

A photograph of three young girls in traditional African attire. The girl on the left is wearing a yellow headscarf and a red patterned shawl, laughing with her mouth wide open. The girl in the middle is wearing a blue patterned headscarf and a blue patterned top, looking towards the right. The girl on the right is wearing a pink top with large blue and yellow polka dots, looking down. The background is a plain, light-colored wall.

Literacy lesson plans
Primary 5,
term 1, weeks 6—10

**Rainforests, responsibility
and keeping clean**

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Primary 5,
term 1, weeks 6—10
Rainforests, responsibility
and keeping clean**

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

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

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

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

Spelling

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

Grammar

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

Comprehension

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

Reading

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

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

Shared writing

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

Guided writing

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

Independent writing

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

Brainstorm

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

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

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 6:

Tropical rainforests

Words/phrases

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

rainforest
throughout
produce
region
layers
lowest
millions
destroying
clearing
scientists
discovered
traditional

Learning expectations

By the end of the week:

All pupils will be able to:

Ask and answer questions based on a report.

Most pupils will be able to:

Identify features of report writing.

Some pupils will be able to:

Explain what they have read in a report.

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

Report from Nigeria Primary English 5, pages 4—5, copyright Learn Africa Plc.

Tropical rainforests report

There are rainforests in the south of Nigeria. They are always warm and have a lot of rain throughout the year. Because they produce more plants than any other region, many different insects and animals live there.

You can find different layers in the forests. The lowest is the damp forest floor where there are small plants and millions of insects, which live among the leaves and fallen wood. Next comes the dark cool forest with tall plants and low trees. Many animals live here, especially snakes and monkeys. There is plenty of fruit for them to eat.

Above this area is the upper part of the forest with very tall trees and many birds.

Did you know that a lot of the food we eat today, such as bananas, oranges, peppers, coffee and cocoa, came from the rainforests originally?

Sadly, we are destroying our rainforests by cutting down the giant trees to sell as wood, and by clearing the forest to make space for farming.

Because of this, more than 100 kinds of plants and animals are lost every day. Scientists think that at least 30,000 kinds of animals and plants have not been discovered yet and many will vanish before we even know that they existed!

Today, we are trying to look after our forest by replanting trees that we cut down and stopping unnecessary clearing of our forests.

Without the forests, the air we breathe will be unhealthy and changes to our climate will make life in Nigeria very difficult. We will also lose trees and plants we need for traditional medicine.

Report writing rules

Write the following rules on the chalkboard and leave them there for weeks 6 and 7:

The first paragraph should explain what the report is about.

Each paragraph should describe a different section, eg: clothes, food, habits. Paragraphs can be in any order.

Write in the third person.

Use the present tense.

Use technical vocabulary.

Use factual information.

Include tables, pictures and diagrams if needed.

Week 6: Tropical rainforests

Day 1: Tropical rainforests

Learning outcomes

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

Write singular and
plural words.

Order words alphabetically
to the second letter.

Preparation

Before the lesson:

Read the alphabetical order
instructions from the grammar task,
as shown right.

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

Read **How? Alphabetical order
game**, as shown below, and prepare
word cards.

How? Alphabetical order game



Write 20 familiar
words on cards.
Make a set for each
of the groups.



Shuffle the cards
and give each group
a set.



Ask the pupils to
look carefully
at the first letter
of each word.



Tell the groups to
arrange their cards
in alphabetical order
on the floor or desk.



Ask the pupils
to copy the words
in alphabetical
order into their
exercise books.

10 minutes | Chart

Spelling

Whole class teaching

Revise the rules for writing plurals with the class.

For many words just add an 's' for the plural. For words that end with 'ch', 'sh', 'ss' or 'x', add 'es'.

For words that end with 'f' and 'fe', we drop the 'f' or 'fe' and add 'ves'.

For words that end with 'y', we drop the 'y' and add 'ies'.

Tell the pupils to complete the plural grid using other words they know.

Plural grid

s	es	ies	ves
chairs	boxes	puppies	scarves

10 minutes | Word/phrase cards

Reading

Whole class teaching

Read all 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 their meaning.

Ask the pupils to look at the text on the chalkboard.

Read and explain the first paragraph to the pupils.

Ask the pairs to choose two things they would like to see in a rainforest.

15 minutes | How

Grammar

Whole class teaching

Explain that sometimes objects need to be written in alphabetical order so it is easy to find them, eg: in a library or a museum.

Write the following words on the chalkboard: 'dog', 'cat', 'punch', 'rat', 'snake', 'goat', 'pool', 'hen' and choose some pupils to rewrite them in alphabetical order.

Explain that if two words begin with the same letter we need to look at the second letter.

Teach **How? Alphabetical order game**, as shown left, with familiar words such as: 'bird', 'boy', 'girl', 'school', 'yam'.

20 minutes | Matching game/Snap game/Alphabetical order game

Reading

Supported group activities

Group A:
Sit down with the pupils for guided reading. After reading, ask them to write some of the foods that come from rainforests, eg: bananas, peppers, coffee.

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 play the **alphabetical order game**.

5 minutes

Plenary

Pair task

Write the following on the chalkboard: 'bananas', 'oranges', 'peppers', 'coffee'.

Ask the pairs to discuss the meaning of the words and say them in alphabetical order.

Choose some pairs to explain some of the words to the class.

Week 6: Tropical rainforests

Day 2: Alphabetical lists

Learning outcomes

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

Write singular and plural
words.

Order words alphabetically
to the third letter.

Preparation

Before the lesson:

Have ready the **cards for the alphabetical
order game** from yesterday.

Prepare 12 **blank cards** for each group.

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

How? Plurals matching game



Give 12 blank cards
to each group.



Tell them to write
singular words on
one card and plural
words on another.



Remind them to
use the grid
from yesterday.



Tell the groups to
shuffle their cards
and then give them
to another group.



Tell the groups to
match the cards
and say the words.

10
minutes

How

Spelling

Whole class teaching

Tell the pupils that they are going to make cards for a matching game.

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

Collect all the cards – you will need them later this week.

15
minutes

Word/phrase cards/
Report

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 cards** and explain their meaning.

Together with the pupils, read the **Tropical rainforests report** on the chalkboard.

Ask the pairs to take turns to role play clearing the rainforest.

Ask, 'Why are the rainforests being cleared?'

10
minutes

Grammar

Group task

Remind the pupils that they have been putting words in alphabetical order.

Ask if anyone knows when we need to arrange words in alphabetical order (school register, library books).

Write the following words on the chalkboard: 'soak', 'stupid', 'snail', 'sick', 'silly' and ask pupils to come out and arrange them in alphabetical order.

Explain that if some words have the same first two letters we need to look at the third letter.

Repeat with 'big', 'blue', 'black', 'book', 'bag'.

20
minutes

Alphabetical order
game/Matching game/
Snap game

Reading

Supported group activities

Groups A and B:
Tell these pupils to play the **alphabetical order game**.

Group C:
Sit down with the pupils for guided reading. After reading, ask them to write some of the foods that come from rainforests, eg: bananas, peppers, coffee.

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 pupils to look at the text on the chalkboard.

Ask them to look for adjectives in the passage.

Write them on the chalkboard.

Week 6: Tropical rainforests

Day 3: Report writing

Learning outcomes

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

Say some rules for writing
a report.

Write some irregular plurals.

Preparation

Before the lesson:

Copy the **report writing rules**
from this week's weekly page on to
the chalkboard.

Read **How? Checking rules for report
writing**, as shown below.

How? Checking rules for report writing



What does the
introduction tell us?



What does each
paragraph
tell us about?



Look for technical
vocabulary, eg:
'region', 'scientists'.



Does the report use
the present tense?
Look for 'is' and 'are'
in the report.



What did you learn
from this report?
Who do you think
would write a report
like this?

10
minutes

Spelling

Whole class teaching

Explain to the pupils that some words do not follow any rules and must be learned. These words are the same when they are singular and plural.

Write the following words on the chalkboard and say them in sentences: 'sheep', 'scissors', 'deer', 'trousers'.

Write the following words on the chalkboard and ask the pupils to say their plurals: 'child', 'person', 'mouse', 'foot', 'tooth', 'woman', 'man'.

Write the singular and plural of each word and ask the pupils to come and underline the changes.

15
minutes

How

Reading

Whole class teaching

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

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

Read the **report** from this week's weekly page and discuss how this writing is different from a story, eg: it tells us the facts.

Explain that this type of writing is called a 'report'.

Read the **report writing rules** on the chalkboard.

Teach **How? Checking rules for report writing**, as shown left.

Word/phrase
cards/Report/
Rules

10
minutes

Grammar

Whole class teaching

Write the following names on the chalkboard: 'Nnenna', 'Bassey', 'Adamu', 'Ojo', 'Hassan', 'Agbo', 'Fatima', 'Zaki', 'Kullum', 'Yusuf'.

Ask the pupils to help you rewrite them in alphabetical order.

Write some of the pupils' names on the chalkboard and ask some pupils to help you rewrite them in alphabetical order.

20
minutes

Report/Matching game/
Snap game

Reading

Supported group activities

Groups A and D: Tell these pupils to write six pupil names in alphabetical order in their exercise books. Then tell them to find six words from the **rainforest report** and write them in alphabetical order.

Group B: Sit down with the pupils for guided reading. After reading, ask them to write some of the foods that come from rainforests, eg: bananas, peppers, coffee.

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

Ask the pupils: 'What type of writing have we been reading?'

'What are the rules for report writing?'

'Why do you think a report like this is important?' (It gives us information)

Ask them to think of other subjects a report could be about, eg: animals, food, cars.

Week 6: Tropical rainforests

Day 4: The rainforests

Learning outcomes

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

Write plurals of words
ending with 'o'.

Make up some questions
for a report.

Preparation

Before the lesson:

Read the **report writing rules** on this
week's weekly page.

Have ready a **piece of paper** for each pair.

Have ready the **cards from the plurals
matching game** from Week 6, Day 2.

Read **How? Finding information**,
as shown below.

How? Finding information



Ask the pairs to
look at the text
and say one thing
they have learned
about rainforests.



Tell the pupils to
discuss in pairs
things they would
like to know about
rainforests.



Tell the pairs to write
their questions on
their piece of paper.



Choose some pairs
to share their
questions with
the class.



Ask other pupils
if they can answer
the questions.

10
minutes

Cards

Spelling

Whole class teaching

Explain to the class that to make words ending with 'o' plural we add 'es', eg: potatoes, tomatoes, mosquitoes.

Give each pupil a **card from the plurals matching game**.

Ask the pupils that have a singular word card to go to one side of the classroom and pupils with plurals to go to the other side.

Tell the pupils to show their card to the pupils next to them and say the word.

Tell the pupils to find the pupil with the card that matches theirs.

15
minutes

How

Word/phrase
cards/Report

Reading

Whole class teaching

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

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

Look together at the **report** on the chalkboard and ask the pupils to name this type of writing.

Ask if anyone can say some of the rules for report writing.

Teach **How? Finding information**, as shown left.

10
minutes

Grammar

Group task

Remind the pupils that they have been learning about alphabetical order.

Remind them that yesterday they wrote names in alphabetical order.

Tell the pupils to stand in a circle and ask them to say their name to the group.

Ask them to arrange themselves in alphabetical order.

Tell them to say their names again and check if they are correct.

20
minutes

Matching game/
Snap game/Report

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 six pupil names in alphabetical order in their exercise books. Then tell them to find six words from the **rainforest report** and write them in alphabetical order.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to write some of the foods that come from rainforests, eg: bananas, peppers, coffee.

5
minutes

Plenary

Whole class teaching

Ask, 'Where can we find information?' (Newspapers, radio, books, tv, internet.)

Remind the pupils that it is also important to ask questions.

Ask the pairs to share the questions they thought of during today's How? activity with the class.

Week 6: Tropical rainforests

Day 5: Questions about a report

Learning outcomes

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

Say the rules for spelling
plurals.

Answer questions about
a report.

Preparation

Before the lesson:

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

Read **How? Revise rules for writing
plurals**, as shown below.

How? Revise rules for writing plurals



To make most
words plural we just
add 's'. Ask,
'Can you show me
an example?'



Ask, 'What do we
do with words ending
in 'f' and 'fe'?'



Ask, 'What do
we do with words
ending with 'o'?'



Ask, 'What do we
do with words
ending with 'y'?'



Remind the pupils
that words ending
in 'ch', 'sh', 'ss'
or 'x' we add 'es'.

10
minutes

How

Game/Word/
phrase cards

Spelling

Whole class teaching

Teach **How?** Revise **rules for writing plurals**, as shown left.

Check that the pupils can circle the differences and say the words clearly.

Ask if they can tell you the rule.

Give each pupil a **word/phrase flash card** and play the **find your friend game**.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

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

Ask the pupils to make sentences with the words they are holding.

15
minutes

Writing

Whole class teaching

Remind the pupils that they have been reading a report.

Tell them that reports must have an introduction with a general statement about the topic and be written in the present tense.

Ask the pupils to look at the text on the chalkboard and check that this is true.

Ask them what the first paragraph is about. (It is the introduction giving information about rainforests.)

Choose some pupils to say any other rules for report writing.

20
minutes

Comprehension

Pair task

Ask the pairs to discuss the following questions:
'Where can tropical rainforests be found in Nigeria?'

'How many plants and animals die before we discover them?'

'Why are rainforests being cut down?'

Encourage them to look in the passage to check their answers.

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

5
minutes

Plenary

Whole class teaching

Ask the pairs to discuss what they have learned about rainforests with their partner.

Ask them to share their learning with the class.

Ask the pupils what they have learned about report writing.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 7:

Report writing

Words/phrases

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

cabbage
melon
apple
customer
trader
price
learn
qualifications
literacy
geography
science
history

Wow! words

juicy
fresh
delicious
interesting
proud
hard-working
excellent
conscientious

Learning expectations

By the end of the week:

All pupils will be able to:

Contribute ideas to a piece of writing.

Most pupils will be able to:

Complete a short report, following some report writing rules.

Some pupils will be able to:

Complete a report including wow! words, correct punctuation and most report writing rules.

Shops prompt sheet

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

Paragraph 1

Shops are _____.
(What are shops for?)

In shops people can buy _____.
(What can people buy in shops?)

Paragraph 2

The owner of a shop _____.
(How do shop owners arrange their shop?)

Paragraph 3

When a customer comes, _____.
(What happens? What do the owner and the customer say?)

Paragraph 4

Shops are open _____.
(When are shops open?)

The owner has to _____.
(Where do shop owners get things to sell? What do they do with the money at the end of the day?)

School brainstorm

Use the following questions to promote ideas for writing:

Why do we need schools?

What subjects do pupils learn in schools?

What does a school look like? What is a classroom like?

What time does school start? When does it finish? What time is breakfast? What do pupils do at break time?

Who goes to school? What age can you go to school?

What do pupils have to wear? What do pupils have to take to school?

School writing frame

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

Write the opening to the first paragraph:
Schools are places where _____. School starts at _____ and finishes at _____.

Ask the pupils for ideas to complete the sentences.

Ask them to think of and say about four more sentences.

Write any difficult spellings for them on the chalkboard.

Do not write the sentences on the chalkboard.

Tell the pupils to write 'A school' in their exercise books, complete the sentences and try to write four more sentences.

Repeat this process for the next paragraph: Pupils go to school when _____. They have to wear _____. They take _____ to school.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 7:

Assessment

Assessment task

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

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

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

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

Instructions:

Look at the pupils' finished piece of independent report writing from Week 7, Day 5.

1
Ask pupils to read you the report.

2
Discuss the rules of report writing with pupils.

Example of a pupil's work

This pupil can:

Use the rules for report writing.

Use punctuation correctly and include plurals.

Use wow! words to make their report more interesting.

Include a range of connectives and conjunctions.

Schools

Schools are places where pupils learn useful things. Most schools have a classroom for each grade, including a nursery class, however sometimes there is more than one grade in a classroom.

Pupils are admitted to primary schools at the age of three and stay until they are eleven, then move on to secondary school. Each class will have their own teacher for one year, although often there can be more than one teacher to a class.

Each school has its own uniform that all pupils have to wear. The uniforms can be very colourful.

Most schools start at 7.45 and finish at 2.30pm. At 10.00 pupils take a short break, then at 12.00 they go for a longer break. During break pupils can play with friends and eat food.

Lessons include learning to read, write and do maths and if pupils have enthusiastic teachers, who make different topics interactive, interesting and fun, then they are more likely to enjoy their learning.

Week 7: Report writing

Day 1: Shared writing

Learning outcomes

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

Write words adding the
suffix 'ly'.

Use the indefinite
article 'a' or 'an' in their
own writing.

Preparation

Before the lesson:

Read the **shops prompt sheet** on
this week's weekly page.

Read the **report writing rules** on the
Week 6 weekly page.

Read **How? Shops report prompt sheet**,
as shown below.

How? Shops report prompt sheet



Write the beginning
of the sentences
and ask the pupils
to help you
complete them.



Use Who?, Why?,
What?, When?,
Where? questions to
prompt the pupils.



Write the end of
the sentence using
one of their ideas.



Repeat this process
for each sentence.



Explain that reports
are written in the third
person, eg: 'they'.

10
minutes

Spelling

Whole class teaching

Ask the pupils what they can remember about nouns and verbs.

Write, 'cloud', 'chew', 'luck', 'bush', 'bump' on the chalkboard.

Explain that with many words you just add the suffix 'y' to change the word into a describing word.

Explain that for words ending with 'e', we drop the 'e' and add 'y', eg: taste, juice, noise, shine.

Ask the pairs to say the words to each other then write sentences using them in their exercise books, eg: They like the taste of juice. It is very tasty.

10
minutes

Word/phrase cards

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 their meaning.

In pairs, ask the pupils to think of adjectives to describe food sold in shops, eg: 'delicious', 'tasty', 'juicy', 'fresh', 'ripe'.

Write these words on the wow! words wall and keep it for the next day.

15
minutes

Grammar

Pair task

Write, 'I sell a cabbage, a melon, an apple and an egg.' on the chalkboard.

Explain that 'a' and 'an' are called 'indefinite articles'.

Ask if the pairs can notice when 'a' is used and when 'an' is used. ('An' is used before words starting with vowels.)

Say some things that can be bought in a shop and write them on the chalkboard.

Ask the pairs to say each word using 'a' or 'an' correctly.

20
minutes

How

Shared writing

Whole class teaching

Ask pupils, in pairs, to say sentences about shops they have been to.

Teach **How? Shops report prompt sheet**, as shown left.

Keep the shared writing for the rest of the week.

5
minutes

Plenary

Whole class teaching

Choose some pupils to say what they can buy in a shop.

Tell them to use 'a' or 'an', eg: 'I can buy a pen.' 'I can buy an exercise book.'

Week 7:

Day 2:

Report writing Shared writing

Learning outcomes

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

Write words adding
the suffix 'ly'.

Use the indefinite
article 'a' or 'an' in their
own writing.

Preparation

Before the lesson:

Read the **shops prompt sheet** on
this week's weekly page.

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

Read **How? Indefinite articles**, as
shown below.

How? Indefinite articles



'A' book can be
any book (indefinite).
'The' book is a specific
book (definite).



Ask, 'What is the
noun in this
sentence?' Circle it.



Ask the pupils,
'Does the noun
start with a vowel
or a consonant?'



Ask the pupils which
indefinite article
they should use –
'a' or 'an'.



Tell the pupils to
write the sentences
using the correct
indefinite article.

10
minutes

Spelling

Whole class teaching

Explain to the pupils that adding 'ly' to a word changes the word to an adverb and describes how something is done.

Write the following words on the chalkboard: 'fresh', 'proud', 'sad', 'quick', 'loud', 'sudden', 'quiet', 'clear'.

Say the words and then say them with the suffix 'ly'.

Tell the pupils to write five of the words in their exercise books with and without the suffix 'ly' and then use them in sentences, eg: It was quiet in the house. She walked quietly.

Choose some pupils to say two of their sentences.

10
minutes

Word/phrase 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 their meaning.

Ask the pairs to say some objects in school and write them on the chalkboard. Ask the pupils for adjectives to describe these objects. Write them on the chalkboard.

Ask the pupils to match an adjective to a noun, eg: A wooden desk.

Write these words on the wow! words wall and keep it for the next day.

15
minutes

How

Grammar

Pair task

Remind the pupils that 'a' and 'an' are called indefinite articles.

Remind them to use 'an' if a noun starts with a vowel sound and 'a' if it starts with a consonant.

Teach **How? Indefinite articles**, as shown left, using the following sentences:

The shop has ___ umbrella so it is cool.

Funmi puts carrots in ___ bowl.

How much is ___ orange?

He eats ___ apple.

A customer wants to buy ___ yam.

20
minutes

Shared writing

Shared writing

Whole class teaching

Show the pupils the **shop report** you started writing yesterday and read it with them.

Tell them you are going to complete the report together.

Use **How? Shops prompt sheet**, as shown in Week 7, Day 1 (yesterday).

Write the next two paragraphs with the pupils.

5
minutes

Plenary

Group task

Ask each group of 5—6 pupils to make a circle.

Tell the first person in each group to say, 'I went to the shop and I bought a/an ____.'

Tell the next person to say, 'I went to the shop and I bought a (word from first person) and a/an ____.'

Tell the pupils to continue around the circle adding something you can buy from a shop until everyone has said a sentence.

Check that the pupils are using 'a' and 'an' correctly.

Week 7: Report writing

Day 3: Brainstorm

Learning outcomes

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

Write words adding the
suffix 'ily'.

Help to complete a brain-
storm for a report.

Preparation

Before the lesson:

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

Read the **school brainstorm** on this
week's weekly page.

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

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

How? Brainstorm ideas for report writing



Ask the pupils:
'Why do we need
schools?', 'What
subjects do pupils
learn in schools?'



'What does a school
look like?', 'What
is a classroom like?'



'What time are
the breaks?', 'What
do pupils do
at break time?'



'What do pupils have
to wear?', 'What
do pupils have to
take to school?'



'Who goes to school?',
'What age can
you go to school?'

10
minutes

Spelling

Whole class teaching

Explain to the pupils that if we add 'ily' to a word it can change to an adverb to describe how things are done.

Write the following words on the chalkboard: 'easy', 'lazy', 'busy', 'sleepy', 'angry'.

Demonstrate dropping the 'y' and adding 'ily'.

Choose some pupils to say the words.

Tell the pupils to write five of the words in their exercise books with and without the suffix 'ily', eg: happy, happily.

10
minutes

Word/phrase cards

Reading

Pair task

Tell the pupils that they need to learn some interesting words for their writing.

Ask the pairs 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.

Ask the pairs to think of words to describe pupils, eg: hard-working, conscientious, interested, eager, kind.

Add any new words to the wow! words wall.

15
minutes

Shared writing

Shared writing

Whole class teaching

Choose some pupils to read the **shops report** they wrote with you yesterday and the day before.

Discuss the type of writing they have been doing.

Read **How? Checking rules for report writing**, as shown in Week 6, Day 3.

Ask the pupils to check that their report has followed all the rules.

Tell them they are going to write their own report about school.

15
minutes

How

Paper

Reading

Whole class teaching

Write 'A school' in the middle of the chalkboard or on the **large piece of paper**.

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

Ask the pupils to say why schools are important.

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

10
minutes

Plenary

Individual task

Read all the ideas from the brainstorm.

Read the wow! words and this week's words/phrases.

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

Week 7: Report writing

Day 4: Guided writing

Learning outcomes

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

Write words with the
suffix 'ful'.

Use a writing frame to
write a report.

Preparation

Before the lesson:

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

Read **How? Using the school writing
frame**, as shown below.

How? Using the school writing frame



Write a sentence
on the chalkboard.
Ask the pupils
to complete the
sentence.



Ask the pupils:
'What happens at
school?', 'What are
the school times?'



Ask: 'Who goes to
school?' Tell the
pupils to write four
more sentences.



Ask the pupils:
'What is the
uniform like?'



Ask: 'What do
pupils take to school
every day?' Tell
pupils to write four
more sentences.

10
minutes

Spelling

Whole class teaching

Explain to the pupils that if you add 'ful' to a word, the new word becomes an adjective that means 'full of' or 'with lots of'.

Write the following words on the chalkboard:
care, careful (full of care)
help, helpful (full of help)
use, useful (with lots of uses)

Tell the pairs to say the words with and without the suffix 'ful'.

Invite some pupils to say the following sentences:

Her scarf is ____
(colour)

Your work is very ____
(care)

A knife is very ____
(use)

10
minutes

Word/phrase cards/
Wow! words wall

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 their meaning.

Ask the pupils to discuss words that will make their report interesting.

Show them the **wow! words wall**.

15
minutes

How

Guided writing

Group task

Tell the groups that they are going to write their own report called 'A school'.

Choose pupils to say why going to school is important.

Teach **How? Using the school writing frame**, as shown left.

Ask the groups to say sentences about the different things they do at school – both study and play.

20
minutes

Independent writing

Individual task

Tell the pupils to write the title 'A school' in their exercise books.

Ask them to complete the sentence on the chalkboard and write four more sentences.

Remind them that their report must be written in the third person.

Write any difficult spellings on the chalkboard to help the pupils. Do not write the sentences on the chalkboard.

Encourage the pupils to use wow! words. Remind the pupils to use capital letters and full stops.

Repeat this process for the next paragraph.

5
minutes

Wow! words wall

Plenary

Whole class teaching

Choose some pupils to read the words on the **wow! words wall**.

Choose other pupils to say some of the wow! words in sentences.

Week 7: Report writing

Day 5: Guided writing

Learning outcomes

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

Write words with the
suffix 'less'.

Use wow! words in
their writing.

Preparation

Before the lesson:

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

Read **How? Using more interesting
words**, as shown below.

Copy the **'good' sentences** from the
reading task, shown right, on the
chalkboard or paper and prepare four
blank flash cards for each pair.

How? Using more interesting words



Ask pupils to read
the 'good' sentences
from the paper
or the chalkboard.



Ask the pairs to
replace 'good' with
more interesting
words.



Tell the pairs
to write their best
words on their
flash cards.



Read the sentences
again. If pairs
have better words,
ask them to hold
them up.



Tell the pupils to
read the sentence
again using the
new wow! word.

10
minutes

Spelling

Whole class teaching

Explain to the pupils that if you add 'less' to a word, the new word is an adjective meaning 'with no'.

Write the following words on the chalkboard:
use, useless (with no use)
care, careless (with no care)
fear, fearless (with no fear)

Tell the pairs to say the words with and without the suffix 'less'.

Read the following sentences with the class:

Most spiders are _____.
(harm)

He is _____ with his uniform.
(care).

A flat tyre is _____.
(use)

15
minutes

How

Reading

Pair task

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

Teach **How? Using more interesting words**, as shown left, using the following sentences:

Good pupils go to school every day.

History is a good subject.

There is good food to eat at breakfast.

Pupils learn good things at school.

Put the new words on the wow! words display.

15
minutes

Writing frame

Guided writing

Group task

Remind the pupils that they are writing a report about a school.

Ask them what the rules for report writing are.

Write the opening to the second paragraph on the chalkboard from the **school writing frame** on this week's weekly page.

Ask each group to try to complete the following sentences:
Pupils go to school _____.
They take _____.

Ask them to say some other sentences about school, eg: describing the buildings and the classrooms.

15
minutes

Independent writing

Individual task

Ask the pupils to open their exercise books where they were writing the report 'A school' yesterday.

Ask them to complete the sentences for paragraph two and write four more sentences.

Encourage them to use wow! words and remind them to use capital letters and full stops.

5
minutes

Plenary

Whole class teaching

Choose some pupils to read an interesting part of their report to the class.

Encourage the pupils to tell you what they know about the rules for writing reports.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 8:

Where's my orange juice?

Words/phrases

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

wedding
ceremony
party
relations
laughing
crowd
hide-and-seek
costume
busy
properly
draughts
confused

Learning expectations

By the end of the week:

All pupils will be able to:
Read a recount.

Most pupils will be able to:
Recount a story in the correct order of events.

Some pupils will be able to:
Recall the recount rules.

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

Passage from Nigeria Primary English 5, page 55, copyright Learn Africa Plc.

Where's my orange juice?

It was Bunmi's and Siji's wedding day. After the ceremony, their families went into the compound of Siji's mother, Mrs Adah, to have a party. There was a large crowd of people because both Bunmi and Siji had many friends and relations.

The grown-ups were talking and laughing together while some of the older children were playing hide-and-seek behind the paw paw trees.

Everyone was wearing their best clothes and Mrs Adah's costume and head-tie were particularly beautiful. Her husband also wore a fine robe.

It was a very hot afternoon and Mr Adah turned to his wife and asked, "Could you ask for a large glass of orange juice for me, please?" Mrs Adah called to her eldest daughter, Funmi, "Please fetch your father a glass of orange juice."

Funmi was busy talking to her sister Omotaya, and so she bent down to her younger brother, Olajide, and told him to get the orange juice. But he was not listening properly because he was playing draughts with his cousin, Olu. Olajide stood up and said to his aunt, "Aunty Boma, Omotayo wants some juice." "Your uncle is near the table," Aunt Boma replied, "Ask him to send someone with it."

So Olajide called out to his uncle, "Please Uncle Ene, can you send some juice to Omotaya? I think it is for Mrs Adah."

"OK," said his uncle, and he shouted to a boy standing near him, "Quickly, take this pineapple juice to Mrs Adah." As the boy was running with juice someone asked, "What are you doing, running with that juice?" "I am taking it to Mrs Adah." "But she doesn't like pineapple juice!"

Now the boy was confused. "I'm sure I was asked to take it to Mrs Adah."

Poor Mr Adah was very thirsty. "Where's my orange juice?", he asked.

Recount writing rules

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

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

Use the past tense.

Write paragraphs in the order that events happened.

Write detailed descriptions.

Use a range of punctuation.

Duty words

Write the following words and phrases on to flash cards for Day 3:

Must I
Do I have to
Should I
Ought I
go to
attend
the party?
school?
the wedding?

Week 8: Where's my orange juice?

Day 1: Wedding day

Learning outcomes

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

Write comparative words
with the suffix 'er'.

Discuss and answer
questions about a passage.

Preparation

Before the lesson:

Read the **recount writing rules** on
this week's weekly page.

Copy the **'ought' questions** from
today's grammar task, shown right, on
to the chalkboard.

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

How? Comparative words



Ask the pupils to
say each word and
add the suffix 'er'.



Compare two balls.
Are they the same?
Say a sentence
to describe their
difference.



Compare two
pupils. Are they the
same? Say two
sentences about
their differences.



Ask a pupil to put
the comparative
word into the
sentences on the
chalkboard.



Remind the pupils
to use 'than' after the
comparative word.

10
minutes

How

Spelling

Whole class teaching

Explain that when we compare two things we change the adjective by adding 'er'. This is called a 'comparative' word.

Write the following words on the chalkboard: 'tall', 'small', 'short', 'long', 'slow', 'warm'.

Teach **How? comparative words**, as shown left, and write the following sentences on the chalkboard:

My mother is _____ than me.

My bicycle is _____ than a car.

10
minutes

Word/phrase cards

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 to the class.

Read the passage on the chalkboard to the pupils.

Explain that this type of writing is called a 'recount'.

15
minutes

Grammar

Pair task

Write the word 'ought' on the chalkboard and explain that 'ought' shows something that is a duty but you do have a choice.

Ask, 'What is the right thing to do when you hurt someone?'

Tell the pupils to answer, 'I ought to _____.'

Repeat with the following sentences:

'When someone is late, what do you say?'

'What age do you expect children to read?'

'What did Father say when Ade did not go to school?'

20
minutes

Matching game/
Snap game

Reading

Supported group activities

Group A:
Sit with the pupils for guided reading. After the reading, ask them to draw Bunmi and Siji's wedding day.

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 answer the questions on the chalkboard in their exercise books, using the word 'ought'.

5
minutes

Plenary

Whole class teaching

Choose some pupils to act out the passage.

Tell them to read the words spoken by Mr and Mrs Adah.

Week 8: Where's my orange juice?

Day 2: Ceremonies

Learning outcomes

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

Write words to show
comparison using the
suffix 'est'.

Write sentences using
the word 'ought' correctly.

Preparation

Before the lesson:

Copy the 'ought' questions from
today's grammar task, shown right, on
to the chalkboard.

Copy the **recount writing rules**
from this week's weekly page on to
the chalkboard.

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

How? Wedding role play



It was Bunmi and
Siji's wedding.



After the ceremony
there was a party,
where the adults
talked and laughed.



Children played hide-
and-seek.



It was very hot
and Mr Adah
wanted a drink.



A boy ran with some
juice for Mr Adah.

10
minutes

Spelling

Whole class teaching

Explain that we add the suffix 'est' to an adjective when we are comparing more than two things.

Write the following on the chalkboard:
tall, taller, tallest
small
short
long

Ask three pupils to the front of the class. Compare their heights by saying tall, taller and tallest.

Repeat with the other words and different objects.

Tell the pupils to write the words in their exercise books and read them to a partner.

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.

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

Ask the pairs what they remember about the passage they read yesterday.

Ask the pairs to discuss what happens at wedding ceremonies.

Choose pupils to take part in **How? Wedding role play**, as shown left.

Word/phrase
cards

10
minutes

Questions

Grammar

Group task

Write, 'We ought to help the child' on the chalkboard.

Ask the pupils if anyone can remember what the word 'ought' means.

Read out the following **questions** and choose some pupils to say some answers using the word 'ought':

'What should you do before you come to school?'
(Before I come to school I ought to ____.)

'What do you do when you find a N50 on the ground?'

'What should we do when we see an accident?'

20
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and B:
Tell these pupils to answer the questions on the chalkboard in their exercise books using the word 'ought'.

Group C:
Sit with the pupils for guided reading. After the reading, ask them to draw Bunmi and Siji's wedding day.

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

Tell the pupils to take turns to retell events in the passage.

Week 8: Where's my orange juice?

Day 3: Pineapple juice

Learning outcomes

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

Write words with the
suffix 'est'.

Discuss and answer
questions about a passage.

Preparation

Before the lesson:

Copy the **duty words/phrases**
from this week's weekly page on to
flash cards.

Read **How? Using duty words**, as
shown below.

How? Using duty words



Ask the pupils to
look at the duty word
flash cards.



Choose pupils to
say some questions
using the words
on the flash cards.



Ask the pupils to
think of answers to
the questions. Ask
them, 'Do you have
a choice?'



Ask the pupils to
discuss the answers.



Repeat with other
pupils.

10
minutes

Spelling

Whole class teaching

Explain that if an adjective ends with a 'y' we drop the 'y' and add 'i' before adding the suffix 'er' or 'est'.

Write the following words on the chalkboard.

Ask the pupils to say the new words with the suffixes 'er' and 'est' and then write them in their exercise books:
tiny, tinier, tiniest
tasty
heavy
early

Tell the pupils to write the words in sentences and read them to their partner, eg: A man is heavy, a cow is _____ but an elephant is _____.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

Show the next three **word/phrase flash cards** to the class and discuss their meaning.

Choose pupils to read the text on the chalkboard.

Ask the pupils to discuss why the boy was confused.

Read the whole passage and ask the pupils to say what kind of writing it is (a recount).

10
minutes

How

Grammar

Whole class teaching

Tell the pupils that the words 'have to' and 'must' are 'duty words', meaning there is no choice.

Explain that 'should' and 'ought' are duty words to use when there is a choice.

Ask the pupils to help you write the following sentences on the chalkboard:

'I have to go now.'
'I must go now.'
'I should go now.'
'I ought to go now.'

Ask, 'Which sentences give you a choice?'

Teach **How? Using duty words**, as shown left.

20
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D:

Tell these pupils to use the sentences on the chalkboard to write some questions and answers in their exercise books.

Group B:

Sit with the pupils for guided reading. After the reading, ask them to draw Bunmi and Siji's wedding day.

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**.

10
minutes

Plenary

Whole class teaching

Ask the pairs to discuss things they 'have to' and 'must' do at school, eg: I must listen, I have to work hard.

Ask them to discuss things they 'ought' and 'should' do at school, eg: I ought to help my teacher, I should come every day.

Record the pupils' answers on the chalkboard, underlining the duty word.

Ask them, 'Do you have a choice?'

Week 8: Where's my orange juice?

Day 4: Duty words

Learning outcomes

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

Use comparative words
in sentences.

Use the words 'ought',
'have to', 'must' and 'should'
in sentences.

Preparation

Before the lesson:

Have ready the **duty words/phrases
flash cards** from yesterday.

Read **How? Whispers game**, as
shown below.

How? Whispers game



Ask the pupils
to stand in lines of
eight or less.



Whisper a sentence
to the first pupil
in each line. This
pupil then whispers
it to the next pupil.



Repeat until the
whisper reaches
the last pupil in
the line.



Ask the last pupil,
'What was
the message?'



Ask, 'Is it the same
message we started
with?', 'Was there
some confusion?'

15
minutes

Spelling

Pair task

Explain that when adding the suffixes 'er' and 'est' to words ending in a vowel and a consonant, we double the consonant before adding the suffix, eg: big, bigger, biggest.

Ask the pupils to write the following words in their exercise books with and without the suffixes 'er' and 'est': fat, sad, hot.

Tell the pupils to use the words to write sentences in their exercise books and read them to a partner.

10
minutes

Word/phrase cards

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 their meaning.

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

Choose pupils to retell the events in the text.

15
minutes

Flash cards

Grammar

Whole class teaching

Remind the pupils that they have been writing sentences with 'have to', 'should', 'must' and 'ought'.

Show them the **duty words/phrases flash cards** and choose some pupils to ask questions using them, eg: 'Should I go to school?' (answer: I _____ go to school.)

15
minutes

Matching game/
Snap game/Chart

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**.

Groups B and C:
Tell these pupils to use the sentences on the chalkboard to write some questions and answers in their exercise books.

Group D:
Sit with the pupils for guided reading. After the reading, ask them to draw Bunmi and Siji's wedding day.

5
minutes

How

Plenary

Pair task

Explain that when messages get passed from one person to another the message can change, as in the story.

Teach **How? Whispers game**, as shown left.

Week 8: Where's my orange juice?

Day 5: Comprehension

Learning outcomes

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

Write comparative words
in sentences.

Discuss and answer
questions about a recount.

Preparation

Before the lesson:

Ensure the **recount writing rules**
from this week's weekly page are on
the chalkboard.

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

Read **How? Comparative spelling rules**,
as shown below.

How? Comparative spelling rules



Demonstrate the
following comparative
rules. For simple
words, just add 'er'
or 'est'.



For words ending
with 'y', drop the
'y' and add 'i' before
'er' or 'est'.



For words ending
in a vowel and
consonant, double
the consonant and
add 'er' or 'est'.



Ask the pupils to
choose three nouns.



Tell them to make
up their own
sentence comparing
the nouns.

15
minutes

How

Spelling

Pair task

Teach **How? Comparative spelling rules**, as shown left.

Write the following nouns on the chalkboard and ask the pupils to read them: 'girl, orange, apple, pencil, bicycle, cup, boy, cow, rice, elephant, car, plane, man'.

Ask the pupils to work in pairs to write as many comparative sentences as they can using these words in their exercise books.

Choose some pairs to read their sentences to the class.

20
minutes

Word/phrase cards/
Rules/Recount

Reading

Whole class teaching

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

Read out some of the words and ask the groups to hold up the matching **word/phrase flash card**.

Remind the pupils that they have been reading a recount.

Choose some pupils to read out the **recount writing rules** on the chalkboard.

Ask the pupils to look for the recount writing rules in the recount **Where's my orange juice?**

20
minutes

Comprehension

Pair task

Read and discuss the following questions with the pupils:

'Why did Mr Adah ask for orange juice?'

'What is Siji's father's name?'

'Why did Mr Adah never get his juice?'

'What game was Olajide playing?'

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

5
minutes

Plenary

Whole class teaching

Choose some pupils to share their answers with the class.

Ask, 'Does anyone have different answers?'

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 9:

Responsible citizen

Words/phrases

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

unhappy
noticed
tired
worried
upset
grateful
scattered
ditch
injured
hospital
bandage
bleeding

Wow! words

miserable
weary
sobbing
anxious
desperate
urgent
wounded

Learning expectations

By the end of the week:

All pupils will be able to:

Contribute to a brainstorm and shared writing.

Most pupils will be able to:

Write a recount using wow! words.

Some pupils will be able to:

Write a recount using wow! words and interesting sentences using conjunctions.

Recount prompt sheet

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

Paragraph 1

Mrs Ibrahim went shopping. A poor woman was in the shop buying _____. (What was she buying?)

Paragraph 2

The woman had very little money. She said, "_____". (What did she say?)

The poor woman gave her money and left the shop without taking her bag. Mrs Ibrahim bought _____. (What did she buy?)

Paragraph 3

Mrs Ibrahim took the woman's bag. She _____. (Where did she go? How did she get there?)

Paragraph 4

The poor woman was _____. (What was she doing? How did she feel? What happened next? Did the woman get her bag back? What did she say?)

Recount brainstorm

Use the following questions to promote ideas for writing:

Explain to the pupils that they are going to write a recount about a child who saw a woman fall into a ditch.

What was the child's name?
How old was the child?
How did the child feel?

Where was the child going? What was he/she doing? (eg: going shopping, playing)

What did the woman look like? What was she carrying?

What happened to the woman?

What did the child do?
What did the woman say?

Recount writing frame

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

The opening to the first paragraph:
(Name) was _____.
He/she went _____.
A woman was _____.

Ask the pupils for ideas to complete the sentences.

Ask them to think of and say about four more sentences (do not write them on the chalkboard).

Write any difficult spellings for them on the chalkboard.

Tell them to write 'A responsible citizen' in their exercise books, complete the sentences and try to write two more sentences.

Recount writing rules

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

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

Use the past tense.

Write paragraphs in the order that events happened.

Write detailed descriptions.

Use a range of punctuation.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 9:

Assessment

Assessment task

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

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

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

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

Instructions:

Look at the pupils' finished piece of independent recount writing from Week 9, Day 5.

1

Ask pupils to read you the recount.

2

Discuss the rules of recount writing they have used.

3

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

'Who are the main characters in your recount?'

'What is the main event in your recount?'

'Which wow! words did you use?'

'Why did you choose those words?'

Example of a pupil's work

This pupil can:

Use the rules for recount writing.

Include a range of punctuation.

Use wow! words to make their recount more interesting.

Include a range of connectives and conjunctions.

The responsible citizen

Musa was a young, bright, seven year old boy. He often went to meet his friends and play in the field close to his house.

While they were playing hide and seek, an old woman walked by the field. The woman was carrying many large, heavy bags. All of a sudden one of the bags split and oranges were scattered all over the ground.

One of Musa's friends shouted, "Quick, let's get some oranges to eat!"

Musa did not agree with him, "That's not the right thing to do because the oranges are not ours."

Then he went to help the woman collect her oranges and his friends helped too. It did not take long before all oranges were gathered up.

"Thank you very much, you are lovely children," said the woman and she gave them each a big, juicy orange.

Week 9: Responsible citizen

Day 1: Shared writing

Learning outcomes

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

Write sentences using
comparative words.

Use the conjunctions
'and', 'so', 'but', 'because'
and 'while'.

Preparation

Before the lesson:

Read the **recount prompt sheet**
and the **recount writing rules** on this
week's weekly page.

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

Read **How? Responsible citizen prompt
sheet**, as shown below.

How? Responsible citizen prompt sheet



Paragraph 1:
What was the woman
buying? What
did she look like?



What do you think
she said?



Paragraph 2:
Where did the poor
woman go?



Paragraph 3:
How did she get
there?



Paragraph 4:
What was the poor
woman doing?
How did she feel?

10
minutes

Spelling

Pair task

Explain to the pupils that we can use 'comparative adjectives' to explain differences and compare things.

Draw a goat, a cat and a mouse on the chalkboard.

Choose some pupils to say sentences that compare the three animals.

Ask the pupils, in pairs, to say sentences comparing one of these sets of things:

- 1) aeroplane, bicycle, car
- 2) girl, boy, baby
- 3) rice, orange, apples

5
minutes

Word/phrase cards

Reading

Whole class teaching

Read out the words/phrases on the chalkboard and choose some pairs to read them.

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

Ask the pupils, in pairs, to think of interesting adjectives to describe a poor woman, eg: miserable, weary, anxious, desperate.

Write these words on the wow! words wall and keep them for the next day.

15
minutes

Grammar

Pair task

Explain that to make sentences more interesting we use conjunctions.

Write: 'and', 'so', 'but', 'because' and 'while' on the chalkboard.

Ask the pairs, 'What do we call these words?', 'What do we use them for?'

Write the following conjunction sentences on the chalkboard:
Odion ran fast in the race...
We went to the village...

Ask the pairs to write the longer sentences, using conjunctions, in their exercise books, eg:
Odion ran fast in the race so she would win.

20
minutes

How

Shared writing

Whole class teaching

Ask the pupils to retell the passage 'Where's my orange juice?' from last week.

Explain that you are going to write a recount together.

Tell the pupils that they will write a recount about Mrs Ibrahim who went shopping and found a poor woman's bag of food.

Write the first two paragraphs with the class, as shown left in **How? Responsible citizen prompt sheet** (photographs 1, 2 and 3).

Ask, 'Have you ever been a responsible citizen?', 'How?'

10
minutes

Plenary

Whole class teaching

Read the recount you have written together.

Ask the pupils to help you make some of the sentences longer using conjunctions.

Week 9: Responsible citizen

Day 2: Shared writing

Learning outcomes

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

Write sentences using
comparative words.

Use the conjunctions
'and', 'so', 'but', 'because'
and 'while'.

Preparation

Before the lesson:

Have ready the **recount prompt sheet**,
the **shared writing** and the **wow! words**
from yesterday.

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

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

How? Conjunctions join sentences



Explain that we use
'and' to join two
sentences. Underline
the conjunction.



Explain that we use
'because' to explain
things. Underline
the conjunction.



Explain that we use
'but' to show contrast
(difference). Under-
line the conjunction.



Explain that we
use 'so' to give
a reason. Underline
the conjunction.



Finally, explain that
we use 'while' to
link time. Underline
the conjunction.

15
minutes

Spelling

Group task

Explain to the pupils that they will work in groups of three.

Tell them to make as many sentences as they can comparing each other, using the following phrases:

_____ lives close to school
and _____ lives closer but
_____ lives closest to school.
_____ has a big family...
_____ gets up early...

Choose some groups to share their sentences with the class.

10
minutes

Word/phrase cards/
Wow! words

Reading

Pair task

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

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

Read the **wow! words** from yesterday.

Ask the pairs if they can think of any interesting words to describe someone who is hurt, eg: wounded, bleeding. Add these to the wow! words wall.

15
minutes

How

Grammar

Whole class teaching

Remind the pupils that we use conjunctions to make sentences more interesting.

Teach **How? Conjunctions join sentences**, as shown left, using the following sentences:
I was late for school _____
The man was hungry _____
We did our sums _____

Rub out the conjunctions in the sentences on the chalkboard.

Tell the pupils to write the sentences in their exercise books, putting in the correct conjunctions.

15
minutes

Shared writing

Shared writing

Individual task

Read the **shared writing recount** the pupils started with you yesterday, about Mrs Ibrahim who found a poor woman's bag.

Write the third and fourth paragraphs (photographs 4 and 5) with the class, as shown in **How? Responsible citizen prompt sheet** on Week 9, Day 1 (yesterday).

5
minutes

Plenary

Whole class teaching

Choose some pupils to role play the recount.

Week 9: Responsible citizen

Day 3: Brainstorm

Learning outcomes

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

Understand that some comparative words follow no rules.

Write sentences using wow! words.

Preparation

Before the lesson:

Have ready the **recount prompt sheet**, the **shared writing** and the **wow! words** from yesterday.

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

Read **How? Group task brainstorm**, as shown below.

How? Group task brainstorm



Ask: 'What was the child's name?', 'How did the child feel?'



'Where was the child going?', 'What were they doing?'



'What did the woman look like?', 'What was she carrying?'



'What happened to the woman?'



'What did the child do?', 'What did the woman say?'

10
minutes

Spelling

Whole class teaching

Explain to the pupils that some words do not follow the rules when it comes to comparing.

Write the following on the chalkboard:
good, better, best
old, older, eldest
bad, worse, worst

Ask the pairs to say sentences using the following comparatives and write them in their exercise books:

'I am good at football, David Beckham is _____ but Jay-Jay is the _____.'

'My father is old, his brother is _____ but his father is the _____.'

10
minutes

Word/phrase cards

Reading

Pair task

Remind the pupils that it is important to use interesting words and phrases in their writing.

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

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

Ask the pairs to think of interesting adjectives to describe a responsible citizen, eg: caring, kind, generous.

Add any new words to the wow! words wall.

15
minutes

Shared writing/
Rules

Shared writing

Whole class teaching

Read the **shared writing recount** the pupils wrote with you yesterday and the previous day.

Ask the pupils to help you to write the recount writing rules on the chalkboard.

Ask them to check that their recount has followed all the **recount writing rules** on this week's weekly page.

15
minutes

How

Paper/
Brainstorm

Brainstorm

Group task

Write, 'The responsible citizen' in the middle of the chalkboard or on a **large piece of paper**.

Tell the pupils they are going to write a recount about a child who helps Mrs Ibrahim on her way home.

Teach **How? Group task brainstorm**, as shown left.

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

Repeat with the other questions in the **recount brainstorm** on this week's weekly page.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read some ideas from the brainstorm.

Read out this week's words/phrases and any wow! words that the pupils suggested.

Week 9: Responsible citizen

Day 4: Guided writing

Learning outcomes

Preparation

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

Use 'more' or 'most' to
compare things.

Use a writing frame to
write a recount.

Before the lesson:

Read the **recount writing frame**
in this week's weekly page.

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

Read **How? Responsible citizen writing
frame 1**, as shown below.

How? Responsible citizen writing frame 1



Look at yesterday's
brainstorm to
promote ideas
for writing.



Using the brain-
storm, ask: 'What
was the child's
name?', 'How old
was the child?'



'Where was the child
going?', 'What
was he/she doing?'



'What did the woman
look like?', 'What
was she carrying?'



Ask pupils to role
play the old
woman carrying
heavy bags.

10
minutes

Spelling

Whole class teaching

Say the following words and clap the syllables:
'beau-ti-ful'
'im-port-ant'
'ex-pen-sive'
'hand-some'

Explain that these words do not follow the rules. They use 'more' and 'most' when making comparisons, eg: beautiful, more beautiful, most beautiful.

Ask the pupils to say the following sentence using 'more' and 'most':
Lawan is handsome,
Hassan is _____ handsome,
but Ojo is the _____ handsome.

Tell the pupils to draw the boys and label them in their exercise books.

10
minutes

Word/phrase cards

Reading

Whole class teaching

Ask the pairs to 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.

Ask the pupils to suggest other words for 'said' and write them on the wow! words wall.

15
minutes

Rules/
Brainstorm

Guided writing

Whole class teaching

Tell the pupils they are going to write their own recount called 'The responsible citizen'.

Read through the **recount writing rules** on the chalkboard.

Read through the **brain-storm** from yesterday with the class.

20
minutes

How

Wow! words wall

Independent writing

Individual task

Tell the pupils to write 'The responsible citizen' in their exercise books.

Teach **How? Responsible citizen writing frame 1**, as shown left, and keep the writing on the chalkboard to continue tomorrow.

Write any difficult spellings on the chalkboard but do not write pupils' ideas in sentences on the chalkboard.

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

Check that the pupils are using speech marks and full stops correctly.

5
minutes

Plenary

Whole class teaching

Choose some pupils to read out the sentences they have written.

Discuss any wow! words they have used.

Week 9: Responsible citizen

Day 5: Guided writing

Learning outcomes

Preparation

By the end of the lesson, most pupils will be able to:
Correctly spell comparative words.
Finish writing a recount.

Before the lesson:
Have ready the **writing frame** from yesterday and the **comparative grid** from today's spelling task, on the chalkboard.
Have ready the **brainstorm** and **wow! words wall** from earlier this week.
Read **How? Responsible citizen writing frame 2**, as shown below.

How? Responsible citizen writing frame 2



Look at the brainstorm to promote ideas for writing.



Ask: 'What happened to the old woman?'



'What did the child do?', 'Who else came to help?'



'What did the old woman say?'



Ask pupils to role play the child helping the old woman.

10 minutes | Grid

Spelling

Pair task

Ask the pupils to look at this week's work in their exercise books.

Tell them to discuss and explain, in pairs, some of the rules for spelling comparative words they have learned.

Tell them to complete the **comparative grid**, shown below.

Comparative grid

adjective	add 'er'	add 'est'
short	shorter	shortest
early		
	sadder	
		finiest
big		
happy		

10 minutes

Reading

Whole class teaching

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

Ask the pupils to say some sentences with the new words/phrases.

Read and explain the wow! words.

Remind the pupils that they can use the wow! words when they are writing their recounts.

15 minutes

How

Guided writing

Whole class teaching

Remind the pupils that they are writing a recount about a responsible citizen.

Remind them of the rules for recount writing.

Teach **How? Responsible citizen writing frame 2**, as shown left.

20 minutes

Wow! words wall/
Brainstorm

Independent writing

Individual task

Ask the pupils to open their exercise books where they started writing 'The responsible citizen' yesterday.

Ask them to complete paragraphs 3 and 4.

Encourage them to use the **wow! words wall** and the **brainstorm**.

5 minutes

Plenary

Whole class teaching

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

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 10:

How to clean a house

Words/phrases

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

disease
wise
advice
frequently
thoroughly
remembered
taught
furniture
gather
cobweb
polish
disinfectant

Learning expectations

By the end of the week:

All pupils will be able to:

Read and follow a set of instructions.

Most pupils will be able to:

Write a set of clear instructions using a prompt sheet.

Some pupils will be able to:

Write clear instructions independently.

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

Keeping the house clean

Mrs Dala lives in a town with her husband now, but she used to live in a village. Before she was married her mother gave her some wise advice.

"You must always keep your house clean," her mother told her.

"It isn't good to live in a dirty house. Dust and dirt spread disease."

Mrs Dala remembered what her mother had told her and always kept her house thoroughly clean. She taught her children how to keep the house clean too.

She taught them to tidy and put things away where they belong first. Then to gather together all the equipment they would need before they started to clean: a broom, cleaning cloths, a bucket, disinfectant and polish.

"Take cobwebs down with a broom first," she told them. "Don't sweep round the mats. Remove the mats, shake them outside, then sweep the whole room."

She sometimes told her children to carry the furniture outside too. She also told them to wash floors frequently because this removes dust better than sweeping.

Rules for instructions

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

Write a title and explain what is going to be made or done.

List the equipment, materials, tools or ingredients needed.

Use numbers or bullet points and write in the correct order.

Write in clear sentences.

Use imperative verbs.

Use time connectives, eg: first, second, next, then.

Include diagrams if they are helpful.

Week 10: How to clean a house

Day 1: Wise advice

Learning outcomes

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

Spell high frequency
words quickly.

Use conjunctions to
join sentences.

Preparation

Before the lesson:

Write the **joining sentences** from
today's grammar task, shown right,
on the chalkboard.

Copy **Keeping the house clean** from
this week's weekly page on to
a **large piece of paper** or the chalkboard.

Read **How? Learning high frequency
words**, as shown below.

How? Learning high frequency words



Write the high
frequency words on
the chalkboard.



Give the pupils blank
cards to write some
high frequency
words on.



Tell the pupils to
read the words to
each other, then
write them in their
exercise books.



Tell the pupils to
exchange exercise
books to check
their spellings.



Pupils should
write out incorrect
words five times
using 'look, say,
hide, write, check'.

10 minutes

How

Spelling

Whole class teaching

Teach **How?** Learning high frequency words, as shown left, using the following words:

water
away
good
want
over
how
did
man
going

15 minutes

Word/phrase cards/
Passage

Reading

Whole class teaching

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

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

Tell the pupils that this week they are going learn to write clear instructions.

Ask the pairs to think about when instructions are useful.

Read and explain the passage, **Keeping the house clean**, on the chalkboard.

Ask the pupils to say what they do at home to help their mother.

10 minutes

Sentences

Grammar

Pair task

Choose some pairs to say what a conjunction is (a word that joins two short sentences together).

Remind the pupils that 'and' joins two ideas, 'because' explains things and 'but' contrasts things.

Read out the following joining sentences:

'Mrs Dala remembered her mother's words. She always kept her house clean.'

'Wash the room frequently. This removes dust better.'

Ask the pairs to say one long sentence, joining the two sentences using a conjunction.

20 minutes

Matching game/
Snap game

Reading

Supported group activities

Group A: Sit with the pupils for guided reading. After the reading, ask them to draw and label pictures to explain the work the children do.

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 the pupils to join the sentences on the chalkboard with a conjunction, in their exercise books.

5 minutes

Plenary

Pair task

Ask the pairs to discuss the following question: 'Why should you keep the house clean?'

Tell the pairs to reply in sentences using the conjunction 'because'.

Week 10: How to clean a house

Day 2: Keeping the house clean

Learning outcomes

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

Spell high frequency
words quickly.

Use conjunctions in
sentences.

Preparation

Before the lesson:

Write the **joining sentences** from
today's grammar task, shown right,
on the chalkboard.

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

How? Joining sentences



Ask some pupils to
write the conjunctions
on the chalkboard.



Choose some pupils
to join sentences
with a conjunction.



Invite some pupils
to join sentences
with a conjunction.



Ask the pupils to
join sentences with
a conjunction.

10
minutes

Spelling

Whole class teaching

Teach **How? Learning high frequency words** from Week 10, Day 1 (yesterday) using the following words:
would
or
took
school
think
home
who
ran
know
again

10
minutes

How

Reading

Whole class teaching

Teach **How? Joining sentences**, as shown opposite.

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 their meaning.

Word/phrase
cards

15
minutes

Sentences

Grammar

Pair task

Ask the pairs to read the following **joining sentences** and choose the right conjunction to join them:

'You must always keep your house and surroundings clean. Dust and dirt spread disease.'

'Mrs Dala lives in a town now. She used to live in a village.'

Ask the pairs to say one long sentence, joining the two sentences using a conjunction.

20
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and B:

Tell the pupils to join the sentences on the chalkboard with a conjunction, in their exercise books.

Group C:

Sit with the pupils for guided reading. After the reading, ask them to draw and label pictures to explain the work they do at home.

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 role play the work they do at home.

Week 10: How to clean a house

Day 3: Instructions

Learning outcomes

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

Spell high frequency
words quickly.

Write simple instructions.

Preparation

Before the lesson:

Make sure the **rules for instructions**
from this week's weekly page are on
the chalkboard.

Have ready the **passage Keeping
the house clean**.

Read **How? Instructions prompt
sheet – how to clean a room**, as
shown below.

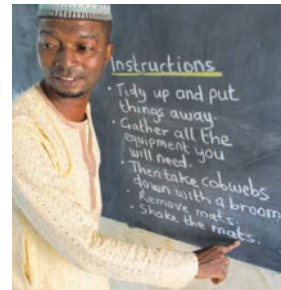
How? Instructions prompt sheet – how to clean a room



Write the title –
The purpose of
writing instructions.



Explain that you
need an equipment
list – things you
need to do the job.



Next, begin writing
instructions in the
order they need to
be done.



Explain that
instructions contain
time connectives,
eg: 'then', 'next'.



Remind the pupils
that instructions
use imperative verbs,
eg: 'gather', 'sweep'.

10
minutes

Spelling

Whole class teaching

Teach **How? Learning high frequency words**, from Week 10, Day 1 (earlier in the week), using the following words:

cat
long
things
new
after
wanted
eat
everyone
our
through

10
minutes

Word/phrase cards/
Passage

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 their meaning.

Ask the class what they remember about the **passage** they have been reading this week. Read the passage with the pupils again.

15
minutes

How | Rules

Writing

Whole class teaching

Tell the class they are going to learn how to write instructions.

Read out the **rules for instructions**.

Teach **How? Instructions prompt sheet – how to clean a room**, as shown left.

Read the instructions together and check they make sense.

Rub them off the chalkboard.

20
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D:

Tell these pupils to write 'How to clean a room' in their exercise books. Tell them to list the equipment needed and write a numbered set of instructions explaining what to do.

Group B:

Sit with the pupils for guided reading. After the reading, ask them to draw and label pictures to explain the work they do at home.

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

Ask the pupils what happens when a visitor is expected in their homes. Do they clean and tidy?

Ask them to name some of the tasks involved in cleaning the house.

Week 10: How to clean a house

Day 4: Instructions

Learning outcomes

Preparation

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

Before the lesson:

Write some high frequency
words in sentences.

Copy the **rules for instructions**
from this week's weekly page on to
the chalkboard.

Write simple instructions.

Prepare three **blank flash cards**
for each pair.

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

How? Imperative verbs



Invite a pupil to
read through the
list of equipment
from yesterday.



Choose a pupil
to read the
instruction writing
from yesterday.



Choose some pupils
to find imperative
verbs, eg: 'tidy',
'remove', 'shake'.



Ask the pupils to
look for time
connectives in
the writing, eg:
'first', 'finally'.



Ask some pupils
to role play
a cleaning task.

10
minutes

Spelling

Whole class teaching

Ask the pupils to copy these sentences and complete them using the high frequency words from Days 1—3:
Mrs Dala said 'We are g_____ to clean the house.'
I like to e_____ mango and drink w_____.'
I go to s_____ every day.

Tell them to make three more sentences using the words from this week.

Ask them to read their sentences to a partner.

15
minutes

How

Word/phrase
cards

Reading

Whole class teaching

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

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

Explain that 'imperative' or 'bossy' verbs are the words that tell you what to do. We use them when writing instructions.

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

15
minutes

Grammar

Whole class teaching

Remind the pupils that they have been learning how to write instructions.

Ask them to say some of the rules for writing instructions.

Use **How? Instructions prompt sheet** from Week 10, Day 3 (earlier in the week), to write instructions on 'How to clean a room' with the pupils.

Choose some pupils to come and point to the verbs.

Ask them to discuss with a partner which verbs are used to write instructions (imperative verbs).

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 'How to clean a room' in their exercise books. Tell them to list the equipment needed and write a numbered set of instructions explaining what to do.

Group D:
Sit with the pupils for guided reading. After the reading, ask them to draw and label pictures to explain the work they do at home.

5
minutes

Plenary

Whole class teaching

Choose one or two pupils to read out the instructions they have written in their exercise books.

Ask the class to put up their hands when they hear an imperative verb.

Week 10: How to clean a house

Day 5: Mrs Dala cleans her house

Learning outcomes

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

Write some high frequency
words in sentences.

Answer questions about
a passage.

Preparation

Before the lesson:

Copy the **questions** from the
comprehension task, shown opposite,
on the chalkboard.

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

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

How? Hangman



Choose a word,
count the letters in
the word and
draw a dash for
each letter.



Ask the pupils to
find the word by
guessing one letter
at a time.



Every incorrect
letter builds part
of the scaffold to
'hang the man'.



Every correct letter
goes on to the
dashes in the right
place to help
spell the word.



Pupils have to
guess the word
before the scaffold
is completed.

15
minutes

How

Spelling

Whole class teaching

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

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

When the pupils understand the rules they can play in pairs or small groups.

15
minutes

Word/phrase cards

Reading

Group task

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

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

Choose some pupils to say sentences using the words they are holding.

Ask the class to explain what happened in the passage they have been reading this week.

Ask them what equipment is needed to clean a room.

Choose some pupils to say some of the rules for writing instructions.

20
minutes

Passage/
Questions

Comprehension

Individual task

Read out the **passage Keeping the house clean**.

Explain and discuss the following **questions** on the chalkboard:

'What did Mrs Dala's mother give her before she got married?'

'How should you clean mats?'

'What removes dust better than sweeping?'

'What did Mrs Dala tell her children to do first?'

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

10
minutes

Plenary

Pair task

Ask the pairs to take turns giving instructions, using imperative verbs, for their partner to role play.

Ask the class to say what imperative verbs they used in their role play.

Credits

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