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**Literacy
lesson plans**
Primary 3

Term 1
Organising the
classroom for
effective learning

Weeks
6—10

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 3

Term 1

Organising the classroom for effective learning

This is the second
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

**Literacy
lesson plans
Primary 3**

**Term 1
Organising the
classroom for
effective learning**

**Weeks
6—10**

Introduction

▶ Organising the classroom for effective learning

Organising the classroom for effective learning

Your classroom is a flexible space. You can change it to suit the learning activities.

Pupils take part in many different activities during each week, eg: games, role plays, circle discussions, group tasks, copying from the chalkboard, using teaching aids, working with a partner, working alone, etc. All these activities need different ways of organising your classroom, eg:

Tables arranged around the edge of the room so there is a space in the middle for games, songs or role play. Pupils can see each other and this helps communication.

Tables arranged in rows so that the pupils can see the chalkboard. This is useful when they need to see something you have written or drawn on the chalkboard.

Tables arranged in groups. This helps pupils to talk together and share ideas. They can see each other clearly and can easily work with one set of number cards or one sheet of paper to produce a joint end product.

Each time you start the day you should think about the activities you need to do and decide if your classroom needs to be arranged differently. Work with the other teachers in your school and cluster, your head teacher and school support officer (SSO) to discuss different ways of arranging your classroom for learning.

Group and pair work

Group and pair work is the basis of a learner-centred classroom, they allow pupils to work together:

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

More pupils can be active at one time. Pupils can talk and listen to each other, or work on a problem together.

The teacher can walk around the room to monitor what groups and individuals are doing, and can stop with each group to help them with their task. Spending more time with the pupils helps teachers better understand what individual pupils know and can do.

Group work is also one of the best ways of teaching social skills to pupils. While working in groups, pupils are learning a variety of skills including:

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

The development of these life skills is a major reason why group and pair work is undertaken in most modern classrooms.

**Literacy
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Primary 3**

**Term 1
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**Weeks
6—10**

Introduction

▶ Sound stories and spelling
for the term

Sound story:

wa

Mr Salami lost his wallet. He was very sad. 'I want to go to work but I need my wallet. What am I going to do?'

Mrs Salami was doing the washing. She felt something in Mr Salami's clothes. It was his watch and his wallet. Mr Salami was very happy to have his wallet back. He put his watch around his wrist and set off for work.

Silent letter story:

wr

Hassan is writing his name. 'That is wrong', said his mother. He wrote it again. 'Well done!', said his mother.

Spelling tricky words

Look carefully at the word. How many letters has it got? Are there any dangly or tall letters? Can you sound any letters out? Write the word in the air.

Say the word five times.

Hide the word.

Write the word.

Check the word you have written carefully. If it is correct well done, but if any letters are wrong change them. Repeat until you can spell the word correctly.

CVC words

A consonant vowel consonant (CVC) word is made up of three sounds. A consonant sound can be one or more letter, eg: 'sh' has two consonants, but is one sound. A vowel sound can also be more than one letter, eg: 'oa'.

Introduce one new word per day and revise words previously learned.

Literacy
lesson plans
Primary 3

Term 1
Organising the
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effective learning

Weeks
6—10

Introduction

▶ Songs and stories for the term

5 little speckled frogs

5 little speckled frogs
sat on a speckled log /
eating the most delicious
bugs, yum, yum /
1 jumped into the pool /
where it was nice
and cool /
then there were 4 green
speckled frogs, glub, glub.

4 little speckled frogs...
3 little speckled frogs...
2 little speckled frogs...
1 little speckled frog...

The clapping rhyme

(Pupils stand in a circle and do the actions)
Clap in, clap out /
Clap up, clap down /
Clap over, clap under /
Clap all around.

Old Masoudah

There was an old woman
whose name was Masoudah.

This is the millet that
old Masoudah planted in
her garden.

This is the goat that ate
the millet that old Masoudah
planted in her garden.

This is the lion that killed
the goat that ate the millet
that old Masoudah planted
in her garden.

This is the elephant that
fought with the lion that killed
the goat that ate the millet
that old Masoudah planted
in her garden.

This is the hunter who
shot the elephant that fought
with the lion that killed
the goat that ate the millet
that old Masoudah planted
in her garden.

This is the girl who loved
the hunter who shot
the elephant that fought
with the lion that killed
the goat that ate the millet
that old Masoudah planted
in her garden.

And this is the mother of
the girl who loved the hunter
who shot the elephant that
fought with the lion that
killed the goat that ate the
millet that old Masoudah
planted in her garden.

And do you know the
name of the girl's mother?
Why, It's old Masoudah
who planted the millet in
her garden.

Growing cotton

Adawi visited his
Grandfather's farm during
the holidays.

'Do you have lots of
animals, Grandfather?'
Adawi asked.

'No, Adawi, I haven't got
lots of animals. This is
a cotton farm. I grow cotton
to sell', Grandfather said.

'How do you grow cotton?'
Adawi asked.

'First of all, I clear and
dig the land. Then I plant
the seeds. After a few weeks
the plants start to grow.
I must look after the plants
carefully. When the plants
are big, flowers grow.
When the flowers die, the
cotton boll forms.'

'Do you pick the cotton
boll?' asked Adawi.

'Yes, I do', answered
Grandfather. 'I pick the
cotton bolls and send
them to the gin.'

'What's the gin?'
Adawi asked.

'It's a place where they
have machines to take
the cotton from the
boll. Then you can make
cotton thread for cloth.'

A photograph of a person wearing a white hijab, sitting at a wooden table 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 6 On the farm'.

Week
6
On the farm

Letters/sounds

Words/phrases

Assessment

'Silent words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

who
when
where
how
cocoa
beans
farmer
animals
cotton
plant
flower
grandfather
boll
gin

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.

Hamzat Farm

Learning outcomes

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

Recognise the silent 'w' in words.

Read and understand a story in English.

Retell the story.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Write 'wrist' and 'wriggle' on large cards.

Read Macmillan New Primary English 3, pages 43—44.

Letters and sounds

Whole class teaching

Hold up the 'wrist' card and point to your wrist.

Say 'wrist' and explain that 'w' is a **silent letter**.

Do not sound out 'w'. Say 'r-i-s-t'.

Ask the pupils to say it with you.

Hold up 'wriggle' and mime the word.

Explain 'w' is silent in this word also.

Say and mime 'wriggle' with the class.

Read and explain the other 'w' words.

Tell the class to write 'wrist' and 'wriggle' in their exercise books.

Tell them to draw pictures to explain the words.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Pair task

Ask the pupils to study the pictures in Macmillan New Primary English 3, pages 43—44.

Ask the pupils to talk to each other about what they can see happening in the pictures.

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

Write their sentences on the chalkboard.

Read the story to the pupils.

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

Main activity

Group task

Put the pupils into groups of three and ask each group member to take one character from the story.

Ask the pupils to role play the story.

Plenary

Whole class teaching

Watch each group perform the story.

After each performance ask the class to say one good thing about the performance.

Growing cotton

Learning outcomes

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

Spell words with the silent 'w'.

Listen and respond to the story 'Growing cotton'.

Write simple sentences about the story.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Have the 'wrist' and 'wriggle' cards ready.

Write the 'wr story' on the chalkboard.

Read the story 'Growing cotton'.

Letters and sounds

Whole class teaching

Hold up the 'wrist' and 'wriggle' cards.

Tell the class to point to their wrists and mime a 'wriggle' as they say the words.

Read the 'wr' words with them.

Read and explain the 'wr story'.

Choose pupils to underline the 'wr' words on the chalkboard.

Choose pupils to help you role play the story.

Tell the pupils to write these sentences:

'That is wrong.'

'He wrote it again.'

Say these sentences slowly as the pupils write them in their exercise books.

10
minutes

Story

Introduction

Whole class teaching

Ask the pupils questions about the story they read the previous day:

‘What were the pupils doing in the story?’

‘How did Joseph hurt his finger?’

‘What did Musa want to do?’

Tell the pupils that they are going to listen to another story.

Ask them to listen carefully as they will have to answer some questions afterwards.

25
minutes

Story

Main activity

Pair task

Ask the class the following questions:

‘What does grandfather grow on his farm?’

‘What does he do first?’

‘What happens when the flowers die?’

‘What is a boll?’

‘What is a gin?’

‘What does grandfather do to grow the cotton?’

Ask them to think of an answer for each question.

Choose pairs to say their answers and ask the class if they agree.

Read the paragraph in the story where grandfather describes how he grows the cotton.

Tell the pupils to divide a double page in their exercise books into six sections.

In the first section ask them to write what Grandfather did first and draw a picture, in the second section write and draw what grandfather did next (he planted the seeds).

Tell them to continue to write sentences and draw pictures about what Grandfather did to grow cotton.

10
minutes

Plenary

Whole class teaching

Invite pupils to come to the front of the class to read their work and show their drawings.

Simple sentences

Learning outcomes

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

Read words containing the silent 'w'.

Read and write simple sentences in English.

Ask and answer simple questions using 'who', 'where' and 'when'.

Teaching aids

Before the lesson:

Write the 'wr' words and story on the chalkboard.

Make a set of 'wr' cards for each group.

Read Macmillan New Primary English 3, pages 43—44.

Letters and sounds

Group task

Read the 'wr' words with the pupils.

Remind them that in certain words the 'w' is silent.

Read the 'wr story' with them.

Tell them to role play it in pairs.

Ask some of the pairs to show their role play to the class.

Give each group a set of cards to play a 'wr' game.

Say a 'wr' word and ask pupils to find the correct card.

The group that holds up the correct card first gets a point.

Continue until all the cards are used up.

Add up the points to see which group has won.

10
minutes

Introduction

Whole class teaching

Explain to the pupils that you are going to teach them how to ask questions with 'who', 'where' and 'when' in sentences:

'Who?' is used to ask about the person that does or is involved in something.

'Where?' is used to ask about a place, position or direction of something.

'When?' is used to ask about the time of an event.

Ask the class the following questions:

'Who is your teacher today?'

'Who cooked your breakfast this morning?'

'Where do you live?'

'Where is your exercise book?'

'When are you going home?'

'When will your father come home?'

Ask pairs to prepare and say one question for the class.

25
minutes

Macmillan New
Primary English 3

Main activity

Pair task

Ask the pupils to look at questions i—v in Macmillan New Primary English 3, page 44.

Read through the first two questions with the pupils.

Ask them to copy and complete the sentences into their exercise books.

When they have finished, tell them to read their work to their partner.

While the pupils are writing their sentences, move around the classroom and read the story in Macmillan New Primary English 3, pages 43—44 with pairs and groups of pupils.

10
minutes

Plenary

Whole class teaching

Ask different pupils to read out each answer and ask the class if they are correct.

Write the correct answers on the chalkboard and tell the pupils to check their own work.

Ask the pupils to read the sentences together.

Simple sentences

Learning outcomes

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

Read words with silent 'w' and silent 'g'.

Read and write simple sentences using 'who', 'where' and 'when'.

Sing simple songs in English.

Teaching aids

Before the lesson:

Write the 'wr' and 'gn' words on the chalkboard.

Have the 'wr' sets of cards for each group.

Practise the song '5 little speckled frogs'.

Make two flash cards for each of the words: 'who', 'when', 'where'.

Letters and sounds

Whole class teaching

Read the 'wr' words with the pupils.

Give each group a set of 'wr' cards.

Play the game saying the 'wr' words as you did yesterday.

Read the 'gn' words.

Ask the pupils what they notice about the words, ie: the 'g' is silent.

Explain the meaning of the words.

Tell the pupils to read the 'gn' words with you.

Remind them not to sound out the 'g'.

Say: 'The dog gnaws his bone.'

Ask the class to write this in their exercise books as you say it slowly.

10
minutes

Song

Introduction

Whole class teaching

Stand the pupils in a circle.

Sing the song, '5 little speckled frogs'.

Ask the class the following questions:

'Who was the last frog to jump into the pool?'

'Where are the frogs now?'

'Where were the frogs sitting at the start of the song?'

Select five pupils to be in the middle of the circle to role play '5 little speckled frogs'.

Sing the song again together as the five pupils act out the words.

Ask the questions again.

25
minutes

Main activity

Group task

Divide the pupils into six groups.

Give two groups flash cards containing 'who', another two groups 'where' and the last two groups 'when'.

Ask each group to write five question sentences using the word on their flash card.

Put two groups with the same word together and ask them to read their sentences to each other.

Ask each large group to choose the sentence they like the best to read out to the rest of the class.

10
minutes

Plenary

Whole class teaching

Ask a member from each group to read out their question sentences.

Ask members of other groups to answer their questions.

Guided writing

Learning outcomes

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

Read and spell some words with a silent 'w' or silent 'g'.

Read and write simple sentences using 'who', 'where' and 'when'.

Teaching aids

Before the lesson:

Write the 'wr' words on the chalkboard.

Write the 'gn' words on the chalkboard.

Draw the 'silent letter grid' shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Read the 'wr' and 'gn' words with the pupils.

Point to words and choose pupils to try to read them.

Remind them that 'g' and 'w' are silent in these words.

Point to the grid and ask the pupils to find the following words in the grid: 'wreck', 'wrap', 'wriggle', 'wrist', 'write', 'wrote', 'wrong', 'gnat', 'gnash'.

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

10
minutes

Introduction

Whole class teaching

Draw a picture of yourself doing something after school yesterday, eg: cooking the dinner.

Show the pupils the flash cards 'who', 'where' and 'when'.

Tell them to ask you questions about the picture.

The questions must start with the question words 'who', 'where' and 'when', eg:

'What did you eat for dinner?'

'Who did you eat your dinner with?'

'Where did you buy the potatoes you had for dinner?'

25
minutes

Main activity

Pair task

Ask the pairs to draw a picture of what their family did yesterday after school.

Tell them to ask each other questions about their pictures.

Partners must ask each other at least three questions starting with the words 'who', 'where' and 'when'.

Tell the pupils to write the questions in their exercise books. Remind them to start their question with a capital letter and end with a question mark.

10
minutes

Plenary

Whole class teaching

Invite pupils to come to the front of the class to share their drawing.

Tell the others to ask them questions about the drawing.

Ask them to try to write some of the questions on the chalkboard.

Ask the class if the question sentences are correct. If they are not, ask other pupils to correct them.

Silent letter grid

g	g	w	r	e	c	k
w	w	r	a	p	p	k
w	r	i	s	t	t	w
r	o	g	n	a	t	w
i	n	g	n	a	s	h
t	g	l	w	r	a	p
e	g	e	t	o	r	w

wreck
wrap
wriggle
wrist
write
wrote
wrong
gnat
gnash

Week
7
Ceremony



Letters/sounds

'Revision words'

wrist
wriggle
wrap
wrong
write
wrote
wreck
gnat
gnash
gnaw
sign

Words/phrases

'Silent b words'

lamb
thumb
plumber
climb
dumb
numb
bomb
comb

ceremony
baby
brothers
home
sisters
wearing
couples
parents

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.

Folasade's naming ceremony

Learning outcomes

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

Read words with a silent 'b'.

Read and answer questions on the story, 'Folasade's naming ceremony'.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Write the silent 'b' words on the chalkboard and on cards for each group. Draw a picture to explain each word.

Write this week's key words on the chalkboard.

Read Macmillan New Primary English 3, page 110.

Letters and sounds

Whole class teaching

Flash the revision word cards and read them with the pupils.

Ask the class what they need to remember about these words (they have silent letters).

Hold up the 'lamb', 'thumb' and 'plumber' cards.

Ask the pupils what the words mean in their own language.

Read the words carefully and explain that the 'b' is silent.

Sound them out: 'l-a-m', 'th-u-m', 'p-l-u-m-er'.

Give each group a set of cards and ask them to think of a sentence for each word.

Share the sentences with the class and write them on the chalkboard.

10
minutes

Macmillan New
Primary English 3

Introduction

Whole class teaching

Read and explain the words written on the chalkboard.

Pair task

Ask the pairs to talk to each other about what they can see in the picture in Macmillan New Primary English 3, page 110.

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

Write their sentences on the chalkboard.

25
minutes

Macmillan New
Primary English 3

Main activity

Whole class teaching

Read and explain the story to the pupils.

Read the story again, and this time ask the pupils to follow the words with their fingers.

Group task

Ask the groups to read and discuss the story.

Choose a member from each group to say one thing about the story.

Read the questions under number 2 in Macmillan New Primary English 3, page 110 with the class.

Ask the pupils to read the questions and say the answers in their groups.

Choose pupils from each group in turn to read the questions and say the answers.

Write their answers on the chalkboard, correcting them where necessary.

10
minutes

Plenary

Whole class teaching

Read the key words again and ask the pupils if they can remember their meaning.

Lesson
title

15
minutes

Game

Silent letter b

**Literacy
lesson plans**
Primary 3

Term 1
**Organising the
classroom for
effective learning**

Week 7
Ceremony
Day 2

Old Masoudah

Learning outcomes

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

Read and spell words with a silent 'b'.

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

Teaching aids

Before the lesson:

Write the silent 'b' words on the chalkboard.

Make a set of silent 'b' cards for each group.

Read the story, 'Old Masoudah' in the introductory section.

Write the questions listed opposite about the story on the chalkboard.

Letters and sounds

Group task

Flash the revision words to the class.

Read the silent 'b' words and explain them to the pupils.

Ask pupils to repeat the words after you and remind them that the 'b' is silent.

Give each group a set of cards.

Say a 'b' word and ask them to find the correct card.

The group that holds up the correct card first gets a point.

Continue until all the cards are used up.

Dictate the following sentences slowly and tell pupils to write them in their exercise books:

'A lamb is a sheep.'

'He has to climb a hill.'

10
minutes

Story

Introduction

Whole class teaching

Ask the pupils questions about the story they read the previous day.

Tell them they are going to listen to another story and will have to answer some questions about it afterwards.

Read 'Old Masoudah' to the class.

25
minutes

Story

Main activity

Group task

Ask the class the following questions:

'What did Masoudah plant in her garden?'

'Who ate the millet?'

'What is the name of the animal that killed the goat?'

'Which animal did the hunter shoot?'

'Who did the girl love?'

In turn, choose a pupil from each group to read one question and another pupil to read their answer.

Write their answers on the chalkboard.

10
minutes

Plenary

Whole class teaching

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

Singular and plural

Learning outcomes

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

Spell some CVCC words.

Write simple sentences using plurals.

Teaching aids

Before the lesson:

Have ready the revision word flash cards.

Write the silent 'b' words on the chalkboard.

Make a set of silent 'b' cards for each group.

Draw the silent 'b' grid, shown opposite, on the chalkboard.

Write this week's key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the silent 'b' words with the pupils.

Explain that the 'o' in 'comb' makes the same sound as the 'o' in 'go'.

Give each group a set of cards and play the game from yesterday.

Point to the grid and ask the pupils to find the following words in the grid: 'comb', 'lamb', 'plumber', 'climb', 'dumb', 'bomb', 'numb', 'thumb'.

Afterwards, tell them to copy the words carefully in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they can remember about the story, 'Old Masoudah'.

Choose some pupils to come and help you role play the story.

Pair task

Tell the pairs to think of two questions to ask about the story.

Tell each pair to ask a question and choose another pair to answer it.

Repeat until each pair has had a turn.

25
minutes

Main activity

Group task

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

Explain that plural means **more than one**. To make a noun mean more than one, **add 's'**.

Read the key words with the class and explain their meaning.

Add 's' to the first key word and explain that it now means more than one wedding. Say, 'I went to two wedding**s** last week'.

Tell the pupils to write the key words in their exercise books and add 's' to each word.

Ask each group to write sentences with two of the words they have written.

Tell each group to read their sentences to the rest of the class.

10
minutes

Plenary

Pair task

Ask them to draw and label 'hunters', 'girls' and 'lions'.

Silent 'b' grid

b	b	c	o	m	b
b	p	l	a	m	b
b	l	i	b	b	b
d	u	m	b	b	t
u	m	b	o	m	h
m	b	o	m	b	u
b	e	c	l	i	m
b	r	n	u	m	b

comb
lamb
plumber
climb
dumb
bomb
numb
thumb

Plurals

Learning outcomes

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

Spell words with silent letters.

Spell simple plural nouns.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'b' words on the chalkboard.

Underline the words 'wriggle', 'write', 'wrote', 'sign' and 'comb'.

Read 'Spelling tricky words' in the introduction.

Read Macmillan New Primary English 3, page 110.

Letters and sounds

Whole class teaching

Tell the pupils to look at the words on the chalkboard.

Ask them what they remember about these words (they have silent letters).

Read the words with the pupils.

Look at the words that are underlined.

Explain that these words are not easy to sound out.

Use the 'look, say, hide, write, check' method to teach the class to spell these words.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Ask the class to open Macmillan New Primary English 3, page 110 and tell you what they remember about the story.

Read the story with them.

25 minutes | Macmillan New Primary English 3

Main activity

Group task

Remind the pupils that plural means more than one.

To make a noun plural we add an 's'.

Tell them if a word already has **'s' at the end** you must **add 'es'**. If a word **ends in 'y'** you sometimes change the **'y' to 'i'** and **add 'es'**, eg: 'baby' → 'babies'

Ask the pupils to read Macmillan New Primary English 3, page 110 and write down all the plural nouns they can find.

10 minutes | Macmillan New Primary English 3

Plenary

Pair task

Ask the pairs to fill in the blank spaces in Macmillan New Primary English 3, page 111, number 3.

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

Walk around and check their work.

**Literacy
lesson plans
Primary 3**

**Term 1
Organising the
classroom for
effective learning**

**Week 7
Ceremony
Day 5**

Guided writing

Learning outcomes

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

Read and spell words with silent letters.

Say simple rhymes in English and illustrate their meaning.

Write a simple account of an event using simple sentences.

Teaching aids

Before the lesson:

Write the revision words and the silent 'b' words on the chalkboard.

Make a set of cards with these words on for each group: 'wrist', 'wrap', 'comb', 'thumb', 'lamb' and 'gnat'.

Make a set of blank cards for each group.

Letters and sounds

Group task

Read the words on the chalkboard with the pupils.

Give each group a set of cards.

Ask each pupil to take one word card and draw a picture to explain it on the blank card.

Tell each group to lay the cards face down and take turns to pick up two cards.

If the word and picture match, the pupil keeps the cards.

Continue until all the cards are used. The pupil with the most cards is the winner.

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

10
minutes

Introduction

Group task

Ask the pupils to think of some plural nouns and draw them in their exercise books (eg: girls, hens, books).

Tell them to try to write the words under the pictures.

Ask each group to write some of their words on the chalkboard.

Ask the others to check the spelling is correct.

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 110.

Ask them to describe a naming ceremony.

Tell the pupils to draw pictures of materials needed during a naming ceremony.

Ask them to write the appropriate sentence under each picture they have drawn.

Ask each group in turn to come out and show the class their pictures and read what they have written under each picture.

Write their sentences on the chalkboard.

10
minutes

Song

Plenary

Whole class teaching

Sing '5 little speckled frogs' with the class and ask them questions about the song.

Letters/sounds

'Revision words'

lamb
thumb
plumber
climb
dumb
numb
bomb
comb

Words/phrases

'Silent k words'

knot
knife
knee
know
knew
knuckle
kneel
knickers

Christmas
decorations
holidays
pupils
visitors
wrestling
match
team
friends

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.

Celebrations

Learning outcomes

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

Recognise the silent 'k'.

Read and understand a passage about a wrestling festival.

Teaching aids

Before the lesson:

Write the revision words on cards.

Write 'know' and 'knew' on large cards.

Write 'I know how to' on the chalkboard.

Read Macmillan New Primary English 3, page 33.

Write this week's words on the chalkboard and use them to make flash cards for each group.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class. Hold up the 'knew' and 'know' cards.

Explain that 'k' can sometimes be a silent letter.

Say the words with the pupils and explain their meaning.

Tell the class that 'know' means the present and 'knew' is in the past.

Ask them to read 'I know how to'.

In pairs, ask pupils to think of things they know how to do, eg: I know how to run.

Tell them to share their ideas with the class and you write their sentences on the chalkboard.

Ask them to write their sentences in their exercise books.

10
minutes

Macmillan New
Primary English 3

Introduction

Pair task

Tell the pupils to look at the picture in Macmillan New Primary English 3, page 33 and say what is happening.

Ask them to name some other celebration times (eg: weddings, Eid).

25
minutes

Macmillan New
Primary English 3

Main activity

Whole class teaching

Tell the class they are going to read a story about a wrestling festival.

Read and explain the key words to them.

Read the story in Macmillan New Primary English 3, page 33 while they listen.

Read it again and ask the pupils to try to join in with you.

Ask them to find and point to the key words in the passage.

Group task

Give groups two of the key word flash cards and ask them to make up sentences using them.

Tell them to read their sentences for the rest of the class.

Ask the class if the sentences make sense, and if not to correct them.

Macmillan New
Primary English 3

Pair task

Remind the class what a plural noun is (more than one of something).

Ask the pairs to look in Macmillan New Primary English 3, page 33 and find some plural nouns. The pair that finds the most wins.

Tell the pupils to write the plurals in their exercise books.

10
minutes

Plenary

Whole class teaching

Ask the pair who writes the most to read them to the class and check that they are correct.

Lesson
title

Wrestling festival in Umuofia

15
minutes

Game

Silent letter k

Learning outcomes

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

Read words with a silent 'k'.

Answer questions about a passage.

Teaching aids

Before the lesson:

Write the revision words on cards.

Write the silent 'k' words on the chalkboard.

Make a set of 'kn' flash cards and have ready a set of blank cards for each group.

Write two questions from Macmillan New Primary English 3, page 33 on cards for each group.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read and explain the silent 'k' words. Ask the pupils to repeat them after you.

Remind the class that 'k' is silent in these words.

Give each group a set of cards.

Ask each pupil to take one word card and draw a picture to explain it on the blank card.

Tell each group to lay all their cards face down and ask them to pick up two cards.

If the cards have the same word and picture, the pupil keeps them.

Continue until all the cards are used. The pupil with the most cards is the winner.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Tell the pupils to look at Macmillan New Primary English 3, page 33.

Ask them what they can remember about the story they read yesterday.

Point to the words on the chalkboard, read them aloud and explain their meaning to the pupils.

25 minutes | Macmillan New Primary English 3

Main activity

Pair task

Read the story with the class.

Read the questions in Macmillan New Primary English 3, page 33.

As you read each question give the pupils time to think of an answer.

Choose pairs to say their answers to you.

Group task

Give each group two of the question cards.

Ask them to write the answers in their exercise books.

10 minutes

Plenary

Whole class teaching

Ask each group to read their answers and ask the others to correct them if necessary.

Months of the year

Learning outcomes

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

Read and spell words with a silent letter 'k'.

Know the months of the year.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

Have the set of silent 'k' cards for each group.

Read Macmillan New Primary English 3, page 33.

Make a flash card for each month of the year. Make a set for each group.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the silent 'k' words and ask the class to repeat them after you.

Remind the pupils that the 'k' is silent.

Give each group a set of cards.

Say a 'k' word and ask the groups to find the correct card.

The group that holds up the correct card first gets a point. Continue until all the cards are used up.

Add up the points to see which group has won.

Tell the pupils to write the following sentences in their exercise books as you say them slowly:
'I know how to tie a knot.'
'He cut his knee with a knife.'

10
minutes

Introduction

Whole class teaching

Ask the class what they know about Sallah.

Ask them which month Sallah is in.

Ask if anyone knows which month their birthday is in.

Tell them to say the names of any months they know.

Write all of the months on the chalkboard.

As you write each month ask the class to read it with you.

25
minutes

Main activity

Group task

Shuffle the month cards and give a set to each group.

Tell the groups to arrange their cards in the correct order.

Ask each group to read the months in order and ask the others to say if they are correct.

Ask pupils which is the first month, the third, the ninth, etc.

10
minutes

Plenary

Whole class teaching

Ask the class to complete exercise 4 in Macmillan New Primary English 3, page 34.

Macmillan New
Primary English 3

Lesson
title

A festival in my town

15
minutes

Game

Silent letter k

Learning outcomes

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

Read words with the silent 'k'.

Spell the months of the year.

Write a sentence about a festival.

Teaching aids

Before the lesson:

Write the silent 'k' words on the chalkboard.

Draw the silent 'k' grid, shown opposite, on the chalkboard.

Have ready the month cards from yesterday.

Read Macmillan New Primary English 3, page 35.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Point to the grid and ask the pupils to find the following words in the grid: 'knuckle', 'knee', 'knife', 'know', 'knew', 'knickers', 'knock', 'kneel'.

Give each group a set of cards and play the game from yesterday.

10 minutes | Macmillan New Primary English 3

Introduction

Group task

Ask if anyone can say any of the names of the months.

Give out the cards to each group and ask them to arrange them in the correct order.

Ask each group to say the months in order.

Tell the pupils to answer the questions under number 6 in Macmillan New Primary English 3, page 35 in their exercise books, using the cards.

Check that they spell the words correctly.

25 minutes | Macmillan New Primary English 3

Main activity

Pair task

Tell the pairs to look at the picture in Macmillan New Primary English 3, page 35.

Ask them to say what they think is happening in the picture.

Explain that the people in the picture are celebrating a festival.

Ask pupils if they know of any other festivals that people celebrate.

Ask the pairs to complete section 7 in Macmillan New Primary English 3, page 35.

10 minutes

Plenary

Pair task

Ask the pairs to make up a sentence about any other festival that people celebrate. Tell them to say their sentences to the class.

Write their sentences on the chalkboard.

Read all the sentences with the class.

Silent 'k' grid

k	k	k	k	k	k	k
n	k	k	n	e	w	n
u	k	n	o	c	k	i
c	n	i	w	k	n	c
k	e	f	k	k	e	k
l	e	e	n	k	e	e
e	f	i	n	k	l	r
k	n	o	c	k	k	s

knuckle
knee
knife
know
knew
knickers
knock
kneel

Ceremonies

Learning outcomes

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

Read and write words with silent letters.

Write a simple account of a celebration.

Teaching aids

Before the lesson:

Write the revision words on the chalkboard.

Write the silent 'k' words on the chalkboard.

Write these sentences on the chalkboard:

'He fell and cut his __.'

'I __ how to hop.'

'A __ is a sheep.'

'A man can __ a hill.'

'I cut the yam with a __.'

Letters and sounds

Whole class teaching

Read the words on the chalkboard with the pupils.

Choose pupils to read some of the words out.

Rub a word out and ask a pupil to try to write it.

Repeat with other words.

Point to the sentences with missing words.

Read them and ask the pupils to say what the missing words could be (knee, know, lamb, climb, knife).

Tell the class to write the sentences in their exercise books, putting in the missing words.

10
minutes

Introduction

Whole class task

Ask the pupils to stand in a circle.

The first pupil should say, 'January', the next, 'February' and so on, until all the months have been said.

Repeat until everyone has had a turn.

25
minutes

Main activity

Whole class task

Ask the class what they have been reading about this week, ie: celebrations.

Write 'wedding' on the chalkboard.

Ask the pupils what happens at a wedding and write their ideas on the chalkboard, eg: the ceremony, food, gifts.

Write 'naming ceremony' on the chalkboard.

Ask the pupils what happens at naming ceremonies and write their ideas on the chalkboard.

10
minutes

Plenary

Group task

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

Encourage the other groups to ask them questions about the ceremonies.



Week
9
Market

Letters/sounds

'Revision words'

knot
knife
knee
know
knew
knuckle
kneel
knickers

Words/phrases

'ur words'

fur
turn
burn
burnt
hurt
curl
nurse
turkey
turtle
purple

market
selling
buying
traders
weighed
food
scales

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.

The new market

Learning outcomes

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

Read words containing the sound 'ur'.

Read and understand the story 'The new market'.

Teaching aids

Before the lesson:

Have ready the 'silent k' flash cards from last week.

Write the list of words containing the letter combination 'ur' on the chalkboard.

Write this week's key words on the chalkboard. Make a set of key word flash cards for each group.

Read Macmillan New Primary English 3, page 68.

Letters and sounds

Group task

Flash the 'k' cards and choose pupils to read them.

Write the letter blend 'ur' on the chalkboard.

Ask the pupils to come and underline 'ur' in the words.

Tell them that the blend makes the sound 'ur', as in 'fur'.

Tell the class to repeat the sound after you.

Say the words and ask the class if they can explain the meanings.

Read the words with the pupils.

Ask the pupils to write 'purple', 'nurse' and 'turkey' in their exercise books and draw a picture to explain the meaning of the words.

10 minutes | Macmillan New Primary English 3

Introduction

Pair task

Ask the pupils to study the picture in Macmillan New Primary English 3, page 68.

Ask one pupil from each pair to say a 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

Tell the class they are going to read a story about a new market.

Read and explain the key words to them.

Read Macmillan New Primary English 3, page 68 while the pupils listen.

Read it again and tell the class to try to join in with you.

Ask pupils to find and point to the key words in the passage.

Group task

Give the groups the key word flash cards and ask them to find sentences in the story containing these words.

Ask each group to read a sentence they have found for a key word.

Continue until all the key word sentences have been read.

10 minutes | Macmillan New Primary English 3

Plenary

Pair task

Read the story again.

Read four of the questions in Macmillan New Primary English 3, page 69.

Give pairs time to think of answers for each question.

Choose some pairs to give their answers to the whole class.

The new market

Learning outcomes

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

Spell words containing 'ur'.

Listen to a story and answer questions.

Teaching aids

Before the lesson:

Write the letter blend 'ur' on the chalkboard.

Write the first seven 'ur' words on the chalkboard.

Read Macmillan New Primary English 3, page 68.

Letters and sounds

Group task

Flash the revision word cards to the class.

Read the 'ur' words with the pupils.

Sound the words out carefully.

Rub the words off the chalkboard, say each word in turn, and give the groups a minute to discuss how to spell it.

Ask one pupil in the first group to write the word on the chalkboard.

If they spell it correctly give them a point. If not, ask another group to have a turn.

Continue until all the words have been spelled.

Count which group has the most points and give them a clap.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Ask the class to look at the picture in Macmillan New Primary English 3, page 68.

Ask them:

‘What is happening?’
‘Where do people sell things?’

Read the story again.

Ask the pupils:

‘What happened first?’
(Mrs Tuko went to the new market.)
‘What happened next?’
(Mrs Tuko bought some potatoes.)

Keep asking questions until you reach the end of the story.

25 minutes | Macmillan New Primary English 3

Main activity

Pair task

Read the key words and check the pupils understand them.

Read the story with the pupils.

Read the first four questions and ask them to say the answers.

Read the last five questions at the top of Macmillan New Primary English 3, page 69.

As you read each question give the pairs time to think of an answer.

Choose some pairs to say their answers to you.

Ask the class to write the answers to the first four questions in their exercise books.

10 minutes

Plenary

Whole class teaching

Choose some pupils to read their answers to the whole class.

Opposites

Learning outcomes

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

Read sentences.

Understand opposites.

Teaching aids

Before the lesson:

Create a 'ur' sentence flash card for each group:

'The goat was hurt.'

'The turkey pecks the grass.'

'The nurse helps sick people.'

'The turtle swims in the water.'

Prepare word and opposite flash cards so there is one word for each pupil, eg: black/white, shut/open, dry/wet, big/small, buy/sell, heavy/light, inside/outside, go away/come here.

Letters and sounds

Group task

Write the words with the letter blend 'ur' on the chalkboard.

Read the 'ur' words to the class.

Choose several pupils to read some of the words.

Use one of the words in a sentence as an example to the pupils.

Give each group one set of 'ur' flash cards.

Ask them to use the cards to make a simple sentence.

Ask them to read their sentence out to the rest of the group.

If there is time, change the sentences around the groups so that each group makes a different sentence.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Ask the class to describe what is happening in the picture in Macmillan New Primary English 3, page 68.

Write their ideas on the chalkboard.

25 minutes | Macmillan New Primary English 3

Main activity

Whole class teaching

Ask the pupils to read the sentences under number 4 in Macmillan New Primary English 3, page 69.

Choose different pupils to read each sentence.

Ask the pupils what they do when they go to the market (buy things).

Tell them that the **opposite** of buy is sell.

Macmillan New Primary English 3

Pair task

Explain what to do in Macmillan New Primary English 3, page 69, number 8 and ask the pupils to write the sentences in their exercise books.

Ask them to give you the opposite words for: black, inside, open, heavy.

Shuffle the opposites cards and give one to each pupil.

Tell the pupils to read their card. Help them if they do not know the word.

Tell them to walk around the room and stand by someone with a word which has the opposite meaning to theirs.

Pupils should then read out their words in pairs.

10 minutes

Plenary

Whole class teaching

Ask two pupils to read out their sentences to the class.

Simple sentences

Learning outcomes

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

Spell words containing the 'ur' sound.

Know the opposites of words.

Write sentences about the rain.

Teaching aids

Before the lesson:

Write the 'ur' words on flash cards.

Have ready the opposites cards from yesterday.

Read Macmillan New Primary English 3, page 68.

Letters and sounds

Group task

Say 'The clapping rhyme' with the pupils and do the actions.

Show the class flash cards containing 'ur' words and ask them to take note of the spellings.

Discuss 'tricky' spellings, eg: nurse (the 'e' is silent), and 'turtle' and 'purple' ('le' has the sound 'ul').

Turn the cards face down and call out the words one by one while you ask pupils to spell them in their exercise books.

Ask the pupils to use one of the above 'ur' words in a simple sentence and try to write it in their exercise books.

10
minutes

25
minutes

Macmillan New
Primary English 3

10
minutes

Game

Introduction

Pair task

Remind the pupils about opposite words.

Ask them what the opposite of 'dry' is (wet).

Give out the opposite cards and tell the pupils to read their cards.

Tell them to stand by someone who has a card with the opposite meaning to theirs.

Ask each pair to read their words.

Main activity

Whole class teaching

Ask the class what happens at a market.

Tell the pupils to describe a market.

Ask them what they can hear, eg: people talking.

Ask them to say how it feels to be in the middle of a busy market.

Write their ideas in sentences on the chalkboard.

Ask the pupils to look in Macmillan New Primary English 3, page 68.

Tell them to write some sentences about the market in their exercise books.

Remind them that a sentence must have a capital letter and a full stop.

Plenary

Whole class teaching

Ask the pupils to stand in a circle.

Ask one pupil to say 'I went to the market and I bought a ___' (ask them to say the name of anything they can buy in the market).

Ask the next pupil to start by saying 'I went to the market and I bought a ___ (the object that the first pupil said) and a ___' (ask them to say the name of something different they can buy in the market).

Ask the next pupil to continue by starting with 'I went to the market and I bought a ___'

Carry on around the circle, increasing the number of objects each time.

Guided writing

Learning outcomes

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

Read and write words containing the sound 'ur'.

Act out a market place.

Write a story about a market.

Teaching aids

Before the lesson:

Write the 'ur' sentences on the chalkboard.

Read Macmillan New Primary English 3, page 68.

Have a drum ready.

Letters and sounds

Group task

Write the letter blend 'ur' on the chalkboard and ask the class to say the sound.

Ask groups to write down as many of the words with 'ur' as they can remember.

Call a pupil from each group to read the words they have written.

Ask the pupils to read the sentences on the chalkboard.

Rub the sentences off the chalkboard.

Read these sentences to the pupils:

'The goat was hurt.'

'His fur was burnt.'

'He tried to turn his head.'

Read the sentences again slowly and ask the pupils to write them in their exercise books.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Pair task

Tell the pairs to look at the picture in Macmillan New Primary English 3, page 68.

Ask them to think of words to describe a market, eg: noisy, crowded, selling, buying.

Ask the pupils to describe what happens if they are in the market when it starts to rain.

Ask them to tell you what happens to the people, the stalls, the noise, the smells, etc.

Ask pairs to say some of their words to the rest of the class and write them on the chalkboard.

Main activity

Group task

Put the pupils in groups of six.

Tell them they are going to act out a rain storm in a busy market.

Choose pupils to take the following roles:

One pupil is the sky and says words to describe it.

Another is lightning and moves like lightning.

Another is thunder and bangs the drum or claps his/her hands.

Another is rain and says words to describe it.

The others are the traders and mime packing up their wares, putting up umbrellas and running home.

Give the groups time to practise and then ask them to act out the rain storm for the rest of the class.

Plenary

Whole class task

Tell the class to write 'rain storm in a market' in their exercise books.

Ask them to write sentences to describe a rain storm in a market.

Read some of their sentences to the class and praise their efforts.



Week
10
Life at the waterside

Letters/sounds

'Revision words'

fur
turn
burn
burnt
hurt
curl
nurse
turkey
turtle
purple

Words/phrases

'wa'
was
wash
wasp
want
watch
wallet
wander

waterside
buying
selling
fish
harbour
sailor
countries
world
fishermen
boat
fishing rod
nets

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.

Eze and the fishermen

Learning outcomes

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

Say the sound 'a' makes in words beginning with 'w'.

Read and understand a story.

Teaching aids

Before the lesson:

Write 'wa' words on the chalkboard.

Write these sentences on the chalkboard:

'I was happy.'

'He was at the shop.'

'It was hot'.

Read Macmillan New Primary English 3, page 79.

Write the key words on flash cards.

Have 12 strips of paper for pupils.

Letters and sounds

Whole class teaching

Read the new words to the class.

Emphasise the different sound that 'a' makes in the words. It is not the same sound as in 'hat' – it sounds like 'o' in 'hot', eg: 'w-a-s' sounds like 'w-o-s'.

Sound the words out carefully and tell the pupils to repeat them after you.

Explain the words and read the sentences to the class.

Ask pairs to think of their own sentences with the word 'was' in them.

Share their sentences with the class.

Tell the pupils to write some of the sentences in their exercise books.

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 79 and discuss what they think is happening.

Show them the key word flash cards: 'fishermen', 'boat', 'fish', 'fishing rod' and 'nets'.

Say the words and help the pupils to point to the objects in the picture.

25 minutes | Macmillan New Primary English 3

Main activity

Whole class teaching

Show the class the rest of the key words, and read and explain them.

Explain the story in Macmillan New Primary English 3, page 79.

Read the story to the pupils and check they understand it.

Group task

Put the pupils into six groups and give each group two of the key words and two strips of paper.

Ask the groups to find the key words in the story.

Tell the groups to write the sentence containing their key words on their strips of paper.

10 minutes | Macmillan New Primary English 3

Plenary

Group task

Ask each group to read out their sentences.

Ask two pupils from each group to come to the front and hold up their sentences.

Tell the rest of the class to look at the story in Macmillan New Primary English 3, page 79.

Ask them which sentence comes first in the story, which is next and so on.

Tell the pupils with the sentences to stand in the order that they appear in the story.

Eze and the fishermen

Learning outcomes

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

Read words containing the
sound 'wa'.

Listen to a story and answer
questions about it.

Teaching aids

Before the lesson:

Have the revision words ready
on flash cards.

Write the 'wa' words and 'wa story'
on the chalkboard.

Read Macmillan New Primary
English 3, page 79.

Write this week's key words
on flash cards.

Letters and sounds

Whole class teaching

Flash the revision word cards
to the class.

Read the 'wa' words with the pupils.

Remind them that the 'a' has
the same sound as 'o' in 'hot'.

Choose some pupils to under-
line the 'a' sound in the words on
the chalkboard.

Read and explain the story to
the class.

Choose some pupils to help you
role play the story.

Read the story again.

Ask the pupils to read it with you.

Choose some pupils to
underline the 'wa' words on
the chalkboard.

10
minutes

Macmillan New
Primary English 3

Introduction

Whole class teaching

Tell the class to look at Macmillan New Primary English 3, page 79.

Ask the pupils what they can remember about the story.

Hold up the key word flash cards and read and explain them.

25
minutes

Macmillan New
Primary English 3

Main activity

Group task

Put the pupils into six groups.

Tell them to look in Macmillan New Primary English 3, page 79.

Read and explain the questions at the bottom of the page to the class.

Give each group a different question to answer.

As each group says their answer the others should say if they think it is correct.

10
minutes

Plenary

Individual task

Tell the pupils to write the answers in their exercise books.

Encourage and help them as they work.

Using 'because'

Learning outcomes

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

Spell words containing the sound 'wa'.

Ask questions about a story they have read.

Write sentences using the connective 'because'.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

Write the 'wa' words on flash cards.

Write the 'wa story' on the chalkboard.

Study Macmillan New Primary English 3, page 77.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Read the 'wa' flash cards with the pupils.

Look at 'wallet' and say 'w-a-ll-et'.

Remember the 'a' makes the sound 'o' as in 'hot'.

Turn the cards face down and call out the words one by one while you ask pupils to spell them in their exercise books.

Read the 'wa story' with the class.

Ask pairs to role play the story.

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

10
minutes

Introduction

Pair task

Ask the pupils what they can remember about the story they read yesterday.

Tell them to make up a question about the story.

Ask each pair to say their question to the rest of the class.

Choose pupils to try to answer the questions.

25
minutes

Macmillan New
Primary English 3

Main activity

Whole class teaching

Say: 'The bag was heavy because it was full of fish.'

Explain that 'because' is a word which shows the reason for something.

Tell the pupils to look at Macmillan New Primary English 3, page 77.

Ask the pupils to make correct sentences about each picture using 'because'.

Use the first picture as an example, eg: 'Ngozi is angry because someone tore his work'.

Ask different pupils to come to the front of the class and read their sentences.

Read the sentences with the pupils.

Correct any sentences that need to be corrected.

Group task

Ask the groups to write sentences using the boxes and the word 'because' in their exercise books.

10
minutes

Plenary

Group task

Ask a pupil from each of the groups to read one of their sentences.

Ask the other groups if the sentence makes sense.

Role play

Learning outcomes

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

Answer questions about a story.

Say a sentence using 'because'.

Act out a scene from a story.

Teaching aids

Before the lesson:

Have the revision words ready on flash cards.

Write the 'wa' words on flash cards.

Write the 'wa story' on the chalkboard.

Have a large piece of card or paper ready.

Letters and sounds

Whole class teaching

Flash the revision word cards to the class.

Hold up the 'wa' cards and choose some pupils to read them.

Read the story with the pupils.

Read the questions and ask pupils to answer them.

'Why was Mr Salami upset?'

'What was Mrs Salami doing?'

'Where was the wallet?'

'What else did Mrs Salami find?'

'What did Mr Salami do with his watch?'

Tell the pupils to write the answers in their exercise books.

10
minutes

Introduction

Pair task

Write the word 'because' on the chalkboard.

Remind the pupils that 'because' is used to show the reason for something.

Ask the pupils to finish the sentence: 'Edet wants to be a sailor because ...'

Now ask them to use the word 'because' in a sentence about themselves, eg: 'I was late because ...' or 'I want to be a trader because ...'

Ask each pair to say their sentence to the class.

Write their sentences on the chalkboard and ask the class if they make sense.

25
minutes

Macmillan New
Primary English 3

Main activity

Whole class teaching

Ask the class what they remember about the story they have been reading.

Read the story in Macmillan New Primary English 3, page 79 to them again.

Group task

In each group choose two pupils to be the men with the fishing rod and others to be the fishermen, Eze and old men and women.

Tell the groups they are going to act out the story in Macmillan New Primary English 3, page 79.

Tell the pupils to think about what the different people might say to each other.

10
minutes

Play

Plenary

Group task

Ask each group to act out the story.

As each group finishes, ask the others to tell you what each person said.

Write what each person said on the large card/piece of paper and keep it for tomorrow (eg: The men said, 'This basket is very heavy. I am so tired.' The trader said, 'What do you want to buy?').

Guided writing

Learning outcomes

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

Write sentences with words containing 'wa'.

Write a short story.

Teaching aids

Before the lesson:

Have ready the revision words on flash cards.

Make a set of 'wa' words on flash cards for each group.

Write the 'wa' words and 'wa story' on the chalkboard.

Read Macmillan New Primary English 3, page 79.

Have the card with the speech on from yesterday.

Letters and sounds

Pair task

Flash the revision word cards to the class.

Give each group a set of cards.

Say a 'wa' word.

Ask the groups to find the word on their card and hold it up.

Continue until all the cards have been used.

Read the following sentences slowly and tell the pupils to write them in their exercise books:

'I was sad.'

'I want to wash.'

'I lost my watch.'

Choose some pupils to write the sentences on the chalkboard.

Praise them and correct any mistakes.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the class to look at the picture in Macmillan New Primary English 3, page 79.

Ask them to describe the colours of the sea, the fish, the baskets, the houses, etc and write their ideas on the chalkboard.

Ask the pupils to say how the people in the picture feel, eg: Eze is excited, the fishermen are tired, the women are happy.

Main activity

Whole class task

Show the class the card with the speech they wrote yesterday.

Read it with them.

Choose some pupils to act out yesterday's story.

Encourage them to speak out.

Pair task

Tell the pairs to close their textbooks.

Tell them to use the words on the chalkboard and on the card to write their own story about the waterside.

Remind them to write in sentences with a capital letter and full stop.

Go round and help and encourage the pairs.

Plenary

Whole class teaching

Read some of the stories to the whole class.

Credits

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.

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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