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**Literacy
lesson plans**
Primary 3

Term 1
Creating an
effective learning
environment

Weeks
1—5

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 3

Term 1

▶ Creating an effective learning environment

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



Introduction

Good teaching can help learners achieve positive outcomes, even in difficult circumstances. But learners have little chance of making progress where the teaching is poor.

Throughout 2010 in Kaduna State, the Ministry of Education carried out baseline surveys to assess classroom teachers, head teachers and pupil learning outcomes. Sadly, the findings were alarmingly poor. It was clear that despite substantial inputs into education, the majority of teachers were themselves victims of an education system that was in a serious downward spiral.

Following this research, the State Ministry of Education, the State Universal Basic Education Board and local government education authorities, supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms to strengthen schools.

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1—3 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

Alongside the lesson plans, structures and processes have been put in place so that teachers are continuously supported by the State School Improvement Team and specially-trained school support officers.

I am confident that these lesson plans will raise standards in our schools. I commend all those who have worked hard to produce these plans and train our teachers to use them, and I offer thanks to the UK Department for International Development (DFID) for its ongoing support for education reform in Kaduna State through its ESSPIN programme.

Mohammed Usman



Honourable Commissioner
of Education
Kaduna State

**Literacy
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Primary 3

Term 1
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effective learning
environment

Weeks
1—5

Introduction

▶ Creating an effective learning environment

An effective learning environment

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

1 Teaching methodology

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

2 Build good relationships

Learn all your pupils' names and use them frequently.

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

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

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

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

3 Use classroom space

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

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

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

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

4 Display

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

At the start of each week display the key words.

5 Teaching aids

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

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1—5

Introduction

▶ Songs and stories
for the term

New children at school

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

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

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

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

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

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

The greedy camel

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

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

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

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

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

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

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

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

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

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

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

The chicken and the dog

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

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

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

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

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

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The clever tortoise

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

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

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

Tortoise:
I am having a drink.

Goat:
I am going to jump down and drink.

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

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

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

Goat:
What are we going to do?

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

Goat:
Jump on my back.

The farmer's eagle

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

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

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

Bike and the axe

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

The snake goes 'hiss!'

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

The duck goes 'quack!'

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

Obi and his tent

(CVCC words are highlighted)

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

Who stole the meat from the soup pot?

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

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



Week
1
The greedy camel

Letters/sounds

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

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

Words/phrases

camel
outside
inside
cold
warm
tent
small
Does the ___?
Yes he/she does
No he/she doesn't

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.

Obi and his twin brother

Learning outcomes

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

Read and spell words where two consonants make one sound.

Ask and answer questions about a story.

Teaching aids

Before the lesson:

Write the alphabet on the chalkboard in lower case letters.

Write list 1 words on the chalkboard.

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

Read Better English 3, page 21.

Letters and sounds

Whole class teaching

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

Remind the pupils that two letters sometimes make one sound.

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

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

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

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

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

10
minutes

Better English 3

Introduction

Pair task

Ask the pupils to look at the pictures in Better English 3, page 21.

Ask them 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.

25
minutes

Better English 3

Main activity

Whole class teaching

Read the story in Better English 3, page 21 to the pupils.

Group task

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

‘What do you know about Obi?’

‘What do you know about Edu?’

‘What do you know about Obi and Edu’s parents?’

Ask each group to tell you something that they have learned about Obi, Edu and their parents?

10
minutes

Better English 3

Plenary

Whole class teaching

Read the story again to the class.

**Literacy
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Primary 3**

**Term 1
Creating an
effective learning
environment**

**Week 1
The greedy camel
Day 2**

Outside the tent

Learning outcomes

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

Read and spell words where two consonants make one sound.

Listen to a simple story.

Ask and answer questions about a story.

Teaching aids

Before the lesson:

Write list 1 words on the chalkboard.

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

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

Find or draw a picture of a camel.

Letters and sounds

Whole class teaching

Read the words from list 1 with the pupils.

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

Read 'Bike and the axe' to the pupils.

Choose pupils to role play the story.

Point to the story on the chalkboard.

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

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

10
minutes

Story

Introduction

Whole class teaching

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

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

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

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

25
minutes

Story

Main activity

Pair task

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

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

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

10
minutes

Story

Plenary

Whole class teaching

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

**Literacy
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Primary 3

Term 1
Creating an
effective learning
environment

Week 1
The greedy camel
Day 3

Does the camel?

Learning outcomes

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

Read and spell words where two consonants make one sound.

Read and write simple sentences.

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

Teaching aids

Before the lesson:

Write the alphabet on the chalkboard.

Write list 2 words on the chalkboard.

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

Letters and sounds

Whole class teaching

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

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

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

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

Say these sounds.

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

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

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

10
minutes

Story

25
minutes

10
minutes

Introduction

Whole class teaching

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

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

Main activity

Whole class teaching

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

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

Ask them the following questions:

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

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

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

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

'Does the camel tell Ali to sit outside?'

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

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

Ask them the following questions:

'Does the camel stay outside the tent?'

'Does Ali stay inside the tent?'

'Does the camel help Ali stay warm?'

Pair task

Ask pairs to practise asking and answering the questions together.

Individual task

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

Plenary

Individual task

Ask pupils to show each other their pictures.

**Literacy
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Primary 3**

**Term 1
Creating an
effective learning
environment**

**Week 1
The greedy camel
Day 4**

It is warm inside

Learning outcomes

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

Read and spell words where two consonants make one sound.

Sequence simple sentences.

Teaching aids

Before the lesson:

Write list 2 words on the chalkboard.

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

Read the story 'The greedy camel'.

Letters and sounds

Whole class teaching

Read the words from list 2 with the pupils.

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

Read 'The snake goes 'hiss!''.

Choose some pupils to role play the story.

Point to the story on the chalkboard.

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

Draw a picture about the story.

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

10
minutes

Story

Introduction

Group task

Read the story
'The greedy camel'.

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

25
minutes

Main activity

Group task

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

'Ali is inside the tent.'

'It is a very cold night.'

'The camel is inside the tent.'

'The camel put her ears in the tent.'

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

Ask them to write the correct sentence under each picture.

10
minutes

Song

Plenary

Whole class teaching

Sing any song from the introduction with the class.

**Literacy
lesson plans
Primary 3**

**Term 1
Creating an
effective learning
environment**

**Week 1
The greedy camel
Day 5**

The tent is very small

Learning outcomes

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

Write words where two consonants make one sound.

Spell and use these words in simple sentences.

Role play a story by reading sentences in English.

Teaching aids

Before the lesson:

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

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

Letters and sounds

Whole class teaching

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

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

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

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

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

Write the sentences on the chalkboard as pupils say them, helping them where necessary.

10
minutes

Story

Introduction

Whole class teaching

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

25
minutes

Main activity

Group task

Give each group a set of sentence cards.

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

Go round each group and help them.

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

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

10
minutes

Plenary

Whole class teaching

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



Week
2
Life in the shop

Letters/sounds

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

Words/phrases

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

CVCCs

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

Assessment

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

Akpan the postmaster

Learning outcomes

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

Read words containing the letter combination 'ck'.

Ask and answer questions about a story in English.

Teaching aids

Before the lesson:

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

Read Better English 3, page 28.

Letters and sounds

Whole class teaching

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

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

Ask some pupils to underline the 'ck'.

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

Ask some pairs to read their words to the class.

10 minutes | Better English 3

Introduction

Whole class teaching

Ask the pupils to look at the picture in Better English 3, page 28.

Pair task

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

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

Write their sentences on the chalkboard.

25 minutes | Better English 3

Main activity

Whole class teaching

Read the story in Better English 3, page 28 to the pupils.

Ask them to tell you:

‘Where does Mr Akpan work?’

‘What does he sell at the post office?’

‘What time does Mr Akpan start work?’

‘What are the names of Mr Akpan’s children?’

Group task

Ask the pupils to read the story in groups of four, taking it in turns to read a sentence.

Ask them to say three things that happen during the story.

Ask a member of each group to tell the class their three events.

10 minutes | Better English 3

Plenary

Whole class teaching

Read the story to the pupils again and ask them the questions about Mr Akpan in Better English 3, page 28.

Alphabet grid

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

The chicken and the dog

Learning outcomes

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

Spell words with 'ck'.

Listen to simple story.

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

Teaching aids

Before the lesson:

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

Letters and sounds

Group task

Say the 'duck goes quack' rhyme.

Write 'ck' on the chalkboard.

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

Give each group a set of
alphabet cards.

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

Ask them to say the sound these
letters make.

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

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

10 minutes | Story

Introduction

Whole class teaching

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

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

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

25 minutes | Story

Main activity

Whole class teaching

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

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

Pair task

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

Ask pupils to show their pictures to each other.

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

10 minutes | Story

Plenary

Whole class teaching.

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

She is buying bananas

Learning outcomes

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

Spell some CVCC words.

Write simple sentences using pronouns.

Teaching aids

Before the lesson:

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

Write some CVCC words on the chalkboard.

Read Better English 3, page 19.

Letters and sounds

Whole class teaching

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

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

Ask the pupils to join in.

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

Repeat, with the pupils joining in.

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

Clean these words off the chalkboard.

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

10
minutes

Introduction

Whole class teaching

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

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

25
minutes

Main activity

Whole class teaching

Ask the pupils to open Better English 3, page 19, exercise 2 and read the sentences with them.

Explain to the pupils that the following sentences contain pronouns:

He replaces **boys' names**

She replaces **girls' names**

They replaces **more than one person**

So:

'**Bisi** knows the price' →

'**He** knows the price'

'**Ayo** helps her brother' →

'**She** helps her brother'

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

'**They** play with their friends'

Explain to the pupils that the words 'he', 'she' and 'they' are called **pronouns**.

Better English 3

10
minutes

Plenary

Whole class teaching

Ask the pupils to share their sentences with the class.

Pair task

Ask one pupil in each pair to read out the sentences in Better English 3, page 19 and the second pupil to change the names into pronouns.

Tell the second pupils to read out their answers.

Write their sentences on the chalkboard.

Who stole the meat from the soup pot?

Learning outcomes

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

Write some CVCC words.

Read a simple story.

Sing a simple song in English.

Teaching aids

Before the lesson:

Write the CVCC word list on the chalkboard.

Have ready a set of alphabet cards for each group.

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

Letters and sounds

Whole class teaching

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

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

Mime the actions of the following words for the class:

bend
pant
wind
rest

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

Give each group one word.

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

Ask each group to read their sentence to the class.

10 minutes | Game

Introduction

Whole class teaching

Stand the pupils in a circle.

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

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

'She looked up at the sky and saw __'

25 minutes | Better English 3

Main activity

Whole class teaching

Ask the pupils to study the picture in Better English 3, page 28 and tell you what they remember about the story.

Write their ideas on the chalkboard.

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

Pair task

Ask pairs to read the story together.

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

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

10 minutes | Game

Plenary

Whole class teaching

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

Can I help you?

Learning outcomes

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

Write words with different letter combinations.

Say simple rhymes in English.

Recognise speech in text.

Teaching aids

Before the lesson:

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

Have ready a set of alphabet cards for each pair.

Letters and sounds

Pair task

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

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

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

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

Repeat with the 'st' cards.

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

10 minutes | Game

Introduction

Group task

Play ‘Who stole the meat from the soup pot?’

25 minutes | Better English 3

Main activity

Individual task

Read the story ‘Akpan the postmaster’ in Better English 3, page 28.

Bring two pupils out to the front to role play Mr Akpan selling stamps to a customer.

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

Ask them to draw Mr Akpan and one of his children (Edet or Etim).

Ask them to write something that Edet or Etim might say next to the picture.

10 minutes | Game

Plenary

Whole class teaching

Play ‘Who stole the meat from the soup pot?’

A group of school children, both boys and girls, are sitting on a sandy or dusty ground. They are dressed in school uniforms, including white shirts and dark shorts or skirts. Some children are holding small sticks or pencils, and they appear to be engaged in a learning activity or a game. The scene is captured from a high angle, looking down at the children. The overall color palette is a monochromatic teal or cyan.

Week
3
School children

Letters/sounds

'CVCC 1'

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

'CVCC 2'

held
hold
sank
tank
cold
told
wink
sink
bank
bold

'CVCC 3'

went
tent
gust
wind
bent
help
lamp
sand
felt
lift

Words/phrases

school
classroom
roof
friends
bicycle
ride
lessons
headmaster
teacher
happy
bricks
shares
furniture
broom
oblong

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.



Chike's room

Learning outcomes

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

Read CVCC words.

Read a simple story in English.

Teaching aids

Before the lesson:

Write the CVCC 1 words on the chalkboard.

Have ready a set of alphabet cards for each pair.

Write the list of words/phrases on the chalkboard.

Letters and sounds

Whole class teaching

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

Ask the pupils to join in.

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

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

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

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

Ask pairs to read their words to the class.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to study the picture in Better English 3, page 2.

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

Write their sentences on the chalkboard.

25
minutes

Better English 3

Main activity

Whole class teaching

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

Read the story in Better English 3, page 2 to the pupils, asking them to listen for their ideas that you wrote on the chalkboard.

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

Group task

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

Give each group two questions from Better English 3, page 2.

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

Ask a member from each group to read their questions.

Ask another member from the group to read their answers.

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

10
minutes

Better English 3

Plenary

Whole class teaching

Read the story to the pupils again.

New children at school

Learning outcomes

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

Read words that follow the CVCC pattern.

Answer simple questions about a story in English.

Teaching aids

Before the lesson:

Write the CVCC list 2 words on the chalkboard.

Have ready a set of alphabet cards for each pair.

Letters and sounds

Whole class teaching

Sound out the words with the pupils.

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

Ask the pupils to join in.

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

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

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

Ask pairs to read their words to the class.

10 minutes | Story

Introduction

Whole class teaching

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

Tell them they are going to listen to another story.

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

25 minutes

Main activity

Group task

Ask the pupils the following questions about the story:

'Where did the new children come from?'

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

'Who gave them a letter?'

'What had their aunt made for them?'

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

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

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

Write their answers on the chalkboard.

10 minutes | Story

Plenary

Whole class teaching

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

**Literacy
lesson plans
Primary 3**

**Term 1
Creating an
effective learning
environment**

**Week 3
School children
Day 3**

Opposites

Learning outcomes

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

Read words that follow the CVCC pattern.

Recognise words and their opposites.

Teaching aids

Before the lesson:

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

Write the CVCC list 3 words on the chalkboard.

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

Letters and sounds

Whole class teaching

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

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

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

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

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

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

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

10
minutes

Introduction

Whole class teaching

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

Give them the following words and ask them to tell you the opposites:
big (small)
fast (slow)
noisy (quiet)
work (play)

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

Flash cards

bought	started	lost	passed	won
sold	finished	found	failed	lost

25
minutes

Main activity

Group task

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

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

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

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

Continue until each pupil has had three turns.

10
minutes

Plenary

Whole class teaching

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

Whole class teaching

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

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

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

Opposites

Learning outcomes

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

Read words that follow the CVCC pattern.

Complete sentences using opposites.

Teaching aids

Before the lesson:

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

Write all the CVCC words on the chalkboard.

Have ready the pupils' pictures from Day 3.

Have ready the opposites flash cards from Day 3.

Letters and sounds

Whole class teaching

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

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

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

Give each pair their picture back from Day 3.

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

Ask some pupils to read their sentences to the class.

10
minutes

Introduction

Group task

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

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

25
minutes

Better English 3

Main activity

Individual task

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

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

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

Ask the groups to use the words on their flash cards to make sentences.

10
minutes

Song

Plenary

Whole class teaching

Sing 'My head, my shoulders'.

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

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

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

Alphabet grid

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

Chike's room

Learning outcomes

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

Read words that follow the CVCC pattern.

Write simple sentences in English.

Teaching aids

Before the lesson:

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

Letters and sounds

Whole class teaching

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

Do actions to explain their meaning.

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

Send one pupil out.

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

Ask the pupil who went out to come back in.

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

Ask the pupil to point to the correct flash card.

Repeat several times with different pupils and cards.

10
minutes

Better English 3

Introduction

Pair task

Ask the pupils to read the story in Better English 3, page 2, look at the picture and discuss what is happening.

25
minutes

Better English 3

Main activity

Pair task

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

Ask them to draw a picture of four objects in his room, one in each box.

Ask them to write a sentence under each drawing to describe their picture.

While they are doing this, move round each pair and read the story 'Chike's room' in Better English 3, page 2 with them.

10
minutes

Game

Plenary

Whole class teaching

Play the game from the Letters and sounds section of this lesson.



Week
4
Outside

Letters/sounds

Words/phrases

Assessment

'CVCCs'

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

bowl of rice
slices of bread
climb
stretch
several
held
wings
flew
eagle
up
down
vegetables
garden
weed
harvest
grow

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

Letters in the environment

Learning outcomes

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

Identify words containing vowels
in the environment.

Read a story with understanding.

Teaching aids

Before the lesson:

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

Read Better English 3, page 7.

Letters and sounds

Group task

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

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

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

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

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

Ask them to count the number
of vowels they find.

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

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

10
minutes

Game

Better English 3

Introduction

Whole class teaching

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

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

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

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

The pupil on the chair tries to guess who spoke.

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

Group task

Tell the pupils to look at the picture in Better English 3, page 7.

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

25
minutes

Better English 3

Main activity

Group task

Read 'Mr Obi's garden' in Better English 3, page 7 to the pupils and ask them to listen for the ideas you have written on the chalkboard.

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

Ask each group to answer the questions in Better English 3, page 8.

Ask one pupil from each group to answer a question.

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

Whole class teaching

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

Find out which group has the most.

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

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

10
minutes

Plenary

Whole class teaching

Ask the pupils to tell you which vegetables they like eating and make a list of them on the chalkboard.

The farmer's eagle

Learning outcomes

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

Identify consonants in a word.

Listen to a simple story.

Identify events in a story.

Teaching aids

Before the lesson:

Write the following CVCC words on the chalkboard:

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

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

Letters and sounds

Whole class teaching

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

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

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

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

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

10
minutes

Story

Introduction

Whole class teaching

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

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

25
minutes

Story

Main activity

Group task

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

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

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

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

10
minutes

Story

Plenary

Whole class teaching

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

The eagle could see

Learning outcomes

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

Write and spell simple CVCC words.

Write simple sentences using the connective 'and'.

Teaching aids

Before the lesson:

Write the CVCC words on the chalkboard.

Read Better English 3, page 7.

Letters and sounds

Group task

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

Read the CVCC words with the pupils.

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

Ask them to point to the word on the chalkboard.

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

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

Ask a pupil from each group to mention one CVCC.

10
minutes

Game

Introduction

Whole class teaching

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

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

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

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

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

25
minutes

Better English 3

Main activity

Pair task

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

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

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

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

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

10
minutes

Plenary

Whole class teaching

Ask pairs to read out their sentences.

Yesterday I

Learning outcomes

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

Write CVCC words.

Sing simple songs in English and illustrate their meaning.

Write simple sentences in the past tense.

Teaching aids

Before the lesson:

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

Write the alphabet grid shown opposite on the chalkboard.

Letters and sounds

Group task

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

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

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

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

Count their marks and announce the result.

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

10 minutes | Game

Introduction

Whole class teaching

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

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

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

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

Let the pupils take turns to start the mime.

25 minutes

Main activity

Whole class teaching

Tell the pupils to read the words written on the chalkboard.

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

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

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

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

10 minutes | Game

Plenary

Whole class teaching

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

Alphabet grid

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

Animals

Learning outcomes

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

Hear rhymes in words.

Write simple sentences in English.

Teaching aids

Before the lesson:

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

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

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

Letters and sounds

Whole class teaching

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

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

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

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

Clean the words off the chalkboard.

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

last pink
past link

Ask pupils to share their rhyming words with you.

10
minutes

Story

Introduction

Whole class teaching

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

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

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

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

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

25
minutes

Main activity

Group task

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

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

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

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

10
minutes

Plenary

Whole class teaching

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

Ask the pupils to write their names on the picture.

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



Week
5
The tailor's
workshop

Letters/sounds

Words/phrases

Assessment

'CVCCs'

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

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

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 tailor's workshop

Learning outcomes

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

Read and spell CVCC words.

Read a story with understanding.

Teaching aids

Before the lesson:

Write the alphabet grid shown
opposite on the chalkboard.

Read Better English 3, page 41
and make sure you can read
it easily.

Letters and sounds

Whole class teaching

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

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

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

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

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

Share the correct spellings with the
rest of the class.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Better English 3, page 41 and discuss the following with their partner:

‘Who can you see in the first picture?’

‘How many people are in the tailor’s workshop?’

‘What is the tailor doing?’

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

25
minutes

Better English 3

Main activity

Whole class teaching

Read the story ‘Going to the tailor’s workshop’ in Better English 3, page 41 to the pupils.

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

Ask them the questions in Better English 3, page 42.

Pair task

Ask the pupils to read the story in Better English 3, page 41, taking it in turns to read the sentences.

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

Ask them to draw two things that happen in a tailor’s shop, one in each half, and write a simple sentence about their picture underneath.

10
minutes

Plenary

Whole class teaching

Ask each pair to show their pictures and tell the class about them.

Alphabet grid

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

The clever tortoise

Learning outcomes

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

Spell CVCC words.

Listen to a simple story.

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

Teaching aids

Before the lesson:

Write the alphabet grid from Day 1 on the chalkboard.

Read the play 'The clever tortoise'.

Letters and sounds

Whole class teaching

Introduce the new CVCC word, 'desk'.

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

Put the pupils into three groups.

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

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

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

Say the words and ask the pupils to repeat them.

Ask them to tell you the meanings of the words.

10
minutes

Play

Introduction

Whole class teaching

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

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

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

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

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

25
minutes

Play

Main activity

Pair task

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

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

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

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

10
minutes

Plenary

Whole class teaching

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

Write their spellings on the chalkboard.

Tomorrow

Learning outcomes

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

Read CVCC words.

Say simple sentences in the future tense.

Read simple sentences in English in the future tense.

Teaching aids

Before the lesson:

Write the CVCC words on flash cards.

Read Better English 3, page 184.

Letters and sounds

Whole class teaching

Gather the pupils in a circle around you.

Put the CVCC cards in the middle, face up.

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

Repeat until everyone has had a go.

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

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

10
minutes

Introduction

Whole class teaching

Read the following sentences to the pupils:

'I am going to run to school tomorrow.'

'I am going to come to school tomorrow.'

'I am going to talk in school tomorrow.'

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

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

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

25
minutes

Better English 3

Main activity

Pair task

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

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

Explain that the word 'will' can also be used to talk about what will happen in the future.

Ask them to complete the sentences in Better English 3, page 184.

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

10
minutes

Story

Plenary

Whole class teaching

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

Tomorrow

Learning outcomes

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

Write simple sentences containing CVCC words.

Read simple sentences in the future tense.

Teaching aids

Before the lesson:

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

Draw the alphabet grid shown opposite on the chalkboard.

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

Letters and sounds

Whole class teaching

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

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

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

Continue this until all the words have been identified.

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

Write one of the words in a sentence.

Draw a picture to explain the sentence.

10
minutes

Introduction

Whole class teaching

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

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

25
minutes

Main activity

Whole class teaching

Arrange the pupils in a circle.

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

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

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

Play

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

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

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

Continue round the circle until all the words are used.

Read 'The clever tortoise'.

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

10
minutes

Plenary

Whole class teaching

Watch each group's role play.

Alphabet grid

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

Building a classroom

Learning outcomes

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

Identify rhyming words.

Write a simple description in English.

Teaching aids

Before the lesson:

Write the following words randomly
on the chalkboard:

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

Read Better English 3, page 41.

Collect piles of old newspapers
for the pupils.

Letters and sounds

Pair task

Read the words on the chalkboard.

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

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

Ask the class to say what the
similarities are.

Remind them words rhyme when
their endings sound the same.

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

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

Ask the pupils which words rhyme.

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

10
minutes

Better English 3

Introduction

Group task

Ask the pupils to tell you anything they can remember about the story 'Going to the tailor's workshop'.

Read the story in Better English 3, page 41.

Talk with the pupils about the sort of clothes they like to wear.

25
minutes

Better English 3

Main activity

Group task

Give each group a pile of old newspapers.

Ask them to use the newspaper to make an item of clothing.

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

While they are doing this, go around the class and listen to individuals reading 'Going to the tailor's workshop' from Better English 3, page 41.

10
minutes

Plenary

Whole class teaching

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

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.

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