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**Literacy  
lesson plans**  
Primary 3

**Term 2**  
Creating  
opportunities for  
classroom talk

**Weeks**  
16—20

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 3 Term 2

## ▶ Creating opportunities for classroom talk

This is the fourth  
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  
lesson plans  
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**Weeks  
16—20**

# Introduction

## ▶ Creating opportunities for classroom talk

## Classroom talk

In any classroom, the pupils should do most of the talking, not the teacher. If pupils have the chance to talk they will quickly improve their language skills.

They should experience lots of different types of talk, in pairs, small groups, and within the whole class, eg:

Having conversations between themselves and with adults in the school.

Asking questions of each other and of the adults in the school.

Answering questions.

Telling stories.

Taking part in role play.

Expressing opinions.

Explaining how to do something.

Giving instructions.

Solving problems.

Sharing ideas.

Retelling experiences.

Singing songs.

Saying rhymes.

These are all included in the literacy lesson plans.

Here are some ideas to help you encourage all pupils to join in classroom talk:

Ask questions which have lots of different answers and can be answered by individuals, not the whole class at the same time.

When you ask a question, count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the 'quick thinkers'.

When you ask a question, give the pupils 2 or 3 minutes to discuss the answer with a partner before putting their hands up.

When you ask a question, give the pupils 2 or 3 minutes to write the answer in their exercise books and then ask random pupils. This makes all pupils try to think of the answer.

Sit the pupils in a circle and ask them a question which has lots of different answers. Go around the circle and ask every pupil to answer.

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**Literacy  
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# Introduction

▶ Stories for the term

## Jafar and Jamila at the waterside

Jafar and Jamila were brother and sister. They lived in Ilorin with their **old grandmother**. Every year, they went to stay with their **tall aunt** at the waterside near Patigi. Their **lovely grandmother** did not go with them.

Jafar and Jamila loved the **busy waterside**. They liked to go fishing. Sometimes they used an **orange net**. They didn't catch many fish, but when they caught any **large fish** they carried them home to cook and eat.

Sometimes, Jafar and Jamila swam. Sometimes they lay on the **yellow sand** and slept. Sometimes they went in a **wooden boat**, far out on the **blue river** but they never went alone.

## Journey to the lake

Maisah and Latif liked their holidays very much. They did not go to the seaside. They went with their father to see their uncle. Their uncle lived far away from their home, near Lake Victoria. It was a very long journey to get there. They had to travel by train, lorry and on foot.

Latif and Maisah loved every minute of their holiday. Every day the children went fishing. They used their orange net to catch the fish. They caught many fish and every day they brought home delicious fish for dinner.

When their uncle came with them they went far out on the lake in a boat with a white sail. They often saw boats with white sails on the blue lake, and Maisah thought the sails looked very pretty.

Latif and Maisah also went swimming in the blue water, but they never swam alone because they were afraid of crocodiles.

They were very sorry when their holiday ended, as they had seen many new, exciting things. They got home very late at night, very tired but happy to see their mother again.

## Arik Air flies to London

Arik Air has announced that it will begin non-stop flights between Abuja, Nigeria and London, England, beginning from Thursday, November 26.

A statement on Thursday said the new Abuja to London service would fly five times every week, on Monday, Wednesday, Thursday, Friday and Sunday.

A spokesman said, 'Outbound flights will depart Abuja's International Airport at 10.30am, arriving in London's Heathrow airport at 4.05pm. Return flights will depart from London Heathrow at 9.50pm, arriving in Abuja at 5.20am the following morning.'

The airline's Managing Director, Mr Jason Holt, said, 'Arik Air is extremely proud to connect Nigeria's federal capital directly with London.'

From: 'The Punch', Friday, November 20, 2009.



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**The washerman's donkey  
(part 1)**

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Once there was a monkey who lived in a big fruit tree near the sea. He was friends with a big shark. (A shark is a very big fish.) One day the shark said to the monkey, 'I want you to come to my house to see our king and my family.'

'I can't swim', said the monkey. 'How can I get to your home?'

'You can sit on my back and I'll carry you', said the shark.

So the monkey jumped down on to the shark's back and the shark swam across the sea, carrying the monkey.

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When they were a long way from the land, the shark said, 'I do not want you to see our home. Our king is ill and will only get better if he eats the heart of a monkey. So I am taking you to him.'

When he heard that, the monkey was afraid. He thought for a minute or two, and then said to the shark, 'I didn't bring my heart with me. I left my heart up in the tree.'

'If you left your heart up in the tree, I will take you back', said the shark.

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When they got back the monkey climbed quickly up the tree. The shark sat down and waited for a very long time, but the monkey did not come down again. Then at last the shark called out, 'Monkey, are you coming down again?'

'Yes, my heart is here,' called back the monkey, 'but I'm not coming down again. Do you think I am like the washerman's donkey?'

'The washerman's donkey? Who is she?' said the shark.

'I'll explain', said the monkey, and he sat down and told the shark the story.

## The washerman's donkey (part 2)

This is the story which the monkey told the shark.

The washerman beat his donkey and she had very little food to eat. One day, she ran away and went to live in the forest. She found plenty of good food there and she soon got fat.

There was a weak old lion living in the same forest who was taken care of by a rabbit. One day this lion said, 'I want some meat to eat. Can you find me some meat?'

'That will be easy,' said the rabbit. 'There is a fat donkey living near here. I'll tell her to come and see you. When she comes you can eat her'.

The rabbit went to the donkey and said, 'The lion wants you to go to see him.'

'Why does the lion want to see me?' asked the donkey.

'He has heard how beautiful you are', said the rabbit, 'He is very ill and it will help him to look at a beautiful donkey like you.'

The donkey was very pleased, so she went with the rabbit to see the lion. When they came to his house the old lion tried to catch her, but the donkey kicked him hard and ran back to her part of the forest.

Some days later, the rabbit said to the lion, 'I'll go and see that donkey again.'

So the rabbit went to the donkey and said, 'Please, will you come and see the lion again?'

'No', said the donkey, 'he scratched me all over.'

'I am very sorry,' said the rabbit. 'That is how he shows he loves people. He wants to see you again. He is always talking about your beautiful face.'

'Well', said the donkey, 'If he loves me, I'll come again.'

So the donkey went to see the lion again. This time the lion was ready. As soon as he saw her he jumped on her and ate her.

## The journeys of David Livingstone

In almost every part of Africa we remember men or women who travelled here a long time ago.

Some people opened schools, hospitals and missions.

Other people came to Africa to find out about the plants and trees that grow here. They have brought us new types of plants, fruit and flowers.

Others came to learn about the country. They found out about the rivers, the mountains, hills, lakes and islands to make maps.

One of these people was David Livingstone. He was a doctor. He spent many days travelling through Central Africa.

He found out that in Central Africa there were cruel people who bought men and women – and even children – and used them as slaves. They were tied together with great strong ropes and even iron, and had to travel a long way. David Livingstone told many people about this and helped to stop it.

When he died he was kneeling by his bed in his tent, saying his prayers.



Week  
16  
Journeys

## Letters/sounds

'ue'  
blue  
glue  
due  
sue  
queue  
clue

## Words/phrases

cars  
buses  
trucks  
trailers  
city  
horn  
selling  
travellers  
sand  
fish  
boat  
river  
grandmother

## 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.

# City life

## Learning outcomes

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

Pronounce and demonstrate the sound the letter combination 'ue' makes.

Read and understand the content of a story.

Ask and answer questions in English.

## Teaching aids

### Before the lesson:

Write the words containing the letter combination 'ue' on the chalkboard.

Write key words on the chalkboard.

Read Macmillan New Primary English 3, page 116.

Find or draw a picture of a busy place, eg: a motor park or traffic jam.

## Letters and sounds

### Whole class teaching

Say the sound that the letter combination 'ue' makes, as in the word 'blue'.

Instruct the pupils to join in with you, making the sound together.

Ask some pupils to put up their hands if they can come out and underline 'ue' in the words on the chalkboard.

Ask some other pupils to put up their hands to say the sound of the 'ue' letter combination.

10  
minutes

## Introduction

### Whole class teaching

Show the class the picture you have found or drawn.

### Pair task

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

Ask one person from each pair to say one sentence about what is 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 'City life' from Macmillan New Primary English 3, page 116, to the pupils. Remind them that they have heard it before.

Ask them to tell you the answers to the following questions:

'What happened at the start of the story?'

'What happened in the middle of the story?'

'What happened at the end of the story?'

'What did you like about the story?'

### Pair task

Ask the pupils to read the speech work in Macmillan New Primary English 3, page 117.

Tell one pupil to read Agnes' words and the other to read the teacher's words.

Go round and help each pair.

Ask them to draw a picture and write a sentence about it.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to read their sentences and show their pictures to the class.

# Jafar and Jamila at the waterside

## Learning outcomes

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

Spell the key 'ue' words.

Say the sound the combination of letters 'ue' makes.

Listen to a simple story and recognise adjectives.

## Teaching aids

**Before the lesson:**

Write the words containing the letter combination 'ue' on the chalkboard.

Read the story 'Jafar and Jamila at the waterside'.

Write all the adjectives and their nouns from the story on the chalkboard (they are highlighted in the story).

## Letters and sounds

**Whole class teaching**

Ask the pupils to pronounce the words on the chalkboard containing the letter combination 'ue'.

Ask some pupils to underline the combination in the words.

Ask them to note the spellings.

Rub off the words on the chalkboard.

Tell the pupils to write the words in their exercise books, thinking about how to spell them.

When the pupils have finished, ask individual pupils to spell the words.

If their spellings are right, write them on the chalkboard, telling others to check their own spellings, correcting them if necessary.

10 minutes | Story

## Introduction

### Whole class teaching

Read the adjectives and their nouns that you have written on the chalkboard.

Ask pupils if they can tell you what they understand by each pair of words.

Tell them the story of 'Jafar and Jamila at the waterside' and ask them to listen for those phrases in the story.

Draw the shape of a fish on the chalkboard and ask pupils to tell you what colours it might be.

25 minutes

## Main activity

### Whole class teaching

Explain that the first word (**adjective**) tells something more about the second word (**noun**).

### Individual task

Ask pupils to choose one of the phrases and draw a picture of the words, eg: 'orange net', 'blue river'.

Ask them to underline the adjective.

Instruct pupils to change the adjective and draw a picture of the new phrase, eg: 'green net', 'wide river'.

Ask the pupils to draw a picture of a fish and write an adjective to describe their fish, eg: 'long fish'.

### Pair task

Ask the pupils to show each other what they have drawn and say what they like about fish.

10 minutes | Story

## Plenary

### Whole class teaching

Read the story to them again.



# Jafar and Jamila at the waterside

## Learning outcomes

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

Spell the key 'ue' words.

Say simple sentences in the past tense.

Use adjectives in a sentence.

## Teaching aids

**Before the lesson:**

Make a set of a—z letter cards for each group.

Make a set of flash cards containing adjectives: 'tall', 'big', 'soft', 'blue', 'old' and verbs in the past tense: 'found', 'saw', 'went', 'caught', 'cooked', 'played'.

You will need one set for each group.

## Letters and sounds

**Whole class teaching**

Ask the pupils to put their hands up if they remember the 'ue' words they have learned (allow a thinking time of 30 seconds).

Tell them they are going to practise spelling 'ing' words.

Give each group a set of letter cards from a—z.

Give each group a 'ue' word for them to spell using the cards.

Ask pupils from each group to show their spelling to the whole class and say the word.

Ask the pupils from other groups if the spellings are correct. If they are not, ask the pupils to say the correct spelling.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils questions about the story 'Jafar and Jamila at the waterside', which they heard on Day 2.

Tell the pupils that an adjective is a word that tells us more about a noun or pronoun, eg: big, green, tall, etc.

Brainstorm some adjectives and write their ideas on the chalkboard.

Tell the pupils the sentence:  
'This is a fish.'

25  
minutes

## Main activity

### Group task

Give each group a set of flash cards containing adjectives and another set containing verbs in the past tense.

Ask them to put the two piles face down on the table and turn over the top card of each pile.

Ask them to make a simple sentence in the past tense using both words on their flash card, eg:

'They **saw** a **big** fish.'

'They **saw** a **tall** man.'

10  
minutes

## Plenary

### Individual task

Ask some pupils to put up their hands and come out to underline the adjectives in the sentences you have written on the chalkboard.

Call a pupil from each group to say one of their sentences.

Write each group's sentence on the chalkboard.

Ask pupils from other groups if the sentence is correct. If it is not, tell them to say the correct sentence.

# City life

## Learning outcomes

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

Spell the key 'ue' words.

Identify adjectives in simple sentences.

## Teaching aids

### Before the lesson:

Look at the picture and read Macmillan New Primary English 3, page 116.

## Letters and sounds

### Whole class teaching

Ask the pupils to put up their hands if they remember the 'ue' words they have learned.

Write the words on the chalkboard as they say them.

Tell them they are still going to learn how to spell the words.

Rub the words off the chalkboard.

Tell the pupils to write the words in their exercise books while thinking about how to spell them correctly.

When they have finished, ask individuals to read the word and spell it, while the others listen and check their spellings are correct.

10 minutes | Macmillan New Primary English 3

## Introduction

### Whole class teaching

Read the story 'City life' in Macmillan New Primary English 3, page 116.

Tell the class that they are still learning about how to use adjectives to describe things.

25 minutes | Macmillan New Primary English 3

## Main activity

### Group task

Ask the pupils to discuss the picture in Macmillan New Primary English 3, page 116 (give them 5 minutes).

Ask each group to write one sentence about something that is happening in the picture, trying to use an adjective in the sentence.

Ask each group to say their sentence.

Write each sentence on the chalkboard.

Ask a pupil to come out and underline the adjectives in the sentence.

If there is no adjective, ask the class if anyone can suggest one.

10 minutes

## Plenary

### Group task

Write the correct spellings on the chalkboard and ask pupils to check their answers.

# City life

## Learning outcomes

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

Pronounce and demonstrate the sound the combination of letters 'ue' makes.

Read simple rhymes in English and illustrate their meaning.

Ask and answer simple questions in English.

## Teaching aids

### Before the lesson:

Read Macmillan New Primary English 3, page 116 and the questions on page 117.

Find a picture of a car.

## Letters and sounds

### Whole class teaching

Ask the pupils to put their hands up if they remember the sound they have learned during the week. If they don't, remind them.

Ask them to put their hands up if they can tell you the words that contain the combination of the letters 'ue'.

Write the words on the chalkboard as the pupils say them.

Ask pupils to put their hands up if they can pronounce the words correctly. If they can't, help them.

Ask each pair to think of a sentence containing one of the 'ue' words.

10  
minutes

Macmillan New  
Primary English 3

## Introduction

### Whole class teaching

Ask the pupils to look at the picture of a car.

Ask them to put their hands up to say what they can see.

Ask the pupils to read part A of the story in Macmillan New Primary English 3, page 116.

Then ask them to read part B on pages 116—117.

25  
minutes

Macmillan New  
Primary English 3

## Main activity

### Group task

Ask the pupils to look at the picture in Macmillan New Primary English 3, page 116, thinking about the activities that are taking place.

Ask the pupils to draw a bus or car that they might see in the city.

Ask the pupils to share their pictures with the rest of the class.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to read together all the sentences on the chalkboard.

Peg all the pictures onto the string across the classroom.

Ask each group to answer questions i—v in Macmillan New Primary English 3, page 38 in full sentences.

After completing the task, call a pupil from each group to read out their sentences.

Ask the pupils in the other groups if the sentences are correct. If they are not, let them say the correct sentences.

A photograph of a person wearing a white hijab, sitting on a woven mat and writing in a notebook with a pen. The image is overlaid with a semi-transparent green filter. A white rectangular box is positioned in the upper left quadrant, containing the text 'Week 17 Farmers' fair'.

Week  
17  
Farmers' fair

### Letters/sounds

### Words/phrases

### Assessment

'aw'  
jaw  
saw  
drawer  
hawk  
paw  
flaw

swimming  
little  
travel  
journey  
orange  
blue  
water  
lake  
fish  
dinner  
holidays  
crocodiles  
yams  
maize  
tomatoes  
peppers  
farmer  
fair

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.



# Audu at the farmers' fair

## Learning outcomes

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

Say the sound the letters 'aw'  
make in a word.

Pronounce key words.

Read and understand the content  
of a story.

## Teaching aids

### Before the lesson:

Write 'aw' words on the chalkboard.

Write the following words on  
the chalkboard: 'yams', 'maize',  
'tomatoes', 'peppers', 'farmer', 'fair'.

Read Macmillan New Primary  
English 3, page 108.

## Letters and sounds

### Whole class teaching

Say the sound that the letter  
combination 'aw' makes, as in 'paw'.

Pronounce the words that contain  
the sound while pupils listen and say  
them after you.

Ask the pupils if they know the  
meaning of any of the words.  
If they do not, explain the meaning  
to them in their local language.

Ask some pupils to put up their  
hands if they can come out  
and underline the letters 'aw'  
in the words on the chalkboard.

Ask some other pupils to put  
up their hands to say the sound  
of the letters.

## Introduction

### Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 3, page 108.

### Pair task

Tell the pupils to talk to each other about what they can see happening in the picture.

Ask each pair to say one sentence about what they can see.

Ask the pupils what they know about fairs. Tell them to talk in their local language.

Explain to them that a fair is a place where people display their best products, in this case food.

Read the key words from the story, written on the chalkboard, and ask the pupils to say each one after you.

## Main activity

### Whole class teaching

Read the story in Macmillan New Primary English 3, page 108, and ask the pupils to listen.

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

### Pair task

Divide the class into pairs.

Ask each pair to read the same story once together.

Go round the class and help each pair with difficult words.

Tell them that this time, when they read the story, they should act the part of one of the characters in the story.

Ask one or two of the pairs who are confident to act out their role play for the rest of the class.

## Plenary

### Whole class teaching

Read the story to the pupils again. This will help their understanding.

# Journey to the lake

## Learning outcomes

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

Say the sound the letter combination 'aw' makes.

Listen to a simple story.

Ask and answer simple questions about the story they have listened to.

## Teaching aids

### Before the lesson:

Write the words containing 'aw' on the chalkboard.

Write the key words relating to the story on the chalkboard.

Read the story 'Journey to the lake' from the introduction.

## Letters and sounds

### Whole class teaching

Ask the pupils to read and say the words containing 'aw'.

Read the key words and give them 1 minute to look at the spellings.

Rub one word off the chalkboard and ask the pupils to write the word in their exercise books, thinking about how to spell it.

When they have finished, write the word on the chalkboard again and ask them to check their spelling, making corrections where necessary.

Repeat for four or five words.

Ask the pupils to check each other's spellings, correcting them if necessary.

10 minutes | Story

## Introduction

### Whole class teaching

Ask the pupils what they can remember about last week's story, 'Jafar and Jamila at the waterside'.

Write down anything they say on the chalkboard.

Read them the story 'Journey to the lake'.

25 minutes

## Main activity

### Whole class teaching

Ask the pupils the following questions about the story:

'Where did Latif and Maisah go for their holidays?'

'What did they do on their holidays?'

'Did they learn any new things?'

'Did they do the same things as Jafar and Jamila, or did they do different things?'

'Which activities were the same, and which were different?'

Write the answers to the final question on the chalkboard.

Ask pupils to divide a page in their exercise books into four equal parts, and on one side, write 'Jafar and Jamila at the waterside' and on the other side 'Journey to the lake'.

In the top boxes, ask them to draw something that the children did in each story that is the same, eg: they both went fishing with an orange net.

In the bottom boxes, ask them to draw something that was different, eg: Latif and Maisah went out in a sailing boat, Jamila and Jafar went out in a wooden boat.

Ask the pupils to show each other what they have drawn and say what interests them in the drawings.

10 minutes | Story

## Plenary

### Whole class teaching

Read the story to the pupils again.

# Shady tree

## Learning outcomes

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

Spell the words that the blend of letters 'aw' makes.

Write some simple sentences using adjectives.

Identify adjectives in simple sentences.

## Teaching aids

### Before the lesson:

Have ready a set of a—z cards and an additional 'r' for each group.

Make flash cards containing the key words.

On the chalkboard write some sentences containing adjectives.

## Letters and sounds

### Group task

Give each group letter cards from a—z.

Ask each group to spell an 'aw' word, show their spelling to the whole class and say the word.

Tell each person in the group to write down a word they can spell, without telling anyone else in the group.

Ask them to find the letter cards that spell it and lay them face down on the table.

Ask another person in the group to turn over the cards, see if they can guess what the word is and then put the cards in the right order to spell it correctly.

10  
minutes

## Introduction

### Whole class teaching

Tell the pupils you are going to continue working on adjectives.

Ask the pupils to put their hands up if they can tell you what an adjective is (if they can't, remind them).

25  
minutes

## Main activity

### Whole class teaching

Take the pupils outside to look at a tree.

Ask them to bring their exercise books and a pencil.

Tell them to draw the tree in their exercise books, looking carefully at its shape.

Ask them to tell you as many words as possible that they can think of to describe the tree, eg: 'shady tree'.

When you get back to the classroom, write their words on the chalkboard.

Ask them to find the picture of the tree they drew and choose three adjectives to write on the picture.

10  
minutes

## Plenary

### Pair task

Ask them to show their pictures and read their words to each other.

# Journey to the lake

## Learning outcomes

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

Recognise simple words.

Sequence a story.

## Teaching aids

### Before the lesson:

Make a list of 10 words that  
the pupils have learned during  
the past week, words which  
would be quite easy to draw.

Read the story 'Journey to the lake'.

Make one set of sentence  
flash cards for each group  
using the sentences in the main  
activity, opposite.

## Letters and sounds

### Group task

Go round each group and tell them  
a word from your list (quietly, so  
that the other groups cannot hear).

Ask one person from each group  
to come out and draw a picture  
of that word, without speaking or  
writing any letters.

Ask the rest of the groups to  
try and guess the word.

Give a point to the group which  
guesses the word correctly.

Ask each group to spell the  
word out loud.

Give each group a point for  
spelling it correctly.

Repeat with the other words,  
then add up the total number of  
points for each group.

10  
minutes

Story

## Introduction

### Whole class teaching

Give each group two of the following phrase cards, which match together to make one sentence:

'Latif and Maisah'  
'liked their holidays too'  
'it was a long journey'  
'to get there'  
'they used their orange net'  
'to catch the fish'  
'they often went out'  
'in a wooden rowing boat'  
'they also went swimming'  
'in the blue water'  
'they were very sorry'  
'when their holiday ended'

Instruct each group to make a complete sentence and read their sentence to the rest of the class.

Ask one member of each group to bring their sentence and stand at the front.

Tell the class to work together to put the sentences in the correct order of the story.

Ask each group to make up a short role play, which tells the story of their sentence.

25  
minutes

## Main activity

### Group task

Give each group a set of flash cards and ask them to put them together to make six sentences about the story.

Ask pupils to read the sentences to each other and put them in the order in which they happened in the story.

Ask them to make up a short role play for each sentence in the correct order, to make a story.

10  
minutes

## Plenary

### Group task

Ask the groups to role play their sentences in the correct order so that the whole class tells the story.



# My journey

## Learning outcomes

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

Pronounce and demonstrate  
the sound the blend of letters  
'aw' makes.

Write a simple story.

## Teaching aids

### Before the lesson:

Read the story 'Journey to  
the lake'.

## Letters and sounds

### Whole class teaching

Ask pupils to put their hands up if  
they can write the words that  
contain the letter combination 'aw'.

Write the words on the chalkboard  
as they say them.

Ask them to put their hands up  
if they can pronounce the words  
correctly. If they can't, help them.

Dictate the following sentences  
to the class to write in their  
exercise books:

'I saw a dog with four paws.'

'I saw a hawk fly in the sky.'

10  
minutes

## Introduction

### Whole class teaching

Ask the class to discuss a journey they have taken to visit a relative or friend.

Brainstorm words to describe the experience, eg: tired, long, bumpy, etc.

25  
minutes

## Main activity

### Individual task

Ask them to divide a page of their exercise books into four and number each box 1—4.

Ask the pupils to draw four pictures which tell the story of their journey in the correct order, eg:

1

The journey.

2

One thing they did while they were there.

3

Another thing they did while they were there.

4

Arriving home.

10  
minutes

## Plenary

### Whole class teaching

Ask one or two pupils to share their stories with the rest of the class.



Week  
18  
Journeys



**Letters/sounds**

**Words/phrases**

**Assessment**

**'wh'**  
**when**  
**where**  
**which**  
**white**  
**who**  
**what**  
**whole**  
**wheel**  
**whip**  
**while**

**announce**  
**non-stop**  
**statement**  
**operate**  
**depart**  
**international**  
**arriving**  
**far**  
**tried**  
**lead**  
**wild**  
**sailing**  
**plants**  
**trees**  
**slaves**  
**travelling**

**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.**

Lesson  
title

# Arik Air flies to London

15  
minutes

wh

## Learning outcomes

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

Say the sound that the letter  
combination 'wh' makes.

Listen to and understand  
factual accounts.

## Teaching aids

### Before the lesson:

Write the words containing the  
blend of 'wh' on the chalkboard.

Write key words on the chalkboard.

Read the newspaper report  
'Arik Air flies to London'.

## Letters and sounds

### Whole class teaching

Say the sound that 'wh' makes.

Ask the pupils to join in with  
you, making the sound together.

Show the pupils the words  
containing 'wh' on the chalkboard.

Ask them to discuss in pairs if  
they notice any pattern in the  
words. If they do, let them put up  
their hands and say it.

Ask pupils to put up their hands  
if they can underline 'wh' in  
the words on the chalkboard.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to draw a picture of an aeroplane and discuss with each other, in their local language, what they know about aeroplanes.

Ask them to put up their hands and share their ideas about aeroplanes, in their local language.

25  
minutes

Story

## Main activity

### Whole class teaching

Read the pupils the newspaper account 'Arik Air flies to London'.

Explain to them that it is an account of an event which people want everyone to know about.

Ask if any pupils can tell you anything about the passage.

Explain in your local language that it is a newspaper account, announcing that Arik Air will fly to the UK every week.

Read it again and ask the pupils to listen carefully for the answers to the following questions:

'Which days will Arik Air fly to London?'

'Which airport will they fly from?'

'What is the name of the airport in London?'

'What time will the plane arrive in Abuja?'

### Pair task

Ask the pupils if they can tell you why people travel on aeroplanes.

Ask the pupils to give you the name of each of the following:

a village

a town

a big city

Tell them to discuss how they could travel to each of those places.

10  
minutes

## Plenary

### Whole class teaching

Ask each pair to give you their answers.

# The journeys of David Livingstone

## Learning outcomes

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

Recognise the letters 'wh' in words.

Ask and answer simple questions about a story.

Spell the key words.

## Teaching aids

**Before the lesson:**

Write the 'wh' words and the key words on the chalkboard.

Find the sets of a—z letter cards (one for each pair of pupils).

Read the story 'The journeys of David Livingstone' from the introduction.

## Letters and sounds

**Whole class teaching**

Ask the pupils to put up their hands if they can remember the sound they were taught the previous day.

In pairs, ask them to discuss how to say the sound.

Tell the pupils to put up their hands if they can show the rest of the class.

Ask other pupils if they were correct. If not, tell them to say the right sound. If they can't, show them how.

Ask the pupils to come out, underline the letters, and read one of the 'wh' words you wrote earlier (one each). Do this for all the words.

10  
minutes

## Introduction

### Whole class teaching

Read the list of words to the pupils and check they all understand their meaning.

Ask pupils to look at the words and think how to spell them.

Rub the words off the chalkboard, and give each pair letter cards to spell one of the words.

Ask each pair to spell the word for the rest of the class.

Write the words on the chalkboard until all the words have been correctly spelled.

25  
minutes

Story

## Main activity

### Whole class teaching

Ask the pupils to sit in a circle.

Ask them what they can remember about the newspaper story from the previous day.

Explain that you are going to read them another account of events. This tells a story about things that happened in Africa a long time ago.

Go round the circle and ask each pupil to tell you one thing about Nigeria, in their local language.

Read 'The journeys of David Livingstone' to the pupils.

### Pair task

Ask each pair to discuss the story and write down one question that they would like to ask about the story.

Ask one pupil from each pair to say the question, and ask other pupils to answer them.

Read them 'The journeys of David Livingstone' again.

10  
minutes

## Plenary

### Whole class teaching

Ask them the following questions about the story. Give them a few minutes to discuss each answer:

'Why did people come to Africa a long time ago?'

'What are some different plants and trees you can find in your local area?'



# Simple Sentences

## Learning outcomes

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

Spell and say some words that the letters 'wh' make.

Say simple sentences in the past tense.

## Teaching aids

### Before the lesson:

Read the story: 'The journeys of David Livingstone'.

Write the following sentences on the chalkboard:

'Some people **opened** schools and hospitals.'

'Others **came** to learn about the country.'

## Letters and sounds

### Pair task

Ask pairs to tell each other the sound they have been learning this week.

Ask one pupil to say the letters and another to say the sound.

Instruct each pair to write down as many words as they can with the letter combination 'wh'.

Ask the rest of the pupils if their spelling is right. If not, ask them to say the correct spelling.

When the words are spelled correctly, ask pupils to tell you some simple sentences which use the word.

Write their sentences on the chalkboard.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Arrange the furniture in a U-shape and ask the pupils to stand in a circle in the middle.

Go round the circle and give each pupil one of these words from 'The journeys of David Livingstone': 'hill', 'mountain', 'lake', 'island'.

Call out the word and those who have been given that word should change places with each other.

Play the game for about 5 minutes, making it as much fun as possible. (Avoid playing the game for more than 5 minutes, as the pupils will get bored).

## Main activity

### Pair task

Tell pupils to discuss the account they listened to the previous day.

Ask one pupil from each pair to say one statement about it.

Ask other pupils to say if the statement is true.

If it is true, write it on the chalkboard. (Do this until all the major points have been covered).

Ask pupils to read the sentences written on the chalkboard.

### Pair task

Explain to pupils that the **past** tense tells us about actions in the past.

Read the sentences you wrote on the chalkboard and ask a pupil to underline the **verb** in the past tense in each sentence.

Write the following words on the chalkboard and explain that these are verbs in the past tense:

'saw'  
'went'  
'came'

## Plenary

### Whole class teaching

Write down each correct sentence on the chalkboard.

Ask the pupils to come out and read them.

# The journeys of David Livingstone

## Learning outcomes

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

Write simple sentences in the past tense.

Sing a simple song in English and illustrate its meaning.

## Teaching aids

### Before the lesson:

Read the song 'I see the moon' in Macmillan New Primary English 3, page 42, number 2.

Write the first and second verses of the song on the chalkboard.

## Letters and sounds

### Whole class teaching

Ask the pupils to put up their hands to tell you the letter combination they have been learning since the beginning of the week.

Ask them to say the sound.

Tell the pupils to put up their hands if they remember some of the words containing 'wh' that they have learned.

Ask one pupil to mention a word and another pupil to spell it. (Do this until you have at least six 'wh' words.)

Write every correct spelling on the chalkboard.

Ask individual pupils to read all the words on the chalkboard.

10  
minutes

Story

25  
minutes

10  
minutes

Macmillan New  
Primary English 3

## Introduction

### Whole class teaching

Ask the pupils to tell you about 'The journeys of David Livingstone'.

Ask them to tell you anything they know about why people came to Africa.

Write their statements on the chalkboard.

Check that they understand the meaning of the words.

Read the story to the pupils again.

## Main activity

### Group task

Ask the pupils to discuss the story together in groups.

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

Ask them to draw four things they know about people coming to Africa, based on the story you have read them this week.

Ask the pupils to try and write a sentence about their picture.

## Plenary

### Whole class teaching

Ask them to look at the song 'I see the moon' in Macmillan New Primary English 3, page 42, number 2.

Ask them to sing the song and make up some actions.

Ask all the girls to sing the song.

Then ask all the boys to sing the song.

Tell the whole class to sing the song together.

## Guided writing

### Learning outcomes

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

Answer questions about a story.

Speak to each other using simple English sentences.

Read simple rhymes in English and illustrate their meaning.

### Teaching aids

#### Before the lesson:

Write 20 words that pupils have recently learned on the chalkboard.

Write the following questions:

'Who is David Livingstone?'

'Where did he travel through?'

'What did he see on his journeys?'

'What did he find out?'

'What did he do to help?'

Gather stones or counters (enough for up to eight for each pupil).

### Letters and sounds

#### Whole class teaching

Ask the pupils to divide a page of their exercise books into eight.

Ask the pupils to help you read the 20 words which you have written on the chalkboard.

Ask them to choose eight of them and write one word in each square on their page.

Call out the words one at a time in any order, and ask pupils to use a stone or a counter to cover up the word as you say it.

The first person to cover up all eight words on their page is the winner.

Play this game again once or twice.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to discuss any of the stories they have learned this week.

Read out the last paragraph of 'The journeys of David Livingstone', which tells about David Livingstone.

## Main activity

### Group task

Instruct them to discuss as a group, then write or draw anything they have learned about David Livingstone.

Ask one person from each group to say something about David Livingstone.

### Pair task

Ask the pupils to discuss the questions you wrote on the chalkboard.

Ask them to write the answers in sentences in their exercise books.

## Plenary

### Whole class teaching

Ask some pupils to put their hands up and read their answers to specific questions.

Ask the rest of the pupils if they are correct. If not, ask them to give the correct answer.



Week  
19  
The washerman's  
donkey

### Letters/sounds

**'ph'**  
graph  
photographer  
orphan  
trophy  
phone  
photo

### Words/phrases

**climbed**  
**swam**  
**carry**  
**better**  
**shark**  
**sea**  
**wait**  
**ill**  
**island**  
**afraid**  
**heart**  
**behind**  
**quickly**

### 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.**



# Once there was a monkey

## Learning outcomes

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

Say the sound the letters 'ph' make in a word.

Understand and enjoy a story.

Read simple sentences in English.

## Teaching aids

### Before the lesson:

Write the 'ph' words on the chalkboard.

Read 'The washerman's donkey (part 1)'. Practise different voices for each character.

Write the sentences about the story (see introduction, opposite) on the chalkboard.

## Letters and sounds

### Whole class teaching

Say the sound that the letter combination 'ph' makes and ask the pupils to join you in making the sound.

Ask the pupils to put up their hands if they can come out and underline the combination 'ph' in the words written on the chalkboard.

Say the 'ph' words that you have written on the chalkboard.

Ask some pupils to come out and read the words.

Explain the meaning of the words through pictures or actions.

10 minutes | Story

## Introduction

### Whole class teaching

Explain that you are going to read a story called 'The washerman's donkey.'

Read the following sentences which you have written on the chalkboard, and help the pupils understand their meaning:

'Once there was a monkey who lived in a big fruit tree near the sea.'

'The shark swam across the sea, carrying the monkey.'

'I left my heart up in the tree.'

'Yes my heart is here,' called back the monkey, 'but I'm not coming down again.'

Explain that these sentences are part of the story and ask them to listen for them as you read the story.

Ask if anyone can tell you anything about the story, using their local language, eg:

'What happened at the beginning of the story?'

'What happened at the end of the story?'

'What did the monkey do?'

Ask if anyone can tell you anything about the story in English.

Write their ideas on the board.

Read out the sentences you have written on the chalkboard.

25 minutes | Story

## Main activity

### Group task

Collect some large sheets of paper for each group of pupils to draw on, eg: the back of old calendars.

Read the story again, asking the pupils to listen for the sentences that you have written on the chalkboard.

Give each group one of the sentences on the chalkboard and a large sheet of blank paper.

Ask them to draw a picture which shows the meaning of their sentence.

10 minutes | Story

## Plenary

### Whole class teaching

Ask each group to hold up their picture for everyone to see and say their sentence.

Read the story again, asking each group to hold up their picture when they hear their sentence.

# I left my heart up in the tree

## Learning outcomes

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

Say the sound the letters 'ph' make in a word.

Listen to a simple story.

Say simple dialogue in English.

## Teaching aids

### Before the lesson:

Write the 'ph' words on the chalkboard.

Write the key words on the chalkboard and make sure that you can explain their meaning.

Practise reading the story 'The washerman's donkey (part 1)'.

Write dialogue from the main activity on the chalkboard.

## Letters and sounds

### Whole class teaching

Ask the pupils if they can say the words containing the letter combination 'ph' written on the chalkboard.

Ask them if anyone can underline the letter combination 'ph' in the words.

### Pair task

Give each pair one of the key words.

Ask them to write it down and practise reading it.

Explain to each pair the meaning of their word.

Ask each pair to do an action to illustrate the word.

Ask them to show the action to the rest of pupils and see if they can guess what the word is.

10 minutes | Story

## Introduction

### Whole class teaching

Write the following dialogue on the chalkboard:

Monkey: 'I can't swim.'

Shark: 'Sit on my back and I'll carry you.'

Shark: 'Our king is ill. He wants your heart.'

Monkey: 'I didn't bring my heart with me.'

Monkey: 'I left it up in the tree.'

Shark: 'I will take you back.'

Monkey: 'I can see my heart up there.'

Shark: 'Are you coming down again?'

Monkey: 'I'm not coming down again.'

Ask the pupils what they can remember about the story you read to them the previous day.

Read them the story 'The washerman's donkey (part 1)' again.

Ask them if they understood anything new about the story from listening to it today.

25 minutes

## Main activity

### Whole class teaching

Read the simple sentences that you wrote on the chalkboard.

Explain that these are the words that the shark and the monkey say to each other.

Ask two pupils to be the shark and the monkey and read the dialogue to the rest of the class.

### Pair task

Ask each pair of pupils to decide who will be the shark, and who the monkey.

Tell them to practise reading the words they say to each other.

Ask them to role play the dialogue.

Ask one or two pairs to show their short role play to the rest of the class.

### Individual task

Ask the pupils to draw a picture of a monkey or shark, and choose one of their sentences to write in a speech bubble.

10 minutes | Song

## Plenary

### Whole class teaching

Sing 'Five little speckled frogs' together with the class.

Remind the class that rhyming words are words that sound the same.

Ask them to tell you some of the rhyming words in the song:

Five little speckled **frogs** sat on a speckled **log** eating the most delicious grubs, yum yum.

One fell into the **pool** where it was nice and **cool** then there were four green speckled frogs, glub glub.

# The monkey climbed the tree

## Learning outcomes

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

Spell the 'ph' words.

Write simple sentences in the past tense.

Retell a story.

## Teaching aids

**Before the lesson:**

Have ready a set of a—z letter cards for each group.

Make flash cards containing the key words: 'swam', 'climbed', 'waited', 'carried'.

## Letters and sounds

**Whole class teaching**

Ask the pupils to put their hands up if they can remember any words with the letter combination 'ph'.

Write the words they say on the chalkboard.

Tell them they are going to learn how to spell the words.

**Group task**

Give each group a set of letters of the alphabet and a 'ph' word for them to spell using the letter cards.

Ask a pupil from each group to show their spelling to the whole class and say the word.

Ask the pupils from other groups if they are correct. If they are not, ask them to say the correct spelling.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to sit in a circle.

Go round the circle, asking each pupil to say one thing they can tell you about the monkey or the shark from the story 'The washerman's donkey (part 1)'.

25  
minutes

## Main activity

### Group task

In their groups, give the pupils flash cards containing the key words.

Ask them to use the key words to make two or three simple sentences and write them in their exercise books, eg:

'The shark swam across the sea.'

'The monkey climbed the tree.'

Explain to the pupils that these sentences are all in the **past** tense.

Ask them if they can say the sentences again this time, changing the verb so that it is in the **present** tense, eg:

swam → **swims**

climbed → **climbs**

waited → **waits**

carried → **carries**

10  
minutes

## Plenary

### Whole class teaching

Ask a pupil from each group to read out the sentences they have written.

Write each sentence on the chalkboard.

Ask pupils from other groups if the sentence is correct. If it is not, ask them to say the correct sentence.

# The washerman's donkey

## Learning outcomes

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

Spell the words that the  
combination of 'ph' makes.

Write three sentences to retell  
part of a story.

## Teaching aids

### Before the lesson:

Draw the 'word search'  
(shown opposite on the far right)  
on the chalkboard.

## Letters and sounds

### Whole class teaching

Ask the pupils to put up their  
hands if they remember the 'ph'  
words they have learned.

Write the words on the chalkboard  
as they say them.

Ask the pupils to complete the  
'word search', looking for 'ph' words.

Check all the pupils have found  
all the words.

10 minutes | Story

### Introduction

#### Whole class teaching

Sit the class in a circle.

Ask each person to say the name of their favourite animal.

Read them the story 'The washerman's donkey (part 1)'.

25 minutes

### Main activity

#### Group task

Ask each group to go outside and collect a selection of sticks, stones, leaves, etc.

Ask them to use these objects to make a picture on the floor, a picture which tells a part of the story.

Ask them to write three sentences about their picture, which tell that part of the story.

Ask each group to show the rest of the class their pictures and read their sentences out loud.

10 minutes | Song

### Plenary

#### Whole class teaching

Ask the pupils to form a circle.

Ask them to choose their favourite songs to sing.

Word search

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

orphan  
trophy  
phone  
photo



Lesson  
title

# A story about animals

15  
minutes

ph

## Learning outcomes

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

Spell words containing the letter combination 'ph'.

Tell a simple story.

Write a simple story.

## Teaching aids

**Before the lesson:**

Write the key words on the chalkboard.

## Letters and sounds

**Pair task**

Say one of the words with the letter combination 'ph' and ask all pupils to write it in their exercise books.

Ask one pupil to come out and write one of the words on the chalkboard.

Ask the other pupils to check they have spelled them correctly, and give themselves a point if they have.

Continue, until all the words have been spelled.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to sit in a circle.

Explain that you are all going to tell a story in their local language.

Start the story with an opening sentence and explain to the pupils that they should each continue the story with one sentence of their own.

Say the starting sentence: 'In a forest at the edge of the village, there lived a hungry lion'.

25  
minutes

## Main activity

### Group task

Give each group a large piece of paper and ask them to divide it into four, labelling the boxes 1—4.

Ask them to choose two different animals and make up answers to the following questions (in their local language), noting down the answers:

- 1  
Where do the animals live?
- 2  
Are they friends or enemies?
- 3  
One of the animals has a problem. What do they think it is?
- 4  
How do they solve it?

10  
minutes

## Plenary

### Whole class teaching

Ask each group to read their story to the rest of the class.



Week  
20  
The washerman's  
donkey

### Letters/sounds

'ew'  
dew  
new  
few  
flew  
drew  
view  
news  
grew

### Words/phrases

donkey  
washerman  
one day  
forest  
lion  
strong  
fat  
beautiful  
rabbit  
scratch  
face  
jump  
ate  
love  
pleased  
heard  
took care of him

### 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.

# Donkey

## Learning outcomes

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

Say the sound that the letters 'ew' make in a word.

Listen to and understand a story in English.

Answer questions about the story.

## Teaching aids

### Before the lesson:

Write the words containing the blend of 'ew' on the chalkboard.

Read 'The washerman's donkey (part 2)' and make sure you can read it aloud easily and in an interesting way. Use different voices for the lion, the donkey and the rabbit.

Bring in or draw a picture of a donkey.

## Letters and sounds

### Whole class teaching

Say the sound that the letter blend 'ew' makes.

Ask the pupils to join in with you, making the same sound.

Ask some pupils to come out and underline the blend of 'ew' in the words on the chalkboard, saying the sound as they do.

Tell the pupils to read the list of 'ew' words on the chalkboard to each other, trying to sound out the words, eg: 'f—ew' = 'few.'

Ask pupils to read one word out to the class, and encourage others to help them if they are stuck.

10  
minutes

## Introduction

### Whole class teaching

Show the pupils a picture of a donkey.

Ask the pupils to discuss everything they know about donkeys.

Tell them these facts about donkeys:

‘Donkeys make a very loud noise called a bray.’

‘Donkeys like to live in desert areas.’

‘Donkeys can kick very hard with their back legs.’

‘Another name for a donkey is an ass.’

25  
minutes

Story

## Main activity

### Whole class teaching

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

Explain that this donkey was beaten by her master so she went away to live in the forest, where she met a lion who wanted to catch her and eat her.

Ask them to put up their hands if they think that the lion will eat her at the end of the story.

Ask them to listen carefully to find out.

Read the story ‘The washerman’s donkey (part 2)’.

Ask the pupils if they can tell you what happened to the donkey at the end of the story.

Ask the following questions one at a time, allowing 3 minutes for the pupils to discuss each answer in pairs before telling the class:

‘Which animals lived in the forest?’

‘Why did the lion want to see the donkey?’

‘What did the lion do to the donkey the first time?’

‘What did the rabbit tell the donkey about his scratches?’

10  
minutes

Story

## Plenary

### Whole class teaching

Read the story to the pupils again – this will help their understanding.

# Animal characters

## Learning outcomes

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

Write the 'ew' words on the chalkboard.

Listen to a simple story.

Identify characteristics of the animals in the story.

## Teaching aids

### Before the lesson:

Write the words containing the blend of 'ew' on the chalkboard.

Read the story 'The washerman's donkey (part 2)'.

Write the names of the animals in the story on small pieces of paper and fold them.

## Letters and sounds

### Whole class teaching

Ask the pupils to say the words containing 'ew' on the chalkboard.

Call some pupils to come out and underline 'ew' in the words.

Ask them if anyone knows what each word means.

Ask them to copy the words into their exercise books and draw a picture to illustrate each word.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Sit the pupils in a circle and ask them to tell you something they can remember about the story 'The washerman's donkey'.

Read the story 'The washerman's donkey (part 2)' to the class, making it as much fun as possible.

Ask them the names of the main characters in the story (the lion, the donkey, the rabbit).

## Main activity

### Group task

Tell a member from each group to pick a folded piece of paper with the name of one of the story characters on it.

Ask each group to open their folded paper and write down any words which describe the character written on it.

Ask them to put those words into sentences.

Ask a pupil from each group to read out what they have written.

## Plenary

### Pair task

Take the class outside and ask them to draw pictures of the animals from the story in the ground, using sticks.

Ask them to write one or two words about the picture underneath each one.



**Literacy  
lesson plans**  
Primary 3

**Term 2**  
**Creating  
opportunities for  
classroom talk**

**Week 20**  
**The washerman's  
donkey**  
Day 3

Lesson  
title

# The lion is going to eat the donkey

15  
minutes

**ew**

## Learning outcomes

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

Say words containing the letter combination 'ew' in simple sentences.

Say some sentences in the future tense.

Identify words used in the future tense in sentences.

## Teaching aids

**Before the lesson:**

Write the key words on the chalkboard.

Collect counters or stones (eight for each pupil).

## Letters and sounds

**Whole class teaching**

Ask pupils if anyone can remember the sound they have been learning.

Write the correct answer on the chalkboard.

Ask pupils to put their hands up if they know some words that contain the sound.

Write their responses on the chalkboard until you have at least six 'ew' words.

Ask the pupils if they know how to read any of the words.

Ask pupils to read the words in pairs and say sentences with those words in them.

Ask one or two pupils to say their sentences to the class.

10  
minutes

## Introduction

### Whole class teaching

Read out the key words and explain their meaning in the pupils' local language.

Ask the pupils to divide a page of their exercise books into eight.

Ask them to choose eight words from the chalkboard and write one in each square.

Ask them to collect eight stones/counters.

Read out the words in any order and if they have one of the words they cover it with a stone/counter.

The first person to cover all their words is the winner.

25  
minutes

## Main activity

### Whole class teaching

Ask the pupils to put their hands up and say what they can remember about the story of 'The washerman's donkey'.

Tell the pupils that you are going to teach them how to say things that will happen in the future.

Tell the pupils that we use the expressions: 'going to' or 'will' to express future events.

Ask them to listen to these sentences and say which words tell them that it is an event which will happen in the future:

'The donkey **will** go and live in the forest.'

'The rabbit **will** tell the donkey about the lion.'

'The lion is **going to** eat the donkey.'

10  
minutes

## Plenary

### Pair task

Ask each pair to use the future tense to say what they will do at home this evening, eg: 'This evening I am **going to**...'

Ask one or two pupils to say their sentences to the rest of the class.

# The donkey will

## Learning outcomes

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

Spell 'ew' words.

Use the future tense.

## Teaching aids

### Before the lesson:

Write the following sentences on strips of card:

'The donkey went to live in the forest.'

'The lion has heard how beautiful you are.'

'The donkey went with the rabbit to see the lion.'

'She kicked the lion hard and ran back to her part of the forest.'

'He jumped on her and ate her.'

## Letters and sounds

### Whole class teaching

Play the game 'Who stole the meat from the soup pot' with the pupils.

All together: 'Who stole the meat from the soup pot?'

Leader: 'Halima stole the meat from the soup pot.'

Ade: 'Who, me?'

All together: 'Yes, you.'

Ade: 'Not me.'

All together: 'Then who?'

Ade: 'Bahar stole the meat from the soup pot...'

(Repeat until the names of about six pupils have been mentioned).

Ask the pupils to draw a table and make their own 'word search', hiding three or four 'ew' words in the square.

Ask them to find a partner to do the 'word search' they have made.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the story  
'The washerman's donkey  
(part 2)' to the class.

## Main activity

### Group task

Give each group a  
sentence card.

Tell them to read the  
sentence and discuss  
the question: 'What  
will happen after this?'

Ask them to write one  
sentence, telling what will  
happen next in the story,  
using the starting phrase:  
'The donkey will...'  
'The lion will...'  
'The rabbit will...'

Ask the groups to read  
out their sentences to the  
rest of the class.

## Plenary

### Whole class teaching

Ask one or two pupils to  
read out the sentences  
in the correct order, so that  
they make a story.

## Guided writing

### Learning outcomes

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

Spell 'ew' and 'ph' words correctly.

Retell a story through drama.

### Teaching aids

#### Before the lesson:

Collect a selection of scraps of material, cardboard, large leaves, sticks, etc.

### Letters and sounds

#### Whole class teaching

Play 'I went on a journey to...'  
Ask the first pupils to say a town beginning with the letter A, the second beginning with the letter B etc, eg: Abuja, Badagry, Calabar.

Play for about 5 minutes.

Say the words with the letter combinations 'ph' and 'ew' and ask the pupils to write them down in their exercise books, trying to spell them correctly.

Write the correct spellings on the chalkboard and ask the pupils to sit in pairs and check each other's work to see how many are correct.

Ask them to correct any words that they spelled incorrectly.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the story  
'The washerman's donkey'  
(parts 1 and 2).

Ask the pupils to help you  
make a list of the characters  
in the story.

Ask the pupils to tell  
you about each part of  
the story.

## Main activity

### Group task

Divide the class into groups  
of five and ask each  
person in the group to  
choose which character  
from the story they will  
pretend to be.

Ask them to practise  
a short play of the whole  
story and be prepared  
to show it to the rest of  
the class.

Give out a selection  
of scraps of material, etc  
to each group.

Ask them to use the  
material to change them  
into that character.

## Plenary

### Whole class teaching

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

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

