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A photograph of a woman and a young girl. The woman is on the left, wearing a large, patterned headwrap and a dark, patterned top. She is looking towards the girl. The girl is on the right, wearing a pink school uniform and a white headscarf. She is holding a large, yellow mango and looking at the woman with a slight smile. The background is a plain, light-colored wall.

**Literacy lesson plans**  
**Primary 4,**  
**term 1, weeks 1—5**

**Holiday recounts and  
stories of gold**

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## Introduction

It is pertinent to say that teacher training remains the key element in improving schools and increasing learning outcomes.

Jigawa State Ministry of Education Science and Technology (MOEST) and the State Universal Basic Education Board (SUBEB) are working with the United Kingdom (UK) Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN), to increase capacity of teachers and head teachers to be effective and accountable on literacy, numeracy and leadership in Primary schools.

This work has focussed on how to make teaching child centred, and the organisational structure needed to improve service delivery. With the introduction of the full lesson plans, which came after the initial pilot abridged version, the story of ineffective methods of teaching literacy and numeracy is changing.

The introduction of lesson plans was to ensure that classroom teachers' capacity was improved.

Among other things, the lesson plans sought to address the issue of poor methods of teaching by offering step-by-step guidance to teachers on how to deliver good quality lessons in literacy and numeracy.

The complete modules of lesson plans for Primary 1—5 were produced through the efforts of the State School Improvement Team (SSIT), with technical assistance from ESSPIN funded by the UK Department for International Development (DFID).

Alongside the plans the new structure and process ensures that teachers are continuously supported by both the SSITs and the Local Government Education Authority (LGEA) based School Support Officers (SSOs).

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

**Salisu Zakar Hadejia**  
Executive Chairman,  
SUBEB, Jigawa State

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

## How?

### How

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

## Learning expectations

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

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

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

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

## Assessment

Weeks 2 and 5 include an assessment task (found on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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For reading tasks write the pupils' answers in their exercise books so you can see what they can do.

## Spelling

Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell them to try to sound out words before they spell them.

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

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

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

## Weekly page

# Primary 4, literacy lesson plans

## Week 1:

# Travelling by air

### Words/phrases

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

Enugu  
excited  
journey  
airport  
tickets  
check-in  
boarding passes  
slowly  
seat belt  
speed  
suddenly  
stomach

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Answer questions about a recount.

**Most pupils will be able to:**

Retell events from a recount.

**Some pupils will be able to:**

Retell a recount in the correct order of events.

Write this **verb chart** on the chalkboard

	<b>picked</b>	<b>lived</b>	<b>looked</b>	<b>talked</b>	<b>washed</b>
<b>I</b>	am picking				
<b>You</b>	are picking				
<b>He</b>	is picking				
<b>She</b>	is picking				
<b>We</b>	are picking				
<b>They</b>	are picking				

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

Recount taken from Nigeria Primary English 4, pages 13—14, copyright Learn Africa Plc.

## Travelling by air

Emi had never travelled on a plane before. She was very happy when her father promised to take her to Enugu by air during the holidays.

Early in the morning of the day of their journey they set out from home. They had to be at the airport one hour before take-off. Her father showed their tickets at the check-in desk. The woman gave them two boarding passes and they to sit in the waiting lounge. They waited until they were called to board the plane.

At exactly 11am they boarded the plane. The air hostess collected their boarding passes and showed them to their seats. Emi was delighted to be sat by the window.

When all the passengers were seated the air hostess said, "Fasten your seat belts please." Father showed Emi how to fasten it round her waist.

When it was time for the plane to take off, it moved slowly along to the runway and then suddenly began to move at great speed until it lifted off from the ground. Emi had a very funny feeling in her stomach as the plane went up. She looked through the window and the big buildings had become very small. The roads looked like thin lines on the ground and the cars looked like little insects.

After a few minutes, an air hostess explained that they were now flying towards Benin. Emi looked around the aircraft. Some passengers were reading, some were chatting and others had fallen asleep. She wondered how anyone could sleep during an exciting journey like this. Music was played and food was served, but Emi was too excited to eat. The air hostess looked at her and smiled. "Is this your first time on a plane?," she asked. "Yes," answered Emi. "Enjoy your flight," she said. Soon the captain announced, "In a moment we shall be landing at Enugu airport. Please fasten your seat belts."

Emi looked through the window again. She could see moving cars, houses and trees. "This is amazing," she told her father. "We are already in Enugu." There was a sudden thud under their feet. The wheels of the aircraft had touched the ground and the plane had landed. It moved along the runway and gradually came to a stop. It was the most exciting journey Emi had ever made.



# Week 1: Travelling by air

## Day 1: Emi at the airport

### Learning outcomes

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

Know different spellings for  
the long 'a' sound.

Say sentences in the present  
continuous tense.

### Preparation

**Before the lesson:**

Write this **story** on the chalkboard:

'Today my brother is coming home.

He will **take** the **train**. I hope he is not **late**.

He will **play** **games** with me.

I **pray** he gets home **safe**.'

Make sure the **verb chart** is on the  
chalkboard and read the **How? Matching  
game** instructions below.

### How? Matching game



Shuffle the words/  
phrases flash cards.  
Turn them face  
down on the desk.



Tell each pupil in turn  
to pick up two cards.



Tell the pupil to turn  
the cards back if they  
don't match.



Tell the pupil to  
keep the cards if  
they match.



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

10 minutes | Story

## Spelling

### Whole class teaching

Read the **story** on the chalkboard and say the long 'a' sound with the pupils.

Read the **story** again and ask them to stand up every time they hear a word with the long 'a' sound.

Choose some pupils to come and underline the long 'a' words in the **story**.

Ask, 'What letters make the long 'a' sound?' ('ai', 'ay', 'a-e'). Write them on the chalkboard.

Choose pupils to write the words from the story under the correct sound.

15 minutes

## Reading

### Whole class teaching

Show the pupils a picture of an airport and ask them to think about what happens at an airport.

Read 'A journey by air (Part 1)'.

Ask some pairs to think of reasons why they might be travelling.

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

Hold up the first three **words/phrases**, explain them and tell the pupils to say these words carefully.

10 minutes | Verb chart

## Grammar

### Whole class teaching

Ask the pupils to look at the text on the chalkboard and find some verbs, eg: 'showed', 'waited'.

Ask them what tense the verbs are in (past tense).

Show pupils the **verb chart**. Ask them what tense 'picked' is (past).

Read 'picked' in the present continuous tense with the pupils.

Choose some pairs to say the other verbs in the **verb chart** in the present continuous tense.

20 minutes | How | Verb chart

## Reading

### Supported group activities

**Group A:**  
Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her in their exercise books.

**Group B:**  
Tell these pupils to choose three **words/phrases** and draw each word in their exercise books. Tell them to play the game, shown left in **How? Matching game**.

**Groups C and D:**  
Tell these pupils to copy and complete the **verb chart** in their exercise books.

5 minutes

## Plenary

### Pair task

Tell one pupil to ask, 'What are you doing?' and the other to finish the sentence, 'I am \_\_\_\_\_' (eg: jumping, sitting, reading).

Choose some pairs to say their questions and answers in front of the whole class.

# Week 1: Travelling by air

## Day 2: Emi at the airport

### Learning outcomes

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

Spell words with 'ay'.

Use verbs in the present  
continuous and past tenses.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'day', 'pray', 'play', 'birth**ay**', 'yester**ay**'.

Write the tense sentences from the grammar  
section (right) on **flash cards**.

Make sure the **verb chart** from Week 1,  
Day 1 (yesterday) is on the chalkboard  
and read **How? Tenses**, as shown below.

### How? Tenses



Tell the pupils the  
present continuous  
tense is used for  
actions that are  
still happening, eg:  
'He is jumping'.



Remind pupils that  
the past tense  
means something  
that has happened,  
eg: 'He jumped'.



Explain that the  
present tense means  
something that  
happens now, eg:  
'I jump'.

10  
minutes

## Spelling

### Whole class teaching

Write 'ay' on the chalkboard and say the sound with the pupils.

Read the 'ay' words and explain what they mean.

Remind pupils that the 'ay' spelling is used most often at the end of words.

Sound out some of the 'ay' words and ask the pupils to say the words.

Tell the pupils to hold up a finger for each sound in birthday: 'b-ir-th-d-ay' (five fingers).

Dictate, 'I say she can play on her birthday.' for pupils to write in their exercise books.

15  
minutes

## Reading

### Whole class teaching

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

Explain that this kind of writing is called a 'recount'.

Ask:

'Why was Emi excited?'

'Why did Emi and her father have to be at the airport early?'

'Where would you like to go to on a plane?'

Hold up the first six **words/phrases** and read them.

Tell the pupils to say and explain the meaning of each word.

10  
minutes

How

Flash cards

## Grammar

### Whole class teaching

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

Ask the pupils to read the following **tense sentence flash cards** with you:

She looked.

She walked.

She is talking.

He washed himself.

He is joining the line.

He is listening.

Give the pupils a sentence to read in pairs and tell them to say 'yesterday' if it is in the past tense and 'today' if it is in the present continuous tense.

20  
minutes

Verb chart/  
Matching game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to copy and complete the **verb chart** in their exercise books.

#### Group C:

Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her in their exercise books.

#### Group D:

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

5  
minutes

## Plenary

### Whole class teaching

Write, 'Emi waited'.

Ask, 'What tense is this?'

Choose a pupil to come and write it in the present continuous tense (Emi is waiting).

## Week 1: Travelling by air

## Day 3: Writing a recount

### Learning outcomes

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

Spell words with 'ai'.

Use some irregular past  
tense verbs in sentences.

### Preparation

Before the lesson:

Have ready the **tense sentence flash cards**  
from Week 1, Day 2 (yesterday).

Make a set of **irregular verb flash cards**  
for each group: 'came', 'thought', 'went', 'saw',  
'ran', 'gave', 'put'.

Read **How? Recount writing rules**,  
as shown below.

### How? Recount writing rules



Use the past tense.



Write paragraphs  
in the order that  
events happened.



If possible, use  
speech.



Write detailed  
descriptions.

10  
minutes

## Spelling

### Whole class teaching

Write 'ai' on the chalkboard. Tell the pupils that these letters make the same sound as the letters 'ay'.

Write these words on the chalkboard, read and explain them: 'tail', 'pail', 'rain', 'brain', 'train', 'snail'.

Count the sounds in each word with the pupils.

Write these sentences on the chalkboard:

'You can get a \_\_\_\_\_ to Lagos.'

'Daddy likes to eat a \_\_\_\_\_.'

'The \_\_\_\_\_ comes in the wet season.'

Read the sentences and ask the pupils to choose one of the 'ai' words to complete them.

15  
minutes

How

## Reading

### Whole class teaching

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

Explain the next three **words/phrases**.

Read 'A journey by air (Parts 1—3)' with the pupils and choose pupils to read aloud to the class.

Ask, 'Why did the passengers fasten their seat belts?'

Remind the pupils that this writing is a recount and teach **How? Recount writing rules**, as shown left.

10  
minutes

Flash cards

## Grammar

### Group task

Hold up the **tense sentence flash cards** and choose some pupils to read them.

Ask the groups to say what tense the sentences are written in.

Ask them what they notice about the past tense verbs (they end in 'ed').

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

Discuss the meaning of these verbs and how they are different (they do not end in 'ed').

Ask each group to make up sentences using these irregular verbs and write them in their exercise books.

20  
minutes

Flash cards/  
Matching game

## Reading

### Supported group activities

#### Groups A and D:

Tell these pupils to write more sentences using the **irregular verb flash cards** in their exercise books.

#### Group B:

Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her.

#### Group C:

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

5  
minutes

## Plenary

### Whole class teaching

Ask the pupils to read the **words/phrases** they have learned.

Choose some pupils to say sentences containing the irregular verbs they have learned.

# Week 1: Travelling by air

## Day 4: A recount

### Learning outcomes

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

Spell words with 'a-e'.

Use some irregular past  
tense verbs in sentences.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'tale', 'made', 'pale', 'male', 'sale', 'cane', 'tape'.

Have ready the **tense sentence**  
and **irregular verb flash cards** from Week 1,  
Days 2 and 3.

Read **How? Supported group activities**,  
as shown below.

### How? Supported group activities



Tell the pupils to  
choose three words/  
phrases and draw  
a picture of them.



Tell the pupils to  
play the matching  
game.



Ask them to write  
sentences using  
the irregular verb  
flash cards in their  
exercise books.



Sit down with  
the pupils for guided  
reading.



Tell them to draw  
a picture in their  
exercise books.

10  
minutes

## Spelling

### Whole class teaching

Read the 'a–e' words with the pupils and explain what they mean.

Remind the pupils that an 'e' on the end of a word is 'helpful' and can make the vowel say its name.

Tell them that the first five words can also be spelled 'tail', 'maid', 'pail', 'mail', 'sail' but these have a different meaning.

Ask the pupils to say some sentences using the 'a–e' words on the chalkboard.

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

15  
minutes

## Reading

### Pair task

Ask the pairs to read and explain the first nine **words/phrases** to each other.

Show the next three **words/phrases** and explain them.

Ask the pupils to tell each other about 'A journey by air' and ask each other questions, eg: 'What did Emi and her father need to board the plane?'

Ask how they know this type of writing is a recount, and remind them of the **How? Recount writing rules**, as shown on Week 1, Day 3 (yesterday).

10  
minutes

Flash cards

## Grammar

### Whole class teaching

Choose some pupils to hold up the **tense sentence flash cards** and read them to the class.

Ask the class to say what tense each sentence is in.

Remind pupils that the past tense of most verbs ends in 'ed' but there are some irregular verbs.

Hold up one of the **irregular verb flash cards** and choose some pupils to say what tense it is.

Ask if anyone can change it to the present continuous tense.

Continue until all the cards have been used.

20  
minutes

How

Matching game/  
Flash cards

## Reading

### Supported group activities

Organise supported group activities as shown left in **How? Supported group activities**.

#### Group A:

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

#### Groups B and C:

Tell these pupils to write sentences using the **irregular verb flash cards** in their exercise books.

#### Group D:

Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her.

5  
minutes

Flash cards

## Plenary

### Whole class teaching

Choose some pupils to explain the meaning of the **words/phrases** they have learned.

Hold up the **irregular verb flash cards** and ask the class to say them in the present continuous tense.



# Week 1: Travelling by air

## Day 5: Rules for recount writing

### Learning outcomes

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

Spell words with 'ay',  
'ai' and 'a-e'.

Say some of the rules for  
writing a recount.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'snail', 'cake', 'tape', 'pray', 'brain', 'cane'.

Have ready the **words/phrases flash cards**.

Read **How? Words/phrases**, as  
shown below.

### How? Words/phrases



Ask the pupils  
to read the words/  
phrases on  
the chalkboard.



Give out the words/  
phrases flash  
cards to the class.



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



Read the missing  
word sentences. Ask  
the pupils to hold  
up the missing word.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw three big squares in their exercise books.

Tell them to write 'ay' above one square, 'ai' above one square and 'a-e' above one square.

Tell them to write the words on the chalkboard in the correct square.

20  
minutes

How

Flash cards

## Reading

### Whole class teaching

Write the following missing word sentences on the chalkboard:

'Emi travelled to \_\_\_\_.'

'The woman gave them two \_\_\_\_.'

'Father showed Emi where the \_\_\_\_ was.'

Give out the **words/phrases flash cards** and teach **How? Words/phrases**, as shown left.

Ask the pupils what they remember about 'A journey by air'.

Tell them that a paragraph is a group of sentences that have the same subject.

Ask them what the first paragraph is about.

20  
minutes

## Comprehension

### Pair task

Write the following questions on the chalkboard and discuss with the class:

'What time did the plane take off?'

'How did Emi feel when the plane took off?'

'What did the cars look like when the plane was in the air?'

Tell the pairs to answer the questions in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

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

Ask the class what the writing they have been studying this week is called.

Ask what they have learned about recount writing, eg: it must be in the past tense, have paragraphs and descriptions.

# Weekly page **Week 2:** Primary 4, **Flying** literacy lesson plans

Write this **verb 'to be' chart** on the chalkboard

Person	Present tense	Past tense
I	am	was
You	are	were
He	is	was
She	is	was
It	is	was
We	are	were
They	are	were

## Words/phrases

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

aircraft  
runway  
thud  
land  
passengers  
amazing  
suddenly  
gradually  
Benin  
chatting  
hostess  
captain

## Learning expectations

By the end of the week:

**All pupils will be able to:**

Read some words in a recount they have listened to and say one thing that happened.

**Most pupils will be able to:**

Read most of a recount they have listened to and retell the events.

**Some pupils will be able to:**

Read a longer recount fluently and retell events using words for effect.

## Assessment task

### Instructions:

Write the pupils' answers in their exercise books so you can see what they can do.

1

Ask a pupil to read the recount 'Travelling by air' to you.

2

Ask them to retell the recount in their own words.

3

Ask the pupil to say what kind of writing it is.

4

Let them point to a past tense verb in the recount they have read.

5

Ask them to explain when to use speech marks in a passage.

6

Ask the pupil to say how they know it is speech.

## Example of a pupil's work

### This pupil can:

Read most of the recount clearly.

Can retell some events from the recount.

Identify a recount.

Identify a past tense verb.

### Travelling by air

1. Amina can read most of the recount without help.

2. Amina retold some events

Emi went to the airport  
They sat on the plane  
People looked very small

3. Amina said it was a recount

4. Amina identified two past tense verbs in the recount  
'showed'  
'collected'

5. She could not tell me about speech

## Week 2: Flying

## Day 1: Emi's journey

### Learning outcomes

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

Know different spellings for  
the long 'i' sound.

Talk about a journey.

### Preparation

**Before the lesson:**

Write this story on the chalkboard:  
'One **night** at **nine** o'clock, my daughter was  
eating **pie** **outside**. She saw a **bright light**.  
She gave a **cry**, "What is that in the sky?"'

Write the **Verb 'to be' chart** on the  
chalkboard and read **How? Snap game**,  
instructions as shown below.

### How? Snap game



Divide the words/  
phrases cards  
between the pupils  
in the group.



Each pupil puts their  
cards face down in  
a pile in front of them.



Each pupil turns over  
a card and places it in  
the middle.



The first pupil to  
shout 'Snap' when  
a new card matches  
the previous one  
keeps all the cards.



Continue until  
one pupil has all of  
the cards.

15 minutes | Story

## Spelling

### Whole class teaching

Say the long 'i' sound with the pupils.

Read the **story** twice. The second time, ask the pupils to stand up every time they hear a word with the long 'i' sound.

Choose some pupils to come and underline the long 'i' words in the story.

Ask, 'What letters make the long "i" sound?' (ie, igh, y, i-e). Write them on the chalkboard.

Choose some pupils to write words from the story underneath the correct long 'i' spelling.

10 minutes

## Reading

### Whole class teaching

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

Hold up the first three **words/phrases** and explain them.

Ask the pupils what they remember about the passage they read last week, 'A journey by air'.

Ask them questions about it:

'Where was Emi going?'

'How did she and her father know they had landed?'

Discuss with the pupils any journeys they have been on (in their local language).

10 minutes | Verb chart

## Grammar

### Whole class teaching

Point to the **verb 'to be' chart**.

Explain that this is a tricky verb. Read the present and past tenses of the verb with the class.

Tell the pupils to notice how the verb changes when it is used with a different person.

Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

'He is excited.'

'They are ready.'

'He is in charge of the shop.'

'I am very proud.'

'It is time for refreshments.'

20 minutes | How

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

#### Group B:

Tell these pupils to choose three **words/phrases** and draw each word in their exercise books. Play the game, shown left in **How? Snap game**.

#### Groups C and D:

Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense in their exercise books.

5 minutes

## Plenary

### Whole class teaching

Choose some pupils to role play part of the journey for the rest of the class.

## Week 2: Flying

## Day 2: Emi's journey

### Learning outcomes

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

Spell words with 'ie' and 'y'.

Use the verb 'to be' in  
the past and present tense.

### Preparation

**Before the lesson:**

Write the **word search** (shown right) on the  
chalkboard. Write these words next to it:  
'pie', 'tie', 'lie', 'die', 'sky', 'dry', 'fry', 'try', 'shy'.

Make sure the **verb 'to be' chart** is still  
on the chalkboard and read **How? Reading**,  
as shown below.

### How? Reading



Read the recount to  
the pupils.



Ask them what kind  
of writing it is.



Ask the pupils to  
discuss something  
they remember  
about the recount.



Read the recount  
again.



Ask the pupils to tell  
each other some-  
where they would like  
to travel to.

15 minutes | Word search

## Spelling

### Whole class teaching

Read the words on the chalkboard and explain what they mean.

Tell the pupils that 'y' makes the same sound as 'ie' when it is at the end of a short word. Say the sound.

Choose some pupils to find the hidden 'y' and 'ie' words in the **word search**.

Ask the pupils to say some sentences using the words, then write some sentences in their exercise books.

#### Word search

n	g	n	l	i	e
w	e	h	d	i	e
b	i	s	t	j	s
p	g	m	d	r	h
i	f	v	f	r	y
e	s	n	s	k	y

10 minutes | How

## Reading

### Pair task

Ask the pupils to read and explain the first six **words/phrases** to each other.

Show the next three **words/phrases** and explain them.

Use the passage on the chalkboard, 'A journey by air' to do the **How? Reading** activity, as shown left.

10 minutes | Verb chart

## Grammar

### Whole class teaching

Ask the pupils to look at the text on the chalkboard and say any verbs they can see.

Read the verbs in the **verb 'to be' chart** on the chalkboard.

Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

'He is walking.'

'They are eating.'

'He is driving the car.'

'I am very sad.'

'It is time for breakfast.'

20 minutes | Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense, and drawing a picture of each sentence in their exercise books.

#### Group C:

Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

#### Group D:

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

5 minutes

## Plenary

### Whole class teaching

Write, 'Emi was very excited.' and ask the class what tense this is.

Choose a pupil to come and write it in the present tense.



## Week 2: Flying

## Day 3: The air hostess

### Learning outcomes

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

Spell words with 'igh'.

Use speech marks around  
spoken words.

### Preparation

**Before the lesson:**

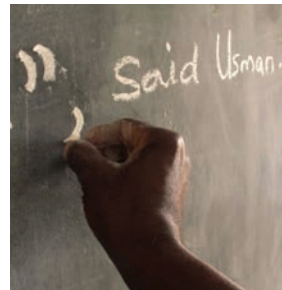
Write these words on the chalkboard:  
'night', 'fright', 'right', 'bright', 'light', 'sight'.

Read **How? Speech marks**,  
as shown below.

### How? Speech marks



Speech marks are  
put around the words  
people actually say.



Put a comma in  
between the  
speech marks and  
the speaker.



Use a word that  
tells you how  
the speech sounds.

10  
minutes

## Spelling

### Whole class teaching

Write 'igh' on the chalkboard and tell the pupils that these letters make the same sound as the letters 'ie' and 'y'. Say the sound with them.

Read the 'igh' words with the pupils, explain them and count the sounds.

Write these sentences on the chalkboard and ask the pupils to choose an 'igh' word to complete them in their exercise books:

'It is dark at \_\_\_\_.'

'The sun is very \_\_\_\_.'

'The opposite of left is \_\_\_\_.'

'I switch the \_\_\_\_ on when it is dark.'

10  
minutes

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard.

Ask them what the first six **words/phrases** mean.

Show the next three **words/phrases** and explain them.

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

Ask them to discuss what the air hostess asks the passengers to do.

15  
minutes

How

## Grammar

### Group task

Tell the pupils to look at the passage on the chalkboard. Ask them to look at what the air hostess says to Emi.

Teach **How? Speech marks**, as shown left.

Ask the groups to discuss what Emi might say to her friends about her flight.

Choose a pupil from each group to write their idea on the chalkboard, using speech marks.

20  
minutes

Snap game

## Reading

### Supported group activities

#### Groups A and D:

Tell these pupils to write sentences that Emi might say to her friends in their exercise books. Remind them to put speech marks around the spoken words.

#### Group B:

Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

#### Group C:

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

5  
minutes

## Plenary

### Whole class teaching

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

## Week 2: Flying

## Day 4: Using speech marks

### Learning outcomes

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

Spell words with 'i-e'.

Use speech marks around  
spoken words.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'hide', 'life', 'nine', 'time', 'prize'.

Read **How? Speech marks practice**,  
as shown below.

### How? Speech marks practice



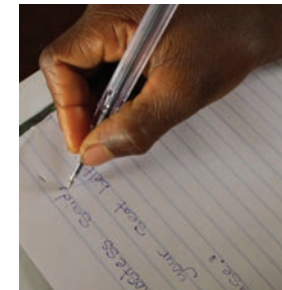
Remind pupils that  
speech marks are  
used to show who  
is speaking.



Ask the pairs to find  
examples of speech  
in the textbook.



Ask the pairs to  
write some complete  
sentences using  
speech marks.



Remind the pupils  
to put a comma  
in between the  
speech marks and  
the speaker.

15  
minutes

## Spelling

### Whole class teaching

Write 'i-e' on the chalkboard.

Read the 'i-e' words and explain what they mean.

Remind the pupils that the 'e' on the end of the word makes the 'i' say its name.

Ask them to say some sentences using the 'i-e' words on the chalkboard.

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

10  
minutes

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard.

Ask them what some of the first nine **words/phrases** mean.

Show the next three **words/phrases** and explain them.

Ask the pupils what they remember about 'A journey by air'.

Ask them to discuss what they would do on a plane journey.

Ask how they know this type of writing is a recount.

10  
minutes

How

## Grammar

### Pair task

Teach **How? Speech marks practice**, as shown left.

Ask the pairs to find examples of speech in the passage on the chalkboard.

Ask them to complete this sentence using speech marks:  
'The air hostess said \_\_\_\_\_.'

20  
minutes

Snap game

## Reading

### Supported group activities

#### Group A:

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

#### Groups B and C:

Tell these pupils to write sentences that Emi might say to her friends in their exercise books. Remind them to put speech marks around the spoken words.

#### Group D:

Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

5  
minutes

## Plenary

### Whole class teaching

Choose some pairs to write their sentences on the chalkboard.

Ask the class to check that they use speech marks correctly.

## Week 2: Flying

## Day 5: A recount

### Learning outcomes

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

Spell words with 'ie', 'y',  
'igh' and 'i-e'.

Answer questions about  
a passage.

### Preparation

**Before the lesson:**

Read **How? the long 'i' sound**, as shown  
below and have ready this list of words:  
'nine', 'time', 'try', 'pie', 'night', 'light'.

### How? The long 'i' sound



Ask the pupils to help  
you write some of  
the letters that make  
the long 'i' sound  
on the chalkboard.



Read out the first  
word from the long  
'i' list.



Choose someone  
to write the word on  
the chalkboard.



Ask the class if it  
is correct.



Repeat the process  
with the other words.

10  
minutes

How

## Spelling

### Whole class teaching

Teach **How? the long 'i' sound**, as shown left.

20  
minutes

Flash cards

## Reading

### Whole class teaching

Give out the **word/phrase flash cards** to the class.

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

Write the sentences below on the chalkboard, read them, and ask the pupils to hold up the missing word if they have it:

'Emi looked around the \_\_\_\_.'

'Some \_\_\_\_ were reading.'

'Suddenly, there was a \_\_\_\_.'

'The plane \_\_\_\_ came to a stop.'

Ask the pupils what they remember about 'A journey by air'.

Ask them:

'What is "A journey by air (Part 1)" about?'

'What is a paragraph?'

'What tense are the verbs in a recount?'

Tell them that Part 1 is the introduction to the recount.

20  
minutes

## Comprehension

### Pair task

Write and discuss the following questions on the chalkboard:

'Who showed Emi and her father to their seats?'

'Why did the air hostess ask Emi if it was her first time on a plane?'

'Why do you think passengers are asked to fasten their seat belts for take off and landing?'

Tell the pairs to answer the questions in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to say some of their answers to the class.

Ask the class if they are correct, and if not ask some pupils to correct them.

Choose some pupils to draw speech marks on the chalkboard and explain how to use them.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 3:

# A recount of the holidays

### Words/phrases

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

holidays  
friends  
relatives  
parents  
morning  
housework  
uniform  
breakfast  
wash  
primary  
school  
teacher

### Wow! words

interesting  
exciting  
asked  
replied  
shouted  
thought  
whispered

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write simple sentences.

**Most pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly most of the time.

**Some pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly and using wow! words for effect.

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

### In the holidays

Garba and Gambo were best friends. Last week they went to an important football match in the city. The boys were extremely excited.

They went on the bus and although it was a long, tiring journey they enjoyed looking out of the window at the big towns and small villages.

When they arrived, they joined lots of other people who were waiting to buy food and drinks because they were both very hungry and thirsty.

They walked happily into the stadium and took their places eagerly. The boys shouted at the top of their voices to encourage the players on their team. Suddenly, it looked like Bello, their favourite player, was going to score a goal. The crowd jumped to their feet and began to roar loudly, "Goal!".

In the end their team won two goals to one and Garba and Gambo were thrilled they went.



## Week 3: A recount of the holidays

## Day 1: A journey

### Learning outcomes

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

Know different spellings for  
the long 'o' sound.

Use some adjectives  
to make their writing more  
interesting.

### Preparation

**Before the lesson:**

Write this **story** on the chalkboard:  
'Rose liked to **doze**. She put her head  
on the **yellow** **pillow**. Mary shouted through  
the **window**, "Wake up!" **Rose** **woke** up.  
She started to **moan** and **groan**, because  
she was still tired.'

Read **How? Using wow! words**,  
as shown below.

### How? Using wow! words



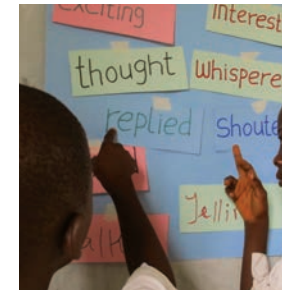
Wow! words make  
writing interesting.



Words like 'said',  
'good' and 'nice'  
are often over-used  
and can make  
writing dull.



Encourage pupils  
to collect  
interesting words.



Display examples  
of wow! words from  
the lesson plans  
for pupils to use in  
their writing.



Encourage pupils  
to add their own  
words to the wow!  
words wall.

10 minutes | Story

## Spelling

### Whole class teaching

Read the **story** on the chalkboard and say the long 'o' sound with the pupils.

Read the **story** again and ask the pupils to stand up every time they hear a word with the long 'o' sound.

Choose some pupils to come and underline the long 'o' words in the **story**.

Ask the pupils what letters make the long 'o' sound ('ow', 'oa', 'o-e'). Write them on the chalkboard.

Choose some pupils to write words from the story underneath the correct long 'o' spelling.

30 minutes | How | Flash cards

## Shared writing

### Whole class teaching

Show the pupils the first three **words/phrases flash cards**, read and explain them.

In pairs, ask the pupils to think of adjectives to describe a journey, eg: 'exciting', 'interesting', 'hot', 'tiring', 'long'.

Tell them that these are wow! words and teach **How? Using wow! words**, as shown left.

### Group task

In groups, ask the pupils to talk about what they did in the holidays.

Ask each group to prepare a role play about the holidays.

After each group presents its role play to the class, ask the pupils to explain what happened.

Write the groups' holiday ideas down and keep them for the next day.

15 minutes

## Grammar

### Pair task

Write these sentences on the chalkboard and choose some pupils to come and put in the missing speech marks and commas:

Habiba said What did you do?

Yusuf said I went to visit my brother.

Habiba said Where does he live?

Yusuf said He lives in Jigawa.

Rub out the speech marks and commas from the sentences.

Tell the pairs to write the sentences in their exercise books, putting in the speech marks and commas.

5 minutes

## Plenary

### Pair task

Ask the pairs to quickly role play a journey that is hot and tiring.

## Week 3: A recount of the holidays

## Day 2: The holiday

### Learning outcomes

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

Spell words with 'oa'.

Write speech using other  
words for 'said'.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'boat', 'goat', 'oats', 'loaf', 'toast',  
'groan', 'moan'.

Have ready the **holiday ideas** and  
**speech sentences** from Week 3, Day 1  
(yesterday) on the chalkboard.

Read **How? Using a wow! words wall**,  
as shown below.

### How? Using a wow! words wall



Make a wow! words  
wall.



Encourage pupils  
to look at the wow!  
words wall.



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

15  
minutes

## Spelling

### Whole class teaching

Write 'oa' on the chalkboard and say the sound with the pupils.

Read the 'oa' words and explain what they mean.

Sound out some of the 'oa' words and tell the pupils to hold up a finger for each sound, eg: 'm-oa-n' (three fingers).

Dictate the following sentence and ask the pupils to write it in their exercise books: 'The goat ate the boat and started to moan and groan.'

25  
minutes

Holiday ideas

## Shared writing

### Whole class teaching

Tell the pupils that they are going to help you write a recount called 'The holiday'.

Write the title on the chalkboard.

Read the **holiday ideas** from Week 3, Day 1 (yesterday).

15  
minutes

How

Sentences

## Grammar

### Pair task

Read the **speech sentences** on the chalkboard.

Discuss with the class ways to replace 'said' in each sentence with a more interesting word.

Tell the pupils to use the wow! words to help them, and start to make a wow! words wall as shown left in **How? Using a wow! words wall**.

Ask the pairs to write the sentences in their exercise books, replacing each 'said' with a similar word.

5  
minutes

## Plenary

### Whole class teaching

Choose some pairs to read their sentences out to the class.

Ask the class if the word they have chosen makes sense.

Ask them, 'Can you use a different word in the sentence?'

## Week 3: A recount of the holidays

## Day 3: Holiday brainstorm

### Learning outcomes

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

Spell words with 'ow'.

Use some wow! words in  
their writing.

### Preparation

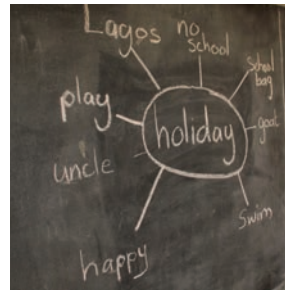
**Before the lesson:**

Write these words on the chalkboard:  
'yellow', 'pillow', 'borrow', 'low', 'blow'.

Have ready the **holiday paragraph**  
from Week 3, Day 2 (yesterday).

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

### How? Brainstorm



A brainstorm  
is when you gather  
ideas for writing.



Write the title or  
topic in the middle of  
the chalkboard.



The ideas can be  
words or phrases.



Ask the pupils  
questions about the  
topic. As they reply,  
write their answers  
around the title.



Accept all ideas.  
They can be used  
to help pupils to  
write independently.

15  
minutes

## Spelling

### Whole class teaching

Write 'ow' on the chalkboard and tell the pupils that these letters can make the same sound as 'oa'. Say the sound with them.

Read the 'ow' words with the pupils, explain them and say that 'ow' often comes at the end of a word.

Write these sentences on the chalkboard:  
'The sun is \_\_\_\_.'  
'I have a \_\_\_\_ on my bed.'  
'I can hear the wind \_\_\_\_.'  
'Please can I \_\_\_\_ a pen?'

Read the sentences and ask the pupils to choose one 'ow' word to complete each one in their exercise books.

15  
minutes

Flash cards/  
Recount

## Shared writing

### Whole class teaching

Show the first six **word/phrase flash cards** and make sure the pupils understand them.

Flash the next three **words/phrases**, and read and explain them.

Tell the pupils they can find interesting words for writing on the wow! words wall.

Ask them to find other words for 'said' on the wall.

Read the **recount** the pupils wrote with you on Week 3, Day 2 (yesterday) and tell them they are going to write a recount by themselves.

20  
minutes

How

## Brainstorm

### Group task

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

Write 'The holidays' in the middle of the chalkboard.

Ask the groups to discuss these questions:

'Can you name some places children go to in the holidays?'

'Tell me some children's names.'

'What do children do in the holidays?'

'What do children do to get ready for school?'

'What happens on the first morning?'

10  
minutes

## Plenary

### Whole class teaching

Ask each group to read out their sentence to the rest of the class.

Ask the class what they like about each sentence.

## Week 3: A recount of the holidays

## Day 4: In the holidays

### Learning outcomes

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

Spell words with 'o-e'.

Write sentences  
independently.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'nose', 'doze', 'home', 'hope', 'spoke'.

Have ready the **holiday brainstorm**  
from Week 3, Day 2 (earlier this week)  
and the **words/phrases flash cards**.

Read **How? Guided writing**, as  
shown below.

### How? Guided writing



Look together  
at the brainstorm.



Use the ideas to  
complete sentences  
with the class.



Discuss words that  
will make their writing  
more interesting.



Ask the pupils  
to try to complete  
a sentence.



Ask each pupil  
to say their sentence.

15  
minutes

## Spelling

### Whole class teaching

Write 'o-e' on the chalkboard.

Read the 'o-e' words and explain what they mean.

Remind the pupils that the 'e' on the end of the word makes the 'o' say its name.

Ask them to say some sentences using the 'o-e' words on the chalkboard.

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

20  
minutes

Flash cards

## Guided writing

### Whole class teaching

Show the **word/phrase flash cards** and ask the pupils to read them.

Explain the meaning of the last three words.

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

Remind the pupils that they are going to write their own recount called 'The holidays'.

How

Holiday brainstorm

### Group task

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

Ask the pupils to use the **holiday brainstorm** to complete the following sentence:

'In the holidays, \_\_\_\_\_ went to \_\_\_\_\_.'

Discuss words that will make the recount of the holidays more interesting.

20  
minutes

## Independent writing

### Individual task

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

Ask them to complete the sentence: 'In the holidays, \_\_\_\_\_ went to \_\_\_\_\_.'

Ask the pupils to think of and write four more sentences in their recount.

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

Check that they are using capital letters, full stops, speech and the past tense.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any wow! words they have used.



## Week 3: A recount of the holidays

## Day 5: Holiday recount

Flash cards

### Learning outcomes

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

Spell words with 'ow',  
'oa' and 'o-e.'

Use a writing frame to  
write independently.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'goat', 'loaf', 'toast', 'moan', 'blow', 'yellow',  
'pillow', 'doze', 'hope', 'spoke'.

Have ready the **word/phrase flash cards**.

Read **How? Writing frame**, as  
shown below.

### How? Writing frame



Identify a topic for  
pupils' writing.



Work with the pupils  
to brainstorm ideas  
about the topic.



Ask the pupils  
questions about  
the topic.



Use their ideas  
to create a wow!  
words wall.



Ask the pupils to  
complete sentences  
about the topic.

10  
minutes

## Spelling

### Individual task

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw three big squares in their exercise books.

Tell them to write 'oa' above one square, 'ow' above one square and 'o-e' above one square.

Tell them to write the words on the chalkboard in the correct square.

Dictate this sentence for the pupils to write in their exercise books: 'I hope to eat goat soon.'

20  
minutes

## Guided writing

### Whole class teaching

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

Write these sentences on the chalkboard:

Farida said What did you do in the holidays?

Yusuf said I have been doing some sums at home.

Choose some pupils to read the sentences and ask them to help you place the speech marks and commas.

Ask the pupils how they can make the sentences more interesting.

How

20  
minutes

Recount

## Independent writing

### Individual task

Ask the pupils to open their exercise books and find the holiday **recount** from Week 3, Day 4 (yesterday).

Ask them to complete the sentence below and write four more sentences: 'On the first day back at school, \_\_\_\_\_.'

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

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read some of their recounts to the class.

Remind the pupils of the **How? Recount writing rules**, as shown on Week 1, Day 3.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 4:

# Finding gold

### Words/phrases

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

village  
vegetables  
basket  
sadly  
lively  
heavy  
hungry  
gratefully  
reward  
finished  
enormous  
healthy  
quickly

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly most of the time.

**Most pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly and using adjectives and adverbs for effect.

**Some pupils will be able to:**

Write a short recount independently, using adjectives and adverbs for effect and beginning to use a range of connectives.

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

## Finding gold

Once, at the edge of a small village, there lived a poor farmer and his family. Every day Mr Ahmed worked on his farm to take care of his family. On his land he grew many crops which he sold in the large market nearby. His three lively children went to school every day and at the weekends they helped their father in the fields.

One year the heavy rains did not come and the land was very dry. Mr Ahmed said to his brother, "I only have some small vegetables to sell because there was no water to help them grow. My family will be hungry this year and my children will not be able to go to school. What can I do?"

His brother replied, "You must take your basket of vegetables to the market and stay until you have sold them all."

Mr Ahmed walked slowly to the market. It was a long journey, the sun was hot and the basket was heavy. He sat down by the side of the road for a short rest and a drink of water. Suddenly, he saw a thin old man digging in the field next to the road. The old man looked very tired and Mr Ahmed felt sad for him. He picked out the largest vegetable from his basket, and gave it to the man saying, "You need some food and rest. Please sit, eat this and let me help you."

The old man sat down gratefully. Mr Ahmed took the tool from the old man and began to dig the field. When he had finished the sun was setting and it was too late to go to market to sell his vegetables. The old man thanked him and said, "Go home to your family and you will get a reward for your work this day."

Mr Ahmed picked up his basket and returned home sadly to his family. His vegetables were finished and he could not return to market the next day. His family would be hungry.

The next day Mr Ahmed woke up early and went out into his field. Suddenly, he noticed an enormous healthy yam growing right in the middle of his field. "This will feed my family for a week," he thought. He ran to the yam and used his spade to dig it up. As he dug he felt his spade hit something hard. He dug faster and pulled a huge bag of gold from the ground.

He quickly ran home to his family with the bag and shouted to his wife and children, "Look what I have found in our field. We are rich!" They bought more land and some chickens and goats. He did not want his family to be poor again.

## Week 4: Finding gold

## Day 1: A story

### Learning outcomes

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

Know different spellings for  
the long 'u' sound.

Say some adjectives.

### Preparation

**Before the lesson:**

Write these long 'u' sentences  
on the chalkboard:

'I can rescue a few clothes from the fumes.'

'I refuse to argue with you.'

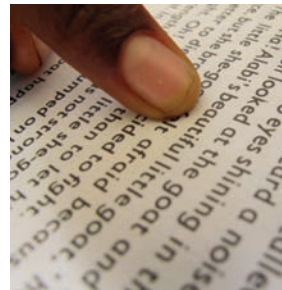
'Please excuse me. I must continue to work.'

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

### How? Adjectives



An adjective is  
a describing word.



Help pupils to find  
adjectives in a  
story, eg: 'beautiful',  
'old', 'good', 'kind'.



Write the adjectives  
on the wow!  
words wall.

10 minutes | Sentences

## Spelling

### Whole class teaching

Read and explain the long 'u' **sentences** to the pupils.

Read the **sentences** again and ask the pupils to stand up every time they hear a word with the long 'u' sound.

Choose some pupils to come and underline the long 'u' words in the sentences.

Ask the pupils to say the main ways of writing the long 'u' sound ('ue', 'ew' and 'u-e').

Write 'ue', 'ew' and 'u-e' on the chalkboard.

Choose some pupils to write words from the **sentences** underneath the correct long 'u' spelling.

15 minutes | Story

## Reading

### Whole class teaching

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

Hold up the first three new words and explain them.

Tell the pupils that the story they are going to read is about a farmer and ask them,

'Do you know what crops a farmer can grow?'

Read and explain the first two paragraphs of the **story** and tell the pupils that this is the introduction.

Explain that a story has an introduction, a build-up, a problem, a resolution or ending.

10 minutes | How

## Grammar

### Whole class teaching

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

Write 'very', 'both' and 'only' on the chalkboard and explain what they mean.

Discuss how to complete these sentences using 'very', 'both' or 'only':

'The pan is heavy, carry it with \_\_\_\_ hands.'

'That soup is \_\_\_\_ hot.'

'I \_\_\_\_ have one yam, I must buy some more.'

20 minutes | Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed and his farm.

#### Group B:

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

#### Groups C and D:

Tell these pupils to copy and complete the 'very', 'both' or 'only' sentences in their exercise books.

5 minutes

## Plenary

### Whole class teaching

Ask the pupils to look at the passage on the chalkboard and look for adjectives.

Ask the pupils to say some adjectives to describe their partners, eg: tall, small, happy, kind, tired.

## Week 4: Finding gold

## Day 2: Mr Ahmed

### Learning outcomes

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

Know different spellings for  
the long 'u' sound.

Use adjectives to describe  
characters in a story.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'argue', 'value', 'rescue', 'fuel', 'few', 'new',  
'cube', 'use', 'excuse', 'refuse', 'amuse'.

Read **How? Story writing rules**,  
as shown below.

### How? Story writing rules



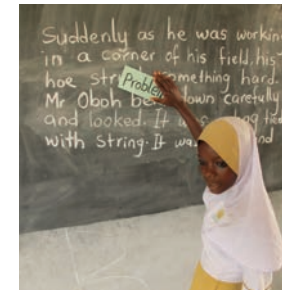
Have a clear,  
underlined title.



Have an introduction  
that sets the  
scene and introduces  
the characters.



The build-up  
introduces the story-  
line and drops  
some clues about  
what may happen.



Each story should  
have a problem that  
needs to be fixed,  
eg: a character who  
is unhappy.



The resolution or  
ending describes  
how the problem  
is solved.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw three big squares in their exercise books.

Tell them to write 'ue' above one square, 'ew' above one square and 'u-e' above one square.

Tell them to write the words on the chalkboard in the correct square.

Dictate the following sentence for the pupils to write in their exercise books: 'I can rescue a few clothes from the fumes.'

15  
minutes

How

Story

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard.

Hold up the first six **words/phrases** and read them with the pupils, discussing what they mean.

Discuss **How? Story writing rules**, as shown left.

Ask the pupils what they can remember about 'Finding gold'.

Read and explain the next four paragraphs of the **story**.

Ask the pupils what Mr Ahmed's problem was.

10  
minutes

## Grammar

### Whole class teaching

Remind the pupils what an adjective is, as shown on Week 4, Day 1 (yesterday).

Ask them to think of adjectives to describe Mr Ahmed, eg: disappointed, sad, tired.

Discuss how to complete these sentences using 'very', 'both' or 'only':

'It is \_\_\_\_ five o'clock, it is too early to go to bed.'

'The children were \_\_\_\_ good today.'

'Please bring a friend, you will \_\_\_\_ be welcome.'

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to copy and complete the 'very', 'both' or 'only' sentences into their exercise books.

#### Group C:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed and his farm.

#### Group D:

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

5  
minutes

## Plenary

### Whole class teaching

Stand the pupils in a circle.

Ask each pupil, in turn, to say one adjective to describe Mr Ahmed.



## Week 4: Finding gold

## Day 3: What will happen next?

### Learning outcomes

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

Spell words with the long  
'u' sound.

Predict the ending of a story.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'value', 'argue', 'rescue', 'few', 'new', 'cube',  
'use', 'excuse'.

Write the **word search**, as shown right,  
next to the long 'u' words.

Read **How? Who and which**, as  
shown below.

### How? Who and which



Tell the pupils that  
'who' and 'which' in  
a sentence give extra  
information about  
a person or object.



Tell them that in  
a sentence,  
'who' is used after  
a person.



Remind them that  
in a sentence,  
'which' is used after  
an object.

10  
minutes

Word search

## Spelling

### Whole class teaching

Write 'ue', 'ew' and 'u-e' on the chalkboard.

Read the words and explain what they mean.

Ask some pupils to come and find the words in the **word search** on the chalkboard.

Ask pupils to write the words in their exercise books.

Word search

v	a	l	u	e	e
n	r	t	t	u	x
c	g	n	c	f	c
o	u	s	e	e	u
o	e	b	y	w	s
r	u	s	e	f	e

10  
minutes

Story

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard.

Ask if anyone can remember what has happened in 'Finding gold' so far.

Read and explain all of the **story**.

Choose some pupils to say what Mr Ahmed could do with the gold coins.

Ask the pupils what they would do if they found a lot of money.

10  
minutes

How

## Grammar

### Group task

Explain **How? Who and which**, as shown left.

Write the 'who or which sentences' listed below on the chalkboard, and explain that the endings are missing:

'This is the bag of gold, \_\_\_\_\_.'

'I can see Mr Ahmed, \_\_\_\_\_.'

Write a list of endings on the chalkboard:

'who has a goat.'

'which he was reading.'

'which he found.'

'who is a poor farmer.'

Ask the groups to decide which ending completes each sentence.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and D:

Tell these pupils to complete the 'who or which sentences' in their exercise books and draw a picture of them underneath.

#### Group B:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed helping the old man.

#### Group C:

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

10  
minutes

## Plenary

### Group task

Ask the groups to role play Mr Ahmed helping the old man.

## Week 4: Finding gold

## Day 4: Parts of a story

### Learning outcomes

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

Spell words with the long  
'oo' sound.

Use 'who' and 'which'  
correctly.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'true', 'blew', 'grew', 'chew', 'rule', 'June'.

Write a set of 'who or which' sentence  
flash cards for each group, with their endings  
on separate flash cards.

Read **How? Story structure**, as shown below.

### How? Story structure



The introduction:  
Mr Ahmed was  
a poor farmer  
who lived in  
a small village.



The build-up:  
His brother said,  
'You must sell  
your vegetables'.



The problem:  
Mr Ahmed helped  
the old man dig his  
field and was too  
late for the market.



The resolution:  
He found a bag  
of gold.



The ending:  
His family was never  
poor again.

10  
minutes

## Spelling

### Whole class teaching

Tell the pupils that 'ue', 'ew' and 'u-e' also make the long 'oo' sound.

Say the 'oo' sound words carefully so the pupils can hear the sound.

Choose some pupils to come and underline the long 'oo' sound.

Read and explain the meaning of the words.

Ask the pupils to say some sentences using the words.

Tell them to write the sentences in their exercise books.

10  
minutes

How

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard.

Ask them what some of the **words/phrases** mean.

Ask the pupils what has happened in 'Finding gold'.

Read the **story** all the way through.

Discuss **How? Story structure**, with the pupils, as shown left.

Flash cards/  
Story

15  
minutes

Flash cards

## Grammar

### Whole class teaching

Discuss **How? Who and which**, as shown on Week 4, Day 3 (yesterday).

Shuffle the sets of **'who or which' sentence flash cards** and give a set to each group.

Ask each group, in turn, to make a sentence using their cards.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

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

**Groups B and C:**  
Tell these pupils to complete the 'who or which sentences' in their exercise books.

**Group D:**  
Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed helping the old man.

5  
minutes

## Plenary

### Whole class teaching

Write on the chalkboard:  
'Mr Ahmed was a farmer \_\_\_\_ lived in a village. He picked up the bag, \_\_\_\_ was full of gold.'

Choose some pupils to write in the missing words.

## Week 4: Finding gold

## Day 5: Questions about a story

### Learning outcomes

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

Spell words with the long  
'oo' and long 'u' sound.

Answer questions about  
a passage.

### Preparation

**Before the lesson:**

Write these word lists on the chalkboard:

Long 'oo' words: 'true', 'blew', 'grew', 'chew',  
'rule', 'June'.

Long 'u' words: 'value', 'argue', 'rescue', 'few',  
'new', 'cube', 'use', 'excuse'.

Read **How? Finding gold role play**, as  
shown below.

### How? Finding gold role play



Mr Ahmed and his  
brother were worried,  
because the heavy  
rains did not come  
and the land was dry.



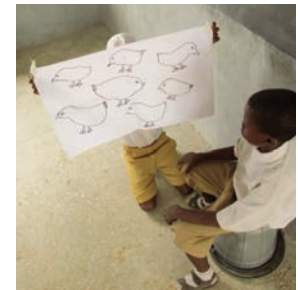
Mr Ahmed helped  
an old man dig his  
field and was too  
late for the market.



Mr Ahmed was sad  
as his vegetables  
were finished and  
his family would  
be hungry.



Underneath the  
yam, he found a bag  
of gold coins.



He bought more  
land and some  
chickens and goats.

10  
minutes

## Spelling

### Whole class teaching

Write 'ue', 'ew' and 'u-e' on the chalkboard.

Ask the pupils to say the two lists of words with you and listen for the long 'oo' and the long 'u' sounds.

Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.

20  
minutes

Flash cards

## Reading

### Whole class teaching

Give each group a set of **words/phrases cards**.

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

Ask the pupils to name the parts of a story (introduction, build-up, problem, resolution, ending).

Choose some pupils to say what happened in each part of 'Finding gold'.

Choose someone to role play Mr Ahmed finding the bag of gold.

Ask the pupils to say some adjectives to describe how he felt.

20  
minutes

How

## Comprehension

### Group task

Ask each group to make up a short role play that tells the story, as shown left in **How? Finding gold role play**.

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

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils what they have learned about story writing. (It must have an introduction, a build-up, a problem, a resolution or an ending).

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 5:

### Lost

#### Words/phrases

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

coin  
daughter  
reward  
well-behaved  
helpful  
decided  
sweets  
gifts  
friends  
hiding place  
searched  
found

#### Wow! words

excited  
happy  
glittering  
shiny  
pleased  
jealous  
angry

#### Learning expectations

**By the end of the week:**

**All pupils will be able to:**  
Write two or three sentences to retell the story.

**Most pupils will be able to:**  
Write a simple story that retells events in the correct order.

**Some pupils will be able to:**  
Write a story with an introduction, a problem and a resolution, or ending and use adjectives and adverbs for effect.

## Assessment task

### Instructions:

Look at the pupils' finished piece of writing, 'Lost', in their exercise books.

1

Read the writing carefully, and find examples of things that you have taught the pupils during the week.

2

Identify what the individual pupil can do and write that on their work.

3

Think about what the pupil needs to do next to improve their writing.

4

Think about how you can help the pupil improve their writing.

## Example of a pupil's work

### This pupil can:

Write events in the correct order.

Use adjectives in their writing.

Use full stops and capital letters correctly.

### Lost

Mr Ahmed had a beautiful daughter. He gave her one of the gold coins because she was kind. She decided to take it to school and buy a new book to read. At the end of the day she could not find the coin. She was very upset. Her friend helped her find it. It had fallen out of her pocket.



## Week 5: Lost

## Day 1: Introduction

### Learning outcomes

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

Know that 'ee' and 'ea' can  
have the same sound.

Use capital letters,  
full stops and question  
marks correctly.

### Preparation

**Before the lesson:**

Write these long 'e' sentences on  
the chalkboard:  
'The **greedy** sheep **steal** the **seeds**.'  
'I like to **eat** **cheese** and **peanuts**.'  
'The **sea** is **deep**.'  
'The **teacher** will **read** a book.'

Read **How? Lost prompt questions**,  
as shown below.

### How? Lost prompt questions



What was  
Mr Ahmed's  
daughter's name?



Why did he give her  
a gold coin?



What good things  
had she done?



How did she feel?

15 minutes | Sentences

## Spelling

### Whole class teaching

Read and explain the **long 'e' sentences** to the pupils.

Read the **sentences** again and ask the pupils to stand up every time they hear a word with the long 'e' sound, eg: 'sheep', 'steal'.

Choose some pupils to come and underline the long 'e' words in the **sentences**.

Ask the pupils to say the main ways of writing the long 'e' sound ('ee' and 'ea').

Write 'ee' and 'ea' on the chalkboard.

Choose some pupils to write words from the sentences underneath the correct long 'e' spelling.

20 minutes

## Shared writing

### Whole class teaching

Show pupils the first three **words/phrases**, read and explain them.

Ask the pupils to say sentences about the story they heard in Week 4.

Tell the pupils they are going to write a story called 'Lost', starting with the introduction.

Ask them what they can remember about an introduction to a story.

How | Story

Written below is the introduction paragraph of the **story** 'Lost'.

Read **How? Lost prompt questions**, as shown left, to the pupils. Help them to complete each sentence in the paragraph in their own words:

'Mr Ahmed had a daughter called \_\_\_\_.'

'He gave her one of the gold coins because \_\_\_\_.'

'He said, "This is a reward for \_\_\_\_".'

'The daughter was \_\_\_\_.'

Write the completed introduction on the chalkboard and keep it safe for the next day.

15 minutes

## Grammar

### Pair task

Write on the chalkboard:  
'mr ahmed was tired and unhappy'

'where is the bag of gold coins'

Read out both sentences and ask the pairs to write them in their exercise books, with the missing punctuation and capital letters.

Tell the pairs to look at sentences below:

'mr ahmed lived in a small village'

'what did mr ahmed find'

Ask them to write the sentences in their exercise books with the correct punctuation and capital letters.

10 minutes | Story

## Plenary

### Whole class teaching

Read the introduction to the 'Lost' **story** that you have written and ask some pupils to role play it.

## Week 5: Lost

## Day 2: Shared writing

### Learning outcomes

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

Spell words with 'ee'.

Use wow! words to make  
their writing interesting.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'seed', 'need', 'feet', 'deep', 'queen', 'sleep',  
'free', 'week', 'street', 'cheek'.

Read **How? Lost additional prompt  
questions**, as shown below.

### How? Lost additional prompt questions



What did Mr Ahmed  
say when he  
gave his daughter  
the gold coin?



What did the  
gold coin look like?



What did she reply  
to her father?



What could  
she buy with the  
gold coin?

15  
minutes

## Spelling

### Whole class teaching

Write 'ee' on the chalkboard and say the sound with the pupils.

Read the 'ee' words and explain what they mean.

Sound out some of the 'ee' words and tell the pupils to hold up a finger for each sound, eg: 's-ee-d' (three fingers).

Dictate these sentences and ask the pupils to write them in their exercise books:

'Plant the seed deep in the soil.'

'I need to sleep for a week.'

20  
minutes

## Shared writing

### Whole class teaching

Flash the first three **words/phrases** and ask the pupils to read them.

Read and explain the next three words.

Read the writing the class did in Week 5, Day 1 (yesterday), about the gold coin.

Ask the pupils to think of adjectives to describe the gold coin.

Write these words on the wow! words wall.

Ask the pupils why the daughter was given a reward.

Ask the pupils what they would do if they had a gold coin.

How

15  
minutes

## Grammar

### Pair task

Read the following sentences with the pupils:  
'Mr Ahmed was a very \_\_\_\_ farmer.'

'Mr Ahmed wanted his wife and children to wear \_\_\_\_ clothes.'

'Mr Ahmed found a \_\_\_\_ bag full of \_\_\_\_ coins.'

Ask the pairs to use the wow! words wall to add adjectives to the sentences to make them more interesting.

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

10  
minutes

Story

## Plenary

### Whole class teaching

Read the second paragraph of the 'Lost' **story** that you have written and ask some pupils to role play it.

# Week 5: Lost

# Day 3: Brainstorm

## Learning outcomes

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

Spell words with 'ea'.

Suggest some sentences  
for a story called 'Lost'.

## Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'sea', 'tea', 'eat', 'pea', 'each', 'cheap',  
'steal', 'read'.

Read **How? Story writing rules** as  
shown below and have ready the shared  
writing from Week 5, Days 1 and 2.

Write the **word search**, as shown right,  
next to the 'ea' words.

## How? Story writing rules



Have a clear,  
underlined title.



Have an introduction  
that sets the  
scene and introduces  
the characters.



The build-up  
introduces the story-  
line and drops  
some clues about  
what may happen.



Each story should  
have a problem that  
needs to be fixed.



The resolution or  
ending or describes  
how the problem  
is solved.

10  
minutes

Word search

## Spelling

### Whole class teaching

Write 'ea' on the chalkboard and say the sound with the pupils.

Read the words and explain the meanings.

Ask the pupils to come and find the words in the **word search** on the chalkboard.

Word search

g	p	c	a	l	a
q	s	h	a	e	m
l	r	e	a	d	c
u	t	a	a	t	a
s	e	p	a	c	f
p	a	e	l	a	h

15  
minutes

How

Lost story

## Shared writing

### Whole class teaching

Read and explain **How? Story writing rules**, as shown left.

Read '**Lost**' that the pupils wrote with you on Week 5, Days 1 and 2, and tell them they are going to write their own story.

Tell the pupils that the daughter took the gold coin to school.

25  
minutes

## Brainstorm

### Group task

Remind the pupils that they can use a brainstorm to collect ideas for their writing.

Write 'Lost' in the middle of the chalkboard.

Ask the groups to discuss these questions:

'What did her friends feel when they saw the gold coin?'

'Where did the daughter hide the coin to keep it safe?'

'How did she lose the coin?'

'How might the problem be resolved?'

10  
minutes

## Plenary

### Whole class teaching

Ask each group to show their role play.

## Week 5: Lost

## Day 4: Guided writing

### Learning outcomes

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

Spell words with the long  
'y' and 'ie'.

Use wow! words in  
their writing.

### Preparation

**Before the lesson:**

Write these word lists on the chalkboard:

Long 'y' words: 'funny', 'happy', 'berry',  
'sleepy', 'silly'.

'ie' words: 'field', 'piece', 'chief', 'thief', 'belief'.

Read the instructions for **How? Guided  
writing**, as shown below.

### How? Guided writing



Look together  
at the brainstorm.



Discuss words that  
will make the story  
more interesting.



Ask the groups  
to try to complete  
a paragraph of  
the story.

15  
minutes

## Spelling

### Whole class teaching

Read the long 'y' words.  
Ask the pupils what sound the 'y' makes.

Tell them that 'y' on the end of a longer word has the same sound as 'ee' and 'ea'.

Ask the pupils to say the two lists of words with you and listen for the long 'y' and the 'ie' sounds.

Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.

20  
minutes

Flash cards

## Guided writing

### Whole class teaching

Flash all of the **word/phrase cards** and ask the pupils to read them.

Explain the meaning of the last three words.

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

Tell the pupils they are going to write their own story called 'Lost'.

Remind them of the rules for story writing, as shown on Week 5, Day 3 (yesterday).

How

### Group task

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

Ask the pupils to use the brainstorm from yesterday to help them complete the introduction to the story:

'Mr Ahmed had a daughter called \_\_\_\_.'

'He gave her one of the gold coins because \_\_\_\_.'

'He said, "This is a reward for \_\_\_\_".'

'The daughter was \_\_\_\_.'

15  
minutes

## Independent writing

### Individual task

Tell the pupils to write 'Lost' in their exercise books.

Ask them to complete the sentences below and try to write four more sentences in their story:

'\_\_\_\_ took the gold coin to school.'

'Her friends \_\_\_\_.'

Encourage the pupils to use some of the **words/phrases** and wow! words.

Check that they are using capital letters and full stops.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any wow! words they have used.



# Week 5: Lost

# Day 5: Guided writing

## Learning outcomes

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

Spell words with 'ee' and 'ea'.

Use a writing frame to  
write a story.

## Preparation

**Before the lesson:**

Have ready the brainstorm and **wow!**  
**words cards.**

Write these words on the chalkboard:  
'seed', 'sea', 'tea', 'need', 'eat', 'feet', 'deep',  
'pea', 'each', 'queen', 'sleep', 'cheap',  
'free', 'week', 'street', 'cheek', 'steal', 'read'.

Read **How? Writing frame**, as shown below.

## How? Writing frame



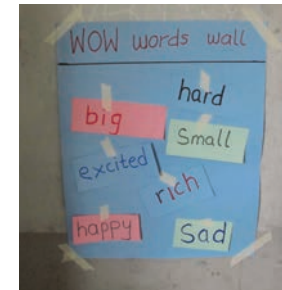
Identify a topic for  
pupils' writing.



Work with the pupils  
to brainstorm ideas  
about the topic.



Ask the pupils  
questions about  
the topic.



Use their ideas  
to create a wow!  
words wall.



Ask the pupils to  
complete sentences  
about the topic.

15  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw two big squares in their exercise books.

Tell them to write 'ee' above one square and 'ea' above the other.

Tell them to write the words on the chalkboard in the correct square.

Dictate this sentence for the pupils to write in their exercise books: 'The queen likes to read and drink tea.'

20  
minutes

## Guided writing

### Whole class teaching

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

Write these sentences on the chalkboard:

'Jummai was sad because she wanted the coin.'

'Hassan saw the coin by a tree.'

Ask the pupils which words they can change to make the sentences more interesting.

In pairs, ask the pupils to say the sentences with their own words.

15  
minutes

How

Story

## Independent writing

### Individual task

Ask the pupils to open their exercise books and find the 'Lost' **story** from Week 5, Day 4.

Use a writing frame process, as shown left in **How? Writing frame**, to complete the sentence below and try to write four more sentences:  
'When school ended, \_\_\_\_\_.'

Encourage the pupils to use wow! words and speech marks.

10  
minutes

Story

## Plenary

### Whole class teaching

Choose some pupils to read their **stories** to the class.

Praise them and remind them of the rules for writing a story.

## Credits

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

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

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## Special thanks go to

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