

A young boy with freckles and a white cap is speaking, gesturing with his hands. In the foreground, a large, white, knitted hat is visible. The background is dark.

Literacy lesson plans
Primary 5,
term 3, weeks 21—25

**Descriptive poetry, rhyming couplets
and acrostic poems**

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and acrostic poems**

Introduction

It is pertinent to say that teacher training remains the key element in improving schools and increasing learning outcomes.

Jigawa State Ministry of Education Science and Technology (MOEST) and the State Universal Basic Education Board (SUBEB) are working with the United Kingdom (UK) Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN), to increase capacity of teachers and head teachers to be effective and accountable on literacy, numeracy and leadership in Primary schools.

This work has focussed on how to make teaching child centred, and the organisational structure needed to improve service delivery. With the introduction of the full lesson plans, which came after the initial pilot abridged version, the story of ineffective methods of teaching literacy and numeracy is changing.

The introduction of lesson plans was to ensure that classroom teachers' capacity was improved.

Among other things, the lesson plans sought to address the issue of poor methods of teaching by offering step-by-step guidance to teachers on how to deliver good quality lessons in literacy and numeracy.

The complete modules of lesson plans for Primary 1—5 were produced through the efforts of the State School Improvement Team (SSIT), with technical assistance from ESSPIN funded by the UK Department for International Development (DFID).

Alongside the plans the new structure and process ensures that teachers are continuously supported by both the SSITs and the Local Government Education Authority (LGEA) based School Support Officers (SSOs).

I am confident that with the correct implementation and targeted support, these lesson plans will raise standards and improve the quality of teaching and learning outcomes.

Salisu Zakar Hadejia
Executive Chairman,
SUBEB, Jigawa 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 22 and 24 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, ask pupils to write answers in their exercise books so you can see what they can do.

Spelling

Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell 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 that 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 5, literacy lesson plans

Week 21:

Weather poems

Words/phrases

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

roofs
stream
tomorrow
growing
quiet
washed
horrid
scatters
country
blowy
toss
hurray

Learning expectations

By the end of the week:

All pupils will be able to:

Read and discuss a poem.

Most pupils will be able to:

Use adjectives to describe nouns.

Some pupils will be able to:

Explain why they like, or do not like, windy days.

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

Waiting for the rain

The sun shines hot
on the roofs in the town,
The birds are quiet,
the grass is brown.
Behind the cars, the dust
flies high.
The trees are grey,
the stream is dry.
Tomorrow will be the same
again – or will it rain?

The ground is cold
as we walk to school,
The road is muddy
and the air is cool.
The trees and grass are
growing green,
The world has been
washed and clean.
Tomorrow will be the same
again – or will it rain?

Windy days

People in the town all say,
"What a horrid, windy day!"
How it blows the dust around,
Scatters papers on the ground!

People in the country say,
"What a lovely, blowy day!"
Tall trees toss their heads on high
When the wind comes racing by.

As for me, I shout, "Hurray!"
When the wind comes out to play.

Week 21: Weather poems

Day 1: Waiting for the rain

Learning outcomes

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

Use 'hear' and 'here'
correctly in sentences.

Read and illustrate
a poem.

Preparation

Before the lesson:

Make two large **flash cards** for the
words 'hear' and 'here'.

Read **How? Illustrations for a poem**,
as shown below, and find a large piece
of **paper** for each group.

How? Illustrations for a poem



Tell each group
to draw a picture
to explain two
different lines from
the poem:



lines one and two,



lines three and four,



lines six and seven,



and lines eight
and nine.

15 minutes | Flash cards

Spelling

Whole class teaching

Write on the chalkboard 'I hear the wind.' and read it to the class.

Explain, 'Words that sound the same but have different spellings and meanings are called homophones.'

Ask a pair to point to the homophone on the chalkboard, ie: 'hear'.

Show the **flash cards** and explain that 'hear' is to do with sounds and 'here' is about a place.

Ask some pairs to say sentences for each word and ask the class to point to the correct flash card.

15 minutes | **How** | Word/phrase cards/Poem/Paper

Reading

Group task

Read all of the words/phrases on the chalkboard, asking the pupils to say them with you.

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

Read the poem **Waiting for the rain** to the class.

Ask the pupils to say what we call this type of writing.

Remind the class that a poem uses words to express feelings and ideas.

Give each group a **large piece of paper** and teach **How? Illustrations for a poem**, as shown left.

10 minutes

Grammar

Group task

Remind the pupils that a noun is the name of a person, place or thing and that adjectives describe nouns.

Ask the groups to look at their pictures and write on the nouns.

Ask the groups to say the nouns and write them on the chalkboard.

Ask the groups to say adjectives to describe each noun, eg: hot sun, dusty roof, quiet birds.

Keep the group pictures for the next day.

15 minutes | Textbook/Matching game/Snap game/Poem

Reading

Supported group activities

Group A:
Sit down with these pupils for guided reading. After the reading, ask the pupils to find and read other poems in the **textbook**.

Group B:
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap game**.

Groups C and D:
Ask these groups to find nouns from **Waiting for the rain** and write adjectives before each one in their exercise books.

5 minutes | Poem

Plenary

Whole class teaching

Ask the class to read **Waiting for the rain** with you.

Choose some pupils to underline the words that rhyme, and explain that poems often contain rhymes.

Ask the class if they can remember other types of poems that they have learned about, ie: shape poems, nonsense poems and list poems.

Week 21: Weather poems

Day 2: Describing the weather

Learning outcomes

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

Identify words that are
homophones.

Read and discuss
a poem.

Preparation

Before the lesson:

Read **How? Homophone matching
game**, as shown below.

Make a set of **homophone flash cards**
for each group: 'meet', 'meat', 'bee',
'be', 'know', 'no', 'knew', 'new', 'hear', 'here',
'right', 'write', 'for' and 'four'.

Have ready the group **pictures** from
Week 21, Day 1 (yesterday).

How? Homophone matching game



Shuffle the flash
cards and place them
face down in front
of each group.



Tell each pupil,
in turn, to pick up
two cards.



Tell the pupils to
turn the cards
back if they are not
homophones.



Tell them to keep
the cards if they
are homophones.



The pupil with
the most cards at the
end is the winner.

15 minutes

How

Flash cards

Spelling

Group task

Remind the groups that they are learning about homophones.

Tell the groups to say sentences for the words 'hear' and 'here'.

Ask the groups to say any other homophones they remember.

Show each **homophone flash card** and ask different groups to read and explain them.

Teach **How? Homophone matching game**, as shown left.

10 minutes

Word/phrase cards/
Poem

Reading

Pair task

Read the first three words/phrases on the chalkboard, choosing some pairs to say them with you.

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

Ask the pupils to read **Waiting for the rain** with their partners.

Ask the pairs the following questions:

'What is the weather like in the first part?'

'How do you know?'

'What is the weather like in the second part?'

'Did it rain in the poem?'

'How do you know?'

10 minutes

Poem/
Pictures

Grammar

Group task

Ask the groups to explain the meaning of nouns and adjectives.

Choose some groups to underline the nouns in the **poem** on the chalkboard.

Ask the groups to look at the **pictures** they drew on Day 1 (yesterday) and say some adjectives to describe them.

15 minutes

Poem/Textbook/
Matching game/Snap game

Reading

Supported group activities

Groups A and B:
Ask these groups to find nouns from **Waiting for the rain** and write adjectives in front of each one in their exercise books.

Group C:
Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

Group D:
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/snap game**.

10 minutes

Poem

Plenary

Whole class teaching

Choose some pairs to point to the words that rhyme in **Waiting for the rain**.

Remind the pairs that for words to rhyme they need to contain sounds that are the same, eg: 'town' and 'brown' have the 'ow' sound and 'high' and 'dry' have the long 'i' sound.

Explain that sections of poems are called 'verses' and ask, 'Which line is repeated in each verse?'

Week 21: Weather poems

Day 3: Rhythm

Learning outcomes

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

Use 'two', 'to' and 'too'
correctly in sentences.

Read a poem with
a regular rhythm.

Preparation

Before the lesson:

Read **How? Windy days**, as
shown below.

Copy the **sentences** from the
grammar activity, shown right, on to
the chalkboard.

How? Windy days



Read the poem
'Windy days'.



Ask the pupils
to help you count
the syllables in
each line.



Ask the pupils to
clap a regular beat
as they read the
poem with you.



Choose some
pupils to help you
draw a windy day
in the town on
the chalkboard.



Choose some
pupils to help you
draw a windy day
in the country
on the chalkboard.

15
minutes

Spelling

Group task

Write these sentences on the chalkboard:
'It is too hot today.'
'I have two brothers.'
'It is time to go to school.'

Choose a group to underline the words that sound the same.

Say, 'Some homophones can have three or more different spellings.'

Explain that 'two' is a number, 'too' means 'more than is needed or wanted' or 'as well as' and 'to' is a preposition.

Ask the groups to write their own sentences for the different spellings in their exercise books.

10
minutes

How

Reading

Whole class teaching

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

Read and explain the next three words/phrases with the pupils.

Explain that poems often have a regular rhythm.

Teach **How? Windy days**, as shown left.

15
minutes

Poem/
Sentences

Grammar

Whole class teaching

Remind the pupils that an adjective is a word that describes a person, place or thing.

Read the poem **Windy days** with pupils.

Choose some pupils to underline the adjectives.

Read out the following **sentences** on the chalkboard and ask the pupils to add an adjective:

'The ground is ____ as we walk to school.'
(Eg: cold, wet)

'The road is ____.'
(Eg: muddy)

'The trees are ____.'

'It is a ____ windy day.'

'The air is ____.'

15
minutes

Sentences/Textbook/
Matching game/Snap
game/

Reading

Supported group activities

Groups A and D:
Ask these groups to complete the **sentences** with the missing adjectives in their exercise books.

Group B:
Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

Group C:
Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/ snap game**.

5
minutes

Poem

Plenary

Whole class teaching

Read the poem **Windy days** with the class, clapping out the rhythm.

Choose different pairs to read and clap out each line of the poem.

Week 21: Weather poems

Day 4: Windy days

Learning outcomes

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

Spell 'two', 'too' and 'to'
correctly.

Use adjectives
to describe nouns.

Preparation

Before the lesson:

Make a set of **flash cards** for 'two', 'too'
and 'to' for each group.

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

Write the **sentences** for the grammar
activity from **Week 21, Day 3** (yesterday)
on the chalkboard.

How? Weather adjectives



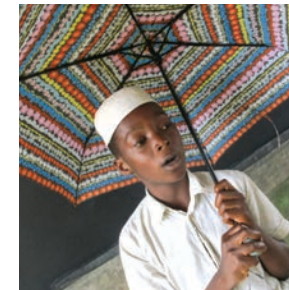
Ask the groups to
say what happens on
a windy day.



Tell each group
to role play
walking to school
on a windy day.



Ask the groups
to say adjectives
to describe
a windy day.



Tell each group
to role play
walking to school
on a rainy day.



Ask the groups to
say adjectives to
describe a rainy day.

15 minutes | Flash cards

Spelling

Whole class teaching

Give each group a set of **flash cards** and remind them of the meaning of 'two', 'too' and 'to'.

Read out the following sentences and ask the groups to hold up the matching card:

'Last week Kande was two years old.'

'The soup was too spicy.'

'The book belongs to Sabo.'

Dictate the sentences for the pupils to write in their exercise books.

10 minutes | Word/phrase cards/ Poem

Reading

Whole class teaching

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

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

Choose some pairs to read **Windy days** and ask them these questions:

'How do the town people feel about a windy day?'

'Why don't they like a windy day?'

'How do country people feel about a windy day?'

'Why do they like a windy day?'

15 minutes | **How** | Sentences

Grammar

Group task

Teach **How? Weather adjectives**, as shown left.

Read out the **sentences** on the chalkboard and ask each group to say an adjective to complete one of the sentences.

15 minutes | Matching game/ Snap game/ Sentences/ Textbook

Reading

Supported group activities

Group A:

Tell these pupils to choose three words/phrases and write a sentence for each of them, then play the **matching game/ snap game**.

Groups B and C:

Ask these groups to complete the **sentences** with the missing adjectives in their exercise books.

Group D:

Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

5 minutes | Poem

Plenary

Pair task

Tell one pupil in each pair to read what the town people say and the other to read what the country people say in the poem **Windy days**.

Tell the pairs to read the last part together.

Choose some pairs to read the poem to the class.

Week 21: Weather poems

Day 5: Comprehension

Learning outcomes

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

Match homophones
correctly.

Answer questions about
a poem.

Preparation

Before the lesson:

Read **How? Sounds the same**, as
shown below.

Have ready the **homophone flash
cards** from **Week 21, Day 2**, enough for
the pupils to have one each.

Copy the comprehension **sentences**,
shown right, on to the chalkboard.

How? Sounds the same



Give each pupil
a homophone
flash card.



Tell the pupils to
find a partner with
a word that sounds
the same.



Check that the
pupils have found
the correct partner.



Ask the pairs to
write their two words
in sentences.

15
minutes

How

Flash cards

10
minutes

Word/phrase cards/
Poems

25
minutes

Sentences

Poems

10
minutes

Spelling

Whole class teaching

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

Teach **How? Sounds the same**, as shown left.

Reading

Group task

Give each group two of the **word/phrase cards**.

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

Ask the groups to say sentences using the words/phrases.

Read the two poems you have read this week, **Waiting for the rain** and **Windy days**.

Ask the groups to say any rhyming words they hear.

Comprehension

Pair task

Read out the following **sentences** on the chalkboard to the class:

'When are the birds quiet?'

'What are the trees like before the rain?'

'What happens to the cars before the rain comes?'

'What does the wind do in the town?'

'What does the wind do in the country?'

Ask the pairs to discuss the questions and look for the answers in the **poems**.

Choose some pairs to say their ideas to the rest of the class.

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

Plenary

Whole class teaching

Ask the pupils to walk around the class.

If they like windy days, tell them to go to the left of the classroom.

If they do not like windy days, tell them to go to the right of the classroom.

Choose some pupils to say why they do, or do not, like windy days.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 22:

My weather poem

Words/phrases

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

poured
drenching
strangely
humid
silently
drizzle
drifting
monsoon
hazy
whistling
coughing

Wow! words

pitter patter rain
chilly winds
sailing across
the sky
slowly drifting
cloudy and hazy
happy holidays
dry and dusty
colours of
the rainbow

Learning expectations

By the end of the week:

All pupils will be able to:

Identify rhyming couplets.

Most pupils will be able to:

Write a rhyming couplet.

Some pupils will be able to:

Write a short poem with rhyming couplets.

Write this **rhyming couplet poem** on the chalkboard and leave it there for the week.

Rhyming couplets

One dark night sleeping
happily in my bed,
Thunder crashed loudly
above my head,
The rain came down,
All around the town,
The wind whistled strangely,
all around,
A tree broke suddenly,
falling to the ground,
Water poured heavily
down the wall,
On to the ground,
quickly drenching all.

Write the following on the chalkboard as a guide for pupils' writing on day 4.

Couplet writing frame 1

Harmattan is coming,
dust is flying,

The sky looks brown,

The streams are dry,
_____.

Write the following on the chalkboard as a guide for pupils' writing on day 5.

Couplet writing frame 2

The wind is _____ and
strong, _____.
_____ clouds and dust
all around, _____.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 22: Assessment

Assessment task

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

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

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

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

Instructions:

Ask an individual pupil to:

1
Read their poem from Week 22, Day 5 on the Harmattan.

2
Underline the adjectives and adverbs used in their poem.

3
Answer the following questions about their poem:

'What is the down side of what is happening in the poem?'

'What are the positive things happening in the poem?'

Example of a pupil's work

This pupil can:

Choose words that rhyme to write a poem.

Use the correct layout to write a poem.

Underline adverbs and adjectives in a poem.

Harmattan

Harmattan is coming, dust is flying,
The big, strong wind is really trying.

Everywhere I look, I see brown, misty sky
It comes again every year, and I think 'why?'

But it does make me happy to see this
wind appear,
It means something nice will soon be here.

Soon this dusty wind will bring the lovely
rain,
And this means the sun will soon show again.

Week 22: My weather poem

Day 1: Rhyming couplets

Learning outcomes

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

Say some words that rhyme.

Arrange rhyming couplets
to make a poem.

Preparation

Before the lesson:

Make sets of **spelling flash cards**
for each group: 'moan', 'coat', 'goal',
'vote', 'bone', 'pole'.

Read **How? Arranging rhyming couplets**,
as shown below, and prepare sets
of **rhyming couplet flash cards** for each
group, based on the couplets on this
week's weekly page.

How? Arranging rhyming couplets



Read and explain
the rhyming couplet
flash cards.



Shuffle the sets of
rhyming couplet
flash cards and give
each group a set.



Tell the groups
to find flash cards
that rhyme.



Choose some
groups to read some
of their rhyming
couplets to the class.



Tell the groups to
arrange the couplets
to make a poem.

15 minutes | Flash cards

Spelling

Group task

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

Ask some groups to read the words.

Remind the groups that 'oa' and 'o-e' make the same sound.

Explain: 'A rhyme is when two words contain a sound that is the same. The sound may have a different spelling.'

Ask the groups to say words that rhyme from the spelling flash cards and write them in their exercise books, eg: 'moan' and 'bone'.

20 minutes | Wow! word cards

Shared writing

Whole class teaching

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

Show the first three **wow! word cards**, and read and explain them.

Write these wow! words on a **wow! words wall** in the classroom and keep it for the next day.

How | Flash cards

Group task

Explain that rhyming couplets are two lines of poetry with a rhyming word at the end of each line.

Teach **How? Arranging rhyming couplets**, as shown left, using the **rhyming couplet flash cards**.

Ask each group to read their poems.

15 minutes

Grammar

Group task

Remind the groups that action words are called 'verbs'.

Tell the groups to find the verbs in the rhyming couplet poem they have just made, eg: sleeping, crashed, poured.

Explain that adverbs describe verbs and ask some groups to find the adverbs in the poem, eg: happily, loudly.

Tell the groups to write the adverbs in their exercise books.

10 minutes

Plenary

Whole class teaching

Write these verbs on the chalkboard: 'wash', 'walk', 'sleep', 'brush', 'talk' and 'write'.

Read the verbs to the class and choose some pairs to role play the verbs in the following ways: quickly, slowly, heavily, lightly, loudly, softly, gently.

Week 22: My weather poem

Day 2: Adjectives and adverbs

Learning outcomes

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

Find rhyming words.

Use adjectives and adverbs
to make their writing more
interesting.

Preparation

Before the lesson:

Have ready the **rhyming couplet
flash cards** and the **wow! words wall**
from Week 22, Day 1 (yesterday).

Have ready a large piece of **paper**
for shared writing.

Read **How? Building a sentence**,
as shown below.

How? Building a sentence



Say, 'Let's start with
a noun.'



Ask the pupils to
add adjectives.



Ask, 'What was
the wind doing?'
and ask the pupils
to add verbs.



Ask the pupils to
add adverbs to
describe how the
wind was moving.

15
minutes

Spelling

Pair task

Ask the pairs to say words that rhyme with bone, eg: phone, moan.

Repeat with goat and cake.

Write the following words on the chalkboard:

'true', 'show', 'rain', 'lake', 'loud', 'cane', 'cloud', 'wake', 'know', 'grew'.

Choose some pairs to read the words and point to words that rhyme, eg: 'true' and 'grew'.

Tell the pairs to write the rhyming words in their exercise books.

20
minutes

Shared writing

Group task

Show the first six **word/phrase cards** and choose some groups to say them with you.

Read and explain the last five **wow! word cards** and write them on the **wow! words wall**.

Ask the groups to arrange the **rhyming couplet flash cards** to make a poem.

Choose some groups to read their poems to the class.

Word/phrase cards/
Flash cards/Wow! words wall

Paper/
Wow! words wall

15
minutes

How

Grammar

Pair task

Teach **How? Building a sentence**, as shown left.

Write the following sentences on the chalkboard and read them with the class:

'The ____ wind was blowing ____.'

'The ____ rain came ____.'

'The ____ sun was shining ____.'

Tell the pairs to say the sentences, adding adjectives and adverbs to make them more interesting.

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

10
minutes

Couplets

Plenary

Group task

Ask the groups to read the **shared writing couplets**.

Ask each group to say words that rhyme with again, high and know.

Week 22: My weather poem

Day 3: Harmattan brainstorm

Learning outcomes

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

Identify rhyming words for
poetry writing.

Contribute ideas to
a poetry brainstorm.

Preparation

Before the lesson:

Have ready the **wow! words wall**
and the **shared writing couplets** from
Week 22, Day 2 (yesterday).

Read **How? Harmattan brainstorm**,
as shown below.

How? Harmattan brainstorm



What do you see?



What do you hear?
Add some adverbs.



How do you feel?



What do you do?

15
minutes

Spelling

Whole class teaching

Remind the pupils that some sounds have different spellings.

Ask some pupils to write the spellings for the long 'i' sound on the chalkboard, ie: 'igh', 'ie', 'i-e' and 'y'.

Write the following words on the chalkboard: 'high', 'sky', 'water', 'later', 'clear', 'here', 'cash', 'wash', 'though', 'slow', 'head', 'bead'.

Choose some pairs to read the words and point to words that rhyme, eg: true and grew.

Tell the pairs to write the rhyming words in their exercise books.

10
minutes | Word/phrase cards/
Wow! words wall/Couplets

Shared writing

Whole class teaching

Ask some pupils to read the first six words/phrases on the chalkboard and say what they mean.

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

Ask the pupils to read and explain words on the **wow! words wall**.

Choose some pupils to read out the **shared writing couplets**.

30
minutes | **How** | Brainstorm

Brainstorm

Group task

Explain that the groups are going to think of ideas for their own poem about the dry season.

Write 'Harmattan' in the middle of the chalkboard.

Ask the groups questions about the Harmattan and write their ideas, as shown left in **How? Harmattan brainstorm**.

Tell the groups to use the **brainstorm** to write three sentences about the Harmattan in their exercise books.

5
minutes | Brainstorm

Plenary

Whole class teaching

Ask the groups to look at the **brainstorm**.

Ask each group to choose a word from the brainstorm and say a word that rhymes with it, eg: high rhymes with why, sigh, lie and sky.

Keep the brainstorm for the next day.

Week 22: My weather poem

Day 4: Harmattan rhyming couplets

Learning outcomes

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

Find rhyming words in
a word search.

Write a rhyming couplet.

Preparation

Before the lesson:

Copy the **word search**, shown in today's
spelling activity, on to the chalkboard.

Have ready the **wow! words wall** and the
brainstorm from Week 22, Day 3 (yesterday).

Read **How? Guided writing 1**, as shown
below, and write the **Couplet writing
frame 1**, from this week's weekly page,
on the chalkboard.

How? Guided writing 1



Read the first line
and ask the groups
to say words that
rhyme with flying.



Use ideas from
the brainstorm for
the second line,
eg: Wind whistling,
children crying.



Repeat for the
next rhyming
couplet, eg: Run
from the town.



Repeat, eg: Brown,
dusty sky.



Encourage the groups
to say different
ideas but do not
write them on the
chalkboard.

15 minutes | Word search

20 minutes | Word/phrase cards

How | Brainstorm/Word search/
Wow! words wall

15 minutes | Couplets

10 minutes

Spelling

Whole class teaching

Choose some pupils to find and write 'flying' and the two words that rhyme with it in the **word search** on the chalkboard.

Ask them to find and write 'brown' and the two words that rhyme with it.

Ask them to find and write 'dry' and the three words that rhyme with it.

Word search

b	r	o	w	n	h	o	o
d	h	i	g	h	b	g	q
r	g	f	l	y	i	n	g
y	j	u	f	r	o	w	n
g	s	i	g	h	i	n	g
f	s	k	y	t	o	w	n
o	c	r	y	i	n	g	f
y	p	a	w	h	y	c	y

Guided writing

Whole class teaching

Ask the pupils to read the first nine words/phrases on the chalkboard and say what they mean.

Show the class all the **word/phrase cards** and explain them.

Group task

Read the words from the **brainstorm** and explain that the pupils are going to write rhyming couplets about the Harmattan.

Explain that they can use the **word search**, the **brainstorm**, the words/phrases and the **wow! words wall** to help with their ideas.

Teach **How? Guided writing 1**, as shown left.

Independent writing

Individual task

Ask the pupils to write the title 'Hamattan' in their exercise books.

Tell them to write the first line of the first **rhyming couplet** underneath and try to write their own second line.

Ask the pupils to then write the second rhyming couplet and the third rhyming couplet with their own rhyming second lines.

Plenary

Whole class teaching

Tell the pupils to share their writing with the person next to them.

Choose some pupils to read their favourite lines to the class.

Week 22: My weather poem

Day 5: Harmattan weather poem

Learning outcomes

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

Identify rhyming words.

Complete a short rhyming
poem about the Harmattan.

Preparation

Before the lesson:

Have ready the **brainstorm**
and **wow! words wall** from Week 22,
Day 4 (yesterday).

Read **How? Guided writing 2**, as shown
below, and write the **Couplet writing
frame 2**, from this week's weekly page,
on the chalkboard.

How? Guided writing 2



Ask the groups to
think of adjectives
to complete another
line of the poem.



Write their ideas
on the wow! words
wall.



Ask the groups
to discuss ideas for
the next line, eg:
Bringing sand,
whistling a song.



Choose a pupil to
write adjectives for
another couplet.



Choose different
pupils to continue
adding adjectives.

15
minutes

Spelling

Pair task

Choose some pairs to read the rhyming words they have written in their exercise books this week.

Write these words on the chalkboard: 'flying', 'brown', 'dry', 'strong', 'around', 'feet'.

Ask some pupils to read and explain these words.

Tell the pairs to say a rhyming word for each word to their partner.

Choose some pupils to say the rhyming words in sentences.

20
minutes

Word/phrase cards/
Wow! words wall

Guided writing

Whole class teaching

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

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

Ask the pupils to point out words/phrases that could be used in their Harmattan poem.

How

Poem

Group task

Read the Harmattan **poem** from yesterday with the pupils.

Teach **How? Guided writing 2**, as shown left.

15
minutes

Brainstorm/
Wow! words wall

Independent writing

Individual task

Ask the pupils to complete the rhyming couplets on the chalkboard under the Harmattan couplets they wrote yesterday in their exercise books.

Tell them to add their own adjectives in the first line and write their own rhyming second line.

Remind the pupils to use the **brainstorm**, the words/phrases and the **wow! words wall** to help with their ideas.

10
minutes

Plenary

Whole class teaching

Ask some pupils to share their poems with the class.

Choose some other pupils to role play the actions as the poems are read.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 23:

Sing a song

Words/phrases

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

people
city
umbrellas
pours
singly
crowd
nothing
grumpy
hurry
neighbourliness
good deed
while

Learning expectations

By the end of the week:

All pupils will be able to:

Identify rhyming words in a poem.

Most pupils will be able to:

Add rhyming lines to a poem.

Some pupils will be able to:

Say how two poems are different.

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

'Neighbourliness' taken from Nigeria Primary English 5, page 65, copyright Learn Africa Plc.

Write the following on the chalkboard as a guide for pupil's writing on day 3.

Neighbourliness

She is sick, she is thin,
No one will go in.
Her children are sad
And I know this is bad.

I think that maybe
I'll take them some tea.
And I could go round
And sweep their compound.

I could play with the boys
And give them some toys.
One good deed each day
Is the best neighbour way.

But one thing above all,
Will make me feel tall.
I'll stay for a while
And make them all smile.

Sing a song of people

Sing a song of people,
Walking fast or slow,
People in the city,
Up and down they go.

People with their hats on,
Going in the doors,
People with umbrellas,
When it rains and pours.

People walking singly,
People in a crowd,
People saying nothing,
People talking loud.

People laughing, smiling,
Grumpy people too,
People who just hurry,
And never look at you!

Sing a song of people,
Who like to come and go,
Sing of city people,
You see but never know.

Sing a song of children

Sing a song of children,
Playing _____,
Children at our school,
Children _____.

Children reading stories,
Maths _____,
Children in the playground,
Let's see what they can
_____.

Children reading, writing,
Learning _____,
Running out of school,
When _____.

Week 23: Sing a song

Day 1: Opposites

Learning outcomes

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

Identify homophones
for 'see', 'four' and 'made'.

Identify words that
are opposites in a text.

Preparation

Before the lesson:

Write the **sentences** from the
spelling task, shown opposite,
on to the chalkboard.

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

How? Opposites role play



Ask each group
to help you
write descriptions
about the people
from the poem.



Choose one
group to role play
a description
from verse one.



Ask another
group to role play
people behaving
in an opposite way.



Draw an opposite
chart on the chalk-
board.



Repeat with more
role plays for the
different descriptions.

15 minutes | Sentences

Spelling

Whole class teaching

Remind the pupils that homophones are words that sound the same but have different spellings and meanings.

Read the following sentences and ask some pupils to point to the homophones:

'The maid was sweeping.'

'Fish swim in the sea.'

'Dauda went shopping for his mother.'

Ask some pupils to say other spellings for the homophones, ie: made, see and four.

Ask the pupils to write sentences for these other spellings in their exercise books.

10 minutes | Word/phrase cards/
Poem

Reading

Whole class teaching

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

Show the first three word/phrase cards and explain them to the class.

Read and explain the first four verses of *Sing a song of people* to the class.

Ask:

'What type of writing is this?'

'What can you remember about poems?' (They express ideas, sometimes rhyme, they have verses)

Choose different groups to role play the people in each verse.

10 minutes | How

Grammar

Whole class teaching

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

20 minutes | Textbook/Matching game/
Snap game

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the textbook.

Group B:

Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the matching game/snap game.

Groups C and D:

Tell these pupils to make an opposites chart in their exercise books and write in opposite descriptions from the poem.

5 minutes | Poem

Plenary

Whole class teaching

Read all the verses of *Sing a song of people* to the class.

Read the final verse again.

Ask the class, 'What is the poet saying about people in the city?' (eg: they are too busy to make friends)

Week 23: Sing a song

Day 2: Adverbs

Learning outcomes

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

Identify the different
spellings and meanings
of some common
homophones.

Find opposites for adverbs.

Preparation

Before the lesson:

Make large **homophone flash
cards**: 'here', 'two', 'meet', 'be', 'weak',
'not', 'for', 'maid'.

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

How? Adverbs



Choose some pairs
to underline the
verbs in the poem.



Ask some pairs
to circle the adverbs.



Ask the pairs
to suggest adverbs
for some of the
other verbs.



Ask the pairs to
complete an opposite
adverbs chart
on the chalkboard.



Remind pupils how
they completed the
opposite descriptions.

15 minutes | Flash cards

Spelling

Group task

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

Give each group two different homophone flash cards.

Ask the groups to write sentences for each homophone in their exercise books.

Ask the groups to say another spelling for their homophones and write them on the chalkboard, eg: 'hear', 'to'.

Tell the groups to write sentences for the other spellings of their homophones.

10 minutes | Word/phrase cards/
Poem

Reading

Whole class teaching

Ask some pupils to read the first three **word/phrase cards** and explain them.

Show the next three word/phrase cards and explain them to the class.

Ask the class to read the poem **Sing a song of people**.

Clap a regular beat as you read the poem together, ie:

Sing (clap) a (clap) song (clap) of (clap) people (clap, clap)

Walking (clap, clap) fast (clap) or (clap) slow (clap).

10 minutes | How

Grammar

Pair task

Write these words on the chalkboard: 'fast', 'up', 'quietly' and remind the pairs that they are adverbs.

Say, 'Adverbs describe verbs.'

Ask the pairs to say the opposite for each adverb, ie: slowly, down, loudly.

Explain that 'slow' and 'loud' are used in the poem so that they will rhyme with other words.

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

20 minutes | Textbook/Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell these pupils to make an opposites chart in their exercise books and write in opposite descriptions from the poem.

Group C:

Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

Group D:

Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the **matching game/snap game**.

5 minutes | Poem

Plenary

Whole class teaching

Choose some pupils to find the rhyming words in **Sing a song of people**.

Ask, 'Which lines have rhyming words?' (eg: lines two and four).

Read the poem with the class.

Week 23: Sing a song

Day 3: Rhyming words

Learning outcomes

Preparation

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

Use homophones correctly
in a written sentence.

Find rhyming words for
a class poem.

Before the lesson:

Write these **homophones** on the
chalkboard: 'blue', 'blew', 'week', 'weak'.

Read **How? A rhyming poem**,
and write the **verses** with the missing
words from this week's weekly page,
on the chalkboard.

How? A rhyming poem



Read the first
verse and ask the
groups to say
ideas to complete
each line.



Tell them to make
the end words
rhyme, eg: in the sun
and, having fun.



Repeat with the
next verse, eg:
and science too,
and do.



Repeat with the
third verse, eg: how
to spell, and they
hear the bell.



Rub out the
words that have
been inserted.

15 minutes | Homophones

Spelling

Pair task

Ask the pairs to say some homophones they know.

Choose some pairs to write the different spellings for their homophones on the chalkboard.

Read and explain the **homophones** on the chalkboard.

Write these sentences on the chalkboard:

'Yesterday, the wind ____.'
'The sky is ____.'
'Seven days make a ____.'
'The man is ill and ____.'

Ask the pairs to complete the sentences in their exercise books using the correct homophone.

10 minutes | Word/phrase cards/
Poem

Reading

Pair task

Choose some pairs to explain the first six words/phrases on the chalkboard.

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

Read **Sing a song of people** with the class.

Ask some pairs to underline the rhyming words.

Tell the pairs to say as many words as they can that rhyme with 'slow', eg: go, no, show, toe, blow.

Repeat with 'too'.

15 minutes | How

Grammar

Whole class teaching

Explain that you are going to help the class to write their own poem.

Teach **How? A rhyming poem**, as shown left.

15 minutes | Verses/Textbook/
Matching game/Snap game

Reading

Supported group activities

Groups A and D:
Tell these pupils to complete the **verses** on the chalkboard to make their own poems.

Group B:
Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

Group C:
Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the **matching game/snap game**.

5 minutes

Plenary

Whole class teaching

Choose some pupils from groups A and D to read the poems they have written. Ask the class to notice the rhyming words.

Week 23: Sing a song

Day 4: Neighbourliness

Learning outcomes

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

Match homophones
and write a sentence
spelling the homophone
correctly.

Find rhyming words
in a poem.

Preparation

Before the lesson:

Read **How? Homophone pairs**,
as shown below, and make enough
homophone flash cards for each
pupil to have one: 'be', 'bee', 'meet',
'meat', 'weak', 'week', 'not', 'knot', 'four',
'for', 'hear', 'here', 'maid', 'made'.

Write the **verses** with the missing
words from **Week 23, Day 3** (yesterday)
on the chalkboard.

How? Homophone pairs



Give each pupil
a homophone
flash card and tell
them to walk around
the classroom.



Ask them to
look for a pupil
with a matching
homophone.



Choose some
pairs to write their
homophones in
sentences on the
chalkboard.



Collect the flash
cards, shuffle
them and repeat
this process two
more times.



Ask the pupils to write
their homophone
in a sentence in their
exercise books.

10
minutes

How

Flash cards

Spelling

Pair task

Teach **How? Homophone pairs**, as shown left, using the **homophone flash cards**.

15
minutes

Word/phrase cards/
Poem

Reading

Whole class teaching

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

Show the next three **word/phrase cards** and explain what they mean.

Read and explain the poem **Neighbourliness**.

Ask some pupils to point to words that rhyme.

Ask, 'Which lines rhyme?' (ie: the first and second, and the third and fourth)

Choose some pupils to read different verses from Neighbourliness.

15
minutes

Verses

Grammar

Group task

Remind the class that adjectives describe nouns and ask the groups to point to adjectives they can see in the poem.

Write some of the adjectives on the chalkboard and ask the groups to find opposite adjectives, eg: sick and well, thin and fat.

Remind the class that they were writing a class poem yesterday.

Read the **verses** on the chalkboard and ask the groups to say ideas to complete the lines.

15
minutes

Matching game/
Snap game/Verses/
Textbook

Reading

Supported group activities

Group A:
Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the **matching game/snap game**.

Groups B and C:
Tell these pupils to complete the **verses** on the chalkboard to make their own poems.

Group D:
Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

5
minutes

Plenary

Whole class teaching

Choose some pupils from groups B and C to read the poems they have written.

Ask the class to notice the rhyming words.

Week 23: Sing a song

Day 5: Comprehension

Learning outcomes

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

Choose the correct
spelling for some common
homophones.

Answer questions about
a poem.

Preparation

Before the lesson:

Copy the **word search**, as shown
opposite, on to the chalkboard.

Read **How? Comprehension**, as
shown below, and write the **questions**
on the chalkboard.

How? Comprehension



Ask each group
to discuss and role
play the answer to
one of these
questions:



What do people do
in the city?



Why do you think
people never
look at you in
the city?



What can the
neighbour do
to help the sick
woman?



What is the best
thing a neighbour
can do?

15
minutes

Word search

Spelling

Whole class teaching

Choose some pairs to find the following homophones in the **word search**: meet, see, week, made, blew, be, not, here, for.

Tell them to write the homophones on the chalkboard as they find them.

Ask the pairs to write a different spelling next to each homophone.

Word search

b	s	l	d	c	f
h	l	d	t	e	o
i	w	e	e	k	r
l	e	o	w	c	x
m	s	m	a	d	e
s	e	b	e	v	y
h	e	r	e	c	n
y	u	n	o	t	v

10
minutes

Sentences

Reading

Pair task

Ask the class to read the words/phrases with you.

Write the following **missing word sentences** on the chalkboard:

' ____ in the ____ walk fast or slow.'

'Use ____ when it rains.'

'People walk ____ or ____ in a crowd.'

'A ____ every day makes a good neighbour.'

Tell the pairs to use the words/phrases to complete the sentences in their exercise books.

25
minutes

How

Poems/
Questions

Comprehension

Group task

Ask each group to read out a verse from **Sing a song of people**.

Ask each group to read a verse from **Neighbourliness**.

Ask the groups to say how these poems are different, eg: in the first poem people are often too busy to look at you but in the second poem we learn how important it is to help our neighbour.

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

Tell the groups to answer the **questions** in their exercise books.

10
minutes

Plenary

Whole class teaching

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

Ask the pupils, 'What have we been reading this week?'

Ask them to discuss words that are used to make poems more interesting (adverbs and adjectives).

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 24:

Acrostic poems

Words/phrases

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

explaining
educating
respects
sensible
cheerful
exciting
children
joyful
noisy
laughing
climbing
dancing

Wow! words

amazing
helpful
patient

Learning expectations

By the end of the week:

All pupils will be able to:

Set out an acrostic poem correctly.

Most pupils will be able to:

Say some adjectives and verbs to describe children.

Some pupils will be able to:

Write a short acrostic poem about children.

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

Teacher

Talking
Explaining
Asking questions
Caring
Helping
Educating children
Ready for life

Write each line of this **acrostic poem** on flash cards, enough for each group on Day 1.

Friend

Fun to be with
Respects me
Is kind to me
Enjoys playing
Nice and caring
Does not hurt me

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 24: Assessment

Assessment task

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

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

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

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

Instructions:

Ask an individual pupil to:

- 1 Read their poem from Week 24, Day 5.
- 2 Explain what makes this poem an acrostic poem.
- 3 Underline all of the adjectives and adverbs in their poem.

Example of a pupil's work

This pupil can:

Write an acrostic poem.

Underline adverbs and adjectives in a poem.

Children

Come to school joyfully
Help each other carefully
Interested in each others' lives
Like to play happily
Drink Juice eagerly
Run around the playground actively
Every child can be my faithful friend
Never give up on learning new, exciting things

Week 24: Acrostic poems

Day 1: Arranging an acrostic poem

Learning outcomes

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

Spell the homophones
'your' and 'you're' correctly.

Understand the layout
of an acrostic poem.

Preparation

Before the lesson:

Have ready a set of shuffled **flash cards**
for each line of the **poem Friend**.

Make sure the **acrostic poem Teacher**,
from this week's weekly page, is written
on the chalkboard.

Read **How? Arranging an acrostic
poem**, as shown below.

How? Arranging an acrostic poem



Tell the groups to
place the flash
cards face up on
their desks.



Ask each group
to read and
explain a different
flash card.



Ask a pupil to write
'FRIEND' vertically
on the chalkboard.



Tell the groups to
arrange the flash
cards so that
'friend' can be
read vertically.



Choose groups
to say the lines
and write them on
the chalkboard.

15
minutes

Spelling

Whole class teaching

Choose some pupils to write some homophones they have learned on the chalkboard.

Write on the chalkboard 'You're going to see your grandmother.'

Ask the pupils to say the difference between 'you're' and 'your' (your means 'belonging to you' and you're is the short form of 'you are').

Ask the pupils to write a sentence for each word in their exercise books.

15
minutes

Word/phrase cards/
Poem

Reading

Whole class teaching

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

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

Read and explain **Teacher**.

Explain that this is a special type of poem and ask the pupils to say how it is different from other poems they have read.

Ask, 'Can you see a word hidden in the poem?'

25
minutes

How

Guided writing

Group task

Explain to the groups that they are going to write an acrostic poem called 'Friend'.

Teach **How? Arranging an acrostic poem**, as shown left.

Tell the groups to use the flash cards to write an acrostic poem about a friend in their exercise books.

5
minutes

Poems

Plenary

Whole class teaching

Ask the class to read the **Teacher** and **Friend** poems.

Explain that when writing an acrostic poem you can use words, phrases or sentences.

Week 24: Acrostic poems

Day 2: Friends

Learning outcomes

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

Spell 'wear' and 'where'
correctly in sentences.

Contribute ideas for an
acrostic poem.

Preparation

Before the lesson:

Read **How? Friends acrostic poem**,
as shown below.

How? Friends acrostic poem



Write 'FRIENDS'
vertically on
the chalkboard.



Ask the pupils to
help you write
ideas about friends
that begin with 'f'.



Ask: 'What do
your friends do that
begins with "r"?''



'Where do your
friends go? Start the
sentence with 'I'.



Continue, asking
for ideas for lines
starting with 'E', 'N',
'D' and 'S'.

15
minutes

Spelling

Pair task

Write these sentences on the chalkboard and ask the pairs to read them:
'Where do you live?'
'I wear a shirt.'

Ask the pairs to underline the homophones in both sentences.

Choose some pairs to say the meaning of 'wear' and 'where'.

Write these sentences on the chalkboard:
'This is ____ I live.'
'Please ____ a hat.'
' ____ is my book?'

Ask the pairs to complete the sentences using 'where' or 'wear' in their exercise books.

25
minutes

How

Word/phrase
cards/Poem

Shared writing

Whole class teaching

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

Ask the pupils what they remember about the poems they read yesterday.

Read **Teacher** with the pupils.

Explain that they are going to help you write your own acrostic poem about friends.

Teach **How? Friends acrostic poem**, as shown left.

Poem/
Wow! words wall

Read the **acrostic poem** you have written with the class.

Read and explain the wow! words.

Explain that these words are adjectives that can be used to describe friends.

Ask the pairs to say other adjectives to describe friends and write them on a **wow! words wall**, eg: 'kind', 'happy', 'caring', 'sensible', 'cheerful'.

Try to add some of the wow! words to the shared writing poem.

15
minutes

Wow! words wall

Grammar

Pair task

Ask the pairs to say verbs to describe what they do with friends, eg: play football, talk.

Write on the chalkboard:
'My friend is ____.'
'We like to ____.'

Ask the pairs to complete the sentences in their exercise books using adjectives and verbs.

Tell the pairs to try to write their own sentences about what they do with their friends using adjectives from the **wow! words wall**.

5
minutes

Poem/
Wow! words wall

Plenary

Group task

Ask some pairs to read their sentences to the class.

Read the **shared writing acrostic poem** and choose some pupils to underline the adjectives.

Keep the poem and the **wow! words wall** for the next day.

Week 24: Acrostic poems

Day 3: Brainstorm chart

Learning outcomes

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

Use 'by', 'buy' and 'bye' correctly.

Say adjectives, verbs and adverbs to describe children.

Preparation

Before the lesson:

Have ready the **acrostic poem Friends** and the **wow! words wall** from Week 24, Day 2 (yesterday).

Read **How? Brainstorm chart**, as shown below, and have ready a **large piece of paper**.

How? Brainstorm chart



Write three sections for adjectives, verbs and adverbs on the paper.



Ask each group to say adjectives to describe children and write them in the chart.



Tell them to use words from the words/phrases and wow! words wall.



Ask each group to say verbs about children and write them in the chart.



Ask each group to say adverbs to describe the verbs.

15
minutes

Spelling

Whole class teaching

Write the following sentences on the chalkboard and ask the pupils to read them:

'I went to buy some bread.'

'I walk by the market on my way home.'

'Lami said, "Bye" to her family.'

Choose some pupils to underline the words that sound the same.

Explain that 'by' means 'near' or 'through', 'buy' is a verb and 'bye' is the short form of 'goodbye'.

Ask the pupils to say some sentences for by, buy and bye.

10
minutes

Word/phrase cards/
Poem

Shared writing

Whole class teaching

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

Read and explain the next six **word/phrase cards**.

Read the **acrostic poem Friends**, written on Day 2 (yesterday).

Tell the class they are going to gather ideas for another acrostic poem called 'Children'.

Choose some pupils to underline the adjectives that could be used to describe children in the words/phrases list on the chalkboard.

Ask some pupils to point to verbs in the word/phrases list.

25
minutes

How

Brainstorm

Group task

Teach **How? Brainstorm chart**, as shown left.

Remind the class that they can make adverbs by adding 'ly' to adjectives.

Remind the pupils that if the adjective ends in 'l' they also add 'ly' so joyful becomes joyfully.

Explain that if the adjective ends in 'y' they change the 'y' to 'i' and add 'ly' so noisy becomes noisily.

Write these adjectives on the chalkboard and ask the groups to write them as adverbs in their exercise books: 'quiet', 'loud', 'joyful', 'happy', 'noisy', 'cheerful'.

10
minutes

Brainstorm/
Wow! words wall

Plenary

Group task

Choose some groups to write their adverbs in the **brainstorm chart**.

Ask the other groups to check they are spelled correctly.

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

Ask the groups to choose any wow! words that describe children and add to the brainstorm chart.

Keep the chart for the next day.

Week 24: Acrostic poems

Day 4: Children

Learning outcomes

Preparation

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

Before the lesson:

Use some common
homophones correctly in
written sentences.

Have ready the **brainstorm chart**
and the **wow! words wall** from Week 24,
Day 3 (yesterday).

Write some lines for an
acrostic poem.

Read **How? Children acrostic poem**,
as shown below.

How? Children acrostic poem



Write 'CHIL' and
ask the pupils for
ideas for each line
of the poem.



Ask, 'What verbs,
adjectives or adverbs
starting with "c"
describe children?'



Write their ideas
on the chalkboard.



Ask, 'Can you say
a phrase describing
a child beginning
with "c"?''



Repeat this process
for the next three
lines, building up
the poem.

15
minutes

Spelling

Group task

Write 'your', 'wear' and 'by' on the chalkboard.

Choose some groups to write different spellings for each word on the chalkboard, ie: 'you're', 'where', 'buy', 'bye'.

Ask different groups to say what each word means.

Ask the groups to write a sentence for each word in their exercise books.

Choose some groups to write one of their sentences on the chalkboard and ask the class to say if they have spelled the homophone correctly.

25
minutes

Brainstorm

How

Guided writing

Pair task

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

Remind the class that they have been gathering ideas for an acrostic poem about children and read the **brainstorm chart**.

Ask the pairs to role play verbs that begin with 'c', eg: climbing, crawling.

Add these verbs to the brainstorm chart.

15
minutes

Brainstorm/
Wow! words wall

Independent writing

Individual task

Rub out all the ideas for the acrostic poem on the chalkboard.

Tell the pupils to write 'CHIL' vertically in their exercise books.

Ask the pupils to write a phrase for each letter.

Remind them to look at the **brainstorm chart** and the **wow! words wall**.

Go round the class helping the pupils and encouraging them to use interesting verbs, adjectives and adverbs.

5
minutes

Plenary

Whole class teaching

Choose some pupils to read different lines they have written.

Write their lines on the chalkboard and ask the class if they have any ideas to improve them, eg: by adding some adverbs.

Week 24: Acrostic poems

Day 5: An acrostic poem

Learning outcomes

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

Identify the correct
spelling for a homophone
in a sentence.

Write a short acrostic poem.

Preparation

Before the lesson:

Write the following **homophones**
on the chalkboard: 'your', 'you're',
'bye', 'buy', 'by', 'where', 'wear', 'blue',
'blew', 'their', 'there', 'too', 'two', 'to'.

Read **How? Homophones bingo**,
as shown below.

Have ready some **large pieces
of paper**.

How? Homophones bingo



Tell the pairs to
draw a grid in their
exercise books
with six sections.



Tell each pair to
write any six
homophones in
the chart.



Say sentences with
each of the homo-
phones, eg: 'Where
are you going?'



Tell the pairs to
cross through the
homophone if it
is in their charts.



When a pair has
crossed all their
words, tell them to
shout, 'Bingo!'

15
minutes

How

Homophones

20
minutes

Brainstorm

15
minutes

Brainstorm/
Wow! words wall

10
minutes

Paper

Spelling

Pair task

Choose some pairs to read and explain the **homophones** on the chalkboard.

Teach **How? Homophones bingo**, as shown left.

Check that the pairs choose the correct spelling for the homophones as you say the sentences.

Guided writing

Whole class teaching

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

Explain that they are going to finish writing their acrostic poem about children.

Read the **brainstorm chart** with the class.

Choose some pairs to role play verbs beginning with 'd', 'r' and 'e' that children do, eg: dancing, reading, eating.

Ask, 'Can anyone say an adjective beginning with "n" to describe a child?'

Write 'DREN' vertically on the chalkboard and ask the pairs for ideas for each line.

Remind them to use phrases beginning with the letter for each line.

Write their ideas on the chalkboard.

Encourage them to use adjectives, verbs and adverbs to start each line, eg: Enjoying the day, Noisily playing.

Independent writing

Individual task

Rub out all the ideas for the acrostic poem on the chalkboard.

Tell the pupils to open their exercise books to where they wrote the first four lines of their acrostic poem yesterday.

Ask them to write 'DREN' vertically underneath.

Tell the pupils to write a phrase for each letter.

Remind them to look at the **brainstorm chart** and the **wow! words wall**.

Go round the class, encouraging the pupils to use interesting verbs, adjectives and adverbs.

Plenary

Whole class teaching

Choose some pupils to read their acrostic poems to the class.

Ask the class to notice any interesting adjectives, verbs or adverbs.

After the lesson, write some of their poems on **large pieces of paper** and display them in the classroom.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 25:

More poems

Words/phrases

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

tide
creeps
load
hands
rusty
spreads
maybe
bright
even if
fog
at least
draught

Learning expectations

By the end of the week:

All pupils will be able to:

Write lines for an adverb poem.

Most pupils will be able to:

Use a writing frame to write a poem.

Some pupils will be able to:

Discuss the meaning of a poem.

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

'Slowly' taken from a poem by James Reeves. 'Go and open the door' taken from a poem by Miroslav Holub.

Write the following on the chalkboard as a guide for pupils' writing on day 4.

Write the following on the chalkboard as a guide for pupils' writing on day 5.

Slowly

Slowly the tide creeps
up the sand,
Slowly the sun rises
across the land,
Slowly the cows cross
the dusty road,
Slowly the old man lifts
his heavy load.

Slowly the hands move
around the clock,
Slowly the key turns in
the rusty lock,
Slowly moves the tortoise –
but slowest of all,
The snail trail spreads
on the old grey wall.

Go and open the door

Go and open the door.
Maybe outside there's a tree,
or a wood, a garden,
or a beautiful lake.

Go and open the door.
Maybe a bird is singing.
Maybe you will see a face,
or a smile, or bright eyes,
or a picture.

Go and open the door.
If there is fog it will clear.

Go and open the door.
Even if there is only darkness,
Even if there is only the
wind blowing,
even if nothing is there,
go and open the door.
At least there will be
a draught.

Verse 1

Go and open the door,
Maybe you will see
_____.
Maybe _____,
Or _____,
Or _____.

Verse 2

Even if it is _____,
Even if it feel _____,
Even if there are _____,
At least they _____.

Week 25: More poems

Day 1: Slowly

Learning outcomes

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

Use the suffix 'ly' to
make adverbs.

Read and discuss a poem.

Preparation

Before the lesson:

Make a set of **adjective flash cards**
for each group: 'slow', 'sad',
'quick', 'angry', 'happy', 'easy', 'careful',
'cheerful', 'painful'.

Read **How? Illustrating a poem**,
as shown below.

How? Illustrating a poem



Read the first line
of the poem slowly.



Choose a pupil
to draw a picture
on the chalkboard
to explain it.



Read the second
line slowly.



Choose another
pupil to draw a
picture to explain it.



Repeat this process
until all the lines have
been illustrated.

15
minutes

Flash cards

Spelling

Group task

Remind the groups that they can add endings called 'suffixes' to words to change how the words are used.

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

Ask, 'How can we change these adjectives into adverbs?' (add 'ly')

Ask a group to say the rule for words ending in 'y', ie: change the 'y' to 'i' and add 'ly'.

Give each group a set of adjective flash cards and ask them to change them into adverbs in their exercise books.

25
minutes

How

Word/phrase cards/
Poem

Reading

Whole class teaching

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

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

Tell the class they are going to read a poem called 'Slowly'.

Ask the pupils to say some things that move or happen slowly.

Read the poem **Slowly** with the class.

Teach **How? Illustrating a poem**, as shown left.

Read the poem **Slowly** again and ask the pupils to say what they notice.

15
minutes

Grammar

Group task

Ask some groups to say adverbs to describe the different ways we can move, eg: quickly, happily.

Ask some groups to say adverbs to describe the different ways we can talk, eg: loudly, quietly.

Write their adverbs on the chalkboard.

Ask the groups to write some sentences, using the adverbs.

5
minutes

Plenary

Whole class teaching

Ask the class if they can say anything they like about the poem, eg: the words used, the rhymes, the list of things moving slowly.

Week 25: More poems

Day 2: Quickly

Learning outcomes

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

Use the suffix 'ness'
to make nouns from
adjectives.

Write some lines for an
adverb poem.

Preparation

Before the lesson:

Write these **words** on the chalkboard:
'kind', 'fit', 'ugly', 'sad', 'happy', 'silly', 'lovely'.

Have ready a **large piece of paper**
to make a Wow! words wall.

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

How? Quickly



Ask each group
to say an animal
and role play
it moving quickly.



Make a wow! words
wall and ask the
groups to say verbs
for their animals.



Ask the groups to
help you write
a line for each
animal.



Ask, 'Where does
the snake slide?'
'Where does the
rat run?'



Tell the groups to
try to use adjectives.

15 minutes | Words

Spelling

Whole class teaching

Read and explain the **words** on the chalkboard.

Ask, 'What type of words are these?' (adjectives)

Explain, 'We can use the suffix "ness" to change these adjectives into nouns.'

Ask the pupils to write the nouns next to the adjectives, eg: 'kind – kindness'.

Remind the class that if the word ends in 'y' they need to change it to 'i' and add 'ness', eg: 'ugly – ugliness'.

Ask the pupils to write the adjectives and nouns in their exercise books.

10 minutes | Word/phrase cards/
Poem

Reading

Whole class teaching

Choose some pupils to read and explain the first three words/phrases.

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

Ask the class to read the poem **Slowly** with you.

Ask:

'What do you notice about the rhymes in this poem?'

'What do you notice about the adverb?'

Choose some pupils to point to adjectives in the poem, eg: 'rusty'.

30 minutes | **How** | Paper

Shared writing

Whole class teaching

Explain to the groups that they are going to write a class poem called 'Quickly'.

Teach **How? Quickly**, as shown left, using the **large piece of paper**.

Group task

Tell the groups to write 'Quickly' and the name of an animal in their exercise books.

Ask them to write a sentence describing how it moves.

Tell them to then write 'Quickly' and a different animal on a new line underneath and write a sentence describing how it moves.

5 minutes

Plenary

Whole class teaching

Choose two or three groups to read their lines to the class.

Week 25: More poems

Day 3: Go and open the door

Learning outcomes

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

Make nouns and adverbs
by adding the suffixes 'ness'
and 'ly'.

Contribute ideas for
a poem.

Preparation

Before the lesson:

Copy the **suffix chart**, as shown opposite,
on to the chalkboard.

Read **How? Open the door**, as
shown below, and have ready a **large
piece of paper**.

How? Open the door



Before the lesson
draw a picture
of children playing,
birds and a lake
on the chalkboard.



Draw a door
on paper and tape
it over the picture
so it can open.



Open the door
and ask the pairs
to say the nouns
they can see.



Write the nouns
and ask the pairs
to say adjectives to
describe them.



Discuss other things
they might see
and write their
ideas on a wow!
words wall.

15 minutes | Chart

Spelling

Whole class teaching

Choose some pairs to read and explain the adjectives in the **suffix chart**.

Ask, 'How can we change these adjectives into nouns and adverbs?'

Choose some pairs to write the nouns and adverbs in the suffix chart.

Suffix chart

Adjective	Noun	Adverb
Sad		
Kind		
Happy		
Nasty		
Tidy		

Remind the pairs to add 'ness' and 'ly' and ask the class to check that each word is spelled correctly.

Ask the pairs to say some of the nouns and adverbs in sentences.

10 minutes | Word/phrase cards/
Poem

Reading

Whole class teaching

Ask the class the meaning of the first six words/phrases.

Read and explain the next six **word/phrase cards**.

Read the poem **Go and open the door** with the pupils.

Choose some pupils to point to the lines and words that are repeated.

Explain, 'In a poem you can use different ways to write about your ideas and thoughts.'

Explain, 'We have read poems that use rhymes, repetition, interesting words and acrostics.'

30 minutes | **How** | Paper/
Wow! words wall

Shared writing

Group task

Teach **How? Open the door**, as shown left, using the **large piece of paper**.

Ask the pairs to list in their exercise books all the things they might see through a door.

Ask them to try to use adjectives to describe them.

Encourage the pairs to use words from the **wow! words wall**.

5 minutes | Poem

Plenary

Whole class teaching

Choose some pairs to read different verses of **Go and open the door**.

Ask if anyone can say the message in the poem.

Explain, 'The poem is encouraging us to open the door to opportunities and accept changes.'

Say, 'The poem also says it may not be easy but we will always gain something from trying.'

Week 25: More poems

Day 4: Maybe you will see

Learning outcomes

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

Use words with the
suffix 'ful'.

Use a writing frame to
write a verse for a poem.

Preparation

Before the lesson:

Write these **words** on the chalkboard:
'care', 'help', 'use', 'cheer', 'harm', 'pain',
'colour', 'hope'.

Read **How? Verse 1** and copy the **writing
frame**, from this week's weekly page,
on to the chalkboard, as shown below.

Have ready the **wow! words wall** from
Week 25, Day 3 (yesterday).

How? Verse 1



Ask the groups to
discuss some things
they wish they
could see and do.



Ask the groups to
say their ideas
and write them on
the chalkboard.



Discuss adjectives
to describe their
ideas and write
them on the wow!
words wall.



Ask the groups
to say ideas to
complete each
line in the writing
frame.



Explain that they
can use adjectives
and phrases.

15 minutes | Words

Spelling

Whole class teaching

Remind the class that adding the suffix 'ful' makes an adjective that means 'full of'.

Read and explain the **words** on the chalkboard.

Choose some pupils to make adjectives by adding 'ful' to each word.

Write these sentences on the chalkboard:

'The cut on my leg is ____.'

'Be ____ when you cross the road.'

Ask the pupils to complete the sentences in their exercise books using adjectives ending in 'ful'.

25 minutes | **How** | Word/phrase cards/Poem

Guided writing

Whole class teaching

Choose some pupils to read and explain the **word/phrase cards**.

Read **Go and open the door** to the class.

Explain that they are going to write the first verse for their own poem.

Teach **How? Verse 1**, as shown left.

15 minutes | Writing frame

Independent writing

Individual task

Rub out the pupils' ideas but keep the **writing frame**.

Tell the pupils to write, 'Go and open the door' in their exercise books.

Tell them to use the writing frame to complete the first verse underneath.

Encourage the pupils to describe their ideas using adjectives.

Go round the class, helping the pupils to lay out the poem correctly.

5 minutes | Wow! words wall

Plenary

Whole class teaching

Choose some pupils to read their verse to the class.

Ask the class to notice any adjectives.

Add them to the **wow! words wall** and keep it for the next day.

Week 25: More poems

Day 5: Write a poem

Learning outcomes

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

Use words with the
suffix 'less' in sentences.

Write alternative verses
for a poem they have read.

Preparation

Before the lesson:

Write the **words** from Week 25,
Day 4 (yesterday) on the chalkboard.

Read **How? Verse 2** and copy the **writing
frame**, from this week's weekly page,
on to the chalkboard, as shown below.

Have ready the **wow! words wall** from
Week 24, Day 4 (yesterday).

How? Verse 2



Discuss problems
opening the door
and write the
ideas on the wow!
words wall.



Ask: 'Why do some
people not want
to open the door?'



'What might people
not want to find
when they open
the door?'



'Why should people
open the door if
they are not sure
what they will find?'



Ask the pupils to
say ideas to complete
the writing frame
for the second verse.

15 minutes | Words

Spelling

Group task

Explain that adding the suffix 'less' makes an adjective that means 'with no'.

Read the words on the chalkboard.

Choose some pupils to make adjectives by adding 'less' to each word.

Give each group two different adjectives ending in 'less' and tell them to write them in sentences in their exercise books.

Ask each group to read their sentences and ask the other groups if they are correct.

10 minutes | Poem

Reading

Group task

Read the last six words/phrases.

Ask each group to say sentences for two of the words.

Read the poem **Go and open the door** with the class.

Ask the groups:

'What are the good things in the poem that might be outside the door?'

'What are the bad things?'

15 minutes | How | Wow! words wall

Writing

Whole class teaching

Tell the pupils that they are going to complete the poem they started to write yesterday.

Teach **How? Verse 2**, as shown left.

Read and explain the words on the **wow! words wall** to the class.

15 minutes | Writing frame/ Wow! words wall

Independent writing

Individual task

Ask the pupils to find the first verse they wrote on Day 4 (yesterday) in their exercise books.

Tell them to use the **writing frame** to complete the second verse underneath.

Go round the class, encouraging the pupils to use the **wow! words wall** and their own ideas.

5 minutes

Plenary

Whole class teaching

Choose two pupils to read their completed poems to the class.

Ask the class to notice any words that are repeated and any interesting adjectives.

Ask the class to say some of the different types of poems they have learned about, ie: rhyming poems, adverb poems, poems with repeating lines.

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