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Type of lesson plans/
Grade

Term/
Learning theme

**Literacy
lesson plans**
Primary 3

Term 2
Involving pupils
in their learning

Weeks
11—15

Literacy lesson plans Primary 3 Term 2

Involving pupils in their learning

This is the third
in a series of six
literacy lesson
plan publications,
designed to be
used throughout
the three academic
school terms.



Introduction

Good teaching can help learners achieve positive outcomes, even in difficult circumstances. But learners have little chance of making progress where the teaching is poor.

Throughout 2010 in Kaduna State, the Ministry of Education carried out baseline surveys to assess classroom teachers, head teachers and pupil learning outcomes. Sadly, the findings were alarmingly poor. It was clear that despite substantial inputs into education, the majority of teachers were themselves victims of an education system that was in a serious downward spiral.

Following this research, the State Ministry of Education, the State Universal Basic Education Board and local government education authorities, supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms to strengthen schools.

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1—3 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

Alongside the lesson plans, structures and processes have been put in place so that teachers are continuously supported by the State School Improvement Team and specially-trained school support officers.

I am confident that these lesson plans will raise standards in our schools. I commend all those who have worked hard to produce these plans and train our teachers to use them, and I offer thanks to the UK Department for International Development (DFID) for its ongoing support for education reform in Kaduna State through its ESSPIN programme.

Mohammed Usman



Honourable Commissioner
of Education
Kaduna State

Literacy
lesson plans
Primary 3

Term 2
Involving pupils
in their learning

Weeks
11—15

Introduction

▶ Involving pupils in their learning

Involving pupils in their learning

Learning is a process that happens inside pupils' brains, not inside yours. All you can do is create a good environment for learning, a safe place for making mistakes and plenty of encouragement.

Things that are created by the learners themselves are usually 10 times more memorable and meaningful than anything created by the teacher.'

How children learn

These lesson plans will provide you with a variety of techniques to make learning faster, fun and more effective for pupils. The plans use activities which reflect the way in which pupils naturally learn and attempt to bring the joy back into learning for them.

Every individual in your class responds to activities differently and learns their own way, but generally...

Children learn best when they:

Have objects to see and hold.

Take part in the lesson.

Can talk to each other to share ideas and learning.

Practise what they have learned individually, in pairs and in groups.

Are given activities that challenge them and make them think.

Are given encouragement and praise.

Realise that making mistakes is an important part of the learning process.

This set of lesson plans contains lots of activities to encourage learning through different methods.

**Literacy
lesson plans
Primary 3**

**Term 2
Involving pupils
in their learning**

**Weeks
11—15**

Introduction

▶ Songs and rhymes for the term

My head, my shoulders

My head /
My shoulders /
My knees /
My toes /
(repeat three times)
All belong to God.

Who stole the meat from the soup pot?

All together: Who stole the meat from the soup pot?
Leader: Ade stole the meat from the soup pot.
Ade: Who me?
All together: Yes you.
Ade: Not me.
All together: Then who?
Ade: Bola stole the meat from the soup pot...

(Repeat until the names of about six pupils have been mentioned).

Five little monkeys swinging in the tree

Five little monkeys swinging in the tree /
(hold up 5 fingers and sway back and forth)

Teasing Mr Crocodile,
(make silly, teasing faces)
'You can't catch me,
You can't catch me' /
(in a singsong, teasing tone)

Along comes Mr Crocodile,
as quiet as can be /
(quiet voice and slither hands like a crocodile swimming motion)

And SNAPPED that monkey right out of the tree! /
(say loudly and clap hands on 'snapped')

Repeat with:
Four little monkeys...
Three little monkeys...
Two little monkeys...
One little monkey...

Clapping

Clap out, clap in /
clap right, clap left /
clap up, clap round.

I can climb the highest mountain

I can climb the highest mountain /
I can swim the widest sea /
I can cross the deepest river /
I can climb the tallest tree /
I can do anything at all /
if I can just believe in me.

Clap your hands

Clap your hands,
clap your hands /
Clap them just like me /
Touch your shoulders,
touch your shoulders /
Touch them just like me /
Tap your knees,
tap your knees /
Tap them just like me /
Shake your head,
shake your head /
Shake it just like me /
Clap your hands,
clap your hands /
Now let them quiet be.

Literacy
lesson plans
Primary 3

Term 2
Involving pupils
in their learning

Weeks
11—15

Introduction

▶ Stories for the term

Mrs Ibeneme's visit to Abuja market

Mrs Ibeneme visited the market in Abuja. It is a huge market. In the market, she can buy food, clothes, books, medicine and spare parts for a bicycle or a car. She can also find a tailor to make clothes for her.

Mrs Ibeneme looked at some cloth. She saw beautiful batik cloth with all the colours of the rainbow.

Adapted from Macmillan Premier English for Nigerian Primary Schools, Pupils' Book 3

The merchant and his dog

There was a merchant. His name was Rochero. He lived in Africa. He was a very rich man. He had a dog called Nicho. The merchant loved his dog. One day, Rochero went into town collect money.

Rochero put the money inside a big sack and put it on his horse. His horse ran very fast and Nicho, his dog, followed. The sack fell off the horse. Nicho saw this, and barked. He barked very loudly. The master was angry with Nicho because he did not stop barking.

The merchant cut Nicho with his knife. The dog fell down injured, but he went and sat by the money so that robbers would not come. Later, Rochero found that his sack of money had dropped from the horse. When he got back, he saw his injured dog watching the money. The dog died watching the money, so his master did not lose it.

Arrival from Libya

Eighteen days before Christmas, 164 Nigerians were sent back to Nigeria from Libya. They flew into the country by plane and arrived at Lagos airport.

An official said that, out of the 164 people, 160 were women and four were children. There was nowhere for them to stay.

Many of them sold some goods to get money to travel back to their families.

Adapted from Nigerian Tribune of 8/12/2009

The foolish man

There was once a very foolish man. He had a dream. In his dream he had a large farm. On the farm he had maize, cassava and okra. He had many cattle, goats and chickens. He had lots of money and he ate well. When the man woke up he said, 'I'm rich'.

He invited all his friends to a big party. He told them, 'I'm rich'. They ate and drank all day and all night.

The man told his friends about the dream. He told them about the farm and the money.

His friends said, 'It was a dream, you foolish man! Where is the money now?'

The man said, 'Wait. I'll go to sleep and get it.'

Adapted from Macmillan Premier English for Nigerian Primary Schools, Pupils' Book 3

A trip to Abuja

Mrs Ibeneme is Kalu's mother. She is a business-woman. She is going to Abuja next week. Here is her programme:

Monday	8.30	Flight to Abuja
	12.00	Meeting with Mallam Usman
	14.00	Visit to Abuja market
	18.00	Central Hotel, overnight stay
Tuesday	9.30	Flight to Abuja

Adapted from Macmillan Premier English for Nigerian Primary Schools, Pupils' Book 3



Week
11
Stories

Letters/sounds

'ou'
sound
ground
pound
found
round
about
loud
out
cloud
count
shout

Words/phrases

lion
monkey
bull
elephant
chattered
roared
trumpeted
bellowed
complain
kind
woman
hungry
care
forest
will
won't

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Lesson
title

Why some animals live in the forest

15
minutes

ou

Learning outcomes

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

Recognise the sound that the letters 'ou' make in a word.

Ask and answer questions in English.

Teaching aids

Before the lesson:

Read Better English 3, page 49.

Write 'sound', 'around', 'ground', 'shout', 'loud' and 'cloud' on the chalkboard.

Have ready packs of alphabet letters for each pair of pupils.

Practise the 'ou' sound.

Letters and sounds

Whole class teaching

Give each pair of pupils a pack of alphabet letters.

Ask them: 'How many cvcc words can you make in 5 minutes?'

Write 'ou' on the chalkboard and tell pupils that the letters 'ou' make the sound 'ou' as in ground.

Choose pupils to come out and underline any letter pattern they can see in the words.

Sound out and read the words carefully, eg: 's-ou-n-d = sound'.

10
minutes

Better English 3

Introduction

Group task

Ask the pupils to look at the pictures in Better English 3, page 49.

Ask each group to talk together to answer the question: 'What can you see happening in the pictures?'

Ask one person in each group to say a sentence about the pictures and you write it on the chalkboard.

Read the story and ask the pupils to listen for things they saw in the pictures.

25
minutes

Better English 3

Main activity

Group task

Ask the pupils to read the story in their groups.

Ask them to discuss it with each other and write down everything they know about it.

Give each group two questions from Better English 3, page 50 and ask them to write the answers.

Choose a pupil from each group to read out their answers to the questions.

Ask the other pupils to listen carefully, to see if they have the right answer.

If they are not correct, ask them if anyone else can say the right answers to the questions.

10
minutes

Better English 3

Plenary

Pair task

Ask the pupils to look at the animal words in Better English 3, page 51.

Ask one person to choose one animal and make its noise and the other pupil to guess the animal and point to the correct word in the list.

The merchant and his dog

Learning outcomes

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

Read words with the letters 'ou' in them.

Listen to and understand simple stories.

Teaching aids

Before the lesson:

Write the full list of 'ou' words on the chalkboard.

Make a set of flash cards of these 'ou' words for each group.

Read the story 'The merchant and his dog'.

Letters and sounds

Whole class teaching

Write the letter sound 'ou' on the chalkboard.

Ask the pupils to say the sound 'ou'.

Choose some pupils to point to words on the chalkboard.

Sound out and read all the 'ou' words with the pupils.

Give groups a set of flash cards.

Say one of the 'ou' words on the chalkboard and ask the pupils to hold up the matching flash card.

Give the group which holds up the card first a point.

Continue for six more words and add up group points.

10
minutes

Story

Introduction

Whole class teaching

Ask the pupils questions about the story they heard yesterday.

Tell them they are going to listen to another story today.

Tell them the story of 'The merchant and his dog'.

Ask the pupils questions about the story.

25
minutes

Story

Main activity

Whole class teaching

Ask the pupils to name the characters in 'The merchant and his dog'.

Ask the pupils to draw pictures of the characters mentioned in the story.

Tell them to write the name of the character underneath the picture.

10
minutes

Plenary

Pair task

Ask the pupils to show each other their pictures of the characters, and tell their friend something about them.

Why some animals live in the forest

Learning outcomes

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

Read words that contain the
sound 'ou'.

Ask and answer simple questions
using 'will' and 'won't'.

Teaching aids

Before the lesson:

Write the 'ou' words on the
chalkboard and draw pictures
to explain them.

Have ready the 'ou' flash cards
from Day 2.

Read Better English 3, pages
49—50.

Read and practise 'Who stole the
meat from the soup pot?'

Letters and sounds

Whole class teaching

Write the letter sound 'ou' on the
chalkboard.

Point to the pictures and ask
the pupils to say the matching
'ou' words.

Write words on the chalkboard
as the pupils say them.

Give each group a set of flash cards.

Ask the pupils to read the words.

Ask them to copy some of the words
and draw pictures to explain them.

10
minutes

Song

Introduction

Whole class teaching

Ask the pupils questions about the story 'The merchant and his dog' which they heard yesterday.

Sing the song 'Who stole the meat from the soup pot?'

Tell the pupils you are going to teach them how to use the words 'will' and 'won't' in simple sentences.

25
minutes

Better English 3

Main activity

Whole class teaching

Ask the pupils to pretend they are the kind woman in the story and answer the following questions related to the story in Better English 3, pages 49—50, using 'yes I will' and 'no I won't':

'Will you go to market to buy food for the animals?'

'Will you return the same day?'

'Will you find the animals in the house when you return?'

Pair task

Ask the pupils to use the words 'will' and 'won't' to make three sentences about the animals in the story, eg: The lion will roar.

10
minutes

Plenary

Whole class teaching

Call pupils from each of the pairs to read out the sentences they have written.

'Yes I will', 'No I won't'

Learning outcomes

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

Spell words containing the letters 'ou'.

Write simple sentences with the words 'will' and 'won't'.

Teaching aids

Before the lesson:

Write the 'ou' words on the chalkboard.

Read Better English 3, pages 49—50.

Letters and sounds

Whole class teaching

Say the sound 'ou' and write it on the chalkboard.

Sound out some words containing the 'ou' sound, eg: 'c-l-ou-d'.

Ask pupils if they can tell you the word you have sounded out.

Working in pairs, ask one pupil to sound out one of the 'ou' words from the chalkboard.

Ask the other pupil to say the word.

Repeat, with the pupils changing roles.

Write these words on the chalkboard: 'r _ _ nd', 's _ _ nd', 'c _ _ nt', 'ab _ _ t', 'l _ _ d', 'cl _ _ d', 'gr _ _ nd', 'f _ _ nd'.

Ask the pupils to fill the gaps with the correct letters and write the words in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they learned yesterday about the words 'will' and 'won't'.

Ask them to ask each other two questions using 'will' and 'won't'.

Tell them they are still learning how to use the words 'will' and 'won't' in sentences.

25
minutes

Better English 3

Main activity

Whole class teaching

Tell the pupils that 'I will' often goes with 'yes' in a sentence, eg: 'Yes I will', because you **are going to do** something (explain this in your local language if necessary).

Tell them that 'I won't' often goes with 'no' in a sentence, eg: 'No I won't', because you are **not going to do** something (explain this in your local language if necessary).

Ask one or two pupils to say a sentence using 'will' or 'won't' and write it on the chalkboard.

Pair task

Ask the pupils to use the following sentence starters to say four sentences about the story in Better English 3, pages 49—50:
'The kind woman will __'
'The kind woman won't __'

Tell them to write two of their sentences in their exercise books.

Ask a pupil from each pair to read out one of their sentences.

10
minutes

Song

Plenary

Whole class teaching

Sing 'Who stole the meat from the soup pot?'

Why some animals live in the forest

Learning outcomes

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

Read and spell words containing
the letter blend 'ou'.

Sequence a story.

Teaching aids

Before the lesson:

Have ready the alphabet letters
from Day 1.

Have ready the 'ou' flash cards
for each pair.

Read Better English 3, pages
49—50.

Have ready a large piece of card
or paper for each group.

Letters and sounds

Pair task

Give each pair of pupils a pack
of alphabet letters.

Ask them: 'How many cvcc words
can you make in 5 minutes?'

Ask pupils to help you to write the
word 'round'.

Ask them to help you write three
more 'ou' words.

Ask one pupil to read a word from
the flash cards and their partner
to write it in their exercise books.

Repeat, with the pupils
changing roles.

Ask pupils to write a sentence for
one of their words.

10
minutes

Better English 3

Introduction

Whole class teaching

Read the story in Better English 3, pages 49—50.

Ask the pupils to tell you what happened at the start of the story, the middle of the story and the end of the story.

25
minutes

Main activity

Group task

Ask each group to draw a picture of one of the animals in the story.

Ask them to write everything they know about that animal around its picture, using ideas from the story and their own knowledge.

Ask each group to show their pictures and tell the rest of the class about their animal.

Display their pictures in the classroom.

10
minutes

Better English 3

Plenary

Whole class teaching

Read the story again and ask some pupils to role play the story as you read it.



Week
12
Market

Letters/sounds

'ee'
weep
sweep
deep
sleep
sheep
seen
green
seed
feel

Words/phrases

'ie'
chief
thief
belief
shield
field

visited
goods
mud
sheds
stalls
rent
season
guards
materials
selling
huge

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Going to the market

Learning outcomes

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

Read words containing the letters 'ee'.

Read a simple story.

Teaching aids

Before the lesson:

Read Better English 3, pages 99—100.

Have ready the 'ou' flash cards from last week.

Write the 'ee' words on the chalkboard.

Letters and sounds

Whole class teaching

Quickly show the class the 'ou' flash cards and ask pupils to read them.

Write 'ee' on the chalkboard.

Ask if anyone can say the sound these letters make. Remind them that these two letters make the sound 'ee', as in feet.

Ask them to practise saying the sound to a partner.

Ask them to sound out and read the words on the chalkboard with you, eg: 'w-ee-p = weep'.

Choose pupils to do actions to show the meaning of the words.

Tell them to write any three 'ee' words in their exercise books and draw pictures to match.

Ask pupils to read their words to a partner.

10
minutes

Better English 3

Introduction

Group task

Ask the pupils to look at the pictures in Better English 3, pages 99—100.

Ask each group to talk together to answer the question: 'What can you see happening in the pictures?'

Ask one person from each group to say a sentence about the pictures and write their answers on the chalkboard.

Read the story in Better English 3, pages 99—100.

25
minutes

Better English 3

Main activity

Pair task

Ask the pupils to share their experiences of markets they have visited (in their local language).

Tell the pupils to ask each other questions in English about their experiences of markets.

Ask them to read the story in Better English 3, pages 99—100.

Ask the pupils to write down, then tell you, any words they found difficult to read or did not understand.

Write these words on the chalkboard and explain their meaning.

10
minutes

Plenary

Whole class teaching

Ask a few pairs to tell you what they know about the story.

Say the words once and ask the pupils to repeat them after you.

Ask the pupils to read the story again.

While they are doing this go round the class, listening to and helping them.

Ask them to discuss the story with each other and write down something they know about it.

Mrs Ibeneme's visit to Abuja market

Learning outcomes

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

Read and show the meaning of words containing 'ee'.

Write words in simple sentences.

Teaching aids

Before the lesson:

Write the 'ee' words on the chalkboard.

Prepare flash cards of words containing the letter blend 'ee'.

Read the story 'Mrs Ibeneme's visit to Abuja market'.

Letters and sounds

Whole class teaching

Stand the pupils in a circle.

Put the flash cards face down in the middle of the circle.

Ask a pupil to choose a card and read it, but not tell anyone the word.

Ask them to make up a silent action to explain the word.

Ask the rest of the class to guess the word.

Repeat for each word.

Tell them to choose an 'ee' word and write it in a sentence.

Choose two pupils to read their sentence to the class.

10 minutes | Story

Introduction

Whole class teaching

Ask the pupils questions about the story they heard yesterday.

Read the story 'Mrs Ibeneme's visit to Abuja market'.

25 minutes

Main activity

Whole class teaching

Ask the pupils questions about the story.

Individual task

Ask pupils to draw, then make a list of, all the things they can buy at a market

Tell them to show each other their pictures and read the list.

Ask them to say a sentence using one of the words.

10 minutes | Game

Plenary

Whole class teaching

Play the game 'I went to the market'.

Stand the pupils in a circle and ask them, in turn, to finish the sentence 'I went to the market and I bought a ___'

The first person should think of something beginning with the letter 'a', the second person the letter 'b', the third person the letter 'c' and so on around the circle. Encourage the pupils to make it as much fun as possible by thinking of unusual nouns.

Lesson
title

15
minutes

ie

Literacy
lesson plans
Primary 3

Term 2
Involving pupils
in their learning

Week 12
Market
Day 3

At the market

Learning outcomes

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

Read and spell words containing 'ie'.

Use 'do' in questions and answers.

Teaching aids

Before the lesson:

Write the 'ie' words on the chalkboard.

Draw pictures to explain the meaning of the words.

Have ready six sets of flash cards to make the questions in the main activity, with one word on each card.

Letters and sounds

Whole class teaching

Read the words on the chalkboard.

Ask if anyone can say the sound that the letters 'ie' make.

Say the sound 'ie' as in 'thief' with the pupils.

Ask what other letters make the same sound ('ee').

Sound out and read the words with the pupils, eg: 'ch-ie-f'.

Choose pupils to point to a picture.

Ask the other pupils to say the word that matches the picture.

Tell the pupils to write the words in their exercise books, thinking about how to spell them.

10 minutes | Game

Introduction

Whole class teaching

Play the game 'I went to the market'.

Tell the pupils you are going to teach them how to use the words 'do' and 'does' in simple sentences.

Tell them that 'do' is used with the words you, I and they, eg:

Do they like apples?
Yes **they do** like apples.

Do you like apples?
Yes **I do** like apples.

25 minutes | Better English 3

Main activity

Group task

Give each group a set of cards and ask them to rearrange the cards to make the following questions:

Do you go to the market?

Do they go to the market?

Do they buy carrots at the market?

Do you buy oranges at the market?

Do you like football?

Do they like playing?

Tell the groups to ask each other and answer the question they have made.

Change the sentences around the groups until every group has had a turn at each sentence.

Pair task

Ask the pupils to say three sentences to each other using the sentence starters:
'I do ___'
'I don't ___'

Ask them to choose two sentences and write them in their exercise books.

10 minutes

Plenary

Whole class teaching

Ask some pupils from each group to read out the sentences they have written.

She does!

Learning outcomes

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

Read and spell words containing 'ie'.

Use 'do' and 'does' in questions and answers.

Teaching aids

Before the lesson:

Prepare a set of 'ie' flash cards.

Read Better English 3, pages 99—100.

Letters and sounds

Whole class teaching

Write 'ie' on the chalkboard.

Ask pupils to say the sound.

Stand the pupils in a circle.

Put the flash cards face down in the middle of the circle.

Ask a pupil to come out and choose a card and read it, but not tell anyone the word written on it.

Ask the pupil to make up a silent action to demonstrate the word.

Ask the rest of the class to guess the word.

Continue until all the words have been guessed.

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

10
minutes

Introduction

Whole class teaching

Tell the pupils they are still learning how to use the words 'do' and 'does' in sentences.

Ask the pupils to tell you what they learned yesterday about the word 'do'.

Remind them that 'do' is often used with I, you and they.

Ask them to ask each other questions using 'do'.

Tell them that 'does' is used with he, she, it and your, eg:

Does she go to the market?
She does go to the market.

Does he like apples?
He does like apples.

Does it rain in the market?
It does rain in the market.

Does your sister go to the market?
She does go to the market.

25
minutes

Better English 3

Main activity

Whole class teaching

Read the story in Better English 3, pages 99—100 to the pupils.

Ask them some questions about the story using the word 'does', eg:

'Does the father have a list?'

'Does the father buy apples?'

Pair task

Ask the pupils to answer the questions in Better English 3, page 100 in their exercise books.

10
minutes

Plenary

Whole class teaching

Ask some pairs to read out the sentences they have written.

Ask the rest of the class to check their own work while they listen.

Lesson
title

15
minutes

ie ee

**Literacy
lesson plans**
Primary 3

Term 2
Involving pupils
in their learning

Week 12
Market
Day 5

Market stories

Learning outcomes

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

Spell words containing 'ie' and 'ee'.

Write simple accounts of events in the market.

Teaching aids

Before the lesson:

Write four 'ee' words and four 'ie' words on the chalkboard.

Letters and sounds

Whole class teaching

Write 'ie' and 'ee' on the chalkboard.

Ask the pupils what sound these letters make.

Read the words on the chalkboard with the pupils.

Ask them to suggest sentences for some of the words.

In pairs, tell the pupils to choose a word from the chalkboard and write it in a sentence in their exercise books.

Tell them to swap books and read their sentences to each other.

Choose some sentences that they have written.

Write them on the chalkboard and ask the class to read them.

10
minutes

Rhyme

Introduction

Whole class teaching

Teach the pupils the rhyme 'Five little monkeys swinging in the tree'.

Say it together and ask the pupils to help you make up actions to show the meaning of the words.

Ask the pupils: 'Can anyone tell us a good story about a time they went to the market?'

25
minutes

Main activity

Group task

Ask the pupils to write three sentences in their exercise books that tell a simple story about events in a market, using the three starter phrases below.

These sentences tell the beginning, middle and the end of the story:

- 1 I went
- 2 I bought
- 3 I travelled home

10
minutes

Plenary

Whole class teaching

Ask each group to read out their story to the whole class.



Week
13
Journeys

Letters/sounds

'ea'
head
bread
read
spread
wealth
instead

Words/phrases

flown
women
arrival
large
sold
travel
aeroplane
chartered

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Arrival from Libya

Learning outcomes

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

Say the sound that 'ea' makes in a word.

Listen to a simple account of a journey from a newspaper.

Teaching aids

Before the lesson:

Have ready the 'ie' word cards from last week.

Write the 'ea' words on the chalkboard.

If possible bring in a newspaper.

Read the newspaper story 'Arrival from Libya'.

Letters and sounds

Whole class teaching

Flash the 'ie' word cards and ask the pupils to read them.

Point to the 'ea' words.

Ask the class if they notice any patterns in the letters.

Choose some pupils to underline the pattern.

Tell the pupils 'ea' makes the sound 'ea' as in head.

Split the words into sounds, eg: 'h-ea-d has three sounds'.

Ask the pupils to split the other words into sounds with you and add up the sounds.

10
minutes

Introduction

Whole class teaching

Ask the class if they know what can be found in a newspaper.

Show them the newspaper you brought in and ask them what they can see, eg: photographs, different sizes of writing, stories, etc.

25
minutes

Main activity

Whole class teaching

Ask the pupils if they can remember any stories about journeys they have read or heard.

Tell them you are going to read them a story from a newspaper.

Read the story 'Arrival from Libya' adapted from the Nigerian Tribune.

Explain that it is telling the readers about an event that happened.

Ask the pupils questions about the story:

'How many Nigerians were sent away from Libya?'

'How did they travel back to Nigeria?'

'Where did the plane land?'

'Why did they sell their goods?'

10
minutes

Plenary

Whole class teaching

Ask the pupils to retell the story to each other.

Ask pupils to find out how their families hear news about Nigeria and the rest of the world and be ready to tell you tomorrow.

Lesson
title

15
minutes

ea

Literacy
lesson plans
Primary 3

Term 2
Involving pupils
in their learning

Week 13
Journeys
Day 2

Arrival from Libya

Learning outcomes

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

Read words that contain 'ea'.

Ask and answer questions about a story.

Teaching aids

Before the lesson:

Make 'ea' word flash cards.

Write a list of 'ea' words on the chalkboard.

Read the story 'Arrival from Libya'.

Letters and sounds

Whole class teaching

Write 'ea' on the chalkboard.

Ask the pupils to form a circle.

Place flash cards containing 'ea' words face down in the middle of the circle and ask one pupil to take one.

Ask them to do an action which demonstrates the word.

Ask the other pupils to guess the word.

Choose a different pupil to pick a card and do an action.

Continue until all the words have been demonstrated.

Replace the cards in the middle of the circle and ask different pupils to pick a card.

Ask them to look at the card and tell everyone the first letter.

Ask the other pupils to guess the word.

10
minutes

Story

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils if any of them know how their families hear news about Nigeria and the world.

Ask them to tell you and you write their ideas on the chalkboard.

Explain that people hear news in lots of different ways and that newspapers are just one way in which many people like to do this.

Explain that reporters are people who collect stories from all over the country and the world.

Talk the class through all the ideas you have written on the chalkboard.

Read the story 'Arrival from Libya' to the class again.

Main activity

Whole class teaching

Ask the pupils if anyone can retell the story.

Group task

Ask half of each group to pretend they are the people arriving from Libya.

Ask the other half of each group to pretend they are reporters for a newspaper.

Ask the 'reporters' to think of three questions they would like to ask, eg:

'Why did you sell your goods?'

Tell the 'people arriving from Libya' to think up an answer to each question.

Plenary

Whole class teaching

Ask each group to choose two pupils to come and say their questions and answers in front of the whole class.

Tell the pupils to try and listen to or watch the news or ask their families if they know any news stories about Nigeria.

A train journey to Jos

Learning outcomes

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

Read and spell the words containing 'ea'.

Use 'will' and 'won't' in simple sentences.

Teaching aids

Before the lesson:

Make a set of 'ea' word flash cards for each group.

Draw the letter grid opposite on the chalkboard, large enough for the pupils to see.

Read Better English 3, page 167 and make sure you can easily read the story 'A train journey to Jos'.

Letters and sounds

Whole class teaching

Write 'ea' on the chalkboard.

Write the words 'read', 'head' and 'bread' next to the letter grid.

Ask the pupils to find the hidden words in the letter grid.

Give each group a set of flash cards and ask them to make a sentence for each word.

Choose one pupil from each group to say one sentence and you write it on the chalkboard.

r	e	a	d	r	m	t
l	k	l	l	e	p	f
j	h	e	a	d	d	b
b	Y	h	g	a	f	r
o	l	u	e	t	r	e
x	n	r	y	a	a	a
v	b	e	r	s	d	d

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to tell you any interesting news stories they heard last night.

Read the story in Better English 3, page 167, 'A train journey to Jos'.

Quickly ask the pupils the questions about the story from Better English 3, page 167.

25
minutes

Better English 3

Main activity

Whole class teaching

Ask the pupils if they can remember when we use 'will' and 'won't'.

If they can't, remind them that 'will' often goes with yes and 'won't' goes with no.

Individual task

Ask the pupils to make sentences using the sentence box in Better English 3, page 185.

10
minutes

Plenary

Whole class teaching

Ask some pupils to read out their sentences to the rest of the class.

A train journey to Jos

Learning outcomes

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

Spell and use words with 'ea' in simple sentences.

Use 'When will?', 'Who will?' and 'Where will?' to ask and answer questions.

Teaching aids

Before the lesson:

Write the following on the chalkboard: 'h _ _ _', 'br _ _ d', 'l _ _ d', 'r _ _ d', 'inst _ _ _ _'.

Prepare a set of cards for each group with the following questions:

'Where will Ada go?'

'Who will she go with?'

'When will the train go?'

'Where do they live?'

'Who will wait for them at the station?'

Letters and sounds

Whole class teaching

Ask the pupils to form a big circle.

Play 'Follow the leader'.

Tell the class to stand in a circle.

Choose one pupil to stand in the middle of the circle and do an action.

The other pupils should copy the action.

The pupil in the middle should change the action frequently.

The person in the middle should say an 'ea' word and the other pupils should say and sound out the word, eg: 'b-r-ea-d'.

Ask the pupils to copy the words from the chalkboard into their exercise books and fill in the missing letters.

Ask some pupils to read their words to the rest of the class.

10
minutes

Introduction

Whole class teaching

Tell the pupils that today they are going to learn about using 'When?', 'Who?' and 'Where?' to ask simple questions.

Explain that these are all question words.

When is used to ask questions about **time**,
eg: When will school start?

Who is used to ask questions about **people**,
eg: Who will be the teacher in Primary 2?

Where is used to ask questions about **places**,
eg: Where will you go to find the head teacher?

25
minutes | Better English 3

Main activity

Whole class teaching

Read the story in Better English 3, page 167.

Stand the pupils in a circle and put the question cards in the middle of the circle.

Ask the first pupil to come out, take a question card and read it.

Ask a pupil in the circle to try and answer it.

Encourage them to use a full sentence, eg: 'Ada will go to Jos'.

Repeat until you have practised each question twice with different pupils.

10
minutes | Rhyme

Plenary

Whole class teaching

Say the rhyme 'Five little monkeys swinging in the tree' together and do the actions.

Group task

Ask each group to read the story in Better English 3, page 167, with each pupil reading a sentence in turn.

Give out the question cards to each group and ask them to ask each other and answer the question on the card.

When they have answered it, tell them to swap their question with another group.

Ask them each to choose one of the questions, copy it into their exercise books and answer it.

While they are doing this, go round each group and listen to them reading the story.

Lesson
title

I will go on a journey

15
minutes

ea

Learning outcomes

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

Read sentences containing 'ea' words.

Write a simple account of going on a journey using 'will'.

Teaching aids

Before the lesson:

Prepare flash cards with words containing the sound 'ea' (enough for each group) and place them around the classroom.

Write: 'I spread my bread', 'I bang my head' and 'I read my book' on the chalkboard.

Read Better English 3, page 77.

Letters and sounds

Group task

Ask the pupils to read the 'ea' sentences and do an action to match.

Tell them to stand up in their groups.

Shout out a word.

Ask the groups to look around the room and find it.

Ask someone in the group to hold the card up.

Continue until all the words are found.

Ask the pupils to make up their own sentences using the words.

Ask the pupils to write the sentences in their exercise books, thinking of how to spell the words.

10
minutes

Game

Introduction

Whole class teaching

Ask the pupils to stand in a big circle and play the game, 'I will go on a journey and I will travel by ___'.

Each person round the circle takes turns to finish the sentence, thinking of different and unusual ways of travelling (encourage the pupils to have fun thinking of different types of travel), eg:

'I will go on a journey and I will travel by boat.'

'I will go on a journey and I will travel by boat and horse.'

'I will go on a journey and I will travel by boat and horse and elephant.'

Continue round the circle until every pupil has had a turn. Remind the pupils that they have to listen carefully, so they can remember all the different ways people will travel.

25
minutes

Main activity

Individual task

Tell pupils to finish the following sentence in three different ways, writing it in their exercise books: 'I will go on a journey and I will ___'.

While they are doing this, move around the class and read the poem with them.

Pair task

Ask each pupil to read out the sentences they have written to a partner.

10
minutes

Better English 3

Plenary

Whole class teaching

In the classroom, sit the class in a u-shape and teach them the poem 'The lady has a lamp' from Better English 3, page 77.

Ask the pupils to follow the poem while you read it.

Demonstrate the actions to illustrate the poem, asking them to join in with you.

Ask the pupils to read the poem in pairs.



Week
14
Journeys

Letters/sounds

boy
toy
joy
annoy
enjoy

Words/phrases

goodbye
ferry
waved
shouted
boat
heavy
shallow
deep
bridge
picked
quietly
quickly
slowly
gently
loudly
fast
bravely
happily
sadly
noisily
silently
softly

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Lesson
title

From Calabar to Oron

15
minutes

oy

Learning outcomes

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

Say and read the letter blend 'oy'.

Read a story.

Teaching aids

Before the lesson:

Read Better English 3, page 167.

Write the list of words containing the letter blend 'oy' on the chalkboard.

Letters and sounds

Whole class teaching

Write the letter blend 'oy' on the chalkboard.

Ask pupils to come and underline the letters in each word.

Tell the pupils that the letters 'oy' make the sound 'oy' as in boy.

Practise the sound with the pupils.

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

Ask if they can use any of the words in simple sentences to show their meaning.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to tell you anything they can remember about the story 'A train journey to Jos' in Better English 3, page 167.

Group task

Ask each group to talk about the story and make up one sentence about it.

Ask a pupil from each group to tell you their group's sentence.

Write their ideas on the chalkboard.

Read the story in Better English 3, page 167 while the pupils listen.

Ask them if anything you have written on the chalkboard is in the story.

25
minutes

Better English 3

Main activity

Group task

Ask the pupils to read the story on their own, while you go round and help groups to read it.

Ask them to discuss the story with each other and draw a picture about it.

Give two questions from Better English 3, page 100 to each group.

Ask them to write the answers to the questions.

10
minutes

Plenary

Whole class teaching

Choose a pupil from each group to read out their answers.

Ask the other pupils to listen carefully to see if they have the right answer.

If they are not correct, ask them if anyone else can tell them the answer.

The foolish man

Learning outcomes

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

Spell words containing the letter blend 'oy'.

Sequence a story in order of events.

Teaching aids

Before the lesson:

Write words containing the letters 'oy' on the chalkboard.

Practise reading the story 'The foolish man', making sure you can read it easily.

Letters and sounds

Whole class teaching

Write the letters 'oy' on the chalkboard.

Ask the pupils if any of them can read the words you have written.

Talk to the pupils about the words to help them learn to spell them.

Ask them:

'Where are the letters oy in each word?'

'What letter does each word start with?'

'How many letters are in each word?'

Rub the words off the chalkboard.

Tell the pupils to write the words in their exercise books, thinking about how to spell them.

When the pupils have finished, write the words on the chalkboard again and ask them to check their spelling.

10
minutes

Story

25
minutes

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Read the class the story
'The foolish man'.

Whole class teaching

Ask the pupils questions
about the story.

Pair task

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

Ask them to number each
section 1, 2, 3 or 4.

Write the following sentences
on the chalkboard and ask
pairs to use these sentences
to help them write the
story in the correct order,
one sentence in each box:

'He thought he was rich.'

'The foolish man had
a dream.'

'His friends told him he was
not rich.'

'He invited all his friends to
a party.'

Ask them to draw a picture
to go with each sentence.

Whole class teaching

Ask two or three pairs to
show their pictures and talk
about them.

The foolish man

Learning outcomes

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

Read words containing the letter blend 'oy'.

Use some adverbs in sentences.

Teaching aids

Before the lesson:

Write the following sentences on the chalkboard (the adverbs are highlighted for your information):

'The girl is jumping happily.'

'The boy is shouting loudly.'

'The boat is floating slowly.'

'The river is flowing gently.'

'He is running quickly.'

Letters and sounds

Whole class teaching

Write the letter blend 'oy' on the chalkboard.

Ask the pupils to copy the letter square below into their books and find the words containing 'oy':

enjoy

joy

boy

toy

e	e	i	n	l	t
r	n	h	b	m	o
t	p	j	z	j	y
y	t	k	o	y	z
o	l	y	m	y	o
b	b	t	u	f	t

10
minutes

Introduction

Whole class teaching

Ask the pupils questions about the 'The foolish man'.

Ask pupils to help you retell 'The foolish man' by asking them questions, eg:

'What happened at the start of the story?'

'What did the man think when he woke up?'

'What did he do?'

'What did his friends think?'

25
minutes

Main activity

Whole class teaching

Explain that you are going to teach the pupils about adverbs.

Ask them: 'What is a verb?' (an action word)

Tell them to look at the sentences on the chalkboard and say which word in each sentence is a verb.

Underline the verbs.

Tell them that adverbs describe a verb so we know more about it, eg:

'The girl is jumping happily.'

10
minutes

Plenary

Whole class teaching

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

Group task

Give each group one of the sentences written on the chalkboard containing an adverb.

Ask them to read the sentence and underline the adverb.

Ask the pupils in each group to tell the rest of the class the word they picked.

Ask the other pupils if they are correct. If not, ask if they can suggest which word might be the adverb.

Tell the pupils to take an adverb of their choice and say a new sentence with that word in it.

Ask them to write the sentence in their exercise books.

Quickly and quietly

Learning outcomes

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

Write sentences using words that contain the letter blend 'oy'.

Use adverbs in sentences.

Teaching aids

Before the lesson:

Make adverb flash cards on large pieces of paper: 'quietly', 'quickly', 'slowly', 'gently', 'loudly', 'fast', 'bravely', 'happily', 'sadly', 'noisily', 'silently', 'softly'.

Letters and sounds

Individual task

Ask the pupils to finish these three sentences, writing them in their exercise books:

I enjoy _

The boy _

This toy _

Ask one or two pupils to read out their sentences.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they learned yesterday about adverbs.

Ask them to tell you any adverbs they remember and write them on the chalkboard.

Read the adverbs through and check that pupils understand the meaning of each one, can explain them and put them into sentences.

Ask a pupil to choose an adverb and mime it for the rest of the class.

Ask the rest of the class to guess which adverb they have chosen.

Repeat with three different pupils.

25
minutes

Main activity

Group task

Give out an adverb flash card to each group.

Ask them to read the word, using their knowledge of sounds to help them.

Tell them to discuss its meaning and to ask you if they don't know it.

Ask them to make a sentence using the adverb, and ask one person from each group to write it down on the flash card.

Pass the flash cards on to the next group. Ask them to read the sentence, think of a different sentence using the adverb and write it down underneath.

Repeat until each group has written a simple sentence for each adverb.

10
minutes

Song

Plenary

Whole class teaching

Ask each group to read out the sentences for their adverb.

Display the cards on a washing line.

Sing the song, 'Who stole the meat from the soup pot?'

Lesson
title

A train journey to Jos

15
minutes

oy

Learning outcomes

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

Spell words containing the letter blend 'oy'.

Read and sequence a story.

Teaching aids

Before the lesson:

Read the story in Better English 3, page 167.

Letters and sounds

Individual task

Write the letter blend 'oy' on the chalkboard.

Ask the pupils to write as many words as they can remember which have the letter blend 'oy' in them.

Tell them you will give them one point for each word they remember and one point for spelling it correctly.

Give them 5 minutes and then see who has managed to write the most words.

Write the correct spellings on the chalkboard and then ask each pupil to add up their points.

Find out how many points everyone got and give them all a clap.

10
minutes

Better English 3

Introduction

Whole class teaching

Read 'A train journey to Jos' in Better English 3, page 167 to the pupils.

Ask them the following questions:

'What happened at the start of the story?'

'What happened in the middle of the story?'

'What happened at the end of the story?'

25
minutes

Better English 3

Main activity

Pair task

Ask each pair to read the story in Better English 3, page 167, reading a sentence each.

Ask them to draw three large boxes in their exercise books and label them 1, 2 and 3.

Tell them to choose three things that happened in the story and draw them in the correct order in the boxes.

Ask them to write a sentence about their story, trying to use an adverb in one of the sentences.

While they are doing this, move around each pair and listen to them reading the story.

10
minutes

Plenary

Whole class teaching

At the end of the activity, ask a few pairs to tell their story.



Week
15
I can do anything

Letters/sounds

'ir'
bird
dirty
first
stir
circle
thirteen
thirsty
thirty

Words/phrases

horse
pigeon
monkey
gallop
flies
runs
jump
stable
field
sports
mountain
deepest
tallest
widest
can
can't
climb

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Lesson
title

A train journey to Jos

15
minutes

ir

Learning outcomes

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

Say the sound that 'ir' makes.

Retell a story.

Teaching aids

Before the lesson:

Have ready the 'oy' word flash cards from last week.

Write the list of words containing 'ir' on the chalkboard.

Read the story 'A train journey to Jos' in Better English 3, page 167.

Letters and sounds

Whole class teaching

Flash the 'oy' cards and choose pupils to read them.

Write 'ir' on the chalkboard.

Tell them that 'ir' makes the sound 'ir' as in bird.

Ask pupils to come and underline the sound in the words.

Say the words and ask if they can explain the meanings.

Ask them to write three words in their exercise books and draw pictures to show the meaning.

10
minutes

Better English 3

Introduction

Whole class teaching

Ask the pupils to look at the picture in Better English 3, page 167.

Ask them to discuss what they can remember about the story and say one sentence about something that happened.

Read the story while the pupils listen for the ideas they presented to the class.

25
minutes

Better English 3

Main activity

Group task

Ask the pupils to read the story in Better English 3, page 167 together, each pupil in the group reading a different section.

Ask them to help each other when they get stuck.

Tell them to discuss the story with each other.

Ask them to each take a character in the story and practise a short role play which tells the story, trying to make it as much fun as possible (characters include: Emaka, Ada, their uncle, people on the train).

Ask each group to show their play to the rest of the class.

10
minutes

Plenary

Whole class teaching

Ask the pupils to talk to one another in their local language about what they think it would be like travelling by train.

Lesson
title

15
minutes

ir

**Literacy
lesson plans**
Primary 3

Term 2
Involving pupils
in their learning

Week 15
I can do anything
Day 2

A trip to Abuja

Learning outcomes

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

Spell and say words containing 'ir'.

Listen to simple stories in English.

Say and write simple sentences in English.

Teaching aids

Before the lesson:

Read the story 'A trip to Abuja'.

Write the 'ir' words on the chalkboard.

Letters and sounds

Whole class teaching

Write 'ir' on the chalkboard.

Ask the pupils to say the sound.

Read the words on the chalkboard with them.

Rub the words on the chalkboard out, say each word in turn, and give groups a minute to discuss how to spell it.

Ask one pupil in the first group to write the word on the chalkboard.

If they spell it correctly give them a point. If not, ask another person from that group to have a turn. If it is correct, give them half a point. If it is still incorrect, ask another group to have a turn.

Repeat for all the words.

Count which group has the most points and give them a clap.

10
minutes

Story

Introduction

Whole class teaching

Tell the pupils the story 'A trip to Abuja'.

Ask the pupils questions about the story.

25
minutes

Better English 3

Main activity

Pair task

Ask the pupils to draw a picture of Mrs Ibeneme and write everything that they know about her.

While they are doing this, move around the class and listen to pairs of pupils reading the story in Better English 3, page 167.

10
minutes

Plenary

Whole class teaching

Ask some pupils to read what they have written about Mrs Ibeneme.

Pets

Learning outcomes

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

Use words containing 'ir' to make sentences.

Use the words 'can' and 'can't' in simple sentences.

Teaching aids

Before the lesson:

Write the words containing 'ir' on the chalkboard.

Read Better English 3, page 57.

Letters and sounds

Group task

Read the 'ir' words.

Choose pupils to read some of the words.

Use one of the words in a sentence as an example to the pupils.

Give each group the set of flash cards with 'ir' words.

Ask them to use the cards to make a simple sentence.

Ask them to read their sentence out to the rest of the group.

If there is time, change the sentences around the groups so that each group makes a different sentence.

10
minutes

Better English 3

Introduction

Whole class teaching

Read the story 'Pets' in Better English 3, page 57.

Tell the class that you are going to teach them how to use the words 'can' and 'can't' in simple sentences.

Tell them that 'can' often goes with yes and 'can't' with no.

25
minutes

Better English 3

Main activity

Pair task

Ask each pair to read the story together.

Ask the pupils the following questions and ask them to reply using 'yes they can' or 'no they can't':

- 'Can pigeons fly?'
- 'Can horses speak?'
- 'Can monkeys jump?'
- 'Can horses climb?'
- 'Can horses gallop?'

Tell them to ask each other questions about animals, starting with the word 'can'.

Ask some pupils to tell you their questions and answers and write them on the chalkboard as they say them.

Ask individual pupils to come out and underline the words 'can' and 'can't' in each sentence.

Individual task

Ask pupils to draw a line down the middle of a page in their exercise books.

Tell them to label one side 'can' and the other side 'can't'.

Tell them to choose an animal.

Ask them to write and draw something this animal can do on one side, and something it can't do on the other side of the line.

Ask pupils to share their ideas with a friend.

10
minutes

Poem

Plenary

Whole class teaching

Read the poem 'I can climb the highest mountain' to the pupils.

Lesson
title

Can Hassan climb a tall tree?

15
minutes

Rhyme

ir

Learning outcomes

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

Use 'ir' words in simple sentences.

Write the words 'can' and 'can't' in simple sentences.

Teaching aids

Before the lesson:

Have ready the 'ir' word flash cards.

Read the story 'Pets' in Better English 3, page 57.

Letters and sounds

Whole class teaching

Ask the pupils to form a big circle.

Say the rhyme 'Clap your hands' with the pupils and do the actions.

Show them the flash cards containing the 'ir' words and ask them to take note of the spellings.

Turn the cards face down and call out the words one by one while you ask pupils to spell them in their exercise books.

Ask pairs of pupils to use one of the 'ir' words in a simple sentence and write it in their exercise books.

10
minutes

Better English 3

Introduction

Whole class teaching

Read the story 'Pets' in Better English 3, page 57.

25
minutes

Better English 3

Main activity

Pair task

Ask pairs to read the story 'Pets' in Better English 3, page 57 with a partner while you move round the class and help them.

Ask pupils to take turns to ask a question about their partner, eg:
'Can Hassan climb a tall tree?'

Ask the friend whose name was called to respond using, 'Yes I can', or 'No I can't'.

Ask them to write two questions in their partner's book while the other member of the pair writes the answers underneath.

10
minutes

Plenary

Whole class teaching

Ask each pupil to read out one of the questions and answers that is written in their book.

Lesson
title

I can climb the highest mountain

15
minutes

ir

Learning outcomes

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

Spell words containing 'ir'.

Write simple sentences using 'can' and 'can't'.

Teaching aids

Before the lesson:

Read the poem 'I can climb the highest mountain' and make sure you can understand the words and can say it easily.

Letters and sounds

Group task

Write 'ir' on the chalkboard.

Tell the class that since the beginning of the week they have been looking at some words that contain the sound 'ir'.

Ask pupils to list as many of these words they can remember.

Call a pupil from each group to read the words they have written.

Read this sentence to the pupils: 'The thirsty bird was first'.

Read it again slowly and tell pupils to write it in their exercise books.

10 minutes | Poem

Introduction

Whole class teaching

Teach the pupils the poem 'I can climb the highest mountain'.

Ask them if they understand its meaning.

Explain that it is about somebody who feels they can do anything at all.

Ask the pupils to think of things that they can do and choose some of them to share their ideas with the rest of the class.

25 minutes

Main activity

Group task

Ask the pupils to work together and finish the following sentences in as many different ways as they can:

I can __
I can't __

Call a pupil from each group to read their sentences aloud.

10 minutes | Poem

Plenary

Whole class teaching

Teach the pupils the poem 'I can climb the highest mountain' and ask them to think of actions to match the words.

Credits

In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

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