils to tell you what 'CVCC' stands for.

Read the CVCC words with the pupils.

Sound some of the words out, using the technique from Week 3 and ask the pupils to tell you what the word is.

Ask them to point to the word on the chalkboard.

Write the word 'superintendent' on the chalkboard. Ask each group to list the CVCC words they can make using those letters.

Remind them that some endings for CVCC words are 'nt', 'st' and 'nd'.

Ask a pupil from each group to mention one CVCC.

10  
minutes

Game

## Introduction

### Whole class teaching

Play the game 'Traffic lights' with the pupils for about 5 minutes.

Ask the pupils to move around. Tell them that when you say 'red' they should stop, when you say 'amber' they should crouch down and when you say 'green' they should move.

Shout out the names of the three colours in different orders.

If a pupil doesn't follow the instruction correctly, he or she should sit out.

Continue until you only have a few pupils left and they are the winners.

25  
minutes

Macmillan New  
Primary English 3

## Main activity

### Pair task

Explain to the pupils that you are going to teach them how to use the connective **and**.

Tell them the word is used to **join two parts of a sentence** together.

Write the beginning of a sentence, 'The eagle could see \_\_\_' on the chalkboard.

Ask the pupils to complete the sentence putting 'and' between each item on their list, eg:

'The eagle could see small people **and** chickens **and** lorries rushing along the roads'.

10  
minutes

## Plenary

### Whole class teaching

Ask pairs to read out their sentences.

# Yesterday I

## Learning outcomes

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

Write CVCC words.

Sing simple songs in English and illustrate their meaning.

Write simple sentences in the past tense.

## Teaching aids

### Before the lesson:

Write the following words on the chalkboard: 'cleaned', 'jumped', 'danced', 'worked', 'walked', 'helped', 'climbed' and 'combed'.

Write the alphabet grid shown opposite on the chalkboard.

## Letters and sounds

### Group task

Use the alphabet grid on the chalkboard to form one CVCC word, eg: 'past'.

Sound the word out to the pupils and write it on the chalkboard.

Ask each group to form as many CVCC words as they can from the grid.

Award two marks for every CVCC word formed by each group.

Count their marks and announce the result.

Write all the CVCC words the groups have formed on the chalkboard.

10 minutes | Game

## Introduction

### Whole class teaching

Play the game, 'What did I do?' with the pupils.

Stand the pupils in a circle and perform a simple mime, eg: clapping, jumping.

Encourage everyone to copy your mime and answer the question: 'What did I do?'

Tell the pupils to answer: 'You clapped', 'You jumped', etc.

Let the pupils take turns to start the mime.

25 minutes

## Main activity

### Whole class teaching

Tell the pupils to read the words on the chalkboard.

Ask them to tell you the last two letters of each word, ie: **ed**.

Ask them to cover up the last two letters of each word and read the word they can see.

Tell them that all the words listed are **verbs (action words)**.

Explain that when these two letters are added to some action words it means that the action **has already happened**.

10 minutes | Game

## Plenary

### Whole class teaching

Play the game 'Who stole the meat from the soup pot?'

Alphabet grid

s	i	r	l
p	a	o	h
n	t	k	j
m	f	c	u

# Animals

## Learning outcomes

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

Hear rhymes in words.

Write simple sentences in English.

## Teaching aids

### Before the lesson:

Write the following words on the chalkboard in the same pattern:

past milk jump sink sent  
last silk hump pink tent  
mast link rent

Have ready a large piece of paper for each group, eg: the back of an old calendar.

## Letters and sounds

### Whole class teaching

Show the list of CVCC words in their rhyme groups and ask the pupils to help you read them.

Ask if anyone can notice any pattern in the words listed or grouped together.

Tell them the words are grouped together according to their **rhymes**.

Explain to them that when two or more words sound the same way at the end we say they **rhyme**.

Clean the words off the chalkboard.

Ask pupils to discuss with their partners and write two words that rhyme in two groups, eg:

last pink  
past link

Ask pupils to share their rhyming words with you.



10  
minutes

Story

## Introduction

### Whole class teaching

Sit the pupils in a circle or 'u' shape.

Read the story 'The farmer's eagle' to the pupils.

Ask them to tell you something about the story in English.

Explain that that they are going to write about an animal.

Go around the circle and ask pupils to say one thing they know about eagles (not the one in the story, just the bird) in their local language or English.

25  
minutes

## Main activity

### Group task

Ask all of the groups to think of an animal (not a bird) that they know a lot about.

Ask them to draw a picture of that animal, so that it fills the back of the calendar you gave them.

Ask the groups to write as many words as they can about that animal, inside the picture.

Ask each person in the group to use those words to write up to three sentences about the chosen animal in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to show their pictures and read their sentences to the class.

Ask the pupils to write their names on the picture.

Display the pictures in the classroom so that everyone can see.

Week  
5  
In the classroom

subject English

Topic: 3 can teach

Adjective all lost

in a way a shot & pick

he rni's small And mgl

Topic: 9" march

subject: English language

Topic: Indicate 9 sizes

This is a big basket 

This is a small basket 

This is a long pencil 

This is a short pencil 

## Letters/sounds

### 'CVCCs'

next  
tank  
desk  
pest  
rest  
fast  
past  
last  
dent  
sent  
rent  
tent  
lent  
bent  
kept  
left  
half

## Words/phrases

tomorrow  
goat  
fox  
water  
well  
right  
wrong  
mistake  
map  
cupboard  
fallen  
jump  
found  
tortoise

## Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.



# Life in the village

## Learning outcomes

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

Read and spell CVCC words.

Ask and answer questions in English.

## Teaching aids

### Before the lesson:

Write the alphabet grid shown opposite on the chalkboard.

Read the story in Macmillan New Primary English 3, pages 83—84 and make sure you can read it easily.

## Letters and sounds

### Whole class teaching

Ask the pupils if they can tell you what a CVCC word is. Remind them that each CVCC word should have a sound pattern – consonant, vowel, consonant, consonant.

In groups of four or five, ask the pupils to use the alphabet grid to form as many CVCC words as possible.

Write all the CVCC words they have formed on the chalkboard.

Ask each group to read all the words and check the spelling.

Ask each group to see if they can spell the ones that are not correct.

Share the correct spellings with the rest of the class.

10 minutes | Macmillan New Primary English 3

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 3, page 83 and discuss the following with their partner:

‘Where are the people?’

‘How many people are in the picture?’

‘What are the people doing?’

‘What can you see on the floor?’

Ask them to try and write down their answers so they can use them later.

25 minutes | Macmillan New Primary English 3

## Main activity

### Whole class teaching

Read Macmillan New Primary English 3, pages 83—84 to the pupils.

Ask pupils to listen for any of the ideas they wrote in their books.

Ask them the questions i—vii in Macmillan New Primary English 3, page 84.

### Pair task

Ask the pupils to read the sentences in Macmillan New Primary English 3, page 84, number 3, taking it in turns to read the sentences.

Ask them to divide a page of their exercise books into two halves.

Ask them to draw any two people from the picture.

10 minutes

## Plenary

### Whole class teaching

Ask each pair to show their pictures to each other.

Alphabet grid

d	i	g	e
s	t	n	k
a	l	o	b
r	h	f	u

# The clever tortoise

### Learning outcomes

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

Spell CVCC words.

Listen to a simple story.

Ask and answer questions on the story they have listened to.

### Teaching aids

**Before the lesson:**

Write the alphabet grid from Day 1 on the chalkboard.

Read the play 'The clever tortoise'.

### Letters and sounds

**Whole class teaching**

Introduce the new CVCC word, 'desk'.

Sound it out and ask the pupils to try and write the word as you sound it out.

Put the pupils into three groups.

Write the endings 'est', 'ast' and 'ent' on the chalkboard.

Ask the first group to use the grid to form two words that end in 'est', the second group 'ast' and the third group 'ent'.

Ask the groups to tell you the words they have formed and write them on the chalkboard.

Say the words and ask the pupils to repeat them.

Ask them to tell you the meanings of the words.

10  
minutes

Play

## Introduction

### Whole class teaching

Tell the pupils you are going to read a play to them.

Tell them the title, 'The clever tortoise', and ask if anyone can guess what the play might be about.

Ask if anyone can tell you anything they know about a tortoise and write their ideas on the chalkboard.

Explain that many people in Nigeria see the tortoise as a clever animal who can trick other animals to get what he wants.

Read the play and ask them questions to help them understand it.

25  
minutes

Play

## Main activity

### Pair task

Ask a pupil to mention the names of the animals in the play.

Tell them to draw a picture of the two animals, write their names under each and write one thing they know about the animals.

Call a one pupil from each pair to read what they have written while you write it on the chalkboard.

Read the play to the pupils again, asking them to listen and see if they were correct.

10  
minutes

## Plenary

### Whole class teaching

Read out the 'est', 'ast' and 'ent' words formed earlier and ask individual pupils to tell you how to spell them.

Write their spellings on the chalkboard.

Literacy  
lesson plans  
Primary 3

Term 1  
Creating an  
effective learning  
environment

Week 5  
In the classroom  
Day 3

Lesson  
title

# Tomorrow

15  
minutes

# CVCC

## Learning outcomes

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

Read CVCC words.

Say simple sentences in the future tense.

Read simple sentences in English in the future tense.

## Teaching aids

**Before the lesson:**

Write the CVCC words on flash cards.

## Letters and sounds

**Whole class teaching**

Gather the pupils in a circle around you.

Put the CVCC cards in the middle, face up.

Call out a word and ask a pupil to find it, hold it up and place it back down.

Repeat until everyone has had a go.

Ask the pupils to pick up words that look alike, eg: words that end in 'st' or 'lf'.

Ask the pupils to write as many words as they can that end in 'st' in their exercise books.



10  
minutes

## Introduction

### Whole class teaching

Read the following sentences to the pupils:

'I am going to run to school tomorrow.'

'I am going to come to school tomorrow.'

'I am going to talk in school tomorrow.'

Ask individual pupils to tell you any words or groups of words that they heard in each sentence.

Ask them if they can tell you what the word 'tomorrow' means.

Explain that it is a word we use to describe the next day.

25  
minutes

## Main activity

### Pair task

Ask each pair to make up one sentence which starts: 'Tomorrow, I am going to ...'

Ask each pair to share their sentence with the rest of the class.

Ask them to write their sentences in their exercise books.

Ask one member of each pair to stand up and read their sentence.

10  
minutes

Story

## Plenary

### Whole class teaching

Read 'The clever tortoise' and ask pupils if they can tell you something they liked about the story.

**Literacy  
lesson plans  
Primary 3**

**Term 1  
Creating an  
effective learning  
environment**

**Week 5  
In the classroom  
Day 4**

# Tomorrow

## Learning outcomes

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

Write simple sentences containing CVCC words.

Read simple sentences in the future tense.

## Teaching aids

### Before the lesson:

Write the following CVCC words on the chalkboard: 'desk', 'last', 'fast', 'rest', 'tank', 'half', 'dent' and 'tent'.

Draw the alphabet grid shown opposite on the chalkboard.

Prepare flash cards containing the following words: 'write', 'run', 'jump', 'sing', 'play', 'talk', 'read' and 'shout'.

## Letters and sounds

### Whole class teaching

Ask the pupils to tell you some CVCC words they have been learning.

Tell them they are going to look for CVCC words from the puzzle on the chalkboard.

Call a word and ask any of the pupils to come out and identify the word in the puzzle.

Continue this until all the words have been identified.

Ask if any of the pupils can use any of the words in a simple sentence.

Write one of the words in a sentence.

Draw a picture to explain the sentence.

10  
minutes

## Introduction

### Whole class teaching

Explain to the pupils that they are going to make sentences using the word 'tomorrow'.

Show them the flash cards containing the words that will be used to form the sentences.

25  
minutes

## Main activity

### Whole class teaching

Arrange the pupils in a circle.

Place the flash cards on the floor, turning them upside down in the middle of the circle.

Ask one pupil to pick a flash card and read out the word.

Ask that pupil to make a sentence about tomorrow using that word.

Play

Ask the next pupil to tell the class what the first pupil is doing and then say what he will do, eg:

first pupil: 'Tomorrow **I am going to** write a story.'

second pupil: 'Tomorrow **he/she is going to** write a story, tomorrow **I am going to** read a story.'

Continue round the circle until all the words are used.

Read 'The clever tortoise'.

Ask groups to make up a role play to tell the story.

10  
minutes

## Plenary

### Whole class teaching

Watch each group's role play.

Alphabet grid

h	t	a	n	k
a	l	a	s	t
l	n	k	k	s
f	a	s	t	e
t	e	n	t	r
d	e	n	t	t

**Literacy  
lesson plans  
Primary 3**

**Term 1  
Creating an  
effective learning  
environment**

**Week 5  
In the classroom  
Day 5**

# Building a classroom

## Learning outcomes

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

Identify rhyming words.

Write a simple description in English.

## Teaching aids

### Before the lesson:

Write the following words randomly on the chalkboard:

dent fast pest kept half  
sent past rest slept calf  
rent last  
tent  
lent  
bent

Read Macmillan New Primary English 3, page 13.

Collect piles of old newspapers for the pupils.

## Letters and sounds

### Pair task

Read the words on the chalkboard.

Ask each pair to group together words according to any similarities they can find.

Ask them to read out their list of words to the class.

Ask the class to say what the similarities are.

Remind them words rhyme when their endings sound the same.

Ask them to look at the words and read out ones that rhyme.

Say this sentence: 'The girl ran fast but she was last.'

Ask the pupils which words rhyme.

Ask them to write the sentence in their exercise books and draw a line under the rhyming words.

10  
minutes

Macmillan New  
Primary English 3

## Introduction

### Group task

Ask the pupils to tell you anything they can remember about the story 'Our national anthem'.

Read the story in Macmillan New Primary English 3, page 13.

Talk with the pupils about the things they would like in a classroom to make learning easier.

25  
minutes

Macmillan New  
Primary English 3

## Main activity

### Group task

Give each group a pile of old newspapers.

Ask them to use the newspaper to make a model of their own classroom.

Ask them to make up, and if possible write, simple sentences that describe the classroom they have made.

While they are doing this, go around the class and listen to individuals reading 'The national anthem' from Macmillan New Primary English 3, page 13.

10  
minutes

## Plenary

### Whole class teaching

Ask each group in turn to show the rest of the class their model and read out their sentences about it.

## Credits

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In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

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These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

## Special thanks go to:

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The Honourable Commissioner and staff of the Kwara State Ministry of Education and Human Capital Development, as well as the Kwara State Universal Basic Education Board for their support and valuable input and for agreeing to share these plans with other states.

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The UK's Department for International Development (DFID) and the DFID-funded ESSPIN programme for their input, focus, guidance and constructive criticism throughout the development of the plans.

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Thanks also go to the teachers of Kwara State who have used these plans to bring about change in their classrooms.



