



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

**Recounts, biographies and my  
own life story**

**Literacy lesson plans  
Primary 5,  
term 1, weeks 1—5  
Recounts, biographies and my  
own life story**

## 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—5 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

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

### How?

### How

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

### Learning expectations

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

---

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

---

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

---

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

### Assessment

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

---

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

---

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

---

For reading tasks, ask pupils to write answers in their exercise books so you can see what they can do.

## Spelling

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

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

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

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

Grade/  
Type of lesson plan

Lesson title

## Weekly page

# Primary 5, literacy lesson plans

## Week 1:

# The wind at night

### Words/phrases

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

thought  
wondered  
window  
frightened  
friendly  
suddenly  
gentle  
kind  
soft  
voice  
whispered  
breeze

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Understand how to use speech marks.

**Most pupils will be able to:**

Discuss and answer questions about a text.

**Some pupils will be able to:**

Write detailed answers about a text in the past tense.

Write this **recount** on the chalkboard or a large piece of paper and leave it there for the week.

Recount from Nigeria Primary English 5, page 27, copyright Learn Africa Plc.

## The wind at night

Safiya did not like going to bed because she could not sleep. It was the same every night. Her mother sent her to bed but hours later she was often still awake.

One night, Safiya was in bed. However, once again she could not sleep. She thought about her friends at school and she wondered whether they were all asleep. Safiya looked through the window at the stars. She looked at the moon high above her and sometimes she could hear the wind through the trees outside. Suddenly, she heard a tiny voice outside. It said, "Safiya, get out of bed. Stand up."

Safiya was not frightened because the voice was very friendly. "Who spoke to me?" she asked. "I did," said a gentle voice, "Please come to the window." Safiya went to the window but she did not open it. "Hello Safiya," whispered the voice.

"How do you know my name?" Safiya asked.

"I am always outside your home," the voice replied.

"May I know your name?" Safiya asked. The voice said, "I do not have a name but everyone knows me. Which name would you like me to have?"

Safiya replied, "You sound gentle and kind – like soft air – so may I call you Breeze?"

"You are clever, Safiya. I am the cool night breeze. I am always here keeping you cool at night. Now I would like you to get back into bed."

"Can I talk to you tomorrow?" asked Safiya as she pulled the cover over herself.

"Yes, but please go to sleep now." "Goodnight, Breeze," Safiya said as she closed her eyes.

"Goodnight, Safiya. Sleep well."

## Recount writing rules

Write the following rules on the chalkboard and leave them there for the week:

---

Answer the questions: Who?, What?, Where?, When?, How?

---

Use the past tense.

---

Write paragraphs in the order that events happened.

---

Write detailed descriptions.

---

Use a range of punctuation.

## Rules for speech marks

Write the following rules on the chalkboard and leave them there for the week:

---

Put speech marks ("\_\_\_\_\_") round the words that people say.

---

A capital letter is needed at the start of speech.

---

A comma, a question mark or an exclamation mark separates the speech from the speaker.

---

A new speaker has a new line.



## Week 1: The wind at night

## Day 1: Time for bed

### Learning outcomes

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

Use the suffixes 'ed'  
and 'ing' correctly to spell  
simple words.

Understand the rules  
for using speech in a story.

### Preparation

**Before the lesson:**

Copy the **direct speech sentences**  
from today's grammar activity  
on to the chalkboard and leave them  
there for the week.

Have ready enough **speech  
bubbles** to support group reading  
throughout the week.

### How? Rules for speech marks



Remind the pupils  
that speech marks  
are put around  
the words that are  
actually said.



Remind them that  
a capital letter is  
needed at the start  
of speech.



If the sentence is  
not finished then  
we put a comma  
before the closing  
speech marks.



Look at a sentence  
together and  
add punctuation.



If the speaker is  
separated from the  
speech like this,  
the comma comes  
before the speech.



15  
minutes

## Spelling

### Whole class teaching

Write the following verbs on the chalkboard: 'jump', 'walk', 'ask', 'whisper', 'look'. Read them with the pupils and explain that they are present tense verbs.

Remind the pupils that 'ed' is needed to change verbs into the past tense and 'ing' is needed for the present tense.

Explain that the rules for adding 'ed' and 'ing' are the same.

Ask the pupils to write two of the verbs in their exercise books and add the suffixes 'ed' and 'ing', eg: jump, jumped, jumping.

10  
minutes

Word/phrase cards

## Reading

### Whole class teaching

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

Hold up first three **word/phrase cards** and explain them to the class.

Tell the pupils to say the words carefully.

10  
minutes

How

Recount

## Grammar

### Whole class teaching

Read and explain the first two paragraphs of **The wind at night**.

Teach **How? Rules for speech marks**, as shown left.

Read the following direct speech sentences on the chalkboard:

Hello Safiya whispered the voice.

I did said a gentle voice.

Can I talk to you tomorrow.

Who spoke to me she asked.

Ask the pupils to come and put speech marks in the correct places, then rub the speech marks out.

20  
minutes

Speech bubbles/  
Sentences/Matching game/  
Snap game

## Reading

### Supported group activities

**Group A:** Sit with the pupils for guided reading. After reading, ask them to write speech for Safiya and the voice inside two **speech bubbles**.

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

**Groups C and D:** Tell these pupils to write the **direct speech sentences** into their exercise books, checking them for speech marks, capital letters, commas, question marks and full stops.

5  
minutes

## Plenary

### Whole class teaching

In pairs, tell the pupils to role play Safiya and the voice talking together.

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

Ask the class to suggest things they might do if they couldn't sleep.

## Week 1: The wind at night

## Day 2: Cool night breeze

### Learning outcomes

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

Add 'ed' and 'ing' correctly  
to verbs ending in 'e'.

Use speech marks  
correctly in writing.

### Preparation

**Before the lesson:**

Read the **rules for speech marks**  
on this week's weekly page.

Make sure the **direct speech sentences**  
from yesterday are on the chalkboard.

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

### How? Supported group activities



Do guided reading  
with the group.



Write the speech  
between Safiya  
and the voice. Read  
it to the group.



Play the matching  
game with the new  
word/phrase cards.



Play the snap game  
with the new  
word/phrase cards.

15  
minutes

## Spelling

### Whole class teaching

Write these words on the chalkboard: 'jump', 'walk', 'ask', 'whisper', 'look', 'live', 'use', 'kick', 'care'.

Ask the pupils if they can remember the rule for adding 'ed' and 'ing' to a word.

Explain that when we add 'ed' and 'ing' to words ending in 'e' we first drop the 'e'.

Ask the pupils to write four of the verbs in their exercise books and add the suffixes 'ed' and 'ing'.

10  
minutes

Word/phrase cards/  
Recount

## Reading

### Whole class teaching

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

Hold up the next three **word/phrase flash cards** and read them with the pupils, discussing what they mean.

Read **The wind at night** with the pupils.

Ask, 'Why did Safiya decide to call the voice Breeze?'

10  
minutes

Recount

## Grammar

### Group task

Write "\_\_\_\_\_" on the chalkboard, then ask pupils what they are called and what they are used for.

Ask the groups to say where they can see speech marks in the **recount**.

Explain that single speech marks ('\_\_\_\_\_') are often used in books.

Ask the groups to role play the parts of Safiya and the voice in **The wind at night**.

Tell them just to read the words in the speech marks.

20  
minutes

How

Sentences/Speech  
bubbles/Matching/  
Snap game

## Reading

### Supported group activities

**Groups A and B:**  
Tell these pupils to write the **direct speech sentences** into their exercise books, checking them for speech marks, capital letters, commas, question marks and full stops.

**Group C:**  
Sit with the pupils for guided reading. After reading, ask them to write speech for Safiya and the voice inside two **speech bubbles**.

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

5  
minutes

Recount

## Plenary

### Whole class teaching

Copy some examples of speech from **The wind at night** on to the chalkboard but do not put the speech marks in.

Choose some pupils to put in the speech marks.

## Week 1: The wind at night

## Day 3: Speech bubbles

### Learning outcomes

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

Add 'ed' and 'ing' correctly  
to verbs ending with  
a vowel and consonant.

Punctuate simple direct  
speech.

### Preparation

**Before the lesson:**

Read the **rules for speech marks** from  
this week's weekly page.

Make two sets of **speech inside  
bubbles** and read **How? Using speech  
bubbles**, as shown below.

### How? Using speech bubbles



Choose a pupil to  
hold up one of  
the speech bubbles  
and read it.



Write the name of  
the pupil on the  
chalkboard and what  
he or she said.



Choose a pupil  
to put in the missing  
speech marks.  
Ask what else is  
missing.



Repeat with the other  
speech bubbles.



Choose other pupils  
to put in the missing  
speech marks.

15  
minutes

## Spelling

### Whole class teaching

Write 'a, e, i, o, u' (vowels) on the chalkboard and read them to the class.

Explain that when we add the suffixes 'ed' and 'ing' to words ending with a vowel and a consonant, we double the consonant before adding the suffix.

Write these verbs on the chalkboard:  
'hop', 'plan', 'rub', 'tap', 'clap', 'stop'.

Say and write, 'hop', 'hopped', 'hopping'.

Ask the pupils to write the other verbs in their exercise books and add 'ing' and 'ed'.

10  
minutes

Recount

## Reading

### Whole class teaching

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

Read the next three words/phrases with the pupils, discussing what they mean.

Read **The wind at night** with the pupils.

Ask the pupils, 'Do you think Safiya will be able to sleep now?', 'Why do you think that?'

Choose some pupils to give their reasons.

10  
minutes

How

## Grammar

### Whole class teaching

Explain that direct speech reports exactly what a person says, as in a speech bubble.

Teach **How? Using speech bubbles**, as shown left.

20  
minutes

Speech bubbles/  
Matching game/Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Give pupils the **speech bubbles** from **How? Using speech bubbles**. Tell them to change them into sentences in their exercise books using speech marks and commas. Keep these bubbles for tomorrow.

**Group B:**  
Sit with the pupils for guided reading. After reading, ask them to write speech for Safiya and the voice inside two **speech bubbles**.

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

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils from groups A and D to read their speech bubbles and then write their speech sentences on the chalkboard.

Ask the class to say if they have used speech marks and commas correctly.

# Week 1: The wind at night

# Day 4: A recount

## Learning outcomes

## Preparation

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

Add 'ed' and 'ing' correctly to a range of verbs.

Punctuate simple direct speech correctly.

**Before the lesson:**

Have ready the **speech bubbles** from groups A and D yesterday.

Copy the **verb grid**, as shown right, on to the chalkboard.

Read **How? Adding suffixes**, as shown below.

### How? Adding suffixes



Say the verbs.



For verbs ending with 'e', we drop the 'e' before adding 'ed' or 'ing'.



For one syllable verbs with one vowel before the consonant, we double the consonant.



For verbs with two vowels before the consonant the suffix is just added.



Ask the pupils to put the new words into sentences.



15 minutes

How

Verb grid

## Spelling

### Whole class teaching

Ask, 'What are the rules when adding a suffix to a word?'

Teach **How? Adding suffixes**, as shown left.

Ask the pupils to complete the **verb grid** in their exercise books and read to their partner.

Verb grid

I	I	I am
ask	asked	asking
walk		
live		
kick		
look		
care		
plan		
use		

10 minutes

Recount

## Reading

### Whole class teaching

Ask pupils to explain the first nine words/phrases on the chalkboard.

Read the next three words/phrases and read them with the pupils, discussing what they mean.

Read **The wind at night** with the pupils.

Tell the pupils to read the text in pairs and find the verbs ending with 'ed'.

10 minutes

Speech bubbles

## Grammar

### Whole class teaching

Choose some pupils from groups A and D to hold up the **speech bubbles** they made yesterday and read them.

Teach **How? Using speech bubbles** from Week 1, Day 3.

20 minutes

Matching game/  
Snap game/Speech bubbles

## Reading

### Supported group activities

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

**Groups B and C:**  
Give these pupils the **speech bubbles** used in **How? Using speech bubbles**. Tell them to change them into sentences in their exercise books using speech marks and commas.

**Group D:**  
Sit with the pupils for guided reading. After reading, ask them to write speech for Safiya and the voice inside two **speech bubbles**.

5 minutes

## Plenary

### Whole class teaching

Choose some pupils from groups B and C to read their speech bubbles and then write their speech sentences on the chalkboard.

Ask the class to say if they have used speech marks and commas correctly.

## Week 1: The wind at night

## Day 5: Recount of a story

### Learning outcomes

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

Write sentences in the past  
and present tenses.

Answer questions about  
a recount.

### Preparation

**Before the lesson:**

Have ready a set of **word/phrase cards**  
for each group.

Write the **comprehension questions**,  
shown right, on the chalkboard.

Read **How? Recount role play**, as  
shown below.

### How? Recount role play



A recount retells  
events in the correct  
order: Safiya lying  
awake at night.



The second para-  
graph explains  
the next event: Safiya  
could not sleep.



Safiya heard the  
wind.



Recounts mainly  
use the past  
tense: Safiya went  
back to bed.



Check that you  
have included Who?,  
When?, What?,  
Where? and How?  
in the recount.

15  
minutes

## Spelling

### Whole class teaching

Remind the pupils that changing the ending of a word with a suffix changes the tense.

Write on the chalkboard:

'I climb the tree.'

'Yesterday I climbed the tree.'

Choose some pupils to underline the verb and explain how it has changed.

Dictate these sentences for the pupils to write in their exercise books:

'I walk to school.'

'Yesterday I walked to school.'

'I look at the moon.'

Write the correct sentences on the chalkboard and ask the pupils to check their work.

25  
minutes

Word/phrase flash cards

## Reading

### Group task

Give each group a set of **word/phrase flash cards**.

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

How

Recount

### Whole class teaching

Ask the pupils what they remember about the passage they have been reading.

Read **The wind at night** to the class.

Teach **How? Recount role play**, as shown left.

15  
minutes

## Comprehension

### Pair task

Ask the pairs to read and discuss the following comprehension questions:

'What did Safiya look at when she went to the window?'

'How would you describe the voice?'

'How did Safiya feel at the end of the story?'

Tell them to answer the questions in their exercise books.

Remind them to use full sentences to answer, eg:

'Why didn't Safiya like going to bed?'

'Safiya did not like going to bed because \_\_\_\_.'

5  
minutes

## Plenary

### Whole class teaching

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

Ask the pupils what they need to remember about verbs when recounting a story.

## Weekly page

### Primary 5, literacy lesson plans

## Week 2: A recount of the holidays

### Words/phrases

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

holidays  
journey  
uniform  
biro  
exercise books  
breakfast  
visit  
city  
village  
travelled  
early  
packed

### Wow! words

exciting  
tiring  
interesting  
lovely  
fun  
memorable  
asked  
replied  
shouted  
moaned

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write simple sentences.

**Most pupils will be able to:**

Write a recount using the writing frame.

**Some pupils will be able to:**

Write a detailed recount using a range of punctuation and wow! words.

## Holidays prompt sheet

Use the following to promote discussion and create ideas for shared writing:

### Paragraph 1

In the holidays Kamil went to \_\_\_\_\_.  
(Where did he go?)

He went with \_\_\_\_\_.  
(Who?)

He was very \_\_\_\_\_.  
(How did he feel?)

The journey was \_\_\_\_\_.  
When he got to \_\_\_\_\_  
he saw \_\_\_\_\_.

### Paragraph 2

At the end of the holidays Kamil got ready for school. He \_\_\_\_\_.  
(What did he do to get ready?)

### Paragraph 3

On the day he had to go back to school, Kamil \_\_\_\_\_.  
(What did he do, eat or wear?)

### Paragraph 4

On the way to school he met \_\_\_\_\_.  
(Who?)

He said, "\_\_\_\_\_."  
(What did he say?)

## Holidays writing frame

Read the following to promote discussion and create ideas for shared writing:

This could be the opening to a first paragraph:  
'In the holidays \_\_\_\_\_ went to \_\_\_\_\_!'

Ask the pupils for ideas to complete the sentence.

Ask them to think of and say four more sentences.

Write any difficult spellings on the chalkboard but do not write the sentences on the chalkboard.

Tell the pupils to write 'The holidays' in their exercise books, write the first sentence and try to write four more sentences.

Repeat this process for another paragraph:  
'On the first day back at school \_\_\_\_\_!'

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 2:

# Assessment

### Assessment task

Carry out this assessment task with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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

### Instructions:

Look at the pupils' finished piece of independent writing for the week.

1  
Ask the pupils to read you their recount.

2  
Discuss the rules of recount writing they have used.

3  
Ask the pupils to answer the following questions about their recount:

'What is the main event in your recount?'

'Where and when did your recount take place?'

'Which wow! words did you use?'

'Why did you choose those words?'



## Example of a pupil's work

### This pupil can:

Use the rules for recount writing.

Include a range of punctuation.

Use wow! words to make their writing more interesting.

### My holiday

In the holidays my family went to Benin. We took my dad's new green car. We drove for six hours because some parts of the road were really bad. "Watch out!" my mum shouted. After a long journey we finally arrived at my cousins beautiful house. The house has four rooms and we slept in the two large rooms.

During our time in Benin we visited a big lake. My older sister and I went for a swim. The water was freezing cold!

After two weeks we went back home. My dad took another road, this one was a lot better.

I really enjoyed spending time with my family and I hope we will go to Benin again in the future. Will you join me?

## Week 2: A recount of the holidays

### Day 1: Shared writing

#### Learning outcomes

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

Write a sentence using  
past tense verbs.

Punctuate speech correctly.

#### Preparation

**Before the lesson:**

Write both sets of **sentences** from  
the grammar task, shown right, on  
the chalkboard.

Make these **verb flash cards**: 'pack',  
'shout', 'dress', 'walk'.

Read **How? Holidays prompt sheet**,  
as shown below and have ready a **large  
piece of paper**.

#### How? Holidays prompt sheet



Have ready a large  
piece of paper or  
use the chalkboard.



Ask the pupils to  
help you write  
a recount called  
'The holidays'.



Explain that it will  
be in the third  
person. Write the  
first sentence.



Use questions to  
prompt the pupils'  
thinking.



Write the end  
of the sentence with  
one of their ideas.  
Repeat this process  
for each sentence.

10  
minutes

Flash cards

## Spelling

### Whole class teaching

Show the pupils the **verb flash cards**.

Ask them to say the words and show the action for the word.

Hold up each card and ask the pupils to say the word with the added suffix 'ed'.

Write 'talk' and 'visit' on the chalkboard and ask the pupils to write them in the past tense in their exercise books, in the following sentences:  
I \_\_\_\_\_ my friend.  
I \_\_\_\_\_ to my sister.

10  
minutes

Word/phrase cards

## Reading

### Whole class teaching

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

Hold up the first three **word/phrase cards** and explain them.

Remind the pupils that wow! words are words that make writing more interesting.

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

Write their words on the wow! words wall.

15  
minutes

## Grammar

### Whole class teaching

Read the following sentences on the chalkboard:

segun said it is very exciting going to lagos

lamide said we are travelling on a bus  
bayo said the journey is very long

Ask what is missing (speech marks, capital letters, commas and full stops).

Choose some pupils to come and correct the sentences.

Tell the pupils to write the following sentences correctly in their exercise books:

I am thirsty said Samson.

My father drives a car said Joseph.

Paul said let's go home.

20  
minutes

How

Paper

## Shared writing

### Whole class teaching

Tell the pupils they are going to write a recount about the holidays.

Ask them to discuss what they did in the holidays.

Teach **How? Holidays prompt sheet**, as shown left.

Write the first two paragraphs with the pupils on the chalkboard or a **large piece of paper** and keep it for later in the week.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to role play one thing they did in the holidays.

Ask the other pupils to guess what they did.

## Week 2: A recount of the holidays

## Day 2: Shared writing

### Learning outcomes

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

Write sentences using  
past tense verbs.

Write speech using other  
words for 'said'.

### Preparation

**Before the lesson:**

Have ready the **holidays prompt sheet**,  
the **holiday sentences** and the **wow! words**  
from yesterday.

Make these **verb flash cards**:  
'shout', 'moan', 'whisper'.

Read **How? Wow! words**, as shown below.

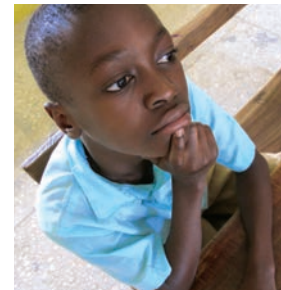
### How? Wow! words



Wow! words make  
writing interesting.



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



Encourage pupils  
to think about  
interesting words,  
eg: 'whispered',  
'replied', 'shouted'.



Display examples  
of wow! words  
so the pupils can  
see and use them  
in their writing.



Encourage pupils  
to think of their own  
wow! words and  
add them to the wow!  
words wall.

10  
minutes

Flash cards

25  
minutes

How

Word/phrase cards

20  
minutes

Sentences

5  
minutes

## Spelling

### Whole class teaching

Show the pupils the **verb flash cards**.

Ask them to say the words and show the actions.

Hold up each card and ask the pupils to say the word with the suffix 'ed'.

Write 'ask' and 'shout' on the chalkboard.

Ask the pupils to complete these sentences using the verbs:

'Where are you going?'  
she \_\_\_\_\_.

'Stop!' \_\_\_\_\_ the boy.

Tell the pupils to read their sentences to their partner.

## Shared writing

### Whole class teaching

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

Hold up the next three **word/phrase cards** and read them with the pupils, discussing what they mean.

Teach **How? Wow! words**, as shown left.

### Pair task

Write the following sentences on the chalkboard and choose some pairs to read them:

tunde said where are you going

ayo said the journey is very long

tola said wait for me

Ask some pairs to come and add the punctuation, eg: capital letters, speech marks, commas.

Ask the pupils, 'What other words could we use instead of said?'

Ask the pupils to copy the sentences into their exercise books, putting in the missing punctuation and replacing 'said' with a wow! word.

## Comprehension

### Whole class teaching

Read the **holiday sentences** from yesterday.

Teach **How? Holidays prompt sheet** from Week 2, Day 1 to write paragraphs 3 and 4 with the pupils.

## Plenary

### Whole class teaching

Read the shared writing with the class.

Ask the pupils if they can add any wow! words to make it more interesting.

## Week 2: A recount of the holidays

## Day 3: Brainstorm

### Learning outcomes

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

Say the rule for dropping  
the 'e' when adding suffixes.

Write sentences using  
wow! words.

### Preparation

**Before the lesson:**

Have ready the **shared writing**  
and **wow! words wall** from yesterday  
and a **sheet of paper** for each pair.

Copy the **recount writing rules**  
from the Week 1 weekly page on to  
the chalkboard.

Read **How? Brainstorm ideas for  
writing**, as shown below.

### How? Brainstorm ideas for writing



**Where?** Ask the  
pupils to name some  
places children go  
in the holidays, eg:  
Lagos, the village.



**How?** Ask the pupils  
how they travelled,  
eg: bus, walked.



**Who?** Ask the pupils  
to suggest some  
children's names,  
eg: Dami, Femi.



**What?** Ask the  
pupils what children  
do in the holidays,  
eg: help in the  
home, visit family.



**When?** Ask what  
happens on the first  
morning of school,  
eg: get up early, pack  
the school bag.



10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say some things they did in the holidays, eg: played with sisters, visited family, invited friends to stay, shopped with mother.

Write the words on the chalkboard in the past tense, ending with 'ed'.

Invite some pupils to underline the verb ending and explain the rule they have used, eg: for invite, drop the 'e' and add 'ed'.

25  
minutes

Word/phrase cards/  
Shared writing

## Shared writing

### Whole class teaching

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

Show the next three **word/phrase cards** and read them with the pupils, discussing what they mean.

Remind the pupils that they need to use interesting words in their writing.

Ask the pairs to think of words to describe a journey, eg: 'exciting', 'tiring', 'interesting'.

Add any new words to the wow! words wall.

Read the **shared writing** from yesterday.

Rules

20  
minutes

How

Paper

## Brainstorm

### Pair task

Give each pair a **sheet of paper**.

Teach **How? Brainstorm ideas for writing**, as shown left.

As you ask each question, tell the pairs to write their ideas on their sheet of paper.

Choose some pairs to read out the ideas they have written.

5  
minutes

## Plenary

### Whole class teaching

Read the wow! words and the words/phrases to the class.

Ask the pupils to write two sentences about holidays using some of these words and phrases.

## Week 2: A recount of the holidays

## Day 4: Guided writing

### Learning outcomes

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

Write sentences using 'is'  
and 'was'.

Use a writing frame to  
write a recount.

### Preparation

**Before the lesson:**

Read the **holidays writing frame**  
instructions from this week's weekly page.

Have ready the **brainstorm sheets**  
and **wow! words wall** from Week 2,  
Day 3 (yesterday).

Read **How? The writing frame**,  
as shown below.

### How? The writing frame



Tell the pupils  
to read out the  
ideas on their  
brainstorm sheet.



Tell them to write  
'The holidays' in their  
exercise books.



Tell them to discuss  
how to begin writing.



Tell them to write the  
first sentence.



Tell them to write  
four more sentences  
based on the  
brainstorm ideas.

10 minutes | Verb grid

25 minutes | Word/phrase cards/  
Wow! word cards

How | Brainstorm

20 minutes

5 minutes

## Spelling

### Whole class teaching

Ask the pupils to find the **verb grid** they made in Week 1, Day 4.

Remind them that there is another way to change the verb tense using the 'ing' suffix.

Write the following on the chalkboard:

I am \_\_\_\_ ing  
I was \_\_\_\_ ing  
He was \_\_\_\_ ing  
She is \_\_\_\_ ing

Ask the pupils to think of interesting verbs to put in these sentences.

Discuss words that will make the text interesting.

## Guided writing

### Group task

Ask the pupils to explain the first nine words/phrases on the chalkboard.

Show the next three **word/phrase cards** and read them with the pupils, discussing what they mean.

Show the pupils the **wow! word cards**.

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

### Pair task

Tell the class they are going to use the **brainstorm sheets** they made yesterday to write their own recount called 'The holidays'.

Teach **How? The writing frame**, as shown left, telling pairs of pupils to discuss and complete the following paragraphs:

In the holidays, \_\_\_\_ went to \_\_\_\_.  
(Where did they go? Who with? How did they feel? What was the journey like? What did they see and do when they got there?)

At the end of the holidays \_\_\_\_ got ready for school. He/she \_\_\_\_.  
(Describe what they did.)

## Independent writing

### Individual task

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

Ask them to complete the first sentence and try to write more sentences about the holidays.

Encourage them to use wow! words and ideas from the brainstorm.

Remind them to use capital letters and full stops.

## Plenary

### Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any wow! words they have used.

## Week 2: A recount of the holidays

## Day 5: Guided writing

### Learning outcomes

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

Spell words ending in 'ed'  
and 'ing'.

Write a recount using some  
wow! words.

### Preparation

**Before the lesson:**

Display the **brainstorm sheets**  
and the **wow! words** from yesterday.

Write the **guided writing sentences**,  
shown right, on the chalkboard.

Read **How? Spelling relay**,  
as shown below.

### How? Spelling relay



Divide the class into  
equal teams and  
line them up in front  
of the chalkboard.



The first pupil in  
each team should  
write a verb on  
the chalkboard.



The second pupil  
should write the verb  
with the 'ed' suffix.



The third pupil  
writes the verb  
with 'ing'. Continue  
for 3 minutes using  
different verbs.



Each group should  
say the words  
they have written on  
the chalkboard.

10  
minutes

How

## Spelling

### Whole class teaching

Teach **How?** Spelling relay, as shown left.

While the groups are writing the words the rest of the class can check the spelling.

The group with the most correctly spelled words wins.

25  
minutes

Writing frame

## Guided writing

### Group task

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

Read the following sentences to the class:

amina said i had a good time in the holidays  
lola said i have been doing some sums at home  
lami said what did you do

Choose some pupils to put in the punctuation.

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

Ask them to say the sentences and change 'said' to a wow! word.

20  
minutes

## Independent writing

### Individual task

With the pupils, discuss words that will make their writing more interesting.

Ask, 'What wow! words can we use?'

Tell the pupils to open their exercise books where they were writing 'The holidays' recount yesterday.

Ask them to complete the first sentence for paragraphs 3 and 4 and try to write four more sentences.

Encourage them to use wow! words and ideas from the brainstorm.

Remind them to use speech marks.

5  
minutes

## Plenary

### Whole class teaching

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 3:

# Jay-Jay Okocha

### Words/phrases

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

former  
born  
midfielder  
generation  
Enugu  
usually  
stepovers  
makeshift  
career  
including  
awarded  
twice

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say sentences in the past and present tense.

**Most pupils will be able to:**

Write sentences in the past tense.

**Some pupils will be able to:**

Use a range of conjunctions to join sentences, and identify conjunctions that show the passing of time in a text.

Write this **passage** on the chalkboard or a large piece of paper and leave it there for the week.

## Jay-Jay Okocha

Jay-Jay Okocha is a former Nigerian footballer who played as a midfielder. He is thought by many to be the best Nigerian player of his generation and is particularly famous for his stepovers.

He was born on August 14th 1973, in Enugu. His real name is Augustine Azuka Okocha, but the name Jay-Jay was passed down from his older brothers James and Emmanuel and stayed with Okocha.

He began playing football on the street just like many other football stars, usually with a makeshift ball.

He began his career playing for the Enugu Rangers, but moved on to play football in many other countries, including teams in England, Germany, France and Turkey. Okocha never won the African Player of The Year award, but he was awarded Nigerian Player of The Year many times.

In March 2004, Pelé (a famous Brazilian footballer) named him among the top 125 living footballers ever.

Fans had shirts printed with the words: "Jay-Jay – so good they named him twice" because Jay-Jay was such a good footballer.

## Rules for biography writing

Write the following rules on the chalkboard and leave them there for the week:

---

A biography tells the story of a person's life.

---

---

It must have a title and be written in paragraphs.

---

---

It is written in the third person.

---

---

It is written in the past tense.

---

---

The events in the person's life must be written in the correct order.

---

---

The first paragraph answers questions such as: 'Who?, What?, When? and Where?' about the person and must make the reader want to read more.

---

---

A biography should include connectives like 'Then', 'Next' and 'After' to show time passing.

---

---

The last paragraph should have a comment about the person's life.

---



## Week 3: Jay-Jay Okocha

## Day 1: Playing football

### Learning outcomes

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

Say sentences using the  
past tense.

Write sentences using  
the conjunctions 'and', 'but'  
and 'because'.

### Preparation

**Before the lesson:**

Write the **conjunction sentences**  
from the spelling task, shown right, on  
the chalkboard.

Make two sets of 'because', 'but' and 'and'  
**conjunction flash cards**.

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

### How? Conjunctions



Read the first  
two sentences to  
the class.



In pairs, ask the  
pupils to join  
the two sentences  
using 'because',  
'but' or 'and'.



Tell the pupils to  
say the sentences to  
their partner.



Write their answers  
on the chalkboard  
and ask the pupils to  
read them.



Hand out the 'but',  
'because' and 'and'  
cards for pupils to  
hold up and show the  
conjunction used.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to read the following sentences on the chalkboard:  
I cook breakfast.  
I cooked breakfast.  
I am cooking breakfast.  
He plays football.  
He played football.  
He is playing football.

Choose some pupils to circle the changes in the sentences on the chalkboard.

Ask the pupils if they can say which sentences are written in the past tense and which are written in the present tense.

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

10  
minutes

Word/phrase cards/  
Biography

## Reading

### Whole class teaching

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

Ask the pupils to tap the syllables with their finger as they say each word.

Hold up the first three **word/phrase cards** and explain their meaning.

Tell the pupils to say these three words carefully.

Read the **biography of Jay-Jay Okocha** with the class.

15  
minutes

How

## Grammar

### Whole class teaching

Explain that 'conjunctions' are words that are used to join two sentences.

'Because' explains something, 'but' shows a difference and 'and' joins two ideas.

Write the following pairs of sentences on the chalkboard:

Jay-Jay played for Nigeria.  
He was a brilliant footballer.  
He played on the streets.  
He used a makeshift football.  
He was very popular.  
Fans had T-shirts made.

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

Rub the answers off the chalkboard.

20  
minutes

Matching game/  
Snap game/Flash cards

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture of Jay-Jay and write adjectives to describe him.

#### Group B:

Tell these pupils to draw pictures to explain the first three new words/phrases and then play the **matching game/snap game**.

#### Groups C and D:

Tell these pupils to join the sentences on the chalkboard using the **conjunction flash cards**. Ask them to write two more sentences of their own.

5  
minutes

## Plenary

### Whole class teaching

Explain that in the Jay-Jay Okocha biography there are verbs ending with 'ed'.

Ask the pupils to find them.

Choose some pairs to say the words they have found and write them on the chalkboard.

Remind them that these verbs are in the past tense.

## Week 3: Jay-Jay Okocha

## Day 2: Jay-Jay's biography

### Learning outcomes

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

Use the suffixes 'ed'  
and 'ing' correctly.

Discuss and answer  
questions about a biography.

### Preparation

**Before the lesson:**

Write the **conjunction sentences**  
from the grammar task, shown right,  
on the chalkboard.

Have ready **'but', 'because', 'and'**  
and **three blank flash cards** for each group.

Read **How? Making a matching game**,  
as shown below.

### How? Making a matching game



Ask pupils if they  
can say the rules for  
adding 'ed' and 'ing'  
suffixes to a word.



Give each group  
of three a set  
of blank flash cards.



Look at the verbs  
on the chalkboard.



Ask the groups to  
choose one verb  
and write one version  
of it on each card.



Collect the flash  
cards to use  
again tomorrow.

10  
minutes

How

## Spelling

### Whole class teaching

Write the following verbs on the chalkboard: 'kick', 'live', 'use', 'wash', 'drop', 'look', 'shop', 'jump', 'award', 'love', 'rush', 'hop'.

Teach **How? Making a matching game**, as shown left.

15  
minutes

Word/phrase cards/  
Biography

## Reading

### Whole class teaching

Read out the first three words/phrases and ask the pupils to say them with you.

Hold up the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Ask, 'What can you remember about yesterday's passage?'

Read the **biography of Jay-Jay Okocha** with the class again.

Ask, 'Who do you think wrote this story?'

Explain that it is written in the 'third person' (ie: about Jay-Jay, not by him).

10  
minutes

## Grammar

### Pair task

Read the sentences on the chalkboard:  
'Rabiu likes bananas.  
He likes mangoes more.'

'Isa was late to school.  
He collected some corn for his mother.'

'Before breakfast Hassan makes his bed.  
He washes himself.'

Ask the pupils to discuss which conjunctions could be used between each pair of sentences.

Write their answers on the chalkboard and read them out.

Rub the answers off the chalkboard.

20  
minutes

Flash cards/  
Matching game/Snap game

## Reading

### Supported group activities

**Groups A and B:**  
Tell these pupils to join the sentences on the chalkboard using the **conjunction flash cards**. Ask them to write two more sentences of their own.

**Group C:**  
Sit down with the pupils for guided reading. After the reading, ask them to draw a picture of Jay-Jay and write some adjectives to describe him.

**Group D:**  
Tell these pupils to draw pictures to explain the first three new words/phrases and then play the **matching game/snap game**.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to say sentences about Jay-Jay in the order they happened.

Encourage the pupils to say words which show time passing, eg: 'then', 'next', 'after'.

## Week 3: Jay-Jay Okocha

## Day 3: Enugu Rangers

### Learning outcomes

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

Say sentences in the past  
and present tenses.

Use the conjunction  
'but' to join sentences  
to show a difference.

### Preparation

**Before the lesson:**

Write the **conjunction sentences**  
from the grammar task, shown right,  
on the chalkboard.

Have ready the **verb flash cards**  
from yesterday.

Read **How? Finding my friends**,  
as shown below.

### How? Finding my friends



Shuffle the verb  
cards that the  
pupils made yester-  
day and give  
each pupil one.



Ask the pupils to  
find their 'friends'  
with the word with  
the added suffix.



Write 'Yesterday'  
and 'Today'  
on the chalkboard.



Choose some groups  
to say their word  
in a sentence  
starting 'yesterday'  
or 'today'.



Collect the flash  
cards to use  
again tomorrow.

10  
minutes

How

## Spelling

### Whole class teaching

Teach **How? Finding my friends**, as shown left.

10  
minutes

Word/phrase cards/  
Biography

## Reading

### Whole class teaching

Flash the first six **word/phrase cards** and ask the pupils to read them.

Read and explain the next three words/phrases.

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

Read the **biography of Jay-Jay Okocha** with the class again.

Ask the pupils to discuss which teams Jay-Jay played football for.

Choose some pairs to share their ideas with the class.

15  
minutes

Biography

## Grammar

### Pair task

Ask the pairs to look at the **biography of Jay-Jay Okocha**.

Remind them that they can join sentences using conjunctions.

Ask the pairs to find sentences with 'and', 'but' and 'because' in the biography.

Explain how 'but' can be used to show a difference.

Read the following sentences on the chalkboard:

'She liked mangoes.  
She liked chocolate more.'

'I can walk fast.  
My father can walk faster.'

Ask the pairs to join the sentences using 'but'.

20  
minutes

Sentences/Matching  
game/Snap game

## Reading

### Supported group activities

#### Groups A and D:

Tell these pupils to write the **conjunction sentences** in their exercise books, then write two sentences of their own using 'but'.

#### Group B:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture of Jay-Jay and write adjectives to describe him.

#### Group C:

Tell these pupils to draw pictures to explain the first three new words/phrases and then play the **matching game/snap game**.

5  
minutes

## Plenary

### Whole class teaching

Write the following sentences on the chalkboard and choose some pupils to complete them :  
'Jay-Jay got his name because \_\_\_\_.'

'Jay-Jay was the best player because \_\_\_\_.'

Ask the pupils to think of their own sentence using 'because' and ask a partner to finish it.



## Week 3: Jay-Jay Okocha

## Day 4: Jay-Jay's fans

### Learning outcomes

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

Use the conjunction 'because'  
to explain something.

Discuss and answer  
questions about a biography.

### Preparation

**Before the lesson:**

Write the **conjunction sentences**  
from the grammar task, shown right,  
on the chalkboard.

Have ready **'but', 'because', and 'and'**  
**flash cards.**

Read **How? Using 'but', 'because'  
and 'and',** as shown below.

**How?**  
Using 'but', 'because'  
and 'and'



Give pupils 'but',  
'because' and  
'and' flash cards.



We use 'and' to  
join two simple  
sentences and make  
a longer sentence.



We use 'but' to show  
a difference.



We use 'because' to  
explain more and  
make text interesting.



10  
minutes

## Spelling

### Whole class teaching

Play **How? Finding my friends** from Week 3, Day 3 (yesterday).

Ask the groups to write three sentences using their words correctly.

Tell the pupils to pass their cards to the next group and repeat.

10  
minutes

Word/phrase cards/  
Biography

## Reading

### Whole class teaching

Choose some pairs to read out and explain the first nine words/phrases on the chalkboard.

Show the next three **word/phrase cards** and read them with the pupils, discussing what they mean.

Read the **biography of Jay-Jay Okocha** with the class again.

Ask the pupils to discuss what they think Jay-Jay's fans had written on shirts.

Choose some pairs to share their ideas with the class.

15  
minutes

How

## Grammar

### Pair task

Teach **How? Using 'but', 'because' and 'and'**, as shown left.

Ask the pairs to make the following sentences longer and more interesting using 'because':

'Jay-Jay used a makeshift ball \_\_\_\_.'

'Fans got shirts made \_\_\_\_.'

'He was called Jay-Jay \_\_\_\_.'

'Jay-Jay was the best football player \_\_\_\_.'

Choose some pairs to write some of their sentences on the chalkboard.

20  
minutes

Matching game/  
Snap game/Sentences

## Reading

### Supported group activities

#### Group A:

Tell these pupils to draw pictures to explain the first three new words/phrases and then play the **matching game/snap game**.

#### Groups B and C:

Tell these pupils to write the **conjunction sentences** in their exercise books, then write two sentences of their own using 'but'.

#### Group D:

Sit down with these pupils for guided reading. After the reading, ask them to draw a picture of Jay-Jay and write adjectives to describe him.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils from group D to share their pictures of Jay-Jay and their adjectives.

Ask if any other pupils have any adjectives to add.

# Week 3: Jay-Jay Okocha

## Day 5: Biography rules

### Learning outcomes

### Preparation

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

**Before the lesson:**

Write answers to questions  
about a story.

Have ready a set of **word/phrase cards**  
for each group.

Say some of the rules for  
writing a biography.

Write the **questions** from the  
comprehension task, shown right,  
on the chalkboard.

Read **How? Rules for biography writing**,  
as shown below.

### How? Rules for biography writing



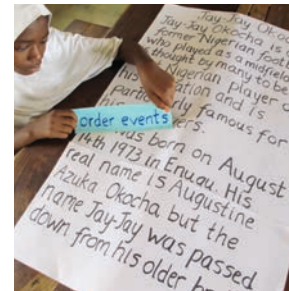
A biography tells  
the story of a person's  
life. It must have  
a title and be written  
in paragraphs.



Paragraphs are  
written mainly  
in the third person.



The first paragraph  
answers the  
questions: Who?,  
What?, When?,  
Where? and How?



The events in the  
person's life must  
be written in  
the correct order.



A biography is written  
in the past tense.

10  
minutes

## Spelling

### Whole class teaching

Play **How? Finding my friends** from Week 3, Day 3.

Collect all the cards back.

Ask the pupils to write as many of the verbs, and verbs with suffixes, as they can in their exercise books.

Tell them they have 3 minutes.

Tell the pupils to count the number of words they have written and then give their book to a partner to check the spelling.

10  
minutes

Word/phrase cards

## Reading

### Group task

Give each group a set of **word/phrase cards**.

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

The group to hold up the most matching cards wins.

Choose some pupils to explain the meaning of some of the words.

15  
minutes

How

Biography

## Writing

### Pair task

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

Remind them that stories about people's lives are called 'biographies'.

Tell them that a biography has details of events that have happened in a person's life so it is written in the third person, mainly in the past tense.

Teach **How? Rules for biography writing**, as shown left.

As you explain the rules, choose pupils to point to them in the **biography of Jay-Jay Okocha**.

20  
minutes

## Comprehension

### Pair task

Read the following questions and ask the pairs to discuss them:

'What was Jay-Jay famous for?'

'What awards was he given?'

'Where did he begin playing football?'

'How did he get his name?'

'When was he born?'

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

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to share their answers to the questions.

Ask the class if they agree. Ask, 'Does anyone have a different answer?'

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 4:

# Biography

### Words/phrases

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

famous  
modern  
obeying  
India  
Hindu  
college  
England  
study  
lawyer  
South Africa  
shocked

### Wow! words

weak  
peaceful  
sadly  
simple  
cruel

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Recall information from a biography.

**Most pupils will be able to:**

Order the events in a biography.

**Some pupils will be able to:**

Explain the rules for writing a biography.

Write this **biography** on the chalkboard or a large piece of paper and leave it there for the week.

## Mahatma Gandhi

The most famous person who lived in India in modern times was a small, weak looking man. He did not wear any shoes and his dress was often just a piece of cloth worn round his body. His name was Mahatma Gandhi.

Gandhi was born in 1869, in India. He came from an important Hindu family. When he was 13 years old he was married to a 12-year-old girl called Kasturbai.

When Gandhi was 18 he left college and went to England to study law. He worked very hard and in three years he became a lawyer.

When he was 24 he went with his family to work in South Africa for the Indian people who lived there.

Gandhi did not like the way the Indian people were treated. He wanted things to change. He was a peaceful man and tried to make changes by writing to people and speaking out. He told his people to stop obeying cruel laws, but would not let them fight.

During his life Gandhi was sent to prison several times for his beliefs.

Gandhi returned to India in 1915. He was welcomed. People knew about the work he had done in South Africa.

He started a religious group that anyone could join. They were treated as equals and as 'brothers and sisters'.

At that time the English ruled India. Gandhi and the people of India wanted to rule themselves. In 1947, one of Gandhi's dreams came true and India became free. Sadly, Gandhi was shot dead on 30th January 1948 as he was going to evening prayers.

## Gandhi sentences

Write the following sentences on the chalkboard and leave them there for the week:

When Gandhi was 18 he went to England.

When he was 24 years old he went to South Africa.

Gandhi was born in 1869.

He was shot dead going to evening prayers.

He went back to India in 1915.

## Week 4: Biography

## Day 1: Mahatma Gandhi

### Learning outcomes

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

Know how to spell some  
irregular verbs.

Read and discuss  
a biography.

### Preparation

**Before the lesson:**

Have ready **flash cards** for 'because',  
'and', 'but', 'come', 'came', 'go',  
'went', 'is', 'was', 'are' and 'were', enough  
for pupils to have one each.

Read **How? Irregular verbs**,  
as shown below.

### How? Irregular verbs



Give the flash cards  
to the pupils.



Ask them to find their  
matching verb.



Choose some pupils  
to say a sentence  
using their verb  
and the other form  
of the same verb.



Each time, ask:  
'Does that sound  
right?', 'When  
did it happen?'



Show the pupils  
how to put the verbs  
into a verb grid.

10  
minutes

How

## Spelling

### Whole class teaching

Explain to the pupils that some verbs have no rules for spelling and have to be learned.

Write these common irregular verbs on the chalkboard: 'come', 'came', 'go', 'went', 'is', 'was', 'are', 'were'.

Explain that one version of each verb is in the past tense and the other is in the present tense.

Teach **How? Irregular verbs**, as shown left.

10  
minutes

Word/phrase cards/  
Biography

## Reading

### Whole class teaching

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

Hold up first three **word/phrase cards** and explain their meaning.

Ask if anyone can remember what a story about a person's life is called (a biography).

Ask the pupils what they know about Mahatma Gandhi.

Read the first five paragraphs of the **biography of Mahatma Gandhi** with the pupils.

Explain that the first paragraph is the introduction.

15  
minutes

Flash cards

## Grammar

### Whole class teaching

Read the 'because', 'but' and 'and' flash cards to the class.

Ask if anyone can explain what a 'conjunction' is and how it is used in a sentence.

In pairs, ask the pupils to think of sentences they can join using 'because' or 'but'.

Choose some pairs to share their answers with the class.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with pupils for guided reading. After the reading, tell them to complete the sentence: 'Gandhi was a good man because \_\_\_\_.' in their exercise books.

#### Group B:

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

#### Groups C and D:

Tell these pupils to write their own sentences joined with 'because', 'but' or 'and' in their exercise books.

5  
minutes

## Plenary

### Whole class teaching

Say, 'Gandhi was a good man.'

Choose some pairs to say other words you could use instead of 'good'.

Add the words to the wow! words wall for the pupils to read.

Use the words to complete the sentence, 'Gandhi was a \_\_\_\_ man.'



## Week 4: Biography

### Day 2: Gandhi sent to prison

#### Learning outcomes

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

Know how to spell some  
common irregular verbs.

Answer questions about  
a passage.

#### Preparation

**Before the lesson:**

Have ready the 'because' and 'but' **flash cards** and make **flash cards** for 'eat', 'ate', 'make', 'made', 'have' and 'had', enough for pupils to have one each.

Read **How? Gandhi role play**, as shown below.

#### How? Gandhi role play



Gandhi was born in 1869, in India.



When Gandhi was 18 he went to England to study law.



When he was 24 he went with his family to work in South Africa.



He told his people to stop obeying cruel laws, but would not let them fight.



Gandhi went to prison several times for his beliefs.

10 minutes | Verb grid/  
Flash cards

## Spelling

### Whole class teaching

Tell the pupils to draw the **verb grid** (shown below) in their exercise books.

Write the following on the chalkboard: 'come', 'came', 'go', 'went', 'is', 'was', 'are', 'were' and tell the pupils to put the words under the correct tense in the grid.

Teach **How? Irregular verbs**, as shown in Week 4, Day 1 (yesterday), using the 'eat', 'ate', 'make', 'made', 'have' and 'had' **flash cards**.

Verb grid

past tense	present tense

10 minutes | **How** | Word/phrase cards/Biography

## Reading

### Whole class teaching

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

Hold up the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Read the whole **biography of Mahatma Gandhi** with the class.

Teach **How? Gandhi role play**, as shown left.

Explain what a 'law' is and ask if anyone knows any laws that Nigerians must obey.

15 minutes | Flash cards

## Grammar

### Whole class teaching

Read the '**because**' and '**but**' **flash cards** with the pupils.

Ask them when 'because' is used (explanation) and when 'but' is used (to show difference).

Ask, 'Why did Gandhi go to prison?'

Ask the pairs to answer by completing the sentence: 'Gandhi went to prison because \_\_\_\_\_.'

Tell them to write the sentence in their exercise book.

Choose some pupils to read their sentence to the class.

20 minutes | Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to write their own sentences joined with 'because', 'but' or 'and' in their exercise books.

#### Group C:

Sit down with pupils for guided reading. After the reading, tell them to complete the sentence: 'Gandhi was a good man because \_\_\_\_\_.' in their exercise books.

#### Group D:

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

5 minutes

## Plenary

### Pair task

Ask the pairs to discuss some laws they would make if they were in charge of the government.

Choose some pairs to share one of their new laws.

## Week 4: Biography

## Day 3: Gandhi's life

### Learning outcomes

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

Say some irregular verbs in  
the past and present tense.

Order events in a biography.

### Preparation

**Before the lesson:**

Make **flash cards** containing the  
**Gandhi sentences** from this week's weekly  
page and **'take', 'took', 'speak', 'spoke',  
'ride' and 'rode'**, enough for pupils to have  
one each.

Read **How? Ordering sentences**, as  
shown below.

### How? Ordering sentences



Choose five pupils  
to come and  
hold a sentence  
card each.



Make sure that  
everyone can  
read them.



Choose some  
pupils to say which  
sentence should  
be at the beginning.



Ask the pupil holding  
that card to stand  
before the others.



Ask, 'What happens  
next?' and repeat  
moving the cards  
in order.

10 minutes | Verb grid/  
Flash cards

## Spelling

### Whole class teaching

Write the following on the chalkboard: 'eat', 'ate', 'make', 'made', 'have' and 'had'.

Tell the pupils to find the **verb grid** in their exercise books and put the words in the correct column.

Teach **How? Irregular verbs**, from Week 4, Day 1, using the **'take', 'took', 'speak', 'spoke', 'ride'** and **'rode'** flash cards.

10 minutes | **How** | Word/phrase cards

## Reading

### Whole class teaching

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

Show the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Choose some pupils to explain what they have been reading about.

Remind the pupils that events in a biography must be written in the correct order.

Teach **How? Ordering sentences**, as shown left.

15 minutes | Biography

## Grammar

### Pair task

Remind the class that a 'preposition' links something to a place, time or relationship.

Write the following sentences on the chalkboard:

'Gandhi was born \_\_\_\_\_ India.'

'He came \_\_\_\_\_ an important Hindu family.'

'He went \_\_\_\_\_ his family to South Africa.'

Ask the pairs to say these sentences correctly using 'in', 'from' and 'with'.

Ask the pairs to look at the **biography of Mahatma Gandhi** and find sentences with the prepositions.

20 minutes | Sentences /Matching game/Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Tell these pupils to complete the **preposition sentences** from the grammar task in their exercise books.

**Group B:**  
Sit down with pupils for guided reading. After the reading, tell them to complete the sentence: 'Gandhi was a good man because \_\_\_\_\_.' in their exercise books.

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

5 minutes | Sentence cards

## Plenary

### Whole class teaching

Shuffle the **Gandhi sentence cards** and choose some pupils to hold them up for the class to see.

Choose some pupils to say which order the sentences should go in.

## Week 4: Biography

## Day 4: Describing Gandhi

### Learning outcomes

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

Match and write some  
irregular verbs.

Find simple prepositions  
in sentences.

### Preparation

**Before the lesson:**

Write the **preposition sentences**  
from the grammar task, shown right,  
on the chalkboard.

Make **preposition flash cards** for:  
'in', 'from', 'up', 'down', 'next', 'round'  
and 'under'.

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

### How? Prepositions



Ask pupils to hold  
up the preposition  
flash cards that  
show position.



Tell the pupils  
to stand 'next to'  
a friend.



Ask the pupils to  
complete a sentence  
using a preposition.



Ask some pupils  
to say these  
sentences using  
'into' and 'on'.



Ask other pupils  
to say these  
sentences using  
'under' and 'from'.

10 minutes | Verb grid

## Spelling

### Whole class teaching

Write the following on the chalkboard: 'take', 'took', 'speak', 'spoke', 'ride' and 'rode'.

Tell the pupils to find the **verb grid** in their exercise books and put the words in the correct column.

Dictate the following sentences for the pupils to write in their exercise books:

'Yesterday I made breakfast and ate it slowly.'

'Today I will cook dinner and eat it quickly.'

10 minutes | Word/phrase cards/  
Biography

## Reading

### Whole class teaching

Ask the pairs to explain the first nine words/phrases on the chalkboard.

Show the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Read the final paragraph of the **biography of Mahatma Gandhi**.

Ask the pairs to think of wow! words to describe Gandhi, eg: kind, caring, brave.

Add these words to the wow! words wall.

15 minutes | How

## Grammar

### Pair task

Ask if anyone can explain what a 'preposition' is.

Remind the pupils that prepositions indicate time, place or relationship.

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

20 minutes | Matching game/Snap game/Sentences

## Reading

### Supported group activities

#### Group A:

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

#### Groups B and C:

Tell these pupils to complete two of today's **preposition sentences** in their exercise books.

#### Group D:

Sit down with pupils for guided reading. After the reading, tell them to complete the sentence: 'Gandhi was a good man because \_\_\_\_.' in their exercise books.

5 minutes

## Plenary

### Whole class teaching

Explain that the end of a biography usually includes a comment on the person's life.

Ask the pupils to think of words/phrases to describe Gandhi's life, eg: simple life, studied law, peaceful man.



## Week 4: Biography

## Day 5: Comprehension

### Learning outcomes

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

Write sentences using  
the correct form  
of an irregular verb.

Say the rules for writing  
a biography.

### Preparation

**Before the lesson:**

Write the **comprehension questions**  
from the comprehension task, shown right,  
on the chalkboard.

Make a set of **word/phrase cards**  
for each group.

Read **How? Biography rules**,  
as shown below.

### How? Biography rules



A biography tells the story of a person's life. It must have a title and be written in paragraphs.



It should mostly be in the past tense. It should be in the third person.



The first paragraph answers the questions: 'Who?', 'What?', 'Where?', 'When?' and 'How?'



The events in the person's life must be in the correct order.



The last paragraph should have a comment about the person's life.



10  
minutes

Verb grid

30  
minutes

Word/phrase cards

How

Biography

15  
minutes

5  
minutes

## Spelling

### Whole class teaching

Tell the pupils to look in their exercise books and read through all the words in their **verb grid**.

Dictate these sentences for the pupils to write in their exercise books:

'On Monday I took my mother to the shops.'

'Today I will take my grandmother to the shops.'

## Reading

### Group task

Give each group a set of **word/phrase cards**.

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

The group to hold up the most matching cards wins.

Read the words on the wow! words wall.

Ask each group to say sentences about Gandhi using some of the wow! words.

### Whole class teaching

Ask the pupils to discuss what a 'biography' is.

Re-read the **biography of Mahatma Gandhi** with the pupils.

Teach **How? Biography rules**, as shown left.

Ask the pupils to say five facts about Gandhi's life.

## Comprehension

### Individual task

Read and explain the following questions on the chalkboard:

'What was Gandhi's usual dress?'

'How old was Gandhi when he went to England?'

'How did Gandhi try to change things?'

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

## Plenary

### Whole class teaching

Ask some pairs to share their answers to the questions about Gandhi.

Ask the class what they have learned about writing a biography.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 5:

# My own life story

### Words/phrases

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

favourite  
strict  
parents  
college  
examinations  
qualifications  
friendly  
quiet  
confident  
football  
table tennis  
netball

### Wow! words

brave  
handsome  
beautiful  
caring  
helpful  
funny

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Write simple sentences.

**Most pupils will be able to:**

Write their autobiography  
following the rules for writing  
an autobiography.

**Some pupils will be able to:**

Write a detailed  
autobiography using  
a range of punctuation  
and wow! words.

## Writing an autobiography

Write the following rules on the chalkboard and leave them there for the week:

An autobiography is the story of a person's life, told by that person (in the first person).

It must have a title and be written in paragraphs.

The first paragraph answers questions about the person such as: 'Who?', 'What?', 'When?' and 'Where?'. It must make the reader want to read more about the person.

The events in the person's life must be written in the correct order.

Words like 'then', 'next' and 'after' should be used to show time passing.

The last paragraph should have a comment about the person's life. It does not have to be written in the past tense.

## Brainstorm

Use the following questions to promote ideas for writing:

Ask, 'What kind of person am I?' (friendly, quiet, confident)

Ask, 'How old am I?' (When was I born?)

Ask, 'Who is in my family?' (What are their names?)

Ask, 'What is my home like?' (walls, window, bungalow, mud)

Ask, 'What do I like doing?' (singing, reading)

Ask, 'Who are my friends?' (What do I do with them?)

Write the pupils' ideas in a spider diagram.

## Writing frame

Write the following structure on the chalkboard as a guide for pupils' writing:

**Introduction:**  
Begin with a clear opening paragraph explaining the Who?, What?, Where?, When?, Why?

**Paragraphs 2 and 3:**  
Continue writing, adding interesting information about events using the class brainstorm. Remember to add detail to interest the reader.

**Conclusion:**  
Remember to make a general final comment about your life, maybe something about your future.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 5:

# Assessment

### Assessment task

Carry out this assessment task with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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

### Instructions:

Look at the pupils' finished piece of independent writing for the week.

1  
Ask the pupils to read you their autobiography.

2  
Ask the pupils to explain the rules of autobiography writing they have used.

3  
Ask the pupils to answer the following questions about their autobiography:

'What makes your autobiography interesting for people to read?'

'Which wow! words did you use?'

'Why did you choose those words?'

## Example of a pupil's work

### This pupil can:

Use the rules for writing an autobiography.

Include a range of punctuation.

Use wow! words to make their writing more interesting.

### My dream

My name is Abdul and I was born on 21 May 2006. I have two brothers and three sisters. We live with my parents in a small apartment in Kano. I have a dream for my future... Would you like to know my dream?

As soon as I started school I knew I wanted to be a singer. My teacher used a lot of songs during our lessons. Then in 2012, my teacher told me about a singing contest. My teacher knew I wanted to become a singer so she helped me apply for the contest.

On the day of the contest, 28 June 2012, we went to the stadium in Kano and I performed for the judges. It was a great experience although the judges told me that I need more practice.

I have been practising since and soon there will be another contest I want to take part in. I hope to make it to the next round and if I do, please can you vote for me?

## Week 5: My own life story

## Day 1: Who am I?

### Learning outcomes

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

Write plurals of simple  
words.

Contribute to writing  
a brainstorm.

### Preparation

Before the lesson:

Have ready the **wow! words wall**  
from last week.

Write the **sentences** from the  
grammar task, shown right, on  
the chalkboard.

Read **How? Teacher life story 1**,  
as shown below.

### How? Teacher life story 1



Tell the pupils about  
yourself and make  
some notes on the  
chalkboard.



Use the brainstorm  
to begin writing  
the introduction:  
Who?



Use the brainstorm  
to build detail:  
Where?, When?



Use the brainstorm  
to add detail:  
How many sisters  
and brothers?



Use the brainstorm  
to add more  
detail: What were  
my dreams?



10  
minutes

## Spelling

### Whole class teaching

Remind the pupils that a 'singular' noun names one person, place or thing and a 'plural' noun names more than one person, place or thing.

Write on the chalkboard: 'one chair, many chairs'.

Tell the pupils to say the words.

Write some classroom objects on the chalkboard in singular form, eg: 'a desk, a window'.

Ask the pupils to write the singular and plural words in their exercise books, eg: 'a desk, two desks'.

10  
minutes

Word/phrase cards

## Shared writing

### Whole class teaching

Show the pupils the first three **word/phrase cards**, and read and explain them.

Read this week's wow! words on the chalkboard with the pupils.

Remind the pupils that 'adjectives' are words that describe a noun.

Ask them to think of some adjectives to describe a person's face, eg: sparkling eyes, soft skin.

Write these words on the wow! words wall.

15  
minutes

## Grammar

### Pair task

Tell the pupils that 'nice' is a boring adjective and we want to use more interesting ones.

In pairs, ask them to say the following sentences, replacing 'nice' with a wow! word.

'I have a nice family.  
Mother is nice.'

'Father is nice.'

'My sister cooks the food.  
She is nice.'

'My brother tells jokes.  
He is nice.'

'Father keeps us safe.  
He is nice.'

Tell the pairs to write their new sentences in their exercise books.

20  
minutes

How

## Shared writing

### Whole class teaching

Ask the pupils what they can tell you about writing a biography.

Explain that an 'autobiography' is when someone writes about their own life.

Tell the pupils you want them to help you write your autobiography.

Teach **How? Teacher life story 1**, as shown left. Keep it for the next day.

Ask the pupils to use the brainstorm to write two more sentences in their exercise books.

5  
minutes

## Plenary

### Whole class teaching

Ask some pairs to say the adjectives they have used to replace 'nice'.

Write them on the wow! words wall.

## Week 5: My own life story

## Day 2: Shared writing

### Learning outcomes

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

Write plurals adding 'es'.

Use wow! words in  
their writing.

### Preparation

Before the lesson:

Have ready the **shared writing**  
and **wow! words wall** from yesterday.

Write the **sentences** from the grammar  
task, shown right, on the chalkboard.

Read **How? Teacher life story 2**,  
as shown below.

### How? Teacher life story 2



Remind the pupils  
about the information  
from the brainstorm  
yesterday.



Use the brainstorm  
to build detail: Where  
did I go to school?  
What were my  
favourite subjects?



Use the brainstorm  
to add detail:  
Who were my  
friends?



Use the brainstorm  
to think about more  
detail: What games  
did we play?



Use the brainstorm  
to think about:  
Why do I like to teach?

10  
minutes

## Spelling

### Whole class teaching

Remind the pupils that to make nouns plural we often add 's'.

Explain that if the word ends in 'ch', 'sh', 'ss', or 'x', we add 'es'.

Write the following on the chalkboard: 'brush', 'wish', 'fish', 'box', 'glass', 'class', 'lunch', 'watch', 'ash', 'peach'.

Tell the pairs to read the nouns and say their plurals.

Ask them to write four words in their exercise books and write the plural next to it (adding 'es').

Tell the partners to swap books to check the spelling.

10  
minutes

Word/phrase cards

## Shared writing

### Whole class teaching

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

Show the next three **word/phrase cards**, read and explain them.

Ask the pupils to read the wow! words on the chalkboard.

Ask if anyone can suggest other adjectives to describe people and write them on the wow! words wall.

15  
minutes

## Grammar

### Pair task

Write the following adjectives on the chalkboard: 'delicious', 'clever', 'energetic', 'quiet', 'noisy'.

Ask the pupils to explain the words.

Read the following sentences and ask some pupils to suggest adjectives to complete them:

'She cooks \_\_\_\_ food.'

'He can run fast.  
He is \_\_\_\_.'

'He does not say much.  
He is \_\_\_\_.'

'She talks a lot.  
She is \_\_\_\_.'

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

20  
minutes

How

Shared writing

## Shared writing

### Whole class teaching

Read the **shared writing** you did yesterday with the pupils.

Tell them you are going to complete the autobiography with them.

Teach **How? Teacher life story 2**, as shown left.

Write the next two paragraphs with the pupils on the chalkboard. Keep them for the next day.

Explain that they can use the class adjectives or think of their own.

Ask them to add more detail to their sentences, eg: use 'because' to explain things.

5  
minutes

## Plenary

### Whole class teaching

Read the wow! words with the class.

Ask them to say any new wow! words they have learned, eg: 'delicious', 'energetic'.

Add these to the wow! words wall.

## Week 5: My own life story

## Day 3: Brainstorm

### Learning outcomes

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

Write plurals of common  
objects.

Complete a brainstorm  
for writing.

### Preparation

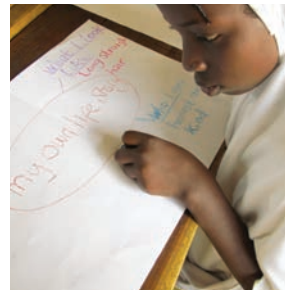
**Before the lesson:**

Have ready the **shared writing** and **wow!  
words wall** from yesterday.

Read the **rules for writing an autobiography**  
from this week's weekly page.

Read **How? Brainstorm my own life story**,  
as shown below, and have ready  
a **large piece of paper** for each group.

### How? Brainstorm my own life story



What do I look like?  
What sort of  
person am I?



Where was I born?  
How old am I?



Who is in my family?  
What are their  
names? How old  
are they?



What is my home  
like? Where do I go  
to school?



What are my best  
subjects? Who are my  
favourite teachers?

10  
minutes

## Spelling

### Whole class teaching

Remind the pupils how to make some words plural by adding 'es', eg: The lunch was in a box. The lunches were in boxes.

Remind them that some other words just need 's' to become plural, eg: cards.

Tell them to write the following sentences in their exercise books, changing the underlined words to plurals:

The man waited as the bus drove past.

The boy liked eating a peach.

25  
minutes

Word/phrase cards

## Shared writing

### Whole class teaching

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

Show the next three **word/phrase cards**, and read and explain them.

Explain to the class that they need to use exciting words in their writing to interest the reader.

Ask some pairs to say other words for 'nice'.

Ask the pupils to think of words to describe themselves.

Add any new words to the wow! words wall.

Rules

Write the **rules for writing an autobiography** on the chalkboard and read them with the class.

Read the shared writing autobiography the pupils have been writing with you on Days 1 and 2.

Ask the pupils to check that the autobiography has followed the rules.

Ask them to explain how an autobiography is different from a biography.

20  
minutes

How

## Brainstorm

### Group task

Tell the pupils that they are going to write their own autobiography.

Remind them that they need to collect ideas and words to help them.

Teach **How? Brainstorm my own life story**, as shown left.

Explain that they do not need to write in full sentences – these are just notes to help their writing.

5  
minutes

## Plenary

### Whole class teaching

Read out ideas from the brainstorm and the wow! words.

Ask the pupils to say two sentences about themselves using some of the words and phrases in their brainstorm diagram.

## Week 5: My own life story

## Day 4: Guided writing

### Learning outcomes

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

Write plurals for words  
ending with 'f' and 'fe'.

Use some wow! words in  
their writing.

### Preparation

Before the lesson:

Have ready the **brainstorms** and **wow!**  
**words wall** from Week 5, Day 3 (yesterday).

Write the **words** and **sentences**  
for today's spelling task, shown right,  
on the chalkboard.

Read **How? Writing ideas**, as shown  
below and have ready a **large piece of**  
**paper** for each group.

### How? Writing ideas



What is your name?  
How old are you?



What do you look  
like? What sort  
of person are you?



Where do you  
live? What is your  
home like?



Who is in your  
family? What are  
their names?



Who are your  
friends? What games  
do you play?



10  
minutes

## Spelling

### Whole class teaching

Explain to the pupils that when we write the plural for words ending in 'f' and 'fe', we drop the 'f' and 'fe' and add 'ves'.

Demonstrate this rule, using leaf, wife, knife, loaf, half, scarf, shelf.

Read the following sentences:

'The leaf was green.'  
'The scarf was colourful.'  
'The knife was sharp.'

Choose some pupils to say the sentences but change the underlined words to plurals.

Remind them that 'was' changes to 'were'.

25  
minutes

Word/phrase cards

## Guided writing

### Whole class teaching

Ask the pupils to choose some wow! words to describe themselves and their family.

Choose some pairs to read out and explain the first nine words/phrases on the chalkboard.

Show the next three **word/phrase cards** and read them with the pupils.

Tell the pupils they are going to write their own autobiography called 'My own life story'.

Remind them that it must be written in the first person (using 'I').

How

Brainstorm/  
Writing frame

20  
minutes

## Independent writing

### Individual task

Tell the pupils to write the title 'My own life story' in their exercise books.

Ask them to complete the first sentence in the first paragraph and write four more sentences.

Explain that they should then complete the sentence in the next paragraph and write four more sentences.

Encourage them to use wow! words.

Check that they are using capital letters and full stops.

5  
minutes

## Plenary

### Pair task

Tell the pupils to take turns reading their autobiographies to a partner.

Ask them to listen for any wow! words their partner has used.

Choose some pupils to share some of their wow! words with the class.

## Week 5: My own life story

## Day 5: Independent writing

### Learning outcomes

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

Write plurals for words  
ending with 'y'.

Complete writing their  
autobiography.

### Preparation

**Before the lesson:**

Write the **sentences for the reading task**,  
shown right, on the chalkboard.

Have ready the **brainstorms** and **wow!  
words wall** from yesterday.

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

### How? Writing plurals



Write these words on  
the chalkboard.



We drop the 'y'  
and add 'ies' with  
plural words ending  
with a consonant  
and 'y'.



Tell one member  
of each pair to read  
the sentence.



While they do  
this, their partner  
should change  
the highlighted  
words to plurals.



Tell the pupils to write  
the singular and  
plural words in their  
exercise books.

10  
minutes

How

## Spelling

### Whole class teaching

Remind the pupils that 'plural' means more than one.

Teach **How? Writing plurals**, as shown left.

10  
minutes

## Reading

### Pair task

Choose some pupils to write some of this week's words/phrases on the chalkboard as you say them.

Ask the pupils to read the wow! words wall.

Read these sentences on the chalkboard:

'I am a nice friend.'

'Mother is nice.'

'Father is nice.'

'My teacher is nice.'

Ask the pairs to say the sentences and change 'nice' into one of the wow! words.

15  
minutes

## Guided writing

### Whole class teaching

Remind the pupils that they are writing an autobiography and it has to be in the first person.

Teach **How? Writing ideas**, as shown in Week 5, Day 4 (yesterday).

Write the opening sentence to the third paragraph.

Choose some pupils to say sentences about their family and home.

Read the opening sentence to the fourth paragraph.

Discuss words that will make the autobiography interesting.

20  
minutes

## Independent writing

### Individual task

Ask the class to open their exercise books where they wrote 'My own life story' yesterday.

Ask them to complete the first sentence in the third paragraph and write four more sentences.

Explain that they should then complete the first sentence in the fourth paragraph and write four more sentences.

Encourage them to use wow! words.

Check that they are using capital letters and full stops.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read part of their autobiographies to the class.

Encourage them to use wow! words to make the writing more interesting.

## Credits

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

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

## Special thanks go to

Honourable Commissioner of Education and Human Capital Development (MOEHCD), Alhaji Mohammed Atolagbe Raji, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

The Teacher Development Division School, MOEHCD, School Improvement Unit, SUBEB and the State School Improvement Team (SSIT) for their contributions.

Thanks also go to all the teachers who have used these plans and started to bring about change in their classrooms.

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

These materials were produced with UKaid technical assistance from DFID under ESSPIN.

Copyright © Cambridge Education Limited 2016.



This publication is not for sale

These literacy lesson plans belong to:



Kaduna State Government

Produced with the  
support of

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development