



Literacy lesson plans
Primary 4,
term 2, weeks 11—15

Writing different types
of letters

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of letters**

Introduction

The literacy and numeracy lesson plans arising from the School Improvement Programme (SIP) are part of efforts to improve teaching and learning in response to the baseline surveys and classroom observations in 2010. These indicated that teachers had challenges with lesson delivery, which in turn negatively affected children's learning.

To improve children's learning, ESSPIN (Education Sector Support Programme in Nigeria) supported the State to provide lesson plans to primary 1—3 teachers in all 1,223 public primary schools during the 2014/15 school year.

In the 2015/16 school year, we are glad to extend the lesson plans to primary 4—5 teachers to enable more children to benefit from the innovation.



Nneka Onuora
Executive Chairman,
Enugu State Universal
Basic Education Board

Foreword

Quality education comes about as a mix of factors. The teacher is the most important element in ensuring that a child acquires the right kind of education to meet acceptable learning outcome benchmarks. It takes a lot to bring a teacher to exhibit the right mix of attitudes, aptitudes and skills, which is why the state has partnered with ESSPIN to develop literacy and numeracy lesson plans.

I hope the lesson plans will empower our teachers to equip our children with the literacy and numeracy skills they need to succeed in both school and society.

Finally, I commend all who have worked hard to develop and produce the lesson plans, especially the Enugu State Universal Basic Education Board, the UK Department for International Development (DFID) and the DFID-funded Education Sector Support Programme in Nigeria (ESSPIN).



Professor Uche Eze
Honourable Commissioner
for Education Enugu 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. The first page of each week lists learning expectations for the week. 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 12 and 14 include an assessment task (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, 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 pupils 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 pupils 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 11:

Writing letters

Words/phrases

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

inform
examinations
results
continue
trophies
affected
arrived
during
safely
promise
enjoyed
amazing

Learning expectations

By the end of the week:

All pupils will be able to:

Say some of the rules for writing a letter.

Most pupils will be able to:

Write a simple sentence for an information letter.

Some pupils will be able to:

Write sentences for different kinds of letters.

Write these **letters** on the chalkboard and leave them there for the week.

Letter taken from Nigeria Primary English 4, page 34, copyright Learn Africa Plc.

Thank you letter

18 Riverside Street,
Off Shomolu,
Mushin

28.01.2015

Dear Lamide,

This is just a short letter to tell you that I am at home now. I was able to get a good seat behind the driver on the bus. The bus stopped many times but I arrived safely in Mushin at 2 o'clock this afternoon.

Thanks so much for letting me stay in your house. I enjoyed being with your family in Kano.

During the journey I thought about the good times I spent with you. I liked walking along the beach and I enjoyed the day at the zoo. I was glad the lion was behind a large fence. It was amazing seeing the sharks under the water.

My father was waiting beside the gate when I got home. He said I can stay with you again if I promise to work hard at school. I am counting the days until my next holiday with you.

Once again, thank you so much for letting me stay with you and your family.

Your friend,
Damilola

A letter to Father

LA Primary School,
Uromi

12.04.2007

Dear Father,

How are you, Mother and Edeose? I hope you are all well.

I am happy to inform you that the results of the third term examinations have come out and I scored the highest mark in four subjects. My class teacher is very happy with the results. He says if I continue with this kind of result, I may be lucky enough to win the state scholarship.

Father, I am also happy to inform you that I won two trophies for the school in sports. The sports master says that I could be made the sports pupil of the year. I am happy that taking part in sports has not affected my school work. I am sure Mother will be happy to hear this piece of good news.

Please give my love to Mother and Edeose. Tell them that I will be home next month for the holidays.

Your loving daughter,
Emi

Week 11: Writing letters

Day 1: Looking at letters

Learning outcomes

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

Blend consonants when
sounding out words.

Use prepositions to explain
place and time.

Preparation

Before the lesson:

Make a set of **speedy blending flash cards** for each group with these consonant blends: 'br', 'dr', 'fr', 'gr', 'tr'.

Read **How? Speedy blending**, as shown below.

Make **preposition flash cards** for 'at', 'behind', 'beside', 'until' and 'during'.

How? Speedy blending



Give out the speedy
blending flash cards.



Tell the pupils
to blend the
consonant sounds
on each card.



Tell the groups
to practise blending
the sounds quickly.



Choose some pupils
to underline the
consonant blends
in the words
on the chalkboard.



Blend the consonants
and say the
rest of the sounds
for each word.

10
minutes

How

Spelling

Whole class teaching

Choose some pupils to help you write these words on the chalkboard: 'brown', 'brush', 'drum', 'drop', 'from', 'frog', 'grass', 'green', 'tree', 'trap'.

Ask the pupils to count the sounds in each word, eg: b-r-ow-n (4).

Explain that we need to blend sounds together quickly when we are reading.

Teach **How? Speedy blending**, as shown left.

15
minutes

Thank you letter/Macmillan
New Primary English 4

Reading

Whole class teaching

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

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

Read and explain the **Thank you letter** (on the weekly page).

Ask some pupils to explain how letters are different from other kinds of writing.

In pairs, ask the pupils to find examples of letters in **Macmillan New Primary English 4**.

15
minutes

Flash cards

Grammar

Whole class teaching

Read and explain the **preposition flash cards** and remind the pupils that prepositions show when or where something happens.

Write these sentences on the chalkboard and discuss how to complete them using a preposition:

'Bayo saw a lion _____ the zoo.'

'The lion was _____ a fence.'

'Tade ran _____ his friend.'

'Some animals sleep _____ the day.'

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Group A: Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Damilola did.

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 complete the sentences on the chalkboard, using the correct preposition, in their exercise books.

5
minutes

Plenary

Whole class teaching

Ask some pupils to say prepositions that explain time, eg: during, until.

Ask some pupils to say prepositions that explain place, eg: at, behind, beside.

Week 11: Writing letters

Day 2: Why do we write letters?

Learning outcomes

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

Blend consonants when
sounding out words.

List some reasons why we
write letters.

Preparation

Before the lesson:

Make a set of **speedy blending flash
cards** for each group with these consonant
blends: 'sm', 'sn', 'sp', 'st', 'sk'.

Read **How? Reasons for writing letters**,
as shown below and make **letter flash cards**,
eg: 'invitation', 'complaint' and 'employment'.

Have ready the **preposition flash cards**
from Week 11, Day 1 (yesterday).

How? Reasons for writing letters



Ask the pupils to say
when they might
need to write a letter.



Read and explain
the letter flash cards.



Ask some pupils
to help you write the
first sentence for
an invitation letter.



Ask the groups to
suggest sentences for
an information letter.

10
minutes

Spelling

Whole class teaching

Choose some pupils to help you write these words on the chalkboard: 'smart', 'smell', 'snail', 'snap', 'spot', 'sport', 'stop', 'step', 'skip', 'skin'.

Ask the pupils to count the sounds for each word, eg: s-m-e-l-l (4).

Explain that we need to blend sounds together quickly when we are reading, eg: sm-e-l-l (3).

Teach **How? Speedy blending**, as shown in Week 11, Day 1 (yesterday).

15
minutes

How

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

Use the **letter flash cards** and teach **How? Reasons for writing letters**, as shown left.

Read the **Thank you letter** (on the Weekly page) and ask the pupils, 'Why did Damilola write this letter?'

Flash cards/
Thank you letter

15
minutes

Flash cards

Grammar

Pair task

Ask the pairs to say any prepositions they know.

Read and explain the **preposition flash cards**.

Write these sentences on the chalkboard and discuss how to complete them using a preposition:

'Bayo saw a lion _____ the zoo.'

'The lion was _____ a fence.'

'Tade ran _____ his friend.'

'Some animals sleep _____ the day.'

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell these pupils to complete the sentences on the chalkboard, using the correct preposition, in their exercise books.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Damilola did.

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

Whole class teaching

Ask the pairs to say some reasons why we write letters.

Tell the pairs to think of a sentence for a thank you letter.

Choose some pairs to say their sentences to the class.

Week 11: Writing letters

Day 3: An information letter

Learning outcomes

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

Blend consonants when
sounding out words.

Use prepositions in
sentences.

Preparation

Before the lesson:

Make a set of **speedy blending flash
cards** for each group with these consonant
blends: 'bl', 'cl', 'fl', 'gl', 'pl'.

Have ready the **letter flash cards** from
Week 11, Day 2 (yesterday).

Read **How? Using prepositions**,
as shown below.

How? Using prepositions



Remind the pupils
that prepositions
show when or
where something
is happening.



Ask pupils to role
play the following
sentences: 'Damilola
is swimming **in**
the river.'



'The goat crawled
under the fence.'



'Lamide is sitting
beside Damilola.'



Ask the pupils to
copy these sentences
in their exercise
books, underlining
the prepositions.

10
minutes

Spelling

Whole class teaching

Choose some pupils to help you write these words on the chalkboard: 'bleat', 'bleed', 'clap', 'clay', 'flag', 'flat', 'glad', 'glue', 'play', 'plus'.

Ask the pupils to count the sounds for each word.

Explain that we need to blend sounds together quickly when we are reading.

Teach **How? Speedy blending**, as shown in Week 11, Day 1.

15
minutes

Letter to Father/
Flash cards

Reading

Whole class teaching

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

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

Read and explain **A letter to Father** (on the Weekly page).

Ask the pupils, 'What do we call a letter like this?' (an information letter).

Show the **letter flash cards** and choose pupils to explain them.

15
minutes

How
Letter to Father

Grammar

Whole class teaching

Ask the pupils to say any prepositions they can see in **A letter to Father**.

Explain that prepositions can be used to make sentences more interesting.

Teach **How? Using prepositions**, as shown left.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D:
Tell these pupils to write sentences in their exercise books using prepositions.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Damilola did.

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

Pair task

Ask the pairs to write as many prepositions as they can in their exercise books.

Choose pairs to write some of their prepositions on the chalkboard and ask the class to say if they are correct.

Week 11: Writing letters

Day 4: Rules for letters

Learning outcomes

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

Blend triple consonants when sounding out words.

Say some of the rules for writing a letter.

Preparation

Before the lesson:

Make a set of **speedy blending flash cards** for each group: 'scr', 'shr', 'spl', 'str', 'thr'.

Read **How? Letter writing rules**, as shown below, and make **parts of a letter flash cards**: 'address', 'date', 'greeting', 'opening', 'conclusion' and 'end'.

Read **How? Using prepositions** from Week 11, Day 3 (yesterday).

How? Letter writing rules



Write your address at the top right. Write today's date under the address.



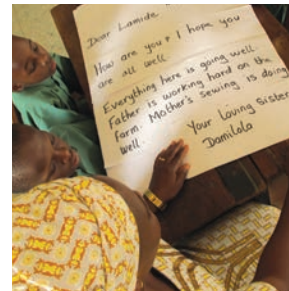
Put the greeting on the left. Write 'Dear' and the person's name.



Write an opening to tell the reader why you are writing, then write your letter.



Write a conclusion to remind the reader why you are writing.



End the letter with your name.

10
minutes

Spelling

Whole class teaching

Choose pupils to help you write these words on the chalkboard:
'scream', 'scrape', 'shrub', 'shrug', 'splash', 'split', 'spring', 'spray', 'string', 'stream', 'throw', 'throat'.

Ask the pupils to count the sounds for each word.

Explain that blending the first three consonants will make it quicker to sound these words out.

Teach **How? Speedy blending**, as shown in Week 11, Day 1.

15
minutes

How

Letters/
Flash cards

Reading

Pair task

Ask the pairs to read out and explain the first nine **words/phrases** on the chalkboard.

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

Teach **How? Letter writing rules**, as shown left.

Read the **Thank you letter** and **A letter to Father**.

Choose some pairs to place the **parts of a letter flash cards** on the right part of each letter on the chalkboard.

15
minutes

Grammar

Group task

Ask each group to say three different prepositions they know.

Remind the class that prepositions can be used to make sentences more interesting.

Teach **How? Using prepositions**, as shown in Week 11, Day 3.

Write three preposition sentences on the chalkboard, eg: 'The cat sat on the mat.'

Choose some pupils to underline the prepositions in the sentences.

Rub the sentences off the chalkboard.

15
minutes

Matching game/
Snap game

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 write sentences in their exercise books using prepositions.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture showing what Damilola did.

5
minutes

Letters/
Flash cards

Plenary

Group task

Choose some pupils to point to prepositions in the **letters** on the chalkboard.

Shuffle the **parts of a letter flash cards** and give one to each group.

Ask each group to match their flash card to the correct part of each **letter**.

Week 11: Writing letters

Day 5: Questions about a letter

Learning outcomes

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

Blend triple consonants
when sounding out words.

Understand how to use
paragraphs.

Preparation

Before the lesson:

Have ready all of the **Speedy blending
flash cards** used this week.

Read **How? Paragraphs role play**, as
shown below, and collect **objects** to make
the role play more interesting.

How? Paragraphs role play



Damilola's journey.



Staying with
Lamide's family.



Walking on the
beach or going to
the zoo.



Father waiting at
the gate.

15
minutes

Flash cards

Spelling

Whole class teaching

Flash all of the **speedy blending flash cards** and ask the pupils to blend the sounds quickly.

Ask some pupils to say words that begin with some of the blends.

Write this sentence on the chalkboard:

'Three green frogs splash in a stream.'

Choose some pupils to underline the double and triple consonant blends.

Ask individual pupils to blend and read the words.

Choose some pupils to read the whole sentence.

15
minutes

Reading

Group task

Write the following missing word sentences on the chalkboard and ask the groups to use the **words/phrases** to complete the sentences in their exercise books.

'I am writing to ____ you of my results.'

'I won two ____ for sports.'

'It was ____ to see the lions at the zoo.'

'I ____ being with you.'

25
minutes

How

Thank you letter

Comprehension

Group task

Read the **thank you letter** with the pupils.

Explain how each new piece of information has its own paragraph.

Ask each group to make up a role play for each paragraph, as shown left in **How? Paragraphs role play**.

Individual task

Ask the pupils to write a short paragraph in their exercise books about one of the following:

Damilola's journey.

Staying with Lamide's family.

The things that Damilola enjoyed doing with Lamide.

5
minutes

Plenary

Whole class teaching

Choose some pupils from each group to share their answers with the class.

Ask the pupils to tell you the rules for writing a letter.

Weekly page

Primary 4, literacy lesson plans

Week 12:

Information letters

Words/phrases

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

village
garden
home
bungalow
compound
sitting room
building
roof
geography
history
science
favourite

Wow! words

tidy
comfortable
kind
strict
generous
delicious
interesting
exciting

Learning expectations

By the end of the week:

All pupils will be able to:

Write and read sentences for an information letter.

Most pupils will be able to:

Write and read a simple information letter.

Some pupils will be able to:

Write and read an information letter using some wow! words and prepositions.

Assessment task

Instructions:

Look at the pupils' finished piece of independent writing from Week 12, Day 5.

1

Ask pupils to read you the letter.

2

Ask pupils to explain to you how they have structured this letter.

3

Ask pupils to answer the following questions about their letter:

'Who did you write your letter to?'

'What information did you put in your letter?'

'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 letter writing.

Use wow! words to make their letter more interesting.

8 Isolo Road
Mushin, Lagos
5th March 2014

Dear Tunde,

How are you and your lovely grandfather?

I am writing to tell you about my new school. It is a small school with lots of big mango trees outside. I can pick delicious mangoes to eat on my way home.

I have a new teacher, Mr Bello. He is strict, but his lessons are interesting and fun. Yesterday we played a good game in maths where we ran around to find numbers.

Please write soon.

Your friend,

Segun

Week 12: Information letters

Day 1: Setting out a letter

Learning outcomes

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

Read words containing 'ow'.

Write an opening for
a letter.

Preparation

Before the lesson:

Write these 'ow' words on the chalkboard:
'brown', 'frown', 'crown', 'cow', 'crowd'.

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

Have ready a **large piece of paper**.

Write these prepositions on the chalkboard:
'behind', 'outside', 'inside', 'around'.

How? Letter writing rules



Write your address
at the top right
of the page. Write
today's date under
the address.



Put the greeting
on the left. Write
'Dear' and the
person's name.



Write an opening to
tell the reader why
you are writing, then
write your letter.



Write a conclusion
to remind the reader
why you are writing.



End the letter with
your name.

10
minutes

Spelling

Whole class teaching

Read the 'ow' words and ask the class which two letters make the 'ow' sound.

Choose some pupils to sound out the words and ask the class to count the sounds, eg: b-r-ow-n (4).

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

Ask them to write the words in their exercise books and underline the 'ow' sound.

30
minutes

Flash cards/
Letter

How

Large piece of paper

Shared writing

Whole class teaching

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

Read the **letter** from Damilola to Lamide from the Week 11 Weekly page to the class.

Ask, 'What is this letter about?'

Tell the pupils they are going to help you write a letter to Lamide about your home and family.

Explain that you want to use **wow! words** to make your letter interesting.

Teach **How? Letter writing rules**, as shown left.

Choose some pupils to show you where to write your address and greeting on the **large piece of paper**.

Write the first paragraph, asking the pupils questions to help you complete each of these sentences:

'You will enjoy staying in my home. It is _____.'
(What does my house look like?)

'My family members are _____.'
(What are their names? What are they like?)

15
minutes

Grammar

Group task

Ask the pupils, 'What are prepositions?' (words to show place and time).

Read the prepositions on the chalkboard.

Choose pupils to 'go outside the room', 'come inside the room', 'walk around the room' and 'stand behind a table'.

Write the following sentences on the chalkboard. Ask the groups to complete them in their exercise books, using a preposition:

'The garden is _____ the house.'

'There is a bench _____ our house.'

'We have beds _____ our house.'

'There is a fence _____ our compound.'

5
minutes

Plenary

Pair task

Ask the pairs to say sentences to describe their home.

Ask them to try to use some prepositions.

Choose some pairs to say their sentences for the class.

Week 12: Information letters

Day 2: Wow! words

Learning outcomes

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

Read words containing 'ou'.

Use prepositions in
sentences.

Preparation

Before the lesson:

Write these 'ou' words on the chalkboard:
'out', 'shout', 'mouth', 'loud', 'sound', 'proud'.

Have ready the **letter** you wrote on
Week 12, Day 1 (yesterday) and write
these prepositions on the chalkboard:
'during', 'until', 'before', 'after'.

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

How? Prompts



Ask pupils to role play
the following: What
jobs need to be done
in the home?



What food do you
like to cook and eat?



What games do you
like to play?

10
minutes

Spelling

Whole class teaching

Write 'ou' on the chalkboard and tell the pupils that these letters also make the 'ow' sound.

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

Read this sentence to the class: 'I shout out and make a loud sound.'

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

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

30
minutes

Flash cards/
Letter

Shared writing

Whole class teaching

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

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

Read the **letter** you wrote with the class on Week 12, Day 1 (yesterday).

Read and explain the first six **wow! words**.

Choose some pupils to show where they could use these words in the **letter** to make it more interesting.

How

Large piece of paper

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

Write the second paragraph on the **large piece of paper**, asking the pupils to help you complete each sentence:

'I have to ____.'
(describe the jobs)

'I like to cook ____.'
(describe the food)

'I enjoy playing ____.'
(describe a game)

15
minutes

Grammar

Group task

Read and explain that the prepositions on the chalkboard are about time.

Write the following sentences on the chalkboard and ask the groups to complete them in their exercise books, using a preposition:

'Funmi cannot play ____ doing her sums.'

'We have breakfast ____ our science lesson.'

'Ayo plays football ____ school.'

'We go to school ____ the day.'

5
minutes

Letter

Plenary

Whole class teaching

Read the **letter** on the large piece of paper with the pupils.

Ask the pairs to suggest prepositions to complete these sentences:

'I like to cook ____ the evening.' (during)

'I enjoy playing ____ the river.' (by, beside, near)

Week 12: Information letters

Day 3: Brainstorm for a letter

Learning outcomes

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

Read words containing
'ow' and 'ou'.

Contribute to a brainstorm
for a letter.

Preparation

Before the lesson:

Write these words on the chalkboard:
'out', 'brown', 'shout', 'frown', 'mouth', 'crown',
'loud', 'cow', 'sound', 'crowd'.

Read **How? Collecting ideas**,
as shown below.

Have ready the **letter** the class wrote in
Week 12, Day 2 (yesterday).

How? Collecting ideas



Take the pupils
outside and look at
the school building.



Tell them to look
at the area around
the school.



Take them back
inside and notice
the objects in
the classroom.



Ask the pupils
what subjects they
enjoy in school.



Write all their
ideas about school
in a brainstorm.

10
minutes

Spelling

Whole class teaching

Choose some pupils to write different ways to make the sound 'ow' on the chalkboard ('ow', 'ou').

Ask the pupils to read the words on the chalkboard.

Choose some pupils to count the number of sounds in some of the words.

Tell the pupils to draw two big squares in their exercise books.

Tell them to write 'ow' above one square and 'ou' above the other square.

Ask them to write the words from the chalkboard in the correct square.

15
minutes

Flash cards/
Letter

Shared writing

Whole class teaching

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

Read and explain the next three words.

Read out the **letter** the class wrote in Week 12, Day 2 (yesterday).

In pairs, ask the pupils to discuss ways to finish the **letter**. Choose one of their ideas to write as a conclusion sentence.

Ask the pupils, 'What is missing from the letter?'

Write the ending with your name.

30
minutes

How

Brainstorm

Whole class teaching

Write, 'A letter to Lamide about school' in the middle of the chalkboard.

Teach, **How? Collecting ideas**, as shown left.

Use these questions to help the groups brainstorm ideas for their letter:

'What does our school look like outside?'

'What are the rooms used for?'

'What is in your classroom?'

'What do you learn at school?'

Choose someone from each group to say their ideas and write them around the title.

Read all of the ideas from the brainstorm.

Tell the groups to write one sentence about their school in their exercise books.

Ask them to try to use some of the **wow! words** to make their writing interesting.

Keep the brainstorm for the next day.

5
minutes

Plenary

Whole class teaching

Ask a pupil from each group to read out their sentence.

Ask the other groups to notice if they use any **wow! words**.

Week 12: Information letters

Day 4: A letter to Lamide

Learning outcomes

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

Spell words with 'ou'
and 'ow'.

Write a simple letter.

Preparation

Before the lesson:

Write the **word search** on the chalkboard,
as shown right.

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

Have ready the **brainstorm** from
Week 12, Day 3 (yesterday).

How? Guided letter writing



Ask the pupils to
write the address
at the top on the
right-hand side.



Ask them to write,
'Dear Lamide'
underneath on the
left-hand side.



Tell them to write
an opening to explain
that you are writing
about your school.



Remind them to
look at the brain-
storm for ideas.



Tell the pupils to try to
use wow! words.

10
minutes

Word search

25
minutes

Flash cards

How

Brainstorm

20
minutes

5
minutes

Spelling

Whole class teaching

Choose some pupils to sound out and spell these words on the chalkboard: 'brown', 'shout', 'loud', 'sound', 'mouth', 'crowd' and 'crown'.

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

Word search

a	s	r	o	x	n	h	d
s	f	h	a	w	t	b	n
o	m	l	o	u	d	w	o
u	b	r	o	u	o	c	o
n	b	m	o	r	t	a	o
d	z	l	c	r	o	w	d

Guided writing

Whole class teaching

Show the first nine **word/phrase flash cards** and ask the pupils to read them and help you explain their meaning.

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

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

Remind the pupils that they are going to write their own letter about school to Lamide.

Group task

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

Ask the groups to use the **brainstorm** from Week 12, Day 3 (yesterday) to suggest ideas to complete the following sentences:
'I am writing to ____.'
'My school is ____.'

Remind the pupils that a letter is set out in sections called paragraphs.

Remind the pupils that each paragraph contains only one idea.

Explain that each paragraph needs to start on a new line.

Independent writing

Individual task

Tell the pupils to write their letters to Lamide in their exercise books.

Remind them to write their address and the greeting.

Ask them to write an opening sentence.

Ask the pupils to think of, and write, two more sentences to describe their school.

Ask pupils to complete the letter by writing a second paragraph about their favourite subject.

Remind them to finish the letter with their name.

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

Plenary

Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any **wow! words** they have used.

Week 12: Information letters

Day 5: A letter to Lamide

Learning outcomes

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

Use 'ou' and 'ow' correctly
when spelling words.

Write an information letter
independently.

Preparation

Before the lesson:

Make sets of these words on **flash cards**
for each group: 'cow', 'how', 'now',
'brown', 'flower', 'out', 'shout', 'sound',
'found', 'ground'.

Read **How? Look, say, hide, write, check**,
as shown below.

Have ready the **brainstorm** from
Week 12, Day 3.

How?
Look, say, hide,
write, check



Tell the pupils
to look carefully at
the word.



Tell the pupils
to say the word
five times.



Hide or cover
the word.



Ask the pupils to write
the covered word.



Tell pupils to check
the spelling of the
word carefully. If it
is incorrect, go back
to the 'look' stage.

10
minutes

How

Flash cards

30
minutes

Brainstorm

15
minutes

5
minutes

Spelling

Group task

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

Ask each group to sound out and read some of the words.

Explain the meaning of the words.

Ask the groups to sort the words into sets of 'ow' words and 'ou' words.

Ask the pupils to learn to spell the words using **How? Look, say, hide, write, check**, as shown left.

Guided writing

Whole class teaching

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

Remind the pupils that they have been using **wow! words** to make their writing more interesting, and prepositions to give more information.

Write these sentences on the chalkboard:
'It is good doing sport.'
'We have food.'

Ask the groups to use **wow! words** and prepositions to make the sentences more interesting.

Group task

Remind the pupils that they are writing an information letter.

Ask each group to use the **brainstorm** from Week 12, Day 3 to complete the following sentences:
'My favourite subject is _____.'
'I enjoy playing _____.'

Independent writing

Individual task

Ask the pupils to open their exercise books and look at the letter from Week 12, Day 4 (yesterday).

Ask the pupils to write a new information letter to their friend.

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

Plenary

Whole class teaching

Choose some pupils to read their letters to the class.

Grade/
Type of lesson plan

Lesson
title

Weekly page

**Primary 4,
literacy
lesson plans**

Week 13:

**Invitation
and sympathy
letters**

Words/phrases

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

invite
refreshments
magician
sandwiches
plenty
competition
success
advice
taught
trophy
recovery
affectionately

Learning expectations

By the end of the week:

All pupils will be able to:

Suggest sentences for letters.

Most pupils will be able to:

Suggest sentences for a sympathy letter and an invitation letter.

Some pupils will be able to:

Make sentences longer using conjunctions.

Write these **letters** on the chalkboard and leave them there for the week.

Letter taken from Nigeria Primary English 4, page 68, copyright Learn Africa Plc.

Invitation letter

5 Adeyemo Street,
Off Ikeja Road,
Lagos

17.10.2014

Dear Femi,

I am writing to invite you to my birthday party. It is on Saturday, October 25th. It will start at 2pm and finish at 5pm. It will take place at my home at 5 Adeyemo Street, Off Ikeja Road, Lagos.

I do hope you can come because it is going to be great fun.

My mother and auntie are cooking so the food will be delicious. They are going to cook two large goats so there will be plenty of refreshments. We can also dance because there will be music.

It will also be very exciting because a magician is coming to do some tricks for us!

Please reply by letter as soon as you can. I look forward to seeing you on October 25th.

Your friend,
Yemi

Sympathy letter

Ukoni Primary School,
Uromi

20.01.2008

Dear Mr Edore,

Greetings from our class. We are very sad to hear that you are ill. I am writing on behalf of everybody in the class. We hope that you are feeling better.

You will be pleased to hear that our class won the final of the school's football competition last week. The score was 6—2 and Jide scored four of the goals. This was because each boy obeyed the rules you taught us about playing football well.

Mr Taiwo is teaching us while you are away and he received the trophy in your place. He said that our success in the final was because we had listened to all your good advice and that the boys helped one another during the game.

The head teacher also praised the whole school for behaving very well at the match.

Please get well soon and come back to school. We miss you and we want to show you the trophy as soon as we can. We are praying for your quick recovery.

Yours affectionately,
Emi (for all the Primary 4 pupils)

Week 13: Invitation and sympathy letters

Day 1: Invitations

Learning outcomes

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

Spell words containing 'oi'.

Use 'because' and 'and'
to join sentences.

Preparation

Before the lesson:

Have ready this list of words but do not write them on the chalkboard: 'point', 'oil', 'boil', 'spoil', 'toilet'.

Read **How? Reasons for writing invitations**, as shown below.

How? Reasons for writing invitations



Ask the class to help you think of occasions when we need to write invitations.



Ask the pairs to role play inviting someone to a wedding.



Ask the pairs to role play inviting someone to visit their home.



Ask the pupils to role play inviting someone to a party.



Ask the pairs to role play other occasions for invitations.

10
minutes

Spelling

Whole class teaching

Say the word 'point' and ask the class, 'Which letters make the 'oi' sound?'

Sound out 'point' with the pupils and write it on the chalkboard.

Choose some pupils to sound out and write these words on the chalkboard: 'oil', 'boil', 'spoil', 'toilet'.

Explain the meaning of the words.

Dictate this sentence and ask the pupils to write it in their exercise books: 'The oil will spoil the soil.'

15
minutes

How

Flash cards /
Invitation letter

Reading

Whole class teaching

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

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

Read the **invitation letter** on the chalkboard and ask the pupils, 'Why has Yemi written this letter?'

Explain that this is a letter of invitation.

Teach **How? Reasons for writing invitations**, as shown left.

15
minutes

Letters

Grammar

Whole class teaching

Explain to the class that we can make sentences longer by using joining words called 'conjunctions'.

Choose some pupils to point to long sentences in the **letters** containing 'and' and 'because'.

Explain that 'and' is used to join two ideas and 'because' explains a reason for something.

Write these sentences on the chalkboard and ask the pairs to say the missing conjunctions:

'The road is wet ____ it has rained.'

'She is sweeping ____ he is cooking.'

'I am late ____ my mother is ill.'

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Femi at Yemi's party.

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 complete the sentences on the chalkboard in their exercise books.

5
minutes

Plenary

Pair task

Write, 'You will enjoy the party because ____.' on the chalkboard.

Read the sentence and ask the pairs to discuss why they would enjoy a party.

Ask them to role play being at a party and then say the completed sentence to each other.

Week 13: Invitation and sympathy letters

Day 2: Rules for an invitation letter

Learning outcomes

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

Read words containing
'oi' and 'oy'.

Say the rules for writing an
invitation letter.

Preparation

Before the lesson:

Write these words on the chalkboard:
'point', 'oil', 'boil', 'spoil', 'toilet', 'toy', 'annoy',
'enjoy', 'destroy', 'employ'.

Read **How? Invitation letter rules**,
as shown below.

How? Invitation letter rules



Read the invitation
letter and remind
the pupils of the letter
writing rules.



Choose pupils to
point to the address,
date, greeting,
opening, conclusion
and end.



Ask some individual
pupils to point to
the date of the party.



Ask pupils to point
to other important
information, ie: start
and finish time.



Ask the groups to
role play people
enjoying the party.

10
minutes

Spelling

Whole class teaching

Write 'oi' on the chalkboard and ask the class to say the sound it makes.

Ask the pupils, 'What other letters make the 'oi' sound?' (oy).

Read and explain the 'oy' words on the chalkboard.

Tell the pupils to draw two big squares in their exercise books.

Ask them to write 'oi' above one square and 'oy' above the other square.

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

15
minutes

How

Flash cards

Reading

Whole class teaching

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

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

Teach **How? Invitation letter rules**, as shown left.

15
minutes

Grammar

Pair task

Remind the pupils that 'and' is used to join two ideas and 'because' adds a reason for something.

Write the following pairs of sentences on the chalkboard:

'We played games.'

'We ate rice.'

'It will be fun.'

'There will be music.'

'I am late.'

'I had to help cook.'

Ask the pairs to use conjunctions to make each pair of short sentences into a long sentence.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell these pupils to complete the sentences on the chalkboard in their exercise books.

Group C:

Sit down with the pupils for guided reading. After the reading, ask them to draw a picture of Femi at Yemi's party.

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 say important information that must be included in an invitation letter, eg: date, time, place of the event.

Ask them to say some of the refreshments (food) they would have at a party.

Week 13: Invitation and sympathy letters

Day 3: A letter of sympathy

Learning outcomes

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

Say a rule for spelling words
containing 'oi'.

Make sentences longer
using 'because' and 'and'.

Preparation

Before the lesson:

Write these words on the chalkboard:
'point', 'oil', 'boil', 'spoil', 'toilet', 'toy', 'annoy',
'enjoy', 'destroy', 'employ'.

Read **How? Make sentences longer**,
as shown below.

How? Make sentences longer



Write, 'I am happy'
and ask the pupils
to role play why they
are happy.



Write, 'It was noisy
in the house' and
ask pupils to role play
why it was noisy.



Write, 'The dog was
barking' and ask
pupils to role play
why it was barking.



Write, 'The man
was tired' and ask
the pupils to role play
why he was tired.



Choose some
pupils to make each
sentence longer
using 'because'.

10
minutes

Spelling

Whole class teaching

Choose some pupils to sound out and read the words on the chalkboard.

Ask the pupils to discuss a rule for using 'oi' and 'oy' ('oi' never comes at the end of a word).

Read this story to the class:
'It is boiling hot. A boy slips on the oil in the soil. He makes a noise and says in a big voice, "The oil will spoil my clothes and annoy my mother."'

Ask the pupils to put up their hands when they hear the 'oi' or 'oy' sound.

15
minutes

Flash cards/
Sympathy letter

Reading

Whole class teaching

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

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

Read and explain the **sympathy letter** on the chalkboard.

Ask the pairs to discuss why Emi wrote this letter.

15
minutes

How

Grammar

Pair task

Ask the pairs, 'How can we make longer sentences?'

Ask them to say some conjunctions.

Tell them they are going to make some sentences longer by using 'because'.

Teach **How? Make sentences longer**, as shown left.

Keep the following on the chalkboard:

'I am happy.'

'It was noisy in the house.'

'The man was tired.'

'The dog was barking.'

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D:

Tell these pupils to complete the sentences on the chalkboard using 'because' in their exercise books.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Femi at Yemi's party.

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

Write this sentence on the chalkboard: 'Mr Edore was happy.'

Ask the pupils to make the sentence longer using 'and' or 'because'.

Week 13: Invitation and sympathy letters

Day 4: How to write a sympathy letter

Learning outcomes

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

Read words containing
'oi' and 'oy'.

Suggest some sentences
for a sympathy letter.

Preparation

Before the lesson:

Copy the **word search**, shown right,
on the chalkboard.

Make sure the sentences from
Day 3 (yesterday) are on the chalkboard.

Read **How? A sympathy letter**,
as shown below.

How? A sympathy letter



Ask the pupils to say
the greeting and
opening sentences in
the sympathy letter.



Ask the groups
to role play the
second paragraph
about the football
competition.



Ask the groups
to role play the third
paragraph about
the trophy.



Ask individual
pupils to say
the conclusion
and ending.



Ask the pupils
to say what else
a letter needs.

10
minutes

Word search

15
minutes

How

Flash cards/
Sympathy letter

15
minutes

15
minutes

Matching game/
Snap game

5
minutes

Spelling

Whole class teaching

Choose some pupils to say the two different ways to spell the 'oi' sound.

Tell the pairs to look at the **word search** on the chalkboard.

Ask them to write any words they can see containing 'oi' or 'oy' in their exercise books.

Choose some pairs to read some of their words and write them on the chalkboard.

Word search

p	t	b	o	y	d
o	b	s	s	a	e
i	o	o	p	n	s
n	i	i	o	n	t
t	l	l	i	o	r
y	o	i	l	y	o
e	n	j	o	y	y

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 flash cards** and read them with the pupils, discussing what they mean.

Read the **sympathy letter** on the chalkboard.

Teach the pupils **How? A sympathy letter**, as shown left.

Choose some pairs to read the address, the date, the greeting, the opening, the conclusion and the end.

Grammar

Pair task

Ask the pairs, 'How can we make longer sentences?'

Ask them to say some conjunctions.

Ask the pairs to say one sentence with 'and' and one sentence with 'because'.

Teach **How? Make sentences longer**, as shown in Week 13, Day 3, (yesterday).

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 make the sentences on the chalkboard longer using 'because' in their exercise books.

Group D: Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Femi at Yemi's party.

Plenary

Pair task

Ask one pupil in each pair to suggest sentences for the opening of a sympathy letter, eg: 'I am sorry that you have been ill. I hope you will soon be better.'

Ask their partner to say sentences for the conclusion of a sympathy letter, eg: 'I miss you very much and hope to see you soon.'

Choose some pairs to say their sentences to the class.

Week 13: Invitation and sympathy letters

Day 5: Questions about a sympathy letter

Learning outcomes

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

Spell words containing
'oi' and 'oy'.

Answer questions about
a letter.

Preparation

Before the lesson:

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

How? Words/phrases



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



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



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



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

10
minutes

Spelling

Whole class teaching

Remind the pupils that they have been learning to spell words with the 'oi' sound.

Write 'oi' in one square and 'oy' in another square on the chalkboard.

Read these words and ask the pupils to point to the square with the correct sound in it: 'point', 'oil', 'toy', 'spoil', 'enjoy', 'destroy', 'soil', 'boy', 'join', 'boil'.

Ask one pupil from each group to write a word in the correct square.

If they are correct, award them a point.

15
minutes

How

Reading

Whole class teaching

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

Write the following missing word sentences on the chalkboard:

'I ____ you to a wedding.'

'A ____ does tricks.'

'Auntie will make the ____ for us to eat.'

'Mr Edore ____ his pupils the football rules.'

Teach **How? Words/phrases**, as shown left.

30
minutes

Comprehension

Pair task

Choose some pupils to say what they remember about the sympathy letter they have been reading.

Tell the pairs to role play **How? A sympathy letter** from Week 13, Day 4, (yesterday).

Sympathy letter

Write these questions on the chalkboard:

'Why is Mr Edore not at school?'

'What was the score in the football competition?'

'Who scored the most goals?'

'Who is teaching the class now?'

'Why did the head teacher praise the school?'

Read the questions and ask the pairs to find the answers in the **sympathy letter**.

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

5
minutes

Plenary

Whole class teaching

Choose some pupils to say some of the reasons why we write letters, eg: information, thank you, invitation, sympathy.

Ask some pupils to name the parts of a letter and point to them in the letters on the chalkboard.

Weekly page

Primary 4, literacy lesson plans

Week 14:

An invitation to a party

Words/phrases

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

ceremony
guests
wrappers
expensive
material
embroidered
blouses
fried chicken
bean cakes
soup
eba
fruit

Wow! words

interesting
beautiful
amusing
exciting
enjoyable
delicious
colourful

Learning expectations

By the end of the week:

All pupils will be able to:

Write and read sentences for an invitation letter.

Most pupils will be able to:

Write, read and pick out information from an invitation letter.

Some pupils will be able to:

Use wow! words and conjunctions to write more interesting letters.

Assessment task

Instructions:

Look at the pupils' finished piece of independent writing from Week 14, Day 5.

1

Ask pupils to read you the letter.

2

Ask pupils to explain to you how they have structured this letter.

3

Ask pupils to answer the following questions about their letter:

'Who did you write your letter to?'

'What type of celebration is the letter about?'

'When and where is the celebration taking 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 letter writing.

Include relevant information for an invitation.

Use wow! words to make their letter more interesting.

7 Ghana Street
Maitama, Abuja
5th June 2014
Tel: 034598765

Dear Bayo,

This letter is to invite you to celebrate the 25th wedding anniversary of my parents on Saturday 2nd August.

We are happy to tell you the celebrations will take place between 4pm and 8pm at M and M Events, Offa Road, Ilorin.

It will be a very special and exciting day and we know our parents would love to see you and your lovely family there.

We look forward to hearing from you.

Your friends,
Femi and Funmi

Week 14: An invitation to a party

Day 1: Longer sentences

Learning outcomes

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

Read words containing
'f' and 'ff'.

Use 'or' to make sentences
longer.

Preparation

Before the lesson:

Write the **invitation letter** from the
Week 13 Weekly page on a large piece of
paper, or on the chalkboard.

Read **How? Writing an invitation**,
as shown below.

How? Writing an invitation



Ask pupils to role
play different types
of celebrations.



Ask them to help
you write the name,
address and the date
in the correct place
for an invitation letter.



Ask them to help
you write the
opening greeting.



Write a sentence
explaining the reason
for the celebration.



Ask the class to help
you write the time,
date and place of the
celebration.

10
minutes

Spelling

Whole class teaching

Choose a pupil to write the 'f' sound on the chalkboard.

Ask the groups to say as many words as they can with 'f' in them.

Write some of their ideas on the chalkboard.

Write 'ff' on the chalkboard and explain that it makes the same sound as 'f'.

Write 'cliff', 'off', 'staff', 'sniff', 'stuff', 'puff', 'stiff' and 'offer' on the chalkboard.

Ask the class to count the sounds in each word and read each word with you, eg: c-l-i-ff (4).

30
minutes

How

Flash cards/
Invitation letter

Shared writing

Whole class teaching

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

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

Look at the **letter** on the paper, or the chalkboard, and ask the pupils to explain what information is in it.

Teach **How? Writing an invitation**, as shown left.

Ask the pupils to help you to write a letter inviting a friend to a celebration.

15
minutes

Grammar

Pair task

Write the following sentences on the chalkboard and ask the pairs to make each sentence longer using 'or':

'I can drink water or ____.'

'We can dance or ____.'

'A celebration can be for a wedding or ____.'

'A celebration can be in a hall or ____.'

Ask the pupils to write the longer sentences in their exercise books.

5
minutes

Plenary

Pair task

Ask the pairs to read some of their sentences to the class.

Ask them to make the first sentence longer using 'and', eg: 'I can drink water and eat bean cakes.'

Week 14: An invitation to a party

Day 2: Adjectives

Learning outcomes

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

Spell words containing
'f' and 'ff'.

Write some sentences
using adjectives.

Preparation

Before the lesson:

Have ready the **letter** you wrote on
Week 14, Day 1 (yesterday).

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

How? Shared writing



Read the first part of
the letter from Week
14, Day 1.



Ask the groups
to role play dancing
and singing
at a celebration.



Ask them to role
play other activities
at a celebration.



Ask them to help
you write their
sentences in
a new paragraph
in the letter.



Discuss food at
celebrations. Write
their sentences
in a new paragraph
in the letter.

10
minutes

Spelling

Whole class teaching

Ask some pupils to help you write 'cliff', 'off', 'staff', 'sniff', 'stuff', 'puff', 'stiff' and 'offer' on the chalkboard.

Read and explain the words.

Write 'f' in one square and 'ff' in another square on the chalkboard.

Read these words and ask pupils to point to the square with the correct spelling in it: 'cliff', 'fish', 'found', 'stiff', 'off', 'life', 'offer', 'after'.

Ask one pupil from each group to write a word in the correct square.

30
minutes

How

Flash cards

Letter

Shared writing

Whole class teaching

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

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

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

Ask the pupils to help you write sentences for the conclusion paragraph.

Ask the class, 'What is missing?' Write the ending with your name.

15
minutes

Grammar

Pair task

Write these sentences on the chalkboard:

'Guests must wear robes.'

'We will play games.'

'We will eat food.'

'There will be songs.'

Ask the pairs to discuss which **wow! word** they could add to each sentence to make it more interesting.

Tell the pupils to write the sentences with the **wow! words** in their exercise books.

5
minutes

Plenary

Pair task

Choose some pairs to write their sentences on the chalkboard.

Ask other pairs if they have chosen different **wow! words**.

Week 14: An invitation to a party

Day 3: Brainstorm

Learning outcomes

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

Read words containing 'ph'.

Contribute to a brainstorm
for a letter.

Preparation

Before the lesson:

Have ready the **letter** you finished on
Week 14, Day 2 (yesterday).

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

How? Brainstorm



Write 'invitation' in
a circle in the middle
of the chalkboard.



Ask the pupils
questions about
invitations. Write
their answers
around the circle.



Ask, 'What is the
party for?', 'What
food will there be?'



Ask, 'What will
happen at the
party?' Ask pupils to
describe party
games or songs.



Ask the pupils,
'What will the guests
wear?'

10
minutes

Spelling

Whole class teaching

Ask the class to say the two spellings for the 'f' sound, ie: 'f' and 'ff'.

Write 'ph' on the chalkboard and tell them that these letters also make the sound 'f'.

Write these words on the chalkboard: 'phone', 'nephew', 'orphan', 'trophy', 'alphabet'.

Read and explain them.

Ask the class to count the sounds in each word and read each word with you, eg: n-e-ph-ew (4).

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

15
minutes

Flash cards/
Letter

Shared writing

Whole class teaching

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

Read and explain the next three words.

Read the **wow! words** and choose some pupils to explain their meaning.

Ask the pairs if they can say any other wow! words to describe clothes.

Write these on the wow! words display.

Read the **letter** the class wrote on Week 14, Day 2 (yesterday).

30
minutes

How

Brainstorm

Pair task

Tell the pupils they are going to write a letter of invitation to their partner.

Teach **How? Brainstorm**, as shown left, giving pairs time to discuss each question.

Ask the pairs to suggest an ending for their letter, eg: 'Yours', 'Your friend' or 'Yours affectionately'.

Write their ideas on the brainstorm.

Ask the pairs to discuss any wow! words they could use in their letter and write them on the brainstorm.

Tell the pairs to write some sentences about their party in their exercise books, using ideas from the brainstorm.

Ask them to try to use some of the wow! words to make their writing interesting.

5
minutes

Plenary

Pair task

Choose some pairs to read out their sentences.

Ask the other pairs to notice if they use any wow! words.

Week 14: An invitation to a party

Day 4: Come to my party!

Learning outcomes

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

Say some words
containing 'ph'.

Write the opening sentences
for an invitation letter.

Preparation

Before the lesson:

Make sets of **missing word flash cards**
for each group: 'nephew', 'trophy', 'phone'
and 'orphan'.

Read **How? Missing words**, as shown below.

Have ready the **brainstorm** from Week 14,
Day 3 (yesterday).

How? Missing words



Write, 'He won a _____
in the competition.'
on the chalkboard.



Give the groups
a set of flash cards.
Ask them to choose
one to complete
the sentence.



Repeat with, 'The
_____ does not have
a mother or father.'



'My sister's son is
my _____.'



'My _____ is ringing.'

10
minutes

How

Flash cards

30
minutes

Flash cards/
Brainstorm

15
minutes

5
minutes

Spelling

Whole class teaching

Ask some pupils to write the three ways to spell the 'f' sound on the chalkboard, ie: 'f', 'ff', 'ph'.

Ask, 'Can anyone say some words with ph in them?'

Give out the **missing word flash cards** and ask the class to read them with you.

Teach **How? Missing words**, as shown left.

Guided writing

Whole class teaching

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

Explain the meaning of the last three words.

Remind the pupils that they are going to write a letter to their partner, inviting them to a party.

Choose some pupils to help you read the **brainstorm** from Week 14, Day 3 (yesterday).

Ask the pupils, 'What important information is missing?' (time, date and place).

Discuss ideas for the time, date and place and write them on the **brainstorm**.

Write, 'You are invited ____.' on the chalkboard.

Ask the groups to use the **brainstorm** to say ideas to complete the sentence and write some new sentences.

Independent writing

Individual task

Tell the pupils to write invitation letters to their partners in their exercise books.

Remind them to write their address and the greeting.

Remind the pupils that a letter is set out in sections called 'paragraphs'.

Ask them to complete the opening sentence on a new line under the greeting: 'You are invited ____.'

Ask the pupils to write some more sentences giving important information about their party.

Plenary

Whole class teaching

Read the **wow! words** with the pupils.

Choose some pupils to read the sentences they have written.

Discuss any **wow! words** they could use to make their sentences more interesting.

Week 14: An invitation to a party

Day 5: My invitation

Learning outcomes

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

Read and spell words
containing 'ph'.

Write an invitation letter.

Preparation

Before the lesson:

Copy the **word search**, shown right,
on the chalkboard.

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

Read **How? Giving an invitation**,
as shown below.

How? Giving an invitation



Tell the pairs to give
their invitation letters
to their partners.



Ask them to read
the invitations.



Choose some pupils
to role play going
to the party.

10
minutes

Word search

Spelling

Pair task

Choose some pupils to say the different ways to spell the 'f' sound.

Tell the pairs to look at the **word search** on the chalkboard.

Ask them to write any words they can see with 'ff' or 'ph' in their exercise books.

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

Word search

t	r	o	p	h	y
s	x	r	p	x	x
n	e	p	h	e	w
i	p	h	o	f	f
f	u	a	n	o	f
f	f	n	e	o	f

30
minutes

Brainstorm

Guided writing

Group task

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

Remind the pupils that wow! words and conjunctions can make sentences more interesting.

Write these sentences on the chalkboard:

'Guests can wear robes.'

'Guests can wear wrappers.'

Ask the groups to add wow! words and a conjunction to make a longer, more interesting sentence, eg: 'Guests can wear beautiful robes or colourful wrappers.'

15
minutes

Independent writing

Individual task

Ask the pupils to open their exercise books and look at the letter from Week 14, Day 4 (yesterday).

Ask pupils to write a complete invitation letter about any celebration they like.

Pupils can use their own ideas about a celebration to invite someone to.

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

5
minutes

How

Plenary

Pair task

Teach **How? Giving an invitation**, as shown left.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 4, literacy lesson plans

Week 15:

A letter to a friend

Words/phrases

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

inviting
delighted
attend
definitely
sorry
unable
flooded
vegetable
harvest
wading
back yard
pillars

Learning expectations

By the end of the week:

All pupils will be able to:

Write sentences in reply to an invitation.

Most pupils will be able to:

Write a reply letter.

Some pupils will be able to:

Write sentences using a comma to show additional information.

Write these **letters** on the chalkboard and leave them there for the week.

Letter taken from Nigeria Primary English 4, page 63, copyright Learn Africa Plc.

Acceptance letter

Plot 44,
Temidiri Street,
Off Agege Road,
Agege

20.10.2014

Dear Yemi,

Thank you very much for inviting me to your party on Saturday, October 25th at 2pm at your home.

I would be delighted to attend and look forward to seeing you there. I am sure it will be great fun. I will enjoy the good food.

Thank you again.
I will definitely attend.

Your friend,
Femi

Letter to a friend

10 Kowa Street,
Lekki,
Victoria Island,
Lagos

18.1.2008

My dear Bassey,

I hope you and your family are well. We are all well here. The only thing that has made us a little sad is the rain. Last week, it rained heavily for three days. Our road and the road behind our house became flooded.

Our back yard was flooded. The flower beds and our little vegetable garden were all under water.

Our nice big tomatoes were all washed away. That made us sad because we were going to harvest them next week.

On the second day of the heavy rain, Daddy had to walk to his office in the rain. He could not take the car because the road was flooded. He wore his raincoat, rain boots and a funny hat. He also used a very big umbrella. He looked very funny and Mummy laughed and laughed. Daddy is lucky because his office is not far from the house.

While the rain lasted, Joe and I had fun wading through the flood in the back yard and sailing paper boats. Can you make paper boats? I'll teach you how to make them if you don't already know.

Our house is dry because it is built on pillars and we have to climb many steps to get into the house. You do remember what our house looks like, don't you?

You must come and spend a holiday with us. Why don't you ask your parents? It would be fun. Please write and tell me your news. Greetings to your brother and parents.

Your friend,
Andy

Week 15: A letter to a friend

Day 1: Acceptance

Learning outcomes

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

Write different spellings for
the 'er' sound.

Identify paragraphs in
a letter.

Preparation

Before the lesson:

Write these words on the chalkboard:
'girl', 'skirt', 'hurt', 'Thursday', 'term', 'herd'.

Read **How? Acceptance reply**,
as shown below.

How? Acceptance reply



Ask the pairs to give
their partners the
invitation letter they
wrote in Week 14.



Ask the partners
to take turns reading
the invitations
and saying a reply.



Choose some pairs
to suggest an
introduction sentence
for the reply.



Ask the pairs to
role play why
they want to come
to the party.



Choose some pairs
to explain some
of their reasons.

10
minutes

Spelling

Whole class teaching

Say the 'er' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'er' sound ('ir' and 'ur').

Read the words on the chalkboard with the pupils and explain them.

Dictate this sentence for the pupils to write in their exercise books: 'On the first day of term my sister hurt her leg.'

15
minutes

How

Reading

Whole class teaching

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

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

Read and explain the **acceptance letter** from the Weekly page on the chalkboard.

Explain that this is an acceptance reply.

Teach **How? Acceptance reply**, as shown left.

Flash cards/
Acceptance letter

15
minutes

Grammar

Pair task

Tell the pupils that they are going to reply to the letter their partner has written.

Ask some pairs to say some rules for a letter, eg: address at the top on the right, greeting.

Remind the pupils that a letter is set out in paragraphs.

Choose some pairs to point to the introduction, explanation and conclusion paragraphs in the **acceptance letter**.

Help them to write their addresses and the date in their exercise books.

Acceptance letter

15
minutes

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

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 three paragraphs and an ending for their reply letter in their exercise books.

Matching game/
Snap game

5
minutes

Plenary

Whole class teaching

Choose some pupils to read out their reply letters.

Ask the class to notice the introduction, explanation and conclusion paragraphs.

Week 15: A letter to a friend

Day 2: Refusal

Learning outcomes

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

Write different spellings for
the 'ow' sound.

Write a reply to an invitation.

Preparation

Before the lesson:

Write these words on the chalkboard:

'sound', 'ground', 'round',
'pound', 'mouth', 'south', 'brown',
'crown', 'frown', 'down'.

Read **How? Refusal reply**,
as shown below.

How? Refusal reply



Ask the pairs
to discuss reasons
for refusing
an invitation.



Choose some pairs
to role play some
of the reasons, eg:
helping at home.



Choose other pairs
to role play other
reasons, eg:
not feeling well.

10
minutes

Spelling

Whole class teaching

Say the 'ow' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'ow' sound ('ou').

Read the words on the chalkboard with the pupils and explain them.

Ask the class to notice which words rhyme.

Explain that this can help them to remember when to use 'ou' or 'ow'.

Dictate this sentence for the pupils to write in their exercise books: 'The crowd made a loud sound.'

15
minutes

How

Flash cards

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.

Teach **How? Refusal reply**, as shown left.

15
minutes

Grammar

Pair task

Tell the pupils that they are going to write a refusal reply letter to their partner.

Ask the pairs to discuss sentences for the introduction of their letter, eg: 'Thank you so much for your invitation.'

Ask the pairs to discuss some sentences for the explanation paragraph, eg: 'I am unable to come because I am going to a wedding on that day.'

Ask the pairs to say some of their sentences to the class.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell these pupils to write three paragraphs and an ending for their reply letter in their exercise books.

Group C:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

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

Whole class teaching

Choose some pupils to read out their introduction sentence.

Choose some pupils to write their explanation sentences and ask the class to check they have given a reason.

Ask the pupils to check that their letters have an ending.

Week 15: A letter to a friend

Day 3: Using commas

Learning outcomes

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

Write different spellings for
the 'oi' sound.

Use commas to separate
extra information.

Preparation

Before the lesson:

Write these words on the chalkboard:
'employ', 'annoy', 'joy', 'destroy', 'coin', 'noise',
'moist', 'spoil'.

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

How? Commas



Explain that
commas are also
used to separate
extra information
in a sentence.



Choose some
pupils to role play
'There was music
playing at the party,
so we danced.'



Ask the pupils to
underline the part
of the sentence
that gives the
extra information.



Write, 'She packed
her bag for school but
forgot to take it.'
on the chalkboard.



Ask some pupils
to say where the
comma should be.

10
minutes

Spelling

Whole class teaching

Say the 'oi' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'oi' sound ('oy').

Read the words on the chalkboard with the pupils and explain them.

Ask the class, 'Where is oy often used in a word?' (at the end).

Dictate this sentence for the pupils to write in their exercise books: 'I employ a boy to dig the soil.'

15
minutes

Flash cards/
Letter to a friend

Reading

Whole class teaching

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

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

Read and explain the **letter to a friend**, from the Weekly page, on the chalkboard.

Ask the class, 'Why did Andy write this letter?' (to give information and invite Bassey to his house).

15
minutes

How

Letter to a friend

Grammar

Pair task

Ask the pairs to find commas in **letter to a friend**.

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

Write these sentences on the chalkboard:

'I live in Agege where my house is close to the main road.'

'We had a great time at the party but it ended too quickly.'

'Segun has fifteen goats and he keeps many chickens too.'

Choose some pairs to say the extra information in each sentence and point to where the comma should be.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D: Ask these pupils to copy the sentences on the chalkboard in their exercise books, putting in the missing commas.

Group B: Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

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

Letter to a friend

Plenary

Whole class teaching

Tell the pupils to look at the **letter to a friend** on the chalkboard.

Ask them to find sentences where a comma is used to separate extra information.

Week 15: A letter to a friend

Day 4: A rainy day

Learning outcomes

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

Write different spellings for
the 'or' sound.

Use commas to separate
extra information.

Preparation

Before the lesson:

Write these words on the chalkboard:
'**s**ort', 'st**o**rm', 'sp**o**rt', 'str**aw**', 'p**aw**', 'j**aw**',
'd**aw**n', 'c**raw**l', '**A**ugust', 'f**au**lt'.

Read: **How? When it rained**, as shown below.

Make sure **Letter to a friend** from
the Weekly page is on the chalkboard.

How? When it rained



Choose a group to
role play Andy's letter.



The house and back
yard were flooded.



Daddy had to walk
to work.



Joe and Andy played
in the back yard.

10
minutes

Spelling

Whole class teaching

Say the 'or' sound and choose a pupil to write it on the chalkboard.

Ask the class what other letters also make the 'or' sound, ('au' and 'aw').

Read the words on the chalkboard with the pupils and explain them.

Ask the class, 'Where is aw often used in a word?' (at the end).

Explain that 'au' is only used in a few words.

Dictate this sentence for the pupils to write in their exercise books: 'It was dawn on an August morning.'

15
minutes

How

Flash cards

Reading

Whole class teaching

Ask the pairs to read out and explain the first nine **words/phrases** on the chalkboard.

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

Teach **How? When it rained**, as shown left.

15
minutes

Letter to a friend

Grammar

Pair task

Ask the pairs to look at the **letter to a friend** and say where they can see commas.

Ask them to say the rule they have been learning for using commas.

Write these sentences on the chalkboard:

'Taiwo washed all the clothes then hung them to dry.'

'Tunde ate his lunch which his mother had made.'

'It was a long walk to school but Temi enjoyed it.'

Choose some pairs to point to where the commas should be.

15
minutes

Matching game/
Snap game

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:

Ask these pupils to copy the sentences on the chalkboard into their exercise books, putting in the missing commas.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw a picture of Daddy going to work in the rain.

5
minutes

Plenary

Whole class teaching

Ask the class, 'What do you do when it rains?'

Ask each group to role play what they might do on a rainy day, eg: run for shelter, splash in the puddles.

Week 15: A letter to a friend

Day 5: Answering questions about a letter

Learning outcomes

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

Spell words containing 'al'.

Answer questions about
a letter.

Preparation

Before the lesson:

Write these words on the chalkboard:
'all', 'ball', 'wall', 'fall', 'small', 'call', 'talk',
'walk', 'chalk', 'stalk'.

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

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

How? Words/phrases



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



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



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



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

10
minutes

Spelling

Whole class teaching

Remind the class they have been talking about the 'or' sound.

Write 'al' on the chalkboard and that explain that these letters can also make the sound 'or'.

Read the words on the chalkboard with the pupils and explain them.

Explain that 'al' is only used in a few words and that they need to learn these words.

Rub the words off the chalkboard.

Dictate the words for the pupils to spell in their exercise books.

15
minutes

How

Reading

Whole class teaching

Write the following missing word sentences on the chalkboard:

'Kehindu was _____ to see Lamide.'

'I will _____ be at the party.'

'The road was _____ when it rained.'

'The tomatoes were ready to _____.'

'Our house is built on _____.'

Teach **How? Words/phrases**, as shown left.

30
minutes

Letter to a friend

Comprehension

Group task

Read the **letter to a friend** on the chalkboard with the pupils.

Remind the pupils that each new piece of information has its own paragraph.

Teach **How? When it rained**, as shown in Week 15, Day 4 (yesterday).

5
minutes

Plenary

Whole class teaching

Ask the pupils to say some of the reasons for writing a letter, eg: information, thank you, sympathy, invitation, reply.

Ask the pupils to say some of the rules for writing letters, eg: address at the top on the right.

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.

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Produced with the
support of

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Support Programme
in Nigeria



UKaid

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International Development