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**UKaid**

from the Department for  
International Development

**Literacy  
lesson plans**  
Primary 3

**Term 3**  
Assessment for  
learning

**Weeks**  
26—30

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans

## Primary 3

# Term 3

## Assessment for learning

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



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## 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, headteachers 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.

**Professor Andrew Jonathan Nok**

DSc, PhD, OON, FAS, NNOM



Honourable Commissioner  
of Education, Science and  
Technology  
Kaduna State

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**Literacy**  
**lesson plans**  
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**learning**

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**Weeks**  
**26—30**

# Introduction

## ▶ Assessment for learning

## Assessment for learning

Effective assessment can support the teaching and learning of all pupils. Used well, it can move pupil learning forward, giving all pupils the chance to be successful learners.

Assessment in the classroom happens all the time, it is an ongoing process. It helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well and what they need to practise.

At the beginning of every week the lesson plans explain that in every lesson you should walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. It is important that if they do not, then you should help by explaining the idea to them again – maybe in a different way or with another example, or you could ask another pupil to help them.

Assessment used each day in the classroom gives you a much broader picture of your pupils' ability and progress. It also helps to give your pupils a sense of achievement, helping them to understand what they can do well and what they still need to practise.

There are many ways that you can assess your pupils' knowledge and understanding:

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

In every classroom there will always be some pupils who learn faster than others. When you read the learning outcomes for each day, think about which of your pupils will achieve them at the end of the lesson and which of them will need more time to achieve the learning outcomes.

As you get to know your pupils you will be able to plan how you can help each pupil to do their best in every lesson.

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**Literacy**  
**lesson plans**  
**Primary 3**

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**Term 3**  
**Assessment for**  
**learning**

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**Weeks**  
**26—30**

# Introduction

## ▶ Stories and teaching aids for the term

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### **The greedy tortoise story**

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#### **Part 1**

A long time ago the animals were sad and scared. There had been no rain and the plants did not grow. There was very little food. Some animals stole food. Sometimes there were fights. They were very hungry.

The Lion King called them all to a meeting. He said, 'You must all bring any food to me. I will share it out.' Some of the animals thought this was a trick but he said, 'I will bring my own food first.' Then all the animals agreed. They went to get their food.



## Part 2

Tortoise pretended he had no food at all. He started to cry and said, 'I have no food to share.' The other animals felt sorry for him. Lion said, 'Do not worry. You can share our food.'

All the animals brought their food. Lion shared it into small pieces and kept some for the next day. For the first time all the animals had a good meal. After this dinner Tortoise hid behind a big tree. He sang a song, 'Mother, throw down the rope! Throw down the rope! I need food!'

He sang until a rope fell from the top of the tree. He climbed up the rope to the top. His mother lived in a house on a strong tree branch. She had cooked a tasty meal of moi-moi. Tortoise ate and ate. Then he ate some mangoes and oranges. His belly was as big as a bag full of small yams. He slid slowly down the rope.

## Part 3

Every day Tortoise ate the other animals' food and then went to the tree. He sang the same song and the rope came down. He ate and ate. His belly was very fat.

One day, Elephant heard him singing. 'Why are you so fat and happy?' he asked. 'It is the air', said Tortoise and he went away. Elephant was angry.

Later, Snake saw Tortoise climbing the tree. She went to tell Lion but Lion did not believe her. Days went by and Tortoise got fatter and fatter while the other animals got thinner. One day, Monkey saw Tortoise climbing the rope. He told Lion but Lion did not believe him.

The next day Lion heard Tortoise singing. He sent Giraffe to find out what Tortoise was doing. Giraffe saw Tortoise climbing the rope. She stretched her long neck to see what he was doing. She saw him eating lots of food. She ran to tell Lion.

## Part 4

Lion called all the animals. They marched to the tree. Tortoise started to come down the rope. He saw Lion. He was afraid. He fell and hit the ground. His shell broke into pieces. Lion pulled him up and said, 'If you don't tell me what you have been doing I will not mend your shell.'

Tortoise told Lion that he kept a lot of food in the tree. He said he was sorry for not sharing it. Lion mended his shell. Tortoise took all the animals up the tree for a feast. After that he always shared his food.



## Sunshine and rain story

In the dry season the weather is very hot and dry. The flowers dry up and die. The leaves die on the trees. The grass gets brown and we cannot find food to eat. The water in the rivers and lakes gets very low. We all wait and watch for rain.

At last we see black clouds in the sky. We work hard in the fields and gardens. Every day we look at the sky and we say, 'Tomorrow we shall have rain'. Then the wind begins to blow and at last the rain falls. Sometimes we have heavy rain, sometimes just a little rain. The ground gets soft and we plant our seeds in the soft, wet soil.

Soon we see little green leaves coming up out of the earth. The plants start to grow.

The weather is changing. Sometimes we have rain, sometimes we have sun. Day by day the plants grow bigger and stronger.

After this comes the heavy rain. The thunder roars. Rain pours down from the sky each day. The rivers get full of water. The heavy rain runs down the street. The ground is muddy. The ditches fill with water. Everyone is happy. The plants grow taller every day. Everywhere we see beautiful flowers. The grass grows green and the goats and cows have plenty to eat. After the heavy rain the sun shines again and soon the crops are ripe and ready to pick. Then we are thankful for having rain and plenty of good food.

## Sunshine and rain sentences

Plants grow.  
The goats and cows can eat.  
We plant seeds in the soil.  
The grass is brown.  
We see black clouds.  
The rain comes.  
It is very hot.

## Animal facts

African **elephants** are the biggest land animals in the world. Elephants have very thick, grey skin. African elephants have very big ears and long trunks. They have long, pointed tusks. Elephants eat grass, leaves, shoots, fruit and bamboo. They use their long trunks to pick up food from the ground and to drink water.

**Camels** have a hump. Camels can live without food for a long time because they have fat in their humps. If camels get angry they spit. They can run fast. They have very long legs. They have long eyelashes to keep the sand out of their eyes. They eat leaves, seeds and grass.

**Crocodiles** have scaly skin. They have long, low bodies and short legs. Crocodiles have very big jaws and sharp teeth. They live in water and on the land. They can swim fast. Crocodiles eat fish and birds.

**Monkeys** live in trees. They live with their families. They are very noisy and like to chatter. They eat bananas. They have long tails. They can swing from tree to tree.

**Snakes** live in holes in the ground or in trees. Some snakes are poisonous. They have a sharp bite. They have a forked tongue. They have a long body. They lay eggs.

### Stick puppets

Draw an animal on to a piece of paper or card.

Cut it out. Make a set of lions for the Lion group, a set of tortoises for the Tortoise group, and so on.

Get a stick about twice as long as the piece of card. Stick it on the **back** of the card with masking tape.

### Spelling tricky words

**Look** carefully at the word. How many letters has it got? Are there any dangly or tall letters? Can you sound any letters out? **Air write** the word.

**Say** the word five times.

**Hide** the word.

**Write** the word.

**Check** the word carefully. Well done if it is correct, but if any letters are wrong change them.

**Look** at the word again carefully and repeat the steps if necessary.


### Bisi's letter

\_\_\_ School,  
PO Box \_\_\_  
\_\_\_ State  
\_\_\_ 2013

Dear \_\_\_\_,  
I hope you \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours \_\_\_\_,  
Bisi



Week  
26  
Why fowls scratch  
the earth



## Letters/sounds

## Words/phrases

## Assessment

### High frequency words

#### List 1

said  
have  
do  
some  
come  
were  
there  
one  
children  
what

#### List 2

their  
people  
oh  
looked  
called  
asked  
could  
would  
should

happily  
sadly  
angrily  
suddenly  
carefully  
quickly  
beasts  
fowl  
tortoise  
money  
hole

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.

# Why fowls scratch the earth

## Learning outcomes

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

Read and spell high frequency  
words.

Use adverbs in sentences.

## Teaching aids

### Before the lesson:

Have ready the 'u-e' flash cards  
from last week.

Write the sentences opposite on  
the chalkboard.

Read Better English 3, pages  
112—113.

Make a set of the first six key words  
on large flash cards for each group.

## Letters and sounds

### Whole class teaching

Flash the 'u-e' cards.

Write, 'said', 'have', 'do', 'some' and  
'come' on the chalkboard.

Ask if anyone can read them.

Ask why these words are difficult to  
read. (The 'ai' in 'said' has a different  
sound from the sound in  
'rain and 'again'.)

Read the sentences to the class  
and ask the pupils which words  
are missing.

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

10  
minutes

Better English 3

## Introduction

### Pair task

Ask the pupils to look at the pictures in Better English 3, pages 112—113.

Ask them to discuss what they can see.

Ask each pair to think of two sentences about the picture.

Choose some pairs to say their sentences to the class.

Show, read and explain the first six key words.

Tell the pupils to read the words with you.

25  
minutes

Better English 3

## Main activity

### Group task

Read and explain the story in Better English 3, pages 112—113 to the pupils.

Ask them questions to make sure they understand it.

Give each group a set of key words.

Ask them why they think all the words end in ('ly').

Ask if anyone can remember what a verb is (a doing or a being word).

Tell them that words that describe verbs are called **adverbs**.

10  
minutes

## Plenary

### Individual task

Ask the pupils to write sentences about themselves using the adverbs in their exercise books, eg: 'I do my work carefully.', 'I shout angrily when I am hurt.'

Choose some pupils to read their sentences to the class.

### Sentences

I can do it, \_\_\_ Simbi.

Apo and Nkem \_\_\_ to get bananas from the market.

'We \_\_\_ like bananas', said the girls.

Nkem has to get \_\_\_ books.

'\_\_\_ and buy my rice', begs the market woman.

# Using adjectives

## Learning outcomes

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

Read and spell high frequency words.

Use adverbs and adjectives in their writing.

## Teaching aids

### Before the lesson:

Have ready the 'u-e' flash cards.

Draw a picture of three children standing by a mango tree.

Write the last six key words on large flash cards.

Read Better English 3, pages 112—113.

## Letters and sounds

### Whole class teaching

Flash the 'u-e' cards.

Write 'were, there, one, children, what' on the chalkboard and ask the pupils to try to read them.

Ask them to look at your picture and say what is happening.

Write, 'The children were going to get a mango from the tree.'

Give the pupils a few minutes to read the sentence in their groups.

Write, 'How many children were there?', 'How many trees were there?', 'What were the children going to get?'

Choose some pupils to read the questions and tell everyone to think of answers and write them in their exercise books.

Read some answers to the class.



10 minutes | Better English 3

## Introduction

### Pair task

Ask if anyone remembers the story they read yesterday.

Tell the pupils to follow as you read the story in Better English 3, pages 112—113.

Ask pairs to think of some words to describe the fowl.

Write their ideas on the chalkboard.

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

25 minutes | Better English 3

## Main activity

### Whole class teaching

Hold up the last six key words, read and explain them.

Ask the pupils to find them in the story.

Hold up the first six key words and ask the pupils to read them with you.

Choose some pupils to say sentences containing each word.

### Individual task

Tell the pupils to look at questions 1—3 in Better English 3, page 113.

Ask them to answer the questions in their exercise books.

Ask the pupils to draw the fowl in their exercise books.

Tell them to write words to describe her under their drawings.

10 minutes | Better English 3

## Plenary

### Whole class teaching

Read the story in Better English 3, pages 112—113 again.

# Hiding money

## Learning outcomes

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

Read the words 'their', 'people' and 'oh'.

Answer questions about a story they have read.

## Teaching aids

### Before the lesson:

Write the revision high frequency words on flash cards.

Make two sets of key word flash cards for each group.

Read Better English 3, pages 112—113.

## Letters and sounds

### Whole class teaching

Flash the revision cards and ask the pupils to tell you the words.

Write, 'The children put their pens on the desk.' on the chalkboard and read it.

Point to 'their' and read it again.

Tell the pupils to say the word five times to a partner.

Write, 'A lot of people went to the market.' and repeat the process with the word 'people'.

Write, "Oh. I am hurt", said Simbi.' and repeat the process with the word 'oh'.

Choose some pupils to read the three sentences.

10  
minutes

Game

25  
minutes

Better English 3

10  
minutes

## Introduction

### Group task

Hold up the key word flash cards and ask the pupils to read them.

Choose some pupils to explain them or say them in a sentence.

Shuffle the two sets of key word flash cards together and place them face down in front of each group.

Play the card matching game.

## Main activity

### Group task

Ask if anyone can remember the story 'Why fowls scratch the earth'.

Ask each group to discuss where the fowl might have hidden the money.

Tell the pupils to follow the story in Better English 3, pages 112—113 as you read it.

Read questions 4—6 about the story.

Give each group a different question to discuss.

Ask each group to read their question and say the answer. Ask the other groups if they agree.

### Individual task

Ask the pupils to think about how the fowl felt when she discovered the money had gone.

Ask them to draw a picture of the fowl.

Tell them to write a sentence under it, eg: 'Fowl was very angry.'

## Plenary

### Whole class teaching

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

# Retelling a story

## Learning outcomes

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

Read the words 'looked', 'called' and 'asked'.

Predict the ending of a story.

## Teaching aids

### Before the lesson:

Have ready the revision high frequency words and the words learned yesterday on flash cards.

## Letters and sounds

### Whole class teaching

Flash the revision cards and ask the pupils to read the words.

Write, 'Fati looked for her goat' on the chalkboard and read it with the pupils.

Point to 'looked' and read it again.

Tell the pupils to say the word five times to a partner without sounding it out.

Write, 'The man called to the dog' and repeat the process for the word 'called'.

Write, 'Edet asked Fati to play with him' and repeat the process for the word 'asked'.

Choose some pupils to read the three sentences.

10  
minutes

## Introduction

### Pair task

Remind the pupils that they have been reading 'Why fowls scratch the earth'.

Tell them they are going to retell the story in their pairs.

Tell one pupil to start telling their partner the story.

After a minute say, 'Stop!' and ask their partner to continue telling the story.

25  
minutes

## Main activity

### Group task

Ask the pupils to discuss in their groups what they think happened next in the story.

Ask them to draw a picture explaining what might happen to the fowl after telling the animals she had lost their money.

Ask the pupils to draw speech bubbles next to each person and write what they say in them.

Ask each group to use their drawings to explain what they think will happen in the ending.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read their endings to the class.

### Individual task

Tell the pupils to think about the different endings they have heard.

Write, 'The tortoise went \_\_\_\_.' on the chalkboard and ask them to complete the sentence in their exercise books.

# Retelling a story

## Learning outcomes

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

Read the words 'could', 'would' and 'should'.

Retell and write a story.

## Teaching aids

**Before the lesson:**

Have ready the revision high frequency words and the words learned this week on cards.

## Letters and sounds

**Whole class teaching**

Flash the word cards.

Write, 'could', 'should' and 'would' on the chalkboard, read them out and explain their meaning.

Write: 'He could do his sums.', 'Edet would like to do his sums.', 'He should do his sums but he went out to play.'

Ask pupils to help you role play the sentences.

Read the first sentence, then point to 'could' and read it.

Tell the pupils to say the word five times to a partner without sounding it out.

Repeat this process with the other sentences.

10  
minutes

## Introduction

### Group task

Tell the pupils there are four sections in the story about the fowl:

- 1 The animals agreeing to build a meeting house.
- 2 The fowl looking after the money.
- 3 The tortoise planning to steal the money.
- 4 The money going missing.

Ask the groups to discuss what the animals might say in each section.

25  
minutes

Better English 3

## Main activity

### Pair task

Choose some pupils to role play each section as you slowly read the story in Better English 3, pages 112—113.

Encourage the pupils to make up their own speech for the characters.

Repeat, choosing different pupils to role play.

Tell the pupils to put their textbooks away.

10  
minutes

## Plenary

### Whole class teaching

Read some of the stories and praise the pupils' efforts.

Ask the class to say if they have missed any sections out or if they could add more ideas.





Week  
27  
A moonlight play





### Letters/sounds

Revise high frequency words

old  
by  
house  
about  
your  
day  
here  
live  
give  
saw  
very  
because  
only  
little

### Words/phrases

moonlight  
dance  
wrestle  
supper  
cunning  
greedy  
seldom  
foolish

### Assessment

During each lesson, walk around 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.

# Happy and sad

## Learning outcomes

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

Use a simple method to learn to spell high frequency words.

Write the opposites of some words.

## Teaching aids

### Before the lesson:

Read the instructions for spelling tricky words' in the introduction.

Read Better English 3, pages 148—149.

Write the first four key words on large flash cards.

## Letters and sounds

### Whole class teaching

Tell the pupils that some words are used a lot and we need to make sure we can spell them really well.

Write 'old', 'by' and 'house' on the chalkboard and explain their meaning.

Teach the pupils how to spell these words using the 'look, say, hide, write, check' method.

Dictate the following sentences slowly for the pupils to write in their exercise books: 'The old man had a bent back.', 'Edet sits by Tomi.', 'Edet cleans the house.'

10  
minutes

Better English 3

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to say what they can see in the pictures in Better English 3, pages 148—149.

Hold up each key word flash card and explain it.

## Main activity

### Whole class teaching

Read the story in Better English pages 148—149 to the class.

On the chalkboard, write 'The tortoise was cunning but his wife was \_\_\_\_.'

Read the sentence and ask the pupils to discuss in pairs what the missing word could be.

Ask the pupils to say their ideas.

Write the following words in two lists on the chalkboard:

good	sad
happy	hot
kind	mean
boy	girl
generous	cruel
cold	bad

Read and explain the words to the pupils.

Choose some pairs to come and draw arrows to join opposite words.

### Pair task

Write 'The tortoise was \_\_\_\_ but his wife was \_\_\_\_.'

Tell the pairs to choose a word to describe the tortoise and an opposite word to describe the wife.

Tell them to write opposite sentences about the tortoise and wife in their exercise books.

## Plenary

### Whole class teaching

Ask some pairs to read their sentences to the class.

# The kind man

## Learning outcomes

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

Read the words: 'about', 'your', 'day' and 'here'.

Answer questions about a story.

## Teaching aids

### Before the lesson:

Write all the key words on large flash cards.

Read Better English 3, pages 148—149.

## Letters and sounds

### Whole class teaching

Dictate the following for the pupils to write in their exercise books: 'old', 'by' and 'house'.

Write the words on the chalkboard and ask them to check their spellings.

If they are not correct, ask the pupils to write them correctly.

Write 'about', 'your', 'day' and 'made' on the chalkboard and explain their meaning.

Teach the pupils how to spell these words using the 'look, say, hide, write, check' method.

Dictate the following sentences slowly for them to write in their exercise books: 'I like to sing about the sun.', 'I took your pen from the desk.', 'Edet had a nice day with Ali.', 'Here is Ali.'

10  
minutes

Better English 3

## Introduction

### Whole class teaching

Hold up the first four key word flash cards and ask the pupils to read them.

Hold up the next four key words and read and explain them.

Ask the pupils to follow as you read the whole story in Better English 3, pages 148—149.

Hold up each key word, ask the pupils to read it and point to it in the story.

25  
minutes

Better English 3

## Main activity

### Group task

Remind the pupils what an **adjective** is and ask them to think of some adjectives to describe the tortoise.

Read out questions 1—4 in Better English 3, page 149.

Give each group a different question to discuss.

Ask each group to read their question and say the answer. Ask the other groups if they agree.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to show their drawings and words to the class.

# A moonlight play

## Learning outcomes

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

Read and spell some high frequency words.

Make up speech for characters in a story.

## Teaching aids

### Before the lesson:

Write each of the sentences listed opposite on a flash card.

Cut each sentence into words so that each group can have a pack of words.

Make two sets of the key words on flash cards for each group.

## Letters and sounds

### Whole class teaching

Dictate these words for the pupils to write in their exercise books: 'about', 'your', 'day' and 'here'.

Write the words on the chalkboard and ask them to check their spellings.

If they are not correct, ask the pupils to write them correctly.

Give each group a cut up sentence.

Ask them to read the words together and arrange the words so they make sense.

Ask the groups to read their sentence to the class.

Check they are correct.

Swap the sentences and repeat.



10  
minutes

Game

25  
minutes

Better English 3

10  
minutes

## Introduction

### Group task

Hold up the key word flash cards and ask the pupils to read them.

Choose some pupils to explain them or say them in a sentence.

Shuffle the two sets of key word flash cards together and place them face down in front of each group.

Play the card matching game.

## Main activity

### Whole class teaching

Read the story in Better English 3, pages 148—149 again and ask the pupils how many sections there are in the story.

Tell them there are four sections in the story:

- 1 The village children meeting at midnight.
- 2 Children playing games and singing in the village square.
- 3 Children listening to the story of the tortoise.
- 4 The story being told to the class.

Ask the groups to discuss what might be said in each section of the story.

Ask the pupils to write 'A moonlight play' in their exercise books.

Ask them to draw pictures for each section of the story.

Tell them to write the names of the people in their pictures and draw speech bubbles next to them.

Ask them to write what each person is saying in the speech bubbles.

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

## Plenary

### Whole class teaching

Choose different groups to role play each section of the story.

Encourage them to make up speech for the people in each section.

### Sentences

Ali went to the old house.  
It is time to clean the room.  
The sun shines in the day.  
I like the song about the sun.  
Tomi lives here with Simbi.

Lesson  
title

# A letter from Bisi

15  
minutes

Words

## Learning outcomes

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

Read the words 'live', 'give', 'saw' and 'very'.

Write a simple letter.

## Teaching aids

**Before the lesson:**

Copy 'Bisi's letter' from the introduction on to a large piece of paper for each group, leaving room for the pupils to fill in the gaps.

## Letters and sounds

**Whole class teaching**

Write 'live', 'give', 'saw' and 'very' on the chalkboard and read them to the class.

Explain their meaning and discuss the tricky bits.

Teach the pupils how to spell the words using the 'look, say, hide, write, check' method.

Dictate the following sentences slowly for the pupils to write in their exercise books: 'I live in a house.', 'I give my pen to Simbi.', 'Simbi saw Edet in the house.', 'It is very hot.'

10  
minutes

## Introduction

### Pair task

Remind the pupils they have been reading a story called 'A moonlight play'.

Ask them to describe the tortoise, eg: 'cunning'.

Write some of their ideas on the chalkboard.

25  
minutes

## Main activity

### Group task

Tell the pupils that Bisi has started to write a letter to her friend Tayo but she needs help with it.

Ask them what she needs to write first in her letter, ie: her address on the right-hand side with the date underneath.

Ask them what she needs to do next, ie: write 'Dear Tayo' on the left-hand side.

Give each group a copy of the letter.

10  
minutes

## Plenary

### Whole class teaching

Read some of the letters to the class.

Ask the groups to discuss what Bisi might say to her friend, eg: 'I hope you had a good evening.', 'I hope you enjoyed the story.'

Write their ideas on the chalkboard.

Ask them to discuss what Bisi might say next, eg: 'This is my favourite story.', 'I know lots of other stories that I can share with you.'

Write their ideas on the chalkboard.

Give them time to finish the letter.

# Longer sentences

## Learning outcomes

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

Read the words 'little', 'only' and 'because'.

Write sentences using the word 'because'.

## Teaching aids

### Before the lesson:

Write 'little', 'only' and 'because' on the chalkboard.

Read the word game in Better English 3, page 150.

Copy the 'because' sentences opposite on to strips of card or paper.

## Letters and sounds

### Whole class teaching

Dictate the following words for the pupils to write in their exercise books: 'live', 'give', 'saw', 'very'.

Read 'little', 'only' and 'because' to the class.

Explain their meaning and discuss the tricky bits.

Teach the pupils how to spell the words using the 'look, say, hide, write, check' method.

Dictate the following sentences slowly for the pupils to write in their exercise books: 'The little girl is sad.', 'There is only rice to eat.', 'She is sad because she is lost.'

10  
minutes

25  
minutes

Better English 3

10  
minutes

## Introduction

### Whole class teaching

Ask if anyone can remember some adjectives to describe the tortoise in the story they have been reading, eg: 'greedy', 'selfish', 'cunning'.

Write their ideas on the chalkboard.

Ask the pupils to say the opposites of these words to describe the wife.

## Main activity

### Individual task

Explain the word game in Better English 3, page 150, making sure the pupils understand all the words.

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

### Group task

Tell the pupils that the word 'because' can be used to make sentences longer.

Tell them it is used to explain why something happens.

Give each group one of the 'because' sentences.

Ask the pupils to read and discuss an ending for their sentence.

Tell them they can look in Better English 3, pages 148—149 to help them.

Tell them to write the completed sentence in their exercise books.

Swap the cards around and repeat several times so each group completes at least four sentences.

## Plenary

### Whole class teaching

Read each 'because' sentence to the class.

Choose pupils from different groups to read their answers.

Ask the other groups if they are correct. If not, ask them to explain why.

## Because sentences

The children get together because...

The children were late to school because...

The Tortoise was cunning because...

Mrs Tortoise left the food for her husband because...

A sepia-toned photograph of two young students sitting at a wooden desk, focused on writing in their notebooks. The student on the left is wearing a white shirt with a dark collar and is holding a pen. The student on the right is wearing a dark shirt and is also writing. The background shows a window with vertical bars. A white text box is overlaid on the left side of the image.

Week  
28  
Water



A sepia-toned photograph of a person wearing a white headscarf, looking down at an open book on a wooden desk. The person's hands are visible near the book. The background is a textured wall.

### Letters/sounds

### Words/phrases

### Assessment

#### High frequency words

people  
old  
your  
only  
about  
very  
time  
house  
could  
would  
should

frozen  
fresh  
river  
stream  
lake  
drinking  
cooking  
cleaning  
washing

During each lesson, walk around 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.

# Water

## Learning outcomes

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

Spell some high frequency words.

Read a passage for information.

## Teaching aids

### Before the lesson:

Write the first six high frequency words on the chalkboard and on flash cards for each pair.

Copy the information passage shown opposite on to the chalkboard.

Write the first four key words on large flash cards.

## Letters and sounds

### Pair task

Read out the words on the chalkboard.

Use the 'look, say, hide, write, check' method to teach the pupils how to spell one of the words.

Give each pair a set of high frequency word cards.

Ask one to hold up the card for the other to look at carefully, say and air write.

Tell the pupils to hide the card while their partner tries to write it.

If it is correct, do the next card. If it is incorrect, repeat the process.

When all the words are written correctly, tell the pupils to swap roles and start again.

10  
minutes

## Introduction

### Whole class teaching

Read the passage on the chalkboard to the class.

Tell the pupils that this is not a story. This writing is called an **information report**.

Explain that an information report tells us facts about something.

Show, read and explain the first four key words.

Tell the pupils to read the words with you.

25  
minutes

## Main activity

### Group task

Read the passage again to the class.

Ask the groups to discuss the things we need water for.

Write: 'We need water for \_\_, \_\_ and \_\_.'

Ask the groups to complete the sentence in their exercise books and draw a picture about it.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to say a sentence and ask the others if they are correct.

Ask the pupils to say where they get water from.

## Water

About two-thirds of the Earth's surface is covered in water. Approximately 97% of this is salt water. Almost 2% is frozen, leaving 1% as fresh water.

Water is one of the most important parts of our daily life. It is our most valuable resource. Every day we drink water, cook with water, bathe in water and wash our clothes in water.

We have access to water in streams, rivers and lakes. Sometimes we buy pure water to drink.

# A poem about water

## Learning outcomes

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

Write sentences with high frequency  
words.

Discuss ideas for words to be used  
in a poem.

## Teaching aids

### Before the lesson:

Have ready the set of high frequency  
word flash cards from yesterday for  
each pair.

Write the sentences listed opposite  
on the chalkboard.

Make two sets of all the key words  
on flash cards for each group.

## Letters and sounds

### Pair task

Flash the high frequency word cards.

Read the sentences with the pupils.

Ask them to underline the words they  
have learned to spell.

Rub the words out.

Give each pair a set of high  
frequency word flash cards.

Tell the pupils to use the cards to  
help them complete the sentences in  
their exercise books.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Group task

Flash the first four key words.

Hold up the next four key words, read and explain them.

Shuffle the two sets of key word flash cards together and place them face down in front of each group.

Play the card matching game.

## Main activity

### Whole class teaching

Tell the pupils they are going to help you write a **poem**.

Explain that a poem is a collection of words that describe something. Poems do not have to rhyme.

Ask pupils to think of: some adjectives to describe water, some ways they use water, and ideas about who needs water.

Ask the pupils to say their ideas and write them on the chalkboard eg: cool, clean, pure water. Cleaning, cooking and washing. People and plants need water.

Tell them that they have written a type of poem.

### Group task

Tell the groups to practise reading the poem.

## Plenary

### Whole class teaching

Choose some groups to read their poem to the class.

## Sentences

A lot of people go to the market.  
The old man had a bad leg.  
I like your dress.  
There is only one pen left.  
He is about nine years old.  
It is a very hot day.

# Sunshine and rain

## Learning outcomes

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

Spell some high frequency words.

Sequence sentences correctly.

## Teaching aids

### Before the lesson:

Have ready the class poem from yesterday.

Read 'Sunshine and rain' in the introduction and make a set of 'Sunshine and rain' sentences for each group.

## Letters and sounds

### Pair task

Write the last five high frequency words on the chalkboard and ask if anyone can read them.

Give each pair a set of words.

Ask one to hold up the card for the other to look at carefully, say and air write.

Tell them to hide the card while their partner tries to write it.

If it is correct, tell them to do the next card.

If it is incorrect, tell them to repeat the process.

When all the words are written correctly tell the pupils to swap roles and start again.



10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the poem from yesterday.

Explain to the class that they are going to collect words and ideas to help them write another poem about the rain.

Read 'Sunshine and rain'.

Read it again and ask the pupils to role play each section: the dry season, the rain starting to come, the heavy rain, crops growing.

## Main activity

### Group task

Give each group a set of 'Sunshine and rain' sentences.

Tell them to read each sentence carefully and try to arrange them in the correct order to explain the dry and rainy seasons.

Tell them to discuss what happens first, ie: it is hot, and then decide what comes next.

When they have ordered the sentences, tell the pupils to read them and discuss if they think they are correct.

Ask each group to read their sentences and ask the others to say if they are correct.

## Plenary

### Pair task

Ask the pupils to discuss what sound the rain makes, eg: 'drums on the roof'.

Ask them, 'What does the rain do to you? How does it make you feel?'

Write their ideas on the chalkboard and keep them for the next day.

# In the rainy season

## Learning outcomes

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

Write high frequency words in sentences.

Collect ideas for a poem.

## Teaching aids

### Before the lesson:

Have ready the high frequency word flash cards from yesterday for each pair.

Write the word sentences listed opposite on the chalkboard.

Make sure that 'Sunshine and rain' and the ideas for the rain poem from yesterday are on the chalkboard.

## Letters and sounds

### Pair task

Flash the word cards from yesterday.

Read the sentences with the pupils.

Ask them to underline the words they have learned to spell.

Give each pair a set of words.

Ask them to put the words into new sentences.

Ask them to say their sentences to the class.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Pair task

Read 'Sunshine and rain' to the pupils.

Read it again and ask them to role play the different sections.

Ask them to describe what it is like in the dry season and how people feel.

Ask them to describe what happens in a rainstorm using adjectives, eg: lightning flashes, flooded streets.

Write their ideas on the chalkboard.

## Main activity

### Whole class teaching

Ask the pupils to draw pictures to show what happens in the dry season, when the rain starts to come, during the heavy rain and when the sun shines.

Ask them to discuss in their groups what people often say at each of these times, eg: in the dry season.

Tell them to write what people might say in speech bubbles on their drawings.

Ask them to write a sentence for each picture to explain what is happening.

Go round each group and help them with ideas and spellings.

Ask each group to role play the people in their pictures, saying their speech and doing their actions.

## Plenary

### Whole class teaching

Ask each group to do their role play for the class.

Ask pupils from different groups to read their sentences.

Add some of their ideas to the list on the chalkboard and keep it for tomorrow.

## Sentences

It is time for bed.

Edet went into his house.

Edet could do his sums when he had help.

I would like to play with you.

You should get on with your work.

# A rain poem

## Learning outcomes

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

Write high frequency words in sentences.

Write a simple poem about rain.

## Teaching aids

### Before the lesson:

Have ready all the high frequency words learned this week on flash cards.

Have ready the adjectives and ideas for the rain poem from yesterday.

Have ready the 'Water' poem written earlier in the week.

## Letters and sounds

### Whole class teaching

Hold up the high frequency word flash cards and read them with the pupils.

Choose some pupils to try to write them on the chalkboard.

Rub the words off the chalkboard.

Read each word slowly.

Ask the pupils to write a sentence with some of the words.

Write some of the sentences on the chalkboard.

Ask the pupils to check the spellings.

10  
minutes

## Introduction

### Whole class teaching

Read the ideas that the pupils have collected this week.

Ask if they can think of any other words to describe the rain and what happens when it rains.

Add any new ideas to the list.

Read 'Water' and ask the pupils what kind of writing it is, ie: a poem.

Remind them that a poem is a collection of ideas to describe something.

Tell them they are now ready to write their own poems about the rain.

25  
minutes

## Main activity

### Pair task

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

Ask them to choose some of the words on the chalkboard to describe how it feels in the dry season. Tell the pupils to write them under 'Rain'.

Explain that they do not need to write sentences when they write a poem.

Ask some pairs to say some of the words they have chosen and write them on the chalkboard so they can see how to set out their poem, eg: 'rain, hot dry day, grass brown, no rain'.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to read their poems to the class.

Ask the others to say what they liked about the poems.

A young child in a school uniform is focused on writing on a large sheet of paper. The paper has several lines of cursive handwriting. The text on the paper includes "The morning" and "Bleep". The child is looking down at their work with concentration.

Week  
29  
Pets



## Letters/sounds

### CCVC words

spin  
spot  
stop  
trip  
track  
twin  
clap  
plan  
swim  
sniff  
green  
spoil  
clown  
brown  
bring  
brush  
sport  
speech

## Words/phrases

pigeons  
dog  
monkey  
horse  
gallop  
fly  
stable  
climb

## Assessment

During each lesson, walk around 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.

# Pets

## Learning outcomes

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

Read CCVC words.

Describe an animal.

## Teaching aids

### Before the lesson:

Write the following words on the chalkboard: 'spin', 'spot', 'stop', 'trip', 'track', 'twin', 'clap', 'plan', 'swim', 'sniff'.

Write the key words on large flash cards.

Read Better English 3, page 57.

## Letters and sounds

### Whole class teaching

Tell the pupils they are going to learn to read CCVC words quickly.

Point to 'spin'.

Cover the first letter and read the word 'pin'.

Reveal the whole word, point to the first letter and say it with the class, 'sssss'.

Hold the sound as you point to the next consonant and slide them together.

Continue to sound out the rest of the word.

Help the pupils read the other words in the same way.

10 minutes | Better English 3

## Introduction

### Whole class teaching

Tell the pupils to look at the pictures in Better English 3, page 57.

Ask each pair to say three things they can see.

Ask if anyone can read the title of the story.

Ask if anyone owns a pet.

Explain that a pet is an animal that lives at your house with you and that you look after.

Hold up the first four key words, read and explain them.

25 minutes | Better English 3

## Main activity

### Group task

Tell the pupils to follow as you read Better English 3, page 57.

Explain the story and read it again.

Tell them to write down each animal mentioned in the story in their exercise books.

Tell them to discuss what they know about each animal.

Tell them to write three words by each animal, eg: dog: barks, runs, different colours.

Ask each group to read their list of animals and some words they have written about them.

Write their ideas on the chalkboard and keep them for the next day.

10 minutes | Game

## Plenary

### Whole class teaching

Take the pupils outside to play a game called 'Animals freeze'.

Say an animal name and tell the pupils to move like that animal, eg: panting like a dog, galloping like a horse.

Repeat with the other animals.

At intervals say, 'Freeze' and tell the pupils they must stand perfectly still until you say another animal name.

Anyone who is not moving correctly or who moves when you say 'Freeze' is out.

Continue until only a few pupils remain. They are the winners.

# Animals

## Learning outcomes

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

Spell CCVC words.

Say some verbs to describe an animal.

## Teaching aids

### Before the lesson:

Make two sets of key word flash cards for each group.

Have ready on the chalkboard the list of animals from yesterday.

## Letters and sounds

### Whole class teaching

Tell the pupils they are going to learn to spell CCVC words.

Sound out 'spin' and ask, 'How many sounds can you hear?'

Write the word in a sound grid as shown below left.

Repeat with the other words. Explain that 'track' and 'sniff' have three sounds as shown below right.

Rub the words off the chalkboard.

Dictate three words and ask the pupils to spell them in their exercise books.

Remind the pupils to sound the words out quietly as they write them.

s	p	i	n
---	---	---	---

t	r	a	ck
---	---	---	----

10  
minutes

Game

## Introduction

### Group task

Flash the first four key words.

Hold up the next four key words, read them and explain them to the class.

Shuffle the two sets of key word flash cards together and place them face down in front of each group.

Play the card matching game.

25  
minutes

Game

Better English 3

## Main activity

### Whole class teaching

Ask the pupils if they can say what a pet is and name some of the animals they read about yesterday.

Play the 'Animals freeze' game from yesterday.

Remind the pupils that a **verb** is a doing word.

In groups, ask the pupils to think of some verbs for each animal, eg: horses gallop, monkeys climb.

10  
minutes

Better English 3

## Plenary

### Group task

Choose some groups to read their answers to the crossword puzzle.

Ask the rest of the class to say if they are correct and if not, to explain why.

# A monkey climbs quickly

## Learning outcomes

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

Blend sounds in CCVC words.

Write sentences about animals.

## Teaching aids

### Before the lesson:

Write the following words on the chalkboard: 'green', 'spoil', 'clown', 'brown', 'bring', 'brush', 'sport' and 'speech'.

Have ready the animal words and ideas from yesterday.

## Letters and sounds

### Whole class teaching

Tell the pupils they are going to learn to read some more CCVC words quickly.

Point to 'green'.

Cover the first letter and read the remaining letters, 'r-ee-n' (3 sounds).

Reveal the whole word, point to the first letter and all say it together, 'ggggg', holding the sound as you point to the next consonant and slide them together.

Continue to sound out the rest of the word.

Move on to the other words, making sure the pupils hold the first sound and slide it together with the next.



10  
minutes

Game

25  
minutes

Better English 3

Game

10  
minutes

## Introduction

### Whole class teaching

Play the 'Animals freeze' game.

Ask, 'Can someone say an adverb that describes an animal?' (eg: a pigeon flies swiftly.)

Ask the pupils to share their ideas and write them next to their ideas from yesterday.

## Main activity

### Whole class teaching

Read Better English 3, page 57 with the pupils.

Ask them to say two things they have learned about each animal and add their ideas to the list on the chalkboard.

Choose some pupils to read the list and make sure all the pupils understand the words.

Tell the pupils they are going to play a guessing game.

### Group task

Ask the groups to choose an animal and think of three things to describe it.

Ask each group to describe their animal to the class but tell them not to say its name.

Ask the other groups to try to guess the animal.

Repeat until each group has had a turn.

Ask the pupils to write some sentences in their exercise books about the animal they described.

Tell them to use the words on the chalkboard to help them.

Tell them to draw their animal under the sentences.

Keep the list of ideas for Day 5.

## Plenary

### Whole class teaching

Ask one pupil to think of an animal, but not tell anyone what it is.

Ask the other pupils to ask questions to help them guess what the animal is, eg: 'Can it swim?'

# Animal facts

## Learning outcomes

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

Sound out CCVC words to spell them.

Remember and write facts about animals.

## Teaching aids

### Before the lesson:

Write the last eight CCVC words on the chalkboard.

Read the 'Animal facts' in the introduction.

## Letters and sounds

### Pair task

Tell the pupils they are going to learn to spell some more CCVC words.


Say the word 'green' and ask, 'How many sounds can you hear?'

Choose some pupils to write each sound in the grid, as shown below.

Tell them to draw a grid in their exercise books and write the sounds in their grid.

Say the next seven words slowly.

Ask the pupils to write each word in a sound grid.

Check they are using the correct letters for each sound, eg: 's-p--l'.

g	r	ee	n
---	---	----	---

10  
minutes

## Introduction

### Pair task

Ask the pupils to say some of the animals they have been learning about this week.

Read and explain the 'Animal facts' to the class.

Explain any new words and make sure they all understand it.

Read about each animal and ask different pairs, 'What does it look like? What does it eat?'

Read the facts again and ask the pairs to think of one thing to say about each animal.

Choose some pairs to say their facts and ask the others if they are correct.

25  
minutes

## Main activity

### Pair task

Write on the chalkboard:

' \_\_\_ use their long trunks to pick up \_\_\_.'

' \_\_\_ have fat in their humps.

If they get angry they \_\_\_.'

' \_\_\_ have big jaws and sharp \_\_\_.'

' \_\_\_ live in trees. They eat \_\_\_.'

' \_\_\_ have a forked tongue and a \_\_\_ body.'

Read the sentences with the pupils and ask them to discuss what the missing words could be.

Ask each pair to read and complete a sentence about one of the animals and ask the other pairs to say if they are correct.

Choose some pupils to write in the missing words. Check their spellings carefully.

Tell the class to read the completed sentences.

10  
minutes

Game

## Plenary

### Whole class teaching

Play the 'Animals freeze' game.

Lesson  
title

15  
minutes

CCVC words

**Literacy  
lesson plans  
Primary 3**

**Term 3  
Assessment for  
learning**

**Week 29  
Pets  
Day 5**

# Animal poems

## Learning outcomes

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

Read and spell CCVC words.

Write a simple poem about an animal.

## Teaching aids

**Before the lesson:**

Have ready all the CCVC words on flash cards.

Have ready the animal words and ideas on the chalkboard.

## Letters and sounds

**Pair task**

Hold up the CCVC words and ask the pupils to sound them out and read them.

Choose five words to read to the pupils so they can spell them.

Sound out each word with the pupils and count the number of sounds.

Tell them to draw five sound grids in their exercise books.

Dictate each word slowly and repeat it several times as they write it in their sound grids.

10  
minutes

## Introduction

### Group task

Ask if anyone can remember what a **poem** is (a collection of words that describe something).

Tell the pupils they are going to write a poem about an animal.

Read the list of animal words and ideas on the chalkboard that they have been working on all week.

25  
minutes

## Main activity

### Pair task

Demonstrate how to write a poem.

Write 'Elephant' on the chalkboard.

Ask, 'What does it look like?', 'What does it eat?', 'How does it move?', 'Where does it live?'

Write their ideas under 'Elephant', eg: 'Tall strong elephant, long grey trunk, gets leaves, grass, fruit'.

Ask them to choose one of the animals and write its name in their exercise books.

Tell them to write all their ideas in a list underneath.


10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to read their poems to the class.

Ask the others to say what they like about the poems and suggest any other ideas.



Week  
30  
Greedy tortoise  
puppet show



## Letters/sounds

### Sound revision

blue coat  
day boy  
saw down  
out fork  
slow dinner  
deep rain  
join park  
cook  
hair  
girl

## Words/phrases

monkeys  
snakes  
giraffes  
lions  
elephants  
tortoises  
tasty  
angry  
believe  
stretched

## Assessment

**During each lesson, walk around 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 animals

## Learning outcomes

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

Read and identify sounds in words.

Invent speech for animals in a playscript.

## Teaching aids

### Before the lesson:

Write these sounds on flash cards: 'ir', 'ue', 'ay', 'aw', 'ou', 'ow', 'oi', 'ee', 'oo' and 'air'.

Write the revision sounds on the chalkboard.

Copy 'The greedy tortoise' part 1 on to the left-hand side of the chalkboard and leave it there all week.

Write the first six key words on large flash cards.

## Letters and sounds

### Whole class teaching

Hold up the sound flash cards and ask the class to say them with you.

Place them around the classroom where the pupils can see them.

Write 'girl' on the chalkboard, ask the pupils to sound it out and read it and ask someone to circle the sound 'ir'.

Repeat with the words on the chalkboard, asking the pupils to circle each sound.

Say the following words one at a time: 'bird', 'true', 'play', 'paw', 'shout', 'grow', 'boil', 'week', 'look' and 'chair'.

Tell the pupils to stand by the flash card showing the sound in the word and say the sound they are standing by.

Repeat the activity for each word.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Tell the pupils they are going to help you write a playscript about a story.

Display and read 'The greedy tortoise' part 1 and discuss what happens when there is no rain for a long time, eg: plants die, rivers dry up, it is very hot.

Hold up each key word flash card, read and explain it.

## Main activity

### Group task

Write the names of the animals from the story on paper and ask each group to pick one.

Ask them to discuss what their animal might say when there is no food.

Ask each group to say their ideas to the class.

Write their speech on the right-hand side of the chalkboard in the form of a playscript, eg:

Elephant: I am so hungry.

Monkey: Where can we get food?

Lion: Giraffe, go and tell all the animals to come to a meeting.

## Plenary

### Whole class teaching

Ask the pupils to read and role play their parts in the playscript as you point to each group's words.

Keep the playscript for the next day.

# Greedy tortoise

## Learning outcomes

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

Read and identify sounds in words.

Role play animals in a story.

## Teaching aids

### Before the lesson:

Write the following sounds on flash cards: 'au', 'oa', 'oy', 'ow', 'or', 'er', 'ai' and 'ar'.

Write the list of revision sounds on the chalkboard.

Copy part 2 of 'The greedy tortoise' next to part 1 on the chalkboard.

Write all the key words on large flash cards.

## Letters and sounds

### Whole class teaching

Hold up the sound cards and ask the pupils to say them with you.

Place them around the classroom where the pupils can see them.

Write 'August' on the chalkboard and ask the pupils to sound it out and read it.

Ask a pupil to circle 'au'.

Repeat with the words on the chalkboard, asking pupils to circle each sound they can see.

Say the following words one at a time: 'August', 'boat', 'joy', 'town', 'born', 'letter', 'wait', 'market'.

Tell the pupils to go and stand by the card showing the sound in the word.

Ask pupils to say the sound they are standing by.

10  
minutes

Story

## Introduction

### Whole class teaching

Ask the pupils what happened in the story you read yesterday.

Display the playscript from yesterday and ask groups to read and act out their parts.

Hold up, read and explain all the key words.

Read and explain 'The greedy tortoise' part 2.

Ask the pupils to say what they think about Tortoise not sharing his food.

25  
minutes

## Main activity

### Group task

Ask each group to make up speech for their animal when the food is shared.

Continue to write their speech on the right-hand side of the chalkboard as a playscript, eg:

Tortoise: I am very hungry.

Lion: Come and share with us.

Write the song you think the tortoise might have sung when he was full and happy.

Ask each group to say some things the Tortoise and his mother might say.

Choose some of their ideas to continue the playscript.

10  
minutes

## Plenary

### Pair task

Read the whole playscript to the pupils.

Ask them to read and role play their parts as you point to each group's words.

Ask them what they think will happen next.

Keep the playscript for the next day.

# Why are you fat?

## Learning outcomes

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

Spell important high frequency words.

Invent questions and answers for a playscript.

## Teaching aids

### Before the lesson:

Make a set of key word flash cards for each group.

Have ready parts 1 and 2 of 'The greedy tortoise' and copy part 3 next to part 2 on the chalkboard.

## Letters and sounds

### Whole class teaching

Remind the pupils that some words are tricky to spell.

Ask them how they can learn to spell these words. Use this method to help them remember how to spell 'because'.

Repeat with: 'house', 'little', 'only', 'saw', 'here', 'people' and 'there'.

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

10  
minutes

## Introduction

### Whole class teaching

Display the playscript from yesterday and ask the groups to read and act out their parts.

Ask them to say an adjective to describe each animal.

Read the key words with the pupils and make sure they understand them.

Give each group a set of key word cards.

Say each word and ask the groups to find the correct flash card and hold it up.

25  
minutes

Story

## Main activity

### Whole class teaching

Read parts 1, 2 and 3 of 'The greedy tortoise'.

Ask the pupils to discuss why Lion did not believe the animals and say their ideas to the class.

### Group task

Read the story again.

Tell each group to think of speech for their part in the story.

Tell them to think of questions their character would ask Tortoise and Lion.

Tell them to think how Tortoise and Lion would answer.

Give the pupils time to practise then ask them to say their ideas.

Continue to write their ideas as a playscript.

10  
minutes

## Plenary

### Whole class teaching

Read the whole playscript to the pupils.

Ask them to read their parts as you point to each group's words.

Encourage them to move like the animals as they read and act out the playscript.

Ask them what they think will happen next.

Keep the playscript for the next day.

Lesson  
title

15  
minutes

Revision

**Literacy  
lesson plans  
Primary 3**

**Term 3  
Assessment for  
learning**

**Week 30  
Greedy tortoise  
puppet show  
Day 4**

# At the feast

## Learning outcomes

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

Read some important high frequency words.

Help to write a playscript.

## Teaching aids

**Before the lesson:**

Make one set of revision word cards for each group.

Copy part 4 of 'The greedy tortoise' next to part 3 on the chalkboard.

## Letters and sounds

**Whole class teaching**

Write 'old', 'dark', 'house', and 'because' on the chalkboard.

Ask the pupils to read them.

Ask if anyone can use the words to say a sentence.

Write some of their ideas on the chalkboard.

Remind them that a sentence needs a capital letter and a full stop.

Give each group a set of revision word cards and ask them to say some of the words in sentences.

Tell them to write the sentence in their exercise books.



10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Group task

Display the playscript from yesterday and ask groups to read and act out their parts.

Ask them to discuss what they think will happen at the end of the story.

Read parts 1, 2, 3 and 4 of 'The greedy tortoise'.

## Main activity

### Whole class teaching

In pairs, ask the pupils to discuss what Lion and Tortoise say to each other.

Tell them to take on the roles of Lion and Tortoise and act out their conversation.

Continue the playscript with some of their ideas.

Ask the Tortoise group to think of speech for the Tortoise and his mother when all the animals come for the feast.

## Plenary

### Whole class teaching

Read the whole playscript to the pupils again.

Ask them to read their parts as you point to each group's words.

Encourage them to move like the animals as they read and act out the playscript.

Praise them for completing a playscript and keep it for the next day.

# Greedy tortoise puppet show

## Learning outcomes

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

Read and understand some of the  
words learned this year.

Perform a puppet show.

## Teaching aids

### Before the lesson:

Write the 'Revision questions' listed  
opposite on the chalkboard.

Have ready the playscript  
from yesterday.

Have ready sticks, tape, paper and  
colouring pencils and cut out animal  
pictures for all the pupils in each  
group to make stick puppets.

## Letters and sounds

### Whole class teaching

Remind the pupils how to read  
words by sounding them out.

Tell them they can check if a word is  
correct by reading to see if the whole  
sentence makes sense.

Give each group a revision question  
from the chalkboard.

Tell them to write the sentence in  
their exercise book and write 'yes' or  
'no' beside it to answer the question.

Swap the questions and repeat  
several times.

Choose some pupils to read the  
questions and say the answers.

Ask the others if they are correct.

10  
minutes

## Introduction

### Group task

Tell the pupils they are going to act out their playscript using puppets.

Give each group their animal pictures.

Ask them to add details and colour to their puppets.

Give out the sticks and help the pupils make their puppets.

Tell them to hold up their puppets so they face you.

Ask each group to say in turn, 'I need food' in their animal's voice.

25  
minutes

## Main activity

### Whole class teaching

Display the playscript they have written.

You may have to display it a page at a time.

Read it to the pupils.

Take the pupils outside and let them practise reading out their parts while holding up their puppets.

Point to the playscript so each group knows when to speak.

Practise several times so that they know their parts really well.

10  
minutes

Puppet show

## Plenary

### Whole class teaching

Invite other classes to come and watch the performance of the 'Greedy tortoise' puppet show.

## Revision questions

Can a clock get cross?

Is the moon green?

Can you bang on a big drum?

Did a sheep ever jump up a tree?

## Credits

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

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

## Special thanks go to:

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

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



