



Literacy lesson plans  
**Primary 4,**  
**term 1, weeks 6—10**

**Biographies of kings and plays  
about the village**

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Biographies of kings and plays  
about the village**

## Introduction

Teaching and learning processes in Kwara State have improved as a result of the introduction of the new lesson plans developed by the State School Improvement Team (SSIT). The recent improvement in the quality of education in Kwara is a direct function of quality teaching.

Evidence of improved teaching quality includes an increase in the number of pupils completing basic education and a general improvement in the levels of literacy and numeracy.

Teachers in Kwara have experienced tremendous professional improvements through training and refresher programmes on the new lesson plans, facilitated by SSIT and school support officers (SSOs).

These lesson plans, designed and edited by Education Sector Support Programme in Nigeria (ESSPIN), have become Kwara teachers' classroom companion.

As teaching manuals, the lesson plans have been designed to provide a step-by-step guide in the teaching of literacy and numeracy. The lesson plans promote more collaborative, interactive, participatory and reflective learning to encourage children to become active learners.

I am sure that continuous use of these lesson plans by teachers will raise the standard of our education in Kwara State and also assist in consolidating the new administration's education reform.

I therefore appreciate the contribution of the UK Department for International Development (DFID), through ESSPIN, in designing, editing and producing the lesson plans.

**Alhaji Saka Onimago**  
Honourable Commissioner  
for Education and Human  
Capital Development,  
Kwara State

**Alhaji (Barr) Lanre Daibu**  
Executive Chairman  
Kwara State Universal Basic  
Education Board

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

### How?

### How

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

### Learning expectations

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

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

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

---

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

### Assessment

Weeks 7 and 9 include an assessment task (found on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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

## Spelling

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

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

Take ideas for writing from the whole class. Write their ideas on the chalkboard and ask questions to develop their 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, which pupils can use during independent writing. Write the title in the middle of the chalkboard.

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 6:

# The hidden talent

### Words/phrases

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

exhausted  
angry  
moaned  
complained  
juicy  
hungry  
sly  
naughty

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Recognise a play script.

**Most pupils will be able to:**

Explain the play script rules.

**Some pupils will be able to:**

Identify the different parts of a play script.



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

Play script taken from Nigeria Primary English 4, pages 160—162, copyright Learn Africa Plc.

## The hidden talent: Act one

### The characters in the play:

**Chief Agoro:**

A wealthy man with many servants.

**Muyiwa:**

1st servant.

**Korede:**

2nd servant.

**Baba:**

3rd servant.

**Saliu:**

Bodyguard.

(Chief Agoro is fully dressed, ready to go on a journey)

**Chief Agoro:**

Saliu, come here at once!

(Saliu runs into the room)

**Saliu:**

Here I am, Sir.

**Chief Agoro:**

Please call Muyiwa, Korede and Baba.

(Saliu calls Muyiwa, Korede and Baba. The three servants rush into the room)

**Muyiwa,  
Korede  
and Baba:**

We were told you wanted to see us, Sir.

**Chief Agoro:**

Yes, I sent for the three of you. I'm going on a long journey and I want to give you some instructions: Muyiwa, take these five talents. Go and use the talents the way you know best. When I come back you will give me a report on what you want you have done.

**Muyiwa:**

Thank you, Sir. I will do my best.

**Chief Agoro:**

Korede, take these two talents and work with them. On my return, you will tell me what you've done.

**Korede:**

Thank you, Sir. I will do my best.

**Chief Agoro:**

Baba, take this talent. Go and work with it. You will also give an account of what you have used it for when I return.

**Baba:**

Thank you, Sir. I will do my best.

## Week 6: The hidden talent

## Day 1: The hidden talent

### Learning outcomes

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

Spell words with 'or'.

Use exclamation marks  
in sentences.

### Preparation

**Before the lesson:**

Write 'or' on the chalkboard.

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

### How? Exclamation marks



An exclamation mark is used at the end of a sentence.



It is used to show surprise, anger or pain.



Think of something that someone might say when they are angry.



Write their words and use an exclamation mark.



10  
minutes

## Spelling

### Whole class teaching

Write these words on the chalkboard:  
'torch', 'morning', 'fork',  
'corn', 'story', 'torn', 'horn',  
'lord', 'stormy', 'short'.

As you write each word, ask the pupils to sound it out. Draw a line under each sound.

Ask the pupils to read the 'or' words with you and explain what they mean.

Ask them to write some of the words in their exercise books and underline the sounds in each word.

10  
minutes

## Reading

### Whole class teaching

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

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

Look together at the passage on the chalkboard.

Tell the pupils that this is a scene from a play. Explain that in a play a story is acted out and people pretend to be different characters.

Ask the pupils if they have ever been to a play.

Discuss who the characters might be and what they might be saying.

15  
minutes

How

## Grammar

### Whole class teaching

Tell the pupils to find the exclamation mark in the passage on the chalkboard.

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

Draw six large speech bubbles on the chalkboard. Under each one, write one of the following words: 'angry', 'happy', 'surprised', 'afraid', 'upset', 'hurt'.

Choose some pairs to say sentences for each word and write the sentence in speech bubbles using an exclamation mark.

Rub out the sentences and leave the speech bubbles.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

**Group A:**  
Sit down with the pupils for guided reading. Let the pupils take turns reading the play script from the chalkboard and role playing the characters. Tell them to write sentences about what might happen next.

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

**Groups C and D:**  
Tell these pupils to copy the speech bubbles on the chalkboard into their exercise books and write in their own sentences with exclamation marks.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to write some of their speech bubble sentences on the chalkboard.

Check that they have used a capital letter and an exclamation mark.

## Week 6: The hidden talent

## Day 2: Acting in a play

### Learning outcomes

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

Spell words with 'au'.

Write sentences with  
exclamation marks.

### Preparation

Before the lesson:

Write these words on the chalkboard:  
'August', 'haunt', 'haul', 'launch', 'astronaut'.

Read **How? Play scripts**, as shown below.

### How? Play scripts



The title tells  
us what the play  
is about.



The list of  
characters tells us  
who is in the play.



The setting tells  
us where the  
play happens.



The stage directions  
tell the actors  
what to do.



The characters  
are acted by  
different people.

5  
minutes

## Spelling

### Whole class teaching

Write 'au' on the chalkboard and tell pupils that these letters also make the 'or' sound.

Explain the meaning of the words and ask the pupils to sound out and read them.

Read this sentence to the class: 'She went home in August.'

Ask the pupils to put up their hands when they hear the 'au' sound.

20  
minutes

How

## Reading

### Whole class teaching

Ask the pupils to read the **words/phrases** on the chalkboard and explain their meaning.

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

Remind the pupils that this is a play and explain **How? Play scripts**, as shown left.

Read the play. Use different voices for each character.

Ask them questions to make sure they have understood the play so far.

10  
minutes

## Grammar

### Pair task

Write the exclamation mark on the chalkboard and ask the pupils what it is used for.

Write on the chalkboard, 'I promise'.

Choose a pupil to put in the exclamation mark.

Choose some pairs to come and write sentences in speech bubbles with an exclamation mark on the chalkboard.

Rub out the sentences and leave the speech bubbles.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to copy the speech bubbles on the chalkboard into their exercise books and write in their own sentences with exclamation marks.

#### Group C:

Sit down with the pupils for guided reading. Let the pupils take turns reading the play script from the chalkboard and role playing the characters. Tell them to write sentences about what might happen next.

#### Group D:

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

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to write one of their speech bubble sentences on the chalkboard.

## Week 6: The hidden talent

## Day 3: Characters in a play

### Learning outcomes

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

Spell words with 'aw'.

Understand that an  
apostrophe is used to show  
missing letters.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'saw', 'paw', 'draw', 'straw', 'yawn', 'hawk',  
'claw', 'awful'.

Read **How? Reading a play script**,  
as shown below.

### How? Reading a play script



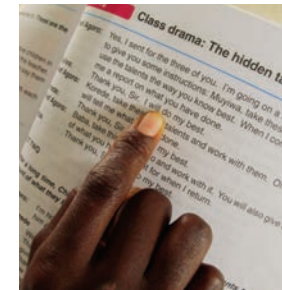
Choose different  
pupils to play each  
character.



Tell the pupils  
to use expression  
to read their  
character's words.



Tell them to follow  
the stage directions.



Tell them to read  
out only the speech,  
not the names of  
the characters or the  
stage directions.

10  
minutes

## Spelling

### Whole class teaching

Write 'aw' on the chalkboard and tell the pupils that these letters also make the 'or' sound.

Ask the pupils to sound out and read the 'aw' words.

Explain the meaning of the words.

Ask the pupils if they notice where the 'aw' letters are in the words (most are at the end).

Rub out the 'aw' words.

Ask the pupils to sound out the words for you to spell on the chalkboard.

Say some 'aw' words for the pupils to spell in their exercise books.

15  
minutes

How

## Reading

### Whole class teaching

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

Ask the pupils to help you explain their meaning.

Ask the pupils what they remember about 'The hidden talent' play.

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

Choose some pupils to read the play script, as shown left in **How? Reading a play script**.

10  
minutes

## Grammar

### Whole class teaching

Write 'didn't', 'couldn't', 'isn't' on the chalkboard and draw a circle around the apostrophes (').

Explain that we use an apostrophe to show where a missing letter should be, eg: is not = isn't.

Write the following words on the chalkboard and ask the pupils to help you shorten them using an apostrophe:

'is not'  
'must not'  
'has not'  
'could not'.

Rub out the words with an apostrophe.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Tell the pupils to use an apostrophe to shorten the words on the chalkboard and write the shortened form by each one in their exercise books.

**Group B:**  
Sit down with the pupils for guided reading. Let the pupils take turns reading the play script from the chalkboard and role playing the characters. Tell them to write sentences about what might happen next.

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

5  
minutes

## Plenary

### Whole class teaching

Write, 'are not' and 'had not' on the chalkboard and ask the pupils to shorten them using an apostrophe.

## Week 6: The hidden talent

### Day 4: Play script

#### Learning outcomes

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

Spell words with 'or', 'aw'  
and 'au'.

Understand how a play  
script is set out.

#### Preparation

Before the lesson:

Write these words on the chalkboard:  
'torch', 'straw', 'short', 'August', 'draw',  
'corn', 'haunt', 'yawn', 'worn', 'haul', 'claw',  
'morning', 'astronaut', 'awful'.

Read **How? Play script rules**, as  
shown below.

#### How? Play script rules



Give each scene  
a title.



List the characters  
at the start of  
the play/scene.



Put the name of  
the character  
speaking down  
the left-hand  
side of the page.



Plays don't need  
speech marks.



Use a new line for  
each speaker.



10  
minutes

## Spelling

### Whole class teaching

Choose some pupils to write the three different ways to make the 'or' sound on the chalkboard.

Point to the words and choose some pupils to read them.

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

Tell them to write 'or' above one square, 'aw' above one square and 'au' above one square.

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

15  
minutes

How

## Reading

### Whole class teaching

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

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

Ask the pupils what they remember about the play.

Ask them how they think a play script is different from a story.

Explain **How? Play script rules**, as shown left, looking for examples in the text on the chalkboard.

10  
minutes

## Grammar

### Whole class teaching

Remind the pupils that an apostrophe is used to shorten words.

Choose some pairs to write the shortened form of 'I am' and 'he is' on the chalkboard (I'm and he's).

Explain that 'will not = won't' and tell the pupils that this is a tricky one.

Write the following words on the chalkboard and ask the pupils to help you shorten them using an apostrophe:  
'are not'  
'should not'  
'were not'  
'have not'

Rub out the words with an apostrophe.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

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

#### Groups B and C:

Tell the pupils to use an apostrophe to shorten the words on the chalkboard and write the shortened form by each one in their exercise books.

#### Group D:

Sit down with the pupils for guided reading. Let the pupils take turns reading the play script from the chalkboard and role playing the characters. Tell them to write sentences about what might happen next.

5  
minutes

## Plenary

### Group task

Ask the pupils from group D to come and act out the play script on the chalkboard.

## Week 6: The hidden talent

## Day 5: Understanding a play script

### Learning outcomes

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

Spell words with 'or', 'aw'  
and 'au'.

Perform a play script.

### Preparation

**Before the lesson:**

Write the **How? Play script rules** from  
Week 6, Day 4 (yesterday) on the chalkboard.

Make a set of **words/phrases cards** for  
each group and read **How? Performing  
a play script**, as shown below.

### How? Performing a play script



Give each character  
to a pupil.



Use simple cloth to  
dress pupils up  
as the characters.



Give each actor  
an object or prop  
to help them  
play their character,  
eg: a basket.



Tell the pupils to  
speak the words  
clearly so the  
audience can hear.



Make it fun!

15  
minutes

## Spelling

### Whole class teaching

Remind the pupils that they have been learning different ways to spell the 'or' sound.

Read out this list:

'torch', 'corn', 'short', 'story',  
'draw', 'straw', 'yawn',  
'awful', 'August', 'fault',  
'haunt', 'launch'.

Ask some pairs to come to the chalkboard and try to spell them.

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

'It is rude to yawn.'  
'I go home in August.'  
'She has got a torch.'

15  
minutes

Flash cards

## Reading

### Whole class teaching

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

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

Ask the class to look at the passage on the chalkboard.

Tell the pupils that each scene is set by the description in the brackets.

Ask pupils, 'What do we know about this scene?'

25  
minutes

How

## Comprehension

### Group task

Teach **How? Performing a play script**, as shown left.

Ask the groups to work together to perform the play.

Choose groups to perform their play for the rest of the class.

5  
minutes

## Plenary

### Whole class teaching

Ask the class what we call the type of writing they have been reading this week.

Ask the pupils what they have learned this week.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 7:

# The goats and the carrots

### Words/phrases

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

narrator  
field  
tired  
carrots  
lazy  
football  
difficult  
thin  
tied up  
fence  
creep  
eating

### Wow! words

exhausted  
moaned  
complained  
juicy  
delicious  
bite  
hungry  
naughty  
big  
munching  
angry  
creep

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Read part of a play script.

**Most pupils will be able to:**

Read a simple play script and answer questions about what they have just read.

**Some pupils will be able to:**

Read a play script using expression for the characters and explain the story of the play.

## Assessment task

### Instructions:

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

1

Ask a pupil to read a play script to you.

2

Ask the pupil questions about the play script they have just read.

3

Ask them to retell the story of the play in their own words.

## Example of a pupil's work

### This pupil can:

Read a simple play script.

Answer questions about the story in the play script.

The Hidden Talent.

Musa can read some words on the playscript

Musa gave the following answers to my questions.

Chief Agoro has three servants  
He went on a journey  
Korede has now got four talents

## Week 7: The goats and the carrots

### Day 1: Shared writing

#### Learning outcomes

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

Spell words with 'er'.

Use an apostrophe to  
show possession.

#### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'wint\_\_', 'summ\_\_', 'pepp\_\_', 'lett\_\_',  
'nev\_\_', 'numb\_\_', 'riv\_\_'.

Read **How? The goats and the carrots:  
Scene 1**, as shown below.

Read **How? Play script rules** as shown  
on Week 6, Day 4 (last week).

#### How? The goats and the carrots: Scene 1



The farmer was  
angry because his  
children wouldn't  
help him.



The farmer told  
them they needed  
to come and  
dig up the carrots.



The children said  
they were too tired  
and it was hot.



The farmer got  
very angry.



The children  
agreed to go to the  
field and help.



15  
minutes

## Spelling

### Whole class teaching

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

Tell them that 'er' often comes at the end of a word.

Choose a pupil to write 'er' at the end of 'wint\_\_'.

Ask the class to sound out the word: 'w-i-n-t-e-r' and blend it to make 'winter'.

Ask them to count the sounds (five) and repeat with the other words.

Tell the pupils that 'er' can sometimes come in the middle of a word.

Ask pairs to sound out and write 'stern', 'perch' and 'herb' in their exercise books.

25  
minutes

How

Flash cards

## Shared writing

### Whole class teaching

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

Tell the pupils the story in **How? The goats and the carrots: Scene 1**, as shown left.

Ask the pupils to role play the story.

Explain that you are going to write a play script together called 'The goats and the carrots'.

Remind the pupils that play scripts are set out differently from stories.

### Whole class teaching

Write 'Scene 1' on the chalkboard, asking pupils the questions shown below in brackets to help them complete each sentence:

Scene 1:  
(Where does it take place?)

Narrator:  
One morning in the holidays the farmer came into his house. He was very tired. His children were still in bed. He woke them up.

Farmer:  
(What does he say to the children?)

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

15  
minutes

## Grammar

### Whole class teaching

Ask the class what an apostrophe is used for.

Tell the pupils that we also use an apostrophe followed by 's' after a name to show belonging.

Write 'The farmer's house'. Tell the pupils that the apostrophe shows that the house belongs to the farmer.

Tell the pairs to think of a person's name and something the person might own.

Write some examples on the chalkboard, eg: 'Agbo's pen', 'Fatima's cake'.

Ask the pairs to write their own examples in their exercise books.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to perform the scene with the farmer and the children for the rest of the class.

## Week 7: The goats and the carrots

### Day 2: Shared writing

#### Learning outcomes

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

Spell words with 'ir'.

Help write a class play script.

#### Preparation

**Before the lesson:**

Read **How? The goats and the carrots: Scene 2**, as shown below.

Read **How? Play script rules**, as shown on Week 6, Day 4 (last week).

#### How? The goats and the carrots: Scene 2



The children were picking carrots in the field.



They kept stopping to play football.



They complained that they were tired and the carrots were very hard to pull up.



They said that their father would be angry if they didn't pick the carrots.



They sat down and went to sleep.

15  
minutes

## Spelling

### Whole class teaching

Ask the pupils what letters make the sound 'er'.

Tell them that 'ir' also makes the 'er' sound.

Sound out and read these 'ir' words with the pupils: 'bird', 'dirt', 'shirt', 'thirty', 'girl', 'first', 'skirt', 'thirteen', 'thirsty', 'sir'.

Explain the meaning of the words.

Ask the pairs to count how many sounds there are in each word, eg: 'th-ir-t-ee-n' (five), 'th-ir-t-y' (four).

Ask the pupils to write sentences for some of the 'ir' words.

20  
minutes

How

## Shared writing

### Whole class teaching

Tell the pupils the story in **How? The goats and the carrots: Scene 2**, as shown left.

Ask the pupils to role play the story.

Explain that you are going to write the play script, 'The goats and the carrots: Scene 2' together.

Remind the pupils of the **How? Play script rules**, as shown on Week 6, Day 4 (last week).

15  
minutes

## Grammar

### Whole class teaching

Remind the pupils that an apostrophe is used to shorten words and to show ownership.

Write these apostrophe sentences on the chalkboard:

'The children are in their father's house.'

'They didnt want to help in the field.'

Choose some pupils to come and point to where the apostrophes should be.

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

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to look at the play script you have written.

Choose some pupils to perform it.

## Week 7: The goats and the carrots

### Day 3: Brainstorm

#### Learning outcomes

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

Spell words with 'ir'.

Write some sentences using  
wow! words.

#### Preparation

**Before the lesson:**

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

Read **How? The goats and the carrots:  
Scene 3**, as shown below.

Read **How? Play script rules**, as shown  
on Week 6, Day 4 (last week).

#### How? The goats and the carrots: Scene 3



Two thin goats  
were tied up in the  
next field.



They were looking  
greedily at  
the juicy carrots.



The goats climbed  
into the field.



They started eating  
the carrots.



The children woke  
up and saw  
the goats eating  
the carrots.

15  
minutes

Word search

25  
minutes

How

10  
minutes

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to try to spell these words in their exercise books: 'shirt', 'girl', 'bird', 'thirteen'.

Ask some pupils to come and find some of the 'ir' words from yesterday in the **word search** on the chalkboard.

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

### Word search

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

## Shared writing

### Whole class teaching

Flash the first nine **word/phrase cards** and make sure the pupils understand them.

Tell them that they need to know some interesting words for their writing.

In pairs, ask the pupils to say some words to describe the carrots, eg: juicy, fat.

Write the words on the **wow! words wall**.

Ask the pupils to check that their play has followed the **How? Play script rules**, as shown on Week 6, Day 4 (last week).

### Whole class teaching

Read the pupils the story in **How? The goats and the carrots: Scene 3**, as shown left.

Ask the pupils to role play the story.

Explain to the pupils that you are going to write, 'The goats and the carrots: Scene 3' together.

## Brainstorm

### Group task

Write, 'The goats and the carrots' in the middle of the chalkboard or on a piece of card.

Ask the groups to discuss how the goats get the carrots.

Choose someone from each group to say their idea and write it on the chalkboard.

Repeat with the other parts of the story.

## Plenary

### Whole class teaching

Read all of the ideas from the brainstorm and the **wow! words**.

Ask the pupils to say some sentences that the goats might say.

# Week 7: The goats and the carrots

## Day 4: Guided writing

### Learning outcomes

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

Spell words with 'ur'.

Write a simple scene for  
a play.

### Preparation

Before the lesson:

Write these words on the chalkboard:  
'fur', 'burn', 'hurt', 'turn', 'turkey', Saturday'.

Read **How? The goats and the carrots:  
Scene 3**, as shown on Week 7, Day 3  
(yesterday).

Read **How? Play script rules**, as  
shown below.

### How? Play script rules



Give each scene  
a title.



List the characters  
at the start of  
the play/scene.



Put the name of  
the character  
speaking down  
the left-hand side  
of the page.



Plays don't need  
speech marks.



Use a new line for  
each speaker.



10  
minutes

## Spelling

### Whole class teaching

Read and explain the meaning of the words on the chalkboard.

Ask, 'What do you notice about these words?'  
(They all have 'ur' in them.)

Tell the pupils that 'ur' makes the same sound as 'er' and 'ir'.

Tell them that 'ur' almost never comes at the end of a word.

Ask them to sound out and read the words with you.

20  
minutes

## Guided writing

### Whole class teaching

Explain that the pupils need to find words that will make the speech and directions in their play script more interesting.

Flash all of the **words/phrases** and ask the pupils to read them.

Explain the meaning of the last three words.

Ask the pupils to say some adjectives to describe the goats, eg: hungry, sly, naughty.

Write the words on the wow! words wall.

How

20  
minutes

## Independent writing

### Group task

Ask the pupils to work in groups to write the play script by completing the speech below:

Scene 3:  
(Where does it take place?)

Goat 1:  
(What does he say?)

Goat 2:  
(What does she say?)

Goat 1:  
(What does he say?)

Goat 2:  
(What does she say?)

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to come and act out some of the scenes they have written.

Discuss any wow! words they have used.

## Week 7: The goats and the carrots

### Day 5: Guided writing

#### Learning outcomes

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

Spell words with 'er', 'ir'  
and 'ur'.

Use wow! words in  
their writing.

#### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'turkey', 'bird', 'winter', 'pepper',  
'church', 'burn', 'thirty', 'girl', 'never'.

Read **How? The goats and the carrots:**  
**Scene 4**, as shown below.

Read **How? Play script rules**, as shown on  
Week 7, Day 4 (yesterday).

#### How? The goats and the carrots: Scene 4



When the children  
woke up they  
saw the goats eating  
the carrots.



They shouted at  
the goats to make  
them go away.



The farmer arrived  
and saw that  
his carrots had  
been eaten.



The children were  
very sorry and  
took the goats back  
to the field.



They helped  
the farmer plant  
new carrots.

10  
minutes

## Spelling

### Whole class teaching

Choose some pupils to read the words on the chalkboard.

Choose some pupils to come and write the different ways to make the sound 'er'.

Tell the pupils to draw three squares in their exercise books.

Tell them to write 'er' above one square, 'ir' above one square and 'ur' above one square.

Tell them to copy the words into their exercise books, putting them in the correct square to match the spelling.

20  
minutes

How

## Guided writing

### Whole class teaching

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

Ask the pupils to say sentences using the **words/phrases**.

Choose some pupils to read and explain the wow! words.

Choose some pupils to perform the play script you have written so far.

Read the pupils the story in **How? The goats and the carrots: Scene 4**, as shown left.

Ask some pupils to role play the ending of the story.

20  
minutes

## Independent writing

### Pair task

Write the opening to 'The goats and the carrots: Scene 4' on the chalkboard.

Scene 4:  
(Where does it take place?)

Child 1:  
(What does he say?)

Goat 2:  
(What does she say?)

Child 2:  
(What does she say?)

Farmer:  
(What does he say?)

Ask the pupils to write 'Scene 4: The carrot field' in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to come and act out some scenes that they have written.

You could also act out the whole play for other classes to watch.

Ask the pupils what they have learned about writing play scripts.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 8:

# A visit to the village

### Words/phrases

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

grandparents  
grandmother  
grandfather  
grandson  
soft  
matter  
usually  
yesterday  
rocking-chair  
fresh  
strong  
well

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Answer questions about a story they have listened to.

**Most pupils will be able to:**

Read aloud a simple story and answer questions about it.

**Some pupils will be able to:**

Read aloud a story and retell the events in the correct order.

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

Story taken from Nigeria Primary English 4, pages 11—12, copyright Learn Africa Plc.

## A visit to the village

Sara and Audu went to visit their grandparents in their village. They took along some loaves of soft bread.

Grandfather loves Sara and Audu. He always tells them stories about the village. Grandfather usually sits in the rocking-chair. But on that day, he was not sitting in the rocking-chair. Grandmother was cooking near the hut.

"Good morning, Grandmother," said the children. "Welcome, Sara and Audu. I'm very pleased to see you," said Grandmother. "Thank you, Grandmother. Where is Grandfather?" asked the children. "He's in the hut. He's not very well. I'm cooking stew for him. Yesterday, he didn't want any food. But today he wants some stew," said Grandmother. "Oh!" said the children. "We'll sit with him and give him the stew. We brought him some loaves of soft bread. They are very fresh!" "Thank you, please take them over to him," said Grandmother.

Audu and Sara went into Grandfather's room and said, "Good morning Grandfather, what's the matter?" "Hello children, I am pleased to see you. I do not feel well. My body feels very hot," said Grandfather. "Shall we call in the nurse from the clinic?" Asked Sara. "No, no, I shall be well soon. I only need some hot stew and I'll be well again," said Grandfather.

"Here is a soft loaf of bread. It's fresh and very soft," said Audu. "Thank you, Grandson. I shall eat the soft bread with some stew and then I shall be strong again," said Grandfather.

So, the children sat by Grandfather's bed and fed him with the soft bread and hot stew.

## Week 8: A visit to the village

### Day 1: The visit

#### Learning outcomes

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

Begin to spell some  
tricky words.

Find verbs in a passage.

#### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'all', 'you', 'your', 'come', 'some', 'said', 'here',  
'there', 'they', 'have'.

Read **How? Tricky words: Look**, as  
shown below.

**How?**  
**Tricky words:**  
**Look**



Tell the pupils  
to look carefully at  
the word.



Ask them how many  
letters it has got.



Tell them to look  
for any dangly or  
tall letters.



Ask them to sound  
any letters out.



Tell them to write  
the word in the air.



5 minutes

How

## Spelling

### Whole class teaching

Read and explain the meaning of the words on the chalkboard.

Read the words with the pupils.

Explain that they are tricky to read and spell because they are difficult to sound out.

Show the pupils how to look carefully at each word using **How? Tricky words: Look**, as shown left.

15 minutes

## Reading

### Whole class teaching

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

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

Read, 'A visit to the village' on the chalkboard and remind the pupils that this is the introduction to the story.

Ask the pupils:

'What happens in this story?'

'What do you think will happen next?'

10 minutes

## Grammar

### Pair task

Remind the pupils that they have learned about nouns and adjectives.

Say, 'Verbs are being or doing words'.

Ask the pupils to say five verbs and you write them on the chalkboard.

Write the following verb sentences on the chalkboard and ask the pupils to say the missing verbs in the past tense:

'They \_\_\_\_\_ to visit their grandparents.'

'They \_\_\_\_\_ some loaves of bread.'

20 minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. Read together from a textbook or the chalkboard. After the reading, ask them to draw pictures of Sara and Audu.

#### Group B:

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

#### Groups C and D:

Tell the pupils to complete the verb sentences on the chalkboard in their exercise books and draw a line under the verbs.

10 minutes

## Plenary

### Whole class teaching

Choose some pupils from Groups C and D to read their sentences out and ask the class to put up their hands when they hear a verb.

## Week 8: A visit to the village

## Day 2: The problem

### Learning outcomes

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

Spell some tricky words.

Discuss and answer  
questions about a story.

### Preparation

**Before the lesson:**

Make sure these words are still on the  
chalkboard from yesterday:

'all', 'you', 'your', 'come', 'some', 'said', 'here',  
'there', 'they', 'have'.

Read **How? Tricky words: Say, hide, write**,  
as shown below.

**How?**  
Tricky words:  
Say, hide, write



Tell the pupils to say  
the word five times.



Hide or cover  
the word.



Ask pupils to write the  
covered word.

10  
minutes

How

## Spelling

### Pair task

Ask the pupils to read the words on the chalkboard with you.

Ask the pairs to look carefully at each word, using **How? Tricky words: Look** as shown on Week 8, Day 1 (yesterday).

Ask them to tell you what each word looks like.

Explain **How? Tricky words: Say, hide, write**, as shown left, to help practise spelling them.

Ask the pairs to work together to practise spelling the words.

15  
minutes

## Reading

### Whole class teaching

Read and explain the **words/phrases** on the chalkboard to the pupils.

Ask them what they can remember about the story 'A visit to the village'.

Ask:

'Why do you think Sara and Audu were visiting their grandparents?'

'Why do you think their grandmother was pleased to see them?'

'What's the problem in the story?' (Their grandfather is ill).

10  
minutes

## Grammar

### Pair task

Ask the pairs to look through the passage on the chalkboard and find the verbs.

Ask them to say one of those verbs in a new sentence.

Write some pairs' sentences on the chalkboard and ask some pupils to come and underline the verbs.

Write these verb sentences on the chalkboard and ask the pupils to say the missing verbs:

'Grandmother \_\_\_\_\_ some stew'.

'Grandfather usually \_\_\_\_\_ in his rocking-chair'.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell the pupils to complete the verb sentences on the chalkboard in their exercise books and draw a line under the verbs.

#### Group C:

Sit down with the pupils for guided reading. Read together from a textbook or the chalkboard. After the reading, ask them to draw pictures of Sara and Audu.

#### Group D:

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

5  
minutes

## Plenary

### Whole class teaching

Ask the pupils to read the **words/phrases** with you.

## Week 8: A visit to the village

## Day 3: Grandfather

### Learning outcomes

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

Begin to spell some  
tricky words.

Use adverbs to describe  
verbs.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'live', 'give', 'only', 'old', 'what', 'when', 'why',  
'where', 'who', 'which'.

Read **How? Tricky words: Check**, as  
shown below.

### How? Tricky words: Check



Tell the pupils to  
check the spelling of  
the word carefully.



Say 'well done' if  
it is spelled correctly.



If any letters are  
wrong, tell pupils to  
change them.

10  
minutes

How

## Spelling

### Whole class teaching

Read and explain today's words together.

Explain that these words are tricky because they are difficult to sound out.

Demonstrate the Look, Say, Hide, Write, Check method by combining: **How?**  
**Tricky words: Look, How?**  
**Tricky words: Say, hide, write, How?**  
**Tricky words: Check,** as shown on Week 8, Days 1—3 (earlier this week and as shown left).

Ask the pupils to use this method to help them practise spelling the words.

15  
minutes

## Reading

### Whole class teaching

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

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

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

Ask the pupils to say what the problem was in the story they read yesterday.

Ask them to discuss what might happen next:

'Does Grandmother become worried?'

'Will the doctor be called?'

10  
minutes

## Grammar

### Whole class teaching

Ask the pupils:  
'How do you think Sara and Audu went into their grandfather's room?' (carefully, quietly).

Say, 'Quietly is an adverb. Adverbs explain how, when, in what way and how often something happens.'

Write the following words on the chalkboard and tell the pupils to do the actions as you read them:

'Jump quickly'

'Sit down slowly.'

'Clap loudly.'

'Hum softly.'

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and D:

Tell the pupils to write different adverbs to describe: 'jump', 'sit down', 'clap' and 'hum' in their exercise books.

#### Group B:

Sit down with the pupils for guided reading. Read together from a textbook or the chalkboard. After the reading, ask them to draw pictures of Sara and Audu.

#### Group C:

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

5  
minutes

## Plenary

### Whole class teaching

Ask the pupils to say an adverb to complete these sentences:

'Sara and Audu walked \_\_\_\_\_ to their grandparents.'

'Grandfather usually sat \_\_\_\_\_ in his chair.'

## Week 8: A visit to the village

## Day 4: Role play

### Learning outcomes

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

Spell some tricky words.

Use adverbs to describe the  
actions of characters.

### Preparation

**Before the lesson:**

Make a set of the following **flash cards**  
for each pair: 'live', 'give', 'only', 'old', 'what',  
'when', 'why', 'where', 'who', 'which'.

Have ready any **objects** needed to  
role play the story.

Read **How? Tricky words: Pair task**,  
as shown below.

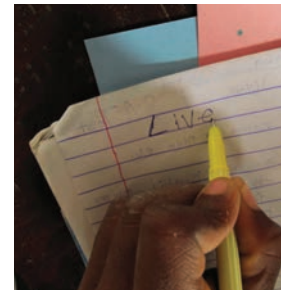
### How? Tricky words: Pair task



Give each pair a set  
of words and ask  
them to label each  
other A and B.



Ask pupil A to hold  
up the card for  
pupil B to look at,  
say and write in  
the air.



Tell pupil A to hide  
the card while their  
partner writes it in  
their exercise book.



Pupil A should  
show the card and  
check that their  
partner has spelled  
it correctly.



Continue until all of  
the words are written  
correctly, then swap  
roles and repeat.

10  
minutes

How

Flash cards

## Spelling

### Pair task

Show the pupils the **tricky word flash cards** and ask them to read the words with you.

Instruct the pairs to do the **How? Tricky words: Pair task**, as shown left.

10  
minutes

## Reading

### Whole class teaching

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

Read 'A visit to the village' from the chalkboard.

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

Remind them that yesterday they thought about how the story might end.

Ask the pupils:

'Do you think their grandfather will get well?'

'Why do you think that?'

10  
minutes

## Grammar

### Pair task

Ask if anyone can remember what a verb is.

Tell the pairs to say some verbs and write them on the chalkboard, eg: 'run'.

Ask if anyone can remember what an adverb is.

Discuss 'A visit to the village'. Ask the pupils to say who the characters were and what they did.

Ask the pupils to think of adverbs to describe the actions of the characters, eg: 'Sara and Audu walked quietly into their grandfather's room'.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

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

#### Groups C and B:

Tell the pupils to write different adverbs to describe: 'jump', 'sit down', 'clap' and 'hum' in their exercise books.

#### Group D:

Sit down with the pupils for guided reading. Read together from a textbook or the chalkboard. After the reading, ask them to draw pictures of Sara and Audu.

10  
minutes

Story

## Plenary

### Group task

Ask some different pupils to role play '**A visit to the village**', as you read it again.



## Week 8: A visit to the village

## Day 5: Parts of a story

### Learning outcomes

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

Spell some tricky words.

Discuss and answer  
questions about a story.

### Preparation

**Before the lesson:**

Write these words and the **word search**,  
as shown right, on the chalkboard:  
'live', 'give', 'only', 'old', 'what', 'when', 'why',  
'where', 'who', 'which', 'how'.

Make a set of **word/phrase cards** for  
each group and read **How? Tricky words:**  
**Word search**, as shown below.

**How?**  
Tricky words:  
Word search



Draw the word search  
on the chalkboard  
and write the words  
next to it.



Choose some  
pupils to come and  
find the words  
in the word search.



Tell them to look  
diagonally as well  
as vertically  
and horizontally.



As they find the  
words, draw a line  
through them.



Ask the pupils to  
say some sentences  
using the words.

15  
minutes

How

Word search

10  
minutes

Flash cards

20  
minutes

15  
minutes

## Spelling

### Whole class teaching

Say 10 tricky words and ask some pupils to come to the chalkboard to spell them.

Use **How? Tricky words:** **Look**, as shown on Week 8, Day 1, to help you discuss each word with the pupils.

Follow the instructions to complete the **How? Tricky words: Word search**, as shown left.

#### Word search

w	s	d	n	w	o
h	l	e	e	h	n
o	h	i	c	y	l
w	g	i	v	e	y
w	h	e	r	e	f
w	h	a	t	e	d

## Reading

### Whole class teaching

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

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

The group to hold up the most matching cards wins.

Ask the pupils what they remember about 'A visit to the village'.

Ask them what kind of writing it is (a story).

Remind them that a story has an introduction, a build-up, a problem and a resolution or ending.

## Comprehension

### Pair task

Write the following questions on the chalkboard:

'How do you think Sara and Audu travelled to visit their grandparents?'

'What did the children take for their grandfather?'

'Why do you think Grandfather is happy?'

Ask the pupils to discuss the answers in pairs.

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

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

## Plenary

### Whole class teaching

Ask the pupils what the type of writing they have been studying this week is called.

Ask them what they can use to make verbs in a story more interesting (adverbs).

Choose some pupils to say some verbs and adverbs from the story.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 4,  
literacy  
lesson plans**

## Week 9:

**Play script:  
A visit to  
the village**

### Words/phrases

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

return  
hospital  
nurse  
listens  
calm  
worried  
shaking  
pain  
medicine

### Wow! words

sad  
quiet  
sleepy  
gently  
kindly

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Complete sentences to write speech for characters.

**Most pupils will be able to:**

Write a simple play script that tells a story.

**Some pupils will be able to:**

Write a play script with a narrator, characters and stage directions.

## Assessment task

### Instructions:

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

1

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

2

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

3

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

4

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

## Example of a pupil's work

### This pupil can:

Set out their writing as a play script.

Write simple sentences as a play script.

Write simple stage directions.

*In the village*

*(Sara and Audu run home)*

*Sara: Grandfather is sick.*

*Audu: He is in bed and we gave him some food.*

*Father: You were very helpful.*

*Mother: We might need to take him to hospital.*

## Week 9: Play script: A visit to the village

### Day 1: Shared writing

#### Learning outcomes

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

Recognise short and long  
vowel sounds.

Say some comparative  
adjectives.

#### Preparation

**Before the lesson:**

Make **flash cards** with the short vowel  
sounds: 'a', 'e', 'i', 'o', 'u'.

Make **flash cards** with the long vowel  
sounds: 'ai', 'ee', 'ie', 'oa' and 'ue'.

Read **How? A visit to the village: Scene 1**,  
as shown below.

#### How? A visit to the village: Scene 1



Sara and Audu  
went to visit  
their grandparents  
in the village.



They took loaves  
of soft bread for  
their grandfather.



Grandfather loves  
Sara and Audu  
and always tells  
them stories.



When they arrived,  
their grandmother  
was cooking.



The children greeted  
their grandmother.

15  
minutes

Flash cards

## Spelling

### Whole class teaching

Hold up the short vowel **flash cards** and ask the pupils to say the sounds of the letters.

Remind them that these are short vowel sounds and that they have also learned long vowel sounds.

Hold up the long vowel flash cards and ask the pupils to say the sounds of the letters.

Write these words on the chalkboard: 'hat', 'tie', 'bit', 'hum', 'cake', 'ride', 'wet', 'reed', 'tune', 'fig', 'way', 'soap', 'week', 'nut', 'yam', 'home', 'boat', 'toe'.

As you write each word, choose a pupil to sound it out and read it.

20  
minutes

How

## Shared writing

### Whole class teaching

Explain to the pupils that this week they are going to write a play script called, 'A visit to the village'.

Remind the class of the **How? Play script rules**, as shown on Week 7, Day 4.

Read the pupils the story in **How? A visit to the village: Scene 1**, as shown left.

Explain that for this play script, one of the characters will be a narrator who tells the story.

Write 'Scene 1' on the chalkboard, asking pupils the questions in brackets to help them complete each sentence:

Scene 1:  
(Where does it take place?)

Narrator:  
One morning in the holidays, Sara and Audu went to visit their grandparents.

Sara:  
(What does she say to Grandmother?)

Grandmother:  
(What does she reply?)

Audu:  
(What does he say?)

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

15  
minutes

## Grammar

### Pair task

Tell the pairs to draw a boy next to a tall girl in their exercise books and write, 'The boy is tall. The girl is taller than the boy'.

Tell the pupils that when we compare two things we need to add 'er' to the adjective.

Choose some pairs to read the following sentences on the chalkboard and say the missing comparative adjectives:

'She is tall.  
He is \_\_\_\_.'

'He is small.  
She is \_\_\_\_.'

'He has a loud voice.  
She has a \_\_\_\_ voice.'

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to perform 'A visit to the village: Scene 1', that you have written today.

## Week 9: Play script: A visit to the village

## Day 2: Shared writing

### Learning outcomes

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

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

Use comparative adjectives  
in their writing.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'rain', 'made', 'pray', 'train', 'name', 'play',  
'paint', 'gate', 'Monday'.

Have ready the shared writing from  
Week 9, Day 1 (yesterday).

Read **How? A visit to the village: Scene 2**,  
as shown below.

### How? A visit to the village: Scene 2



Sara and Audu were  
surprised Grand-  
father was not in his  
rocking-chair.



Grandmother said  
that Grandfather was  
not very well.



She was cooking  
stew for him.



Grandmother gave  
Sara and Audu  
the stew to give to  
Grandfather.



15  
minutes

## Spelling

### Whole class teaching

Ask the pupils to read the words on the chalkboard with you.

Ask, 'What letters make the 'ai' sound?' ('ai', 'ay' and 'a-e').

In pairs, ask the pupils to try to write these words in their exercise books: 'day', 'brain' and 'late'.

Tell them to decide if the spelling is 'ai', 'ay' or 'a-e' (Remind them that 'ay' usually comes at the end of a word).

Choose some pairs to write the words on the chalkboard and ask the class if they are correct.

20  
minutes

## Shared writing

### Whole class teaching

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

Read and explain the next three **words/phrases**.

Ask the pupils to think of words to describe someone who is unwell, eg: pale, sad, quiet, sleepy.

Write their words on the wow! words wall. Keep it for the next day.

How

15  
minutes

## Grammar

### Whole class teaching

Ask, 'What happens to an adjective when we want to compare two things?' (add 'er').

Choose some pupils to demonstrate 'smaller' and 'taller' and use objects for 'cleaner' and 'brighter'.

Explain that we usually just add 'er' but some words are a bit tricky.

Write, 'happy-happier' and ask, 'What happens to the y?' (it changes to 'i').

Choose some pupils to add 'er' and change 'heavy', 'silly' and 'dusty'.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read the following sentences on the chalkboard and say the missing comparative adjectives:

'The baby was heavy but Ada was \_\_\_\_\_.'

'Nnenna was brave but Ada was \_\_\_\_\_.'

'Agbo is happy but Gbenga is \_\_\_\_\_.'

## Week 9: Play script: A visit to the village

## Day 3: Brainstorm

### Learning outcomes

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

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

Identify ideas for a play script.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'high', 'night', 'sight', 'shy', 'sly', 'dry', 'like', 'fire',  
'shine', 'tie', 'pie', 'die'.

Read **How? A visit to the village: Scenes  
1 and 2** again, as shown on Week 9, Days 1  
and 2 (earlier this week).

Read **How? A visit to the village: Scene 3**,  
as shown below.

### How? A visit to the village: Scene 3



Grandfather was  
not well.



He was lying in bed.



The children gave him  
the hot stew.



Grandfather said  
it would make  
him strong again.

15  
minutes

## Spelling

### Whole class teaching

Ask the pupils to read the words on the chalkboard with you.

Ask, 'What letters make the 'ie' sound?' ('igh', 'y', 'i-e' and 'ie').

In pairs, ask the pupils to write these words in their exercise books: 'lie', 'bright', 'my', 'line'.

Tell them to decide if the spelling is 'igh', 'y', 'i-e' or 'ie' ('y' usually comes at the end of a word).

Choose some pairs to write the words on the chalkboard and ask the class if they are correct.

25  
minutes

## Shared writing

### Whole class teaching

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

Read the **words/phrases** with the pupils and make sure they understand them.

Ask the pupils to say some adverbs to describe actions, eg: calmly, bravely.

Ask them to think of adjectives to describe villages, eg: small, beautiful, busy, clean.

Add any adjectives to the wow! words wall.

How

10  
minutes

## Brainstorm

### Group task

Write 'Feeling unwell' in the middle of the chalkboard or on a piece of card.

Ask the groups the following questions and write their ideas on the chalkboard:

'What do Sara and Audu say to Grandfather?'

'How do Sara and Audu feel?'

'What does Grandfather say to them?'

'What do you think will happen next?'

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read the ideas from the brainstorm, the wow! words wall and the words/phrases.

## Week 9: Play script: A visit to the village

## Day 4: Guided writing

### Learning outcomes

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

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

Use a writing frame to  
write a simple scene from  
a play script.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'home', 'stone', 'smoke', 'show', 'grow', 'low',  
'boat', 'goat', 'loaf'.

Have ready the brainstorm from Week 9,  
Day 3 (yesterday).

Read **How? A visit to the village: Scene 4**,  
as shown below.

### How? A visit to the village: Scene 4



The children went  
home and told  
their parents Grand-  
father was ill.



Sara and Audu's  
father looked worried.



They decided to  
take Grandfather to  
the hospital.

15  
minutes

## Spelling

### Whole class teaching

Ask the pupils to read the words on the chalkboard with you.

Ask, 'What letters make the oa sound?' ('oa', 'ow' and 'o-e').

In pairs, ask the pupils to write these words in their exercise books: 'float', 'show', 'rope'.

Tell them to decide if the spelling is 'oa', 'ow' or 'o-e' ('ow' usually comes at the end of a word).

Dictate this sentence for the pupils to write in their exercise books: 'He will row the boat to those homes'.

20  
minutes

How

## Guided writing

### Group task

Look at the brainstorm from Week 9, Day 3 (yesterday).

Ask the groups to role play 'A visit to the village: Scene 3', using ideas from the brainstorm.

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

Read **How? A visit to the village: Scene 4**, as shown left, and ask the pupils to role play it.

Explain that they are each going to write, 'A visit to the village: Scene 4'.

15  
minutes

## Independent writing

### Individual task

Remind the pupils that names are written on the left and that stage directions are in brackets.

Remind them that the narrator helps to tell the audience what is happening.

Remind them to use the words on the wow! words wall to make the speech and directions more interesting.

Ask the pupils to write 'A visit to the village: Scene 4' in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to act out some of the scenes they have written.

Ask the class to notice any wow! words that are used.

Ask the pupils to think of any adjectives or adverbs they could use to make their play scripts more interesting.

## Week 9: Play script: A visit to the village

## Day 5: Guided writing

### Learning outcomes

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

Spell words with 'ue', 'ew'  
and 'u-e'.

Use wow! words in  
their writing.

### Preparation

**Before the lesson:**

Write these words on the chalkboard with  
the **word search** next to them:  
'blue', 'glue', 'argue', 'chew', 'threw', 'screw',  
'cube', 'rude', 'rule'.

Have ready the brainstorm from Week 9,  
Day 3 (earlier in the week).

Read **How? A visit to the village: Scene 5**,  
as shown below.

### How? A visit to the village: Scene 5



They all went to  
the hospital with  
Grandfather.



The doctor examined  
Grandfather.



He gave Grandfather  
some medicine.



Grandfather was  
soon better and  
telling stories to the  
children again.

15  
minutes

Word search

20  
minutes

How

15  
minutes

10  
minutes

## Spelling

### Whole class teaching

Write 'ue', 'ew' and 'u-e' on the chalkboard and ask the pupils to say the sounds.

Explain that the words have the long 'u' sound.

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

Ask them which word isn't in the **word search** (cube).

Word search

h	l	r	u	l	e
s	b	g	l	u	e
r	c	l	g	c	f
i	u	r	u	h	c
c	a	d	e	e	r
t	h	r	e	w	e

## Guided writing

### Whole class teaching

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

Ask the pupils to say sentences using the **words/phrases**.

Read the wow! words and choose some pupils to say some sentences using them.

Read **How? A visit to the village: Scene 5**, as shown left, to the class and ask the pupils to role play it.

Explain that they are each going to write, 'A visit to the village: Scene 5'.

### Group task

Ask the groups these questions to help them think of ideas:

'How is Grandfather feeling?'

'What does he look like?'

'What does Grandmother say to him?'

'When the doctor sees Grandfather, what does he say and do?'

'What happens in the end?'

'How do Sara and Audu feel when they next go to visit Grandfather?'

## Independent writing

### Individual task

Ask the pupils to write scene 5 in their exercise books, using these sentences as a guide to help them write speech and stage directions:

Scene 5:

Grandfather goes to hospital

Narrator:

Grandfather:

(The doctor \_\_\_\_\_).

Grandmother:

Grandfather:

Father:

Tell the pupils to try to use wow! words.

## Plenary

### Whole class teaching

Choose some pupils to act out some of the scenes they have written.

You could also act out the whole play for other classes to watch.

Ask the pupils what they have learned about writing plays.



Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 10:

# Mai Idris Aloomo

### Words/phrases

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

strong  
battle  
ruled  
enemies  
army  
camels  
defeated  
peace  
encouraged  
caring  
builder  
pilgrims

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say some simple facts about Mai Idris Aloomo of Bornu.

**Most pupils will be able to:**

Tell the story of Mai Idris Aloomo of Bornu, sequencing events in the correct order.

**Some pupils will be able to:**

Tell the story of Mai Idris Aloomo of Bornu, using adjectives, adverbs and speech for effect.

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

## A biography of Mai Idris Aloomo of Bornu

Mai Idris Aloomo was a deeply religious follower of Islam and a very great leader who ruled the Kingdom of Kanem-Bornu over 400 years ago. During his reign he made Kanem-Bornu one of the strongest countries in Africa.

The story begins with his father, the Mai (King) of Bornu who lived more than 400 years ago with his wife Princess Aisha of Kanem. The small family lived happily together for a short time and then sadly the Mai died, leaving his baby son Idris Aloomo to rule the kingdom.

People wanted a strong, brave warrior Mai who could lead them into battle, not a baby. However, his mother was a clever and caring woman who kept her son safe from people who wanted to kill him. She ruled the kingdom until he grew up and could be the Mai.

The country had many fierce enemies so Mai Idris Aloomo formed a strong army to keep the people in his country safe. His brave army rode into battle on camels and horses. Eventually he defeated all his enemies and there was peace in the kingdom.

During his time as Mai, he helped many African people to come and study in the country. He also encouraged traders from across Africa to buy and sell new things.

One of the most interesting things he brought from other places were camels. They were able to do more work in the desert sun than the donkeys and oxen.

This clever and caring Mai was also a builder. He built new brick mosques in the cities and founded a hostel in Mecca for Bornu pilgrims. To make travel easier he built long, flat bottomed boats which could be used on the rivers.

He died in 1609 leaving a strong and peaceful country behind.

# Week 10: Mai Idris Aloomo

## Day 1: Biography

### Learning outcomes

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

Spell words with 'ea', 'ee'  
and 'oo'.

Identify nouns and proper  
nouns.

### Preparation

**Before the lesson:**

Write the first four paragraphs of  
'A biography of Mai Idris Aloomo of Bornu'  
on the chalkboard and leave it there  
for the week.

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

### How? Adjectives and nouns



Adjectives are  
describing words.



Nouns are  
naming words.



Proper nouns are  
names of people,  
places, months  
and days.



Proper nouns need  
capital letters  
at the beginning.

10  
minutes

## Spelling

### Whole class teaching

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

Ask the class which letters make the same sound.

Choose some pupils to come to the chalkboard to write these words as you say them: 'sleep', 'week', 'feel', 'tea', 'stream', 'moon', 'tooth', 'soon' and 'boot'.

Dictate this sentence for the pupils to write in their exercise books: 'I can see the moon in the stream'.

10  
minutes

Biography

## Reading

### Whole class teaching

Read all of the **words/phrases** on the chalkboard.

Ask the pupils to say them with you.

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

Tell the pupils to say these words carefully.

Tell the pupils they are going to read about a famous man called Mai Idris Aloomo.

Tell the class that a story about a person's life is called a 'biography'.

Read and explain the first four paragraphs of the **biography**.

10  
minutes

How

## Grammar

### Pair task

Explain **How? Adjectives and nouns**, as shown left.

Ask the pairs to find some nouns and proper nouns in 'A biography of Mai Idris Aloomo of Bornu'.

Write the noun sentences below on the chalkboard, tell pairs to point to the proper nouns and ask what is missing:

'The mai of bornu was married to princess aicha of kanem.'

'The mai and the princess had a son named idris.'

'Many fierce enemies were attacking bornu.'

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. Ask them to think what Idris's mother might have said to the people who didn't think a baby could be king. Tell the pupils to write their ideas in a speech bubble.

#### Group B:

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

#### Groups C and D:

Tell the pupils to copy the noun sentences on the chalkboard in to their exercise books and underline all the nouns, using a capital letter for the proper nouns.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to role play the noun sentences.

Choose some pupils to rewrite the sentences on the chalkboard with a capital letter and ask the class if they are correct.

# Week 10: Mai Idris Alooma

## Day 2: Biography

### Learning outcomes

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

Use alternative spellings  
for 'er' and 'or'.

Use adjectives to describe  
a person.

### Preparation

**Before the lesson:**

Write the rest of 'A biography of Mai  
Idris Alooma of Bornu' on the chalkboard  
and leave it there for the week.

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

### How? Biography adjectives



Princess Aicha  
was a **clever** and  
**caring** woman.



Idris learned to  
be **wise** and **good**  
like his mother.



Idris learned to  
be **brave** and  
**courageous** like  
his father.



Idris gathered  
together  
a **great** army.



Idris turned his  
**strong, powerful**  
horse towards  
his enemies.

10  
minutes

## Spelling

### Whole class teaching

Dictate these words for the pupils to write in their exercise books: 'turkey', 'bird', 'winter', 'pepper', 'burn', 'thirty', 'girl'.

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

Write 'or' on the chalkboard again and ask the pupils to say the other ways of spelling this sound.

Dictate these words for the pupils to write in their exercise books: 'torch', 'corn', 'short', 'story', 'draw', 'yawn', 'awful', 'August', 'haunt', 'launch'.

15  
minutes

Biography

## Reading

### Whole class teaching

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

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

Ask the pupils what they can remember about the biography from Week 10, Day 1 (yesterday).

Ask them what the story of a person's life is called (a biography).

Read the rest of the **biography** and ask the pupils to say some of the things Mai Idris Aloomo did.

10  
minutes

Biography

## Grammar

### Pair task

Explain **How? Adjectives and nouns**, as shown on Week 10, Day 1 (yesterday).

Read **'A biography of Mai Idris Aloomo of Bornu'** again and ask the pupils to say any adjectives.

Write the noun sentences below on the chalkboard and tell the pupils to point to the nouns:

'The Mai of Bornu married Princess Aicha of Kanem.'

'Princess Aicha had a son named Idris.'

'Many enemies were attacking Bornu.'

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell the pupils to copy the noun sentences on the chalkboard in to their exercise books and underline all the nouns, using a capital letter for the proper nouns.

#### Group C:

Sit down with the pupils for guided reading. Ask them to think what Idris's mother might have said to the people who didn't think a baby could be king. Tell the pupils to write their ideas in a speech bubble.

#### Group D:

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

5  
minutes

How

## Plenary

### Pair task

Ask the pairs to role play each of the **How? Biography adjectives**, as shown left.

## Week 10: Mai Idris Alooma

## Day 3: The life of Mai Idris Alooma

### Learning outcomes

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

Spell words with 'sh' and 'ch'.

Write sentences using verbs  
and adverbs.

### Preparation

**Before the lesson:**

Write 'sh' and 'ch' on large **flash cards**.

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

### How? Biography rules



A biography is  
a true story of a real  
person's life, written  
by someone else.



It describes  
important facts about  
the person.



It is written in  
the third person  
eg: it uses 'he',  
'she' and 'they', not  
'I' and 'we'.



10 minutes | Flash cards

## Spelling

### Whole class teaching

Flash the 'sh' and 'ch' cards and ask the pupils to say the sounds.

Ask half of the class to think of words that have the sound 'sh' and the other half to think of words that have the sound 'ch'.

Choose some pupils to write some of these words on the chalkboard.

Ask the pupils to count the sounds in these words: 'chin', 'bench', 'shop', 'fish', 'splash' (eg: ch-i-n = three).

Dictate this sentence for the pupils to write in their exercise books: 'I like fish for lunch.'

15 minutes | **How** | Biography

## Reading

### Whole class teaching

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

Ask them what the first six words/phrases mean.

Show the next three words/phrases and explain them.

Remind the pupils that they have been reading 'A biography of Mai Idris Aloomo of Bornu'.

In pairs, ask the pupils to find two facts about the life of Mai Idris Aloomo from the biography.

Choose some pairs to say their facts to the class.

Explain the **How? Biography rules**, as shown left.

10 minutes | Biography

## Grammar

### Whole class teaching

Remind the pupils that a verb is a doing or being word and ask them to find some verbs in the biography.

Ask pupils to say some verbs that they do every day, eg: 'brush', 'walk', 'work'.

Write six of their ideas on the chalkboard.

Remind the pupils that adverbs describe verbs.

Ask the pupils to think of some adverbs to describe the verbs on the chalkboard, eg: 'quickly', 'slowly', 'carefully'.

Write their ideas on the chalkboard.

20 minutes | Matching game/ Snap game

## Reading

### Supported group activities

**Groups A and D:** Tell the pupils to write some sentences in their exercise books using the verbs and adverbs on the chalkboard.

**Group B:** Sit down with the pupils for guided reading. Ask them to think what Idris's mother might have said to the people who didn't think a baby could be king. Tell the pupils to write their ideas in a speech bubble.

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

5 minutes

## Plenary

### Whole class teaching

Ask groups A and D to read some of their sentences to the rest of the class.

Ask the class to say any verbs or adverbs they hear.

## Week 10: Mai Idris Aloom

## Day 4: Biography adverbs

### Learning outcomes

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

Spell words with 'th'.

Use adverbs in sentences.

### Preparation

Before the lesson:

Write these lists on the chalkboard:

List 1: 'this', 'then', 'with', 'father', 'slither'

List 2: 'thin', 'think', 'three', 'thick', 'cloth'

Read **How? Biography adverbs**,  
as shown left.

### How? Biography adverbs



The Mai of Bornu  
**happily** married  
the beautiful Princess  
Aicha of Kanem.



Some people  
**boldly** said, 'Idris  
cannot be Mai'.



Idris's enemies ran  
away **quickly**.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to look at the words on the chalkboard and say what they notice (they all contain 'th').

Choose a pupil to write 'th' on the chalkboard.

Ask the pupils to say the sound with you.

Remind the pupils of the two sounds for 'th'. For the 'th' sound in list 2 they need to stick their tongues out more.

Ask the pupils to sound out and read the words in each list.

Ask them to write sentences for five of the words in their exercise books.

15  
minutes

Biography

## Reading

### Whole class teaching

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

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

Read '**A biography of Mai Idris Alooma of Bornu**' with the pupils again.

Ask the pupils what kind of writing this is.

10  
minutes

Biography

## Grammar

### Pair task

Ask the pairs to discuss the adjectives they found on Week 10, Day 3 (yesterday) describing Mai Idris Alooma.

Remind them that adverbs describe verbs.

Ask the pairs to find some nouns and adverbs in '**A biography of Mai Idris Alooma of Bornu**'.

Write their ideas on the chalkboard.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

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

#### Groups B and C:

Tell the pupils to write some sentences in their exercise books using the verbs and adverbs on the chalkboard.

#### Group D:

Sit down with the pupils for guided reading. Ask them to think what Idris's mother might have said to the people who didn't think a baby could be king. Tell the pupils to write their ideas in a speech bubble.

5  
minutes

How

## Plenary

### Whole class teaching

Ask the pupils to role play each part of **How? Biography adverbs**, as shown left.

## Week 10: Mai Idris Aooma

## Day 5: Questions about Mai Idris Aooma

### Learning outcomes

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

Spell words with 'qu', 'wh'  
and 'ng'.

Answer questions about  
the life of Mai Idris Aooma.

### Preparation

**Before the lesson:**

Write these words on the chalkboard:  
'queen', 'quick', 'quiet', 'when', 'whip', 'wheel',  
'wheat', 'wing', 'spring', 'bring', 'song'.

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

Read **How? Retelling a biography**, as  
shown left.

### How? Retelling a biography



Tell the pupils to  
divide a page of  
their exercise books  
into four.



Tell the pupils to  
answer one question  
in each box.



Ask them to use  
drawings and  
words to answer  
the questions.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to read the words on the chalkboard.

Ask them to count the sounds in each word, eg:  
qu-ee-n = three  
wh-e-n = three  
s-p-r-i-ng = five  
s-o-ng = three

Ask the pupils to sound out 'quit' and then choose someone to write it on the chalkboard.

Repeat with 'whisk' and 'king'.

Dictate this sentence for the pupils to write in their exercise books:

'When the queen came she sang a song.'

20  
minutes

Flash cards/  
Biography

## Reading

### Group task

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

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

Choose different groups to explain the meaning of the words.

Ask the pupils what they can remember about Mai Idris Aloomaa.

Read **'A biography of Mai Idris Aloomaa of Bornu'** with the pupils again and ask them to role play the whole story.

20  
minutes

How

## Comprehension

### Pair task

Teach **How? Retelling a biography**, as shown left.

Ask the pupils to use these questions to help them retell the biography:

'Who was Mai of Bornu?'

'Why couldn't a baby lead Bornu?'

'What did Mai Idris Aloomaa bring from other places?'

'What were some of the things Mai Idris Aloomaa built?'

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to share their biographies with the whole class.

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