

A high-angle photograph of two young children on a red floor. The child on the left is wearing a green headscarf with gold patterns and an orange dress, holding blue-handled scissors and cutting a thick red rope. The child on the right is wearing a white knit hat, a green shawl, and orange shorts, with a surprised expression and hands raised. The background features a light-colored wall with blue and green abstract patterns.

Literacy lesson plans
Primary 4,
term 2, weeks 16—20

**Folk tales, fables and
storyboards**

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storyboards**

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, headteachers 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—5 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.

Professor Andrew Jonathan Nok
DSc, PhD, OON, FAS, NNOM
Honourable Commissioner
of Education, Science
and Technology, Kaduna State

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

How?

How

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

Learning expectations

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

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

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

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

Assessment

Weeks 17 and 19 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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

Spelling

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

Grammar

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

Comprehension

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

Reading

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

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

Shared writing

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

Guided writing

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

Independent writing

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

Brainstorm

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

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

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 4,
literacy
lesson plans

Week 16:

Folk tales

Words/phrases

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

feast
palace
wriggling
battlefield
contest
custom
survived
buried
sliding
belonged
porridge
caterpillar

Learning expectations

By the end of the week:

All pupils will be able to:

Talk about a folk tale.

Most pupils will be able to:

Answer questions about a folk tale.

Some pupils will be able to:

Say some of the features of a folk tale.

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

'Why snails move slowly' is taken from Nigeria Primary English 4, page 84, copyright Learn Africa Plc.

Why worms live underground

Many years ago when Eyo III was ruling over all men and animals, he often invited his subjects to feasts at his palace. One day after the feast, the head ant got up and was shouting how he and his people were stronger than anyone. He was laughing at the worms and said they were poor wriggling things.

The worms were very angry, so the king said that the best way to decide the question of who was stronger was for both sides to meet on the battlefield and have a contest. On the third day after the feast, everyone came to see the contest.

At sunrise the ants left their nest in thousands and millions, as is their custom.

As they were marching close together they looked like a big brown band moving over the road. When they came to the battlefield, the big brown band spread out and the whole piece of ground was a mass of moving ants and small groups of struggling worms.

The ants were attacking the worms with their sharp mouths and the fight was soon over. The few worms who survived buried themselves out of sight.

King Eyo decided that the ants were the winners, and ever since the worms have always been afraid and have lived underground. When they come to the surface after the rain they hide themselves underground if anything comes near, as they fear all people.

Why snails move slowly

Long ago, there was no rain and the grass did not grow. The animals were all hungry. Snails only eat grass so they got weaker and weaker.

One day, a snail was sliding past an old lady's house when it smelled porridge. "I'll go inside," it thought. But nobody was there. The snail was so hungry that it climbed into the bowl and started to eat. But the porridge was so thick that the snail got stuck!

Soon the old woman came home and found the snail in her porridge! She was not angry because she understood the snail was hungry.

When she put the snail on the ground outside she hadn't cleaned the porridge off, so it could not move.

Soon caterpillar came along. "What's the matter?" he asked. "Why are you covered with mud?" The snail did not want to tell his friend what had happened, so it said, "I'm playing a game and I must have this mud on me."

The caterpillar crawled away. The poor snail was left with porridge inside its shell. Since that time, snails move very slowly and they always leave a trail that looks like porridge.

Week 16: Folk tales

Day 1: A folk tale

Learning outcomes

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

Blend and read some
compound words.

Say how a folk tale is
different from other stories.

Preparation

Before the lesson:

Write these compound words on the
chalkboard: 'sunset', 'playground', 'weekend',
'grandson', 'paintbrush'.

Make two sets of these **sentence flash cards**:
'The ant gets up.', 'He says.', 'The worms
are angry.', 'The ants leave the nest.'

Read **How? Reading compound words**,
as shown below.

How? Reading compound words



Draw a box around
the first word in the
compound word.



Ask the class to
blend the sounds for
the first word.



Ask them to blend
the sounds for
the second word.



Ask them to read
the compound
word and explain
its meaning.



Repeat this process
with the other
compound words.

10
minutes

How

Spelling

Whole class teaching

Write 'groundnut' on the chalkboard and read it.

Ask the class if they can see two smaller words in 'groundnut', ie: 'ground' and 'nut'.

Explain that words made up of two simple words are called 'compound words'.

Teach **How? Reading compound words**, as shown left.

Write on the chalkboard, 'At playtime we went outside in the sunshine to play football.'

Read and explain the sentence and ask some pupils to underline the compound words.

15
minutes

Flash cards/
Folk tale

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 them.

Read and explain the story on the chalkboard, **Why worms live underground**.

Ask the pupils: 'When does the story take place?', 'Who are the main characters?' and 'Do you think this story is true?'

Explain that this story is a folk tale that was told a long time ago and has been passed down the years by story tellers.

15
minutes

Folk tale/
Flash cards

Grammar

Pair task

Ask the pairs to look at the verbs in the **folk tale** and say what tense they are in (past).

Remind them that verbs in the past often end in 'ed' but that some verbs are tricky.

Revise the past tense of the verb to be, ie: I was, you were.

Choose some pairs to say the past tense of to say and to come (said and came).

Explain the past tenses of to get and to leave (got and left).

Show the **sentence flash cards** and ask pairs to change the verbs into the past tense.

15
minutes

Matching game/
Snap game/Flash cards

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and end of the story.

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:

Give these pupils a set of the **sentence flash cards** and ask them to write the sentences in the past tense in their exercise books.

5
minutes

Plenary

Pair task

Ask the pairs to role play the snail.

Ask them to say how a folk tale is different from other stories they have read.

Ask the pairs, 'What tense is a folk tale written in?'

Week 16: Folk tales

Day 2: Why worms live underground

Learning outcomes

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

Spell compound words
by segmenting each
small word.

Talk about sections of
a folk tale.

Preparation

Before the lesson:

Read **How? Folk tales**, as shown below.

Have ready the **sentence flash cards** from
Week 16, Day 1 (yesterday).

How? Folk tales



Read the folk tale
'Why worms live
underground' to
the pupils.



Remind the pupils
that a folk tale
is a story from
long ago.



Tell them that
storytellers went
round villages
to tell folk tales.



Remind them that
folk tales have
an introduction,
a build-up, a problem
and a resolution.



Explain that folk tales
often have a
moral message.

10
minutes

Spelling

Whole class teaching

Ask the pupils to help you spell 'rainstorm' on the chalkboard.

Ask them, 'What smaller words can you hear in rainstorm?' (rain and storm)

Sound out 'rain' with them (r-ai-n) and write it on the chalkboard.

Sound out 'storm' (s-t-or-m) and write it next to 'rain'.

Dictate these words for the pupils to write in their exercise books: 'catfish', 'itself', 'farmyard' and 'himself'.

Ask if anyone remembers what we call these types of words (compound words).

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 them.

Read the folk tale on the chalkboard, **Why worms live underground**, to the pupils.

Ask them to role play the folk tale.

Teach **How? Folk tales**, as shown left.

15
minutes

Folk tale

Grammar

Pair task

Choose some pairs to find some verbs that end with 'ed' in the folk tale, **Why worms live underground**.

Remind the pupils that some verbs have tricky endings in the past tense.

Choose some pupils to change these sentences into the past tense:
They get up.
She gets up.
He leaves.
They say.
I am.

15
minutes

Flash cards/Matching game/
Snap game

Reading

Supported group activities

Groups A and B:
Give these pupils a set of the **sentence flash cards** and ask them to write the sentences in the past tense in their exercise books.

Group C:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and end of the story.

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

Group task

Ask the groups to discuss other reasons why they think worms live underground.

Choose one group to role play their idea for the class.

Week 16: Folk tales

Day 3: Why snails move slowly

Learning outcomes

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

Write some simple
compound words.

Say verbs in the past
continuous tense.

Preparation

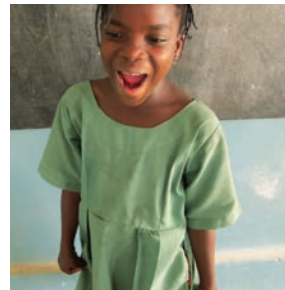
Before the lesson:

Read **How? Verb tenses**, as shown below.

Make two sets of these **verb flash
cards**: 'he laughs', 'he jumps', 'he shouts',
'he attacks', 'he marches'.

Write the heading 'Past continuous'
on the chalkboard.

How? Verb tenses



Choose some
pupils to demonstrate
the present tense,
eg: I jump,
I crawl, I laugh.



Remind them that
the present
continuous tense
carries on happening,
eg: I am crawling.



Give out the verb
flash cards and
choose some pupils
to say them in
the past tense.



Explain that when
things carry on
happening this is
called the 'past
continuous tense'.



Choose some pupils
to say the verbs in
the past continuous
tense, eg: He
was laughing.

10
minutes

Spelling

Pair task

Write 'sun' on the chalkboard and ask the pairs to think of words to add to sun to make new compound words, eg: sunlight, sunbeam.

Choose some pairs to spell their compound words on the chalkboard.

Remind them to sound out and write one word, then sound out and write the other word next to it.

Ask them to write some of their compound words in their exercise books.

15
minutes

Flash cards/
Folk tale

Reading

Whole class teaching

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

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

Read and explain **Why snails move slowly.**

Ask the pupils: 'When does the story take place?', 'Who are the main characters?' and 'Do you think this story is true?'

Ask if anyone can say what type of story this is (a folk tale).

Tell the pupils that folk tales often answer questions.

15
minutes

How

Verb cards

Grammar

Whole class teaching

Teach **How? Verb tenses**, as shown left.

Remind the pupils that when they add 'ing' to 'marches' they drop the 'es' to make 'marching'.

Flash the **verb cards** and ask some pairs to write them in the past continuous tense on the chalkboard, eg: he is laughing.

15
minutes

Flash cards/Matching game/
Snap game

Reading

Supported group activities

Groups A and D: Give each group a set of the **verb flash cards** and ask them to write them in the past continuous tense in their exercise books.

Group B: Sit down with the pupils for guided reading. After the reading, ask them to draw thought bubbles for the ants at the beginning and end of the story.

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

Folk tale

Plenary

Pair task

Ask the pairs to look at **Why worms live under ground** on the chalkboard and point to any examples of the past continuous tense.

Ask them to say other reasons why they think snails leave trails.

Week 16: Folk tales

Day 4: Role play

Flash cards

Learning outcomes

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

Read some high frequency
compound words.

Write verbs in the past
continuous tense.

Preparation

Before the lesson:

Write these compound words on
the chalkboard: 'somebody', 'someone',
'something', 'sometimes', 'somewhere'.

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

Write the heading 'Past continuous'
on the chalkboard.

Have ready the **verb flash cards**.

How? Snail role play



Choose some
pupils to role play
different animals
getting weaker.



Choose some pupils
to role play the
snail finding and
eating the porridge.



Ask the pupils to
make up speech
for the old woman
moving the snail.



Ask them to role
play the snail talking
to the caterpillar.



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

10
minutes

Spelling

Pair task

Teach the class how to read the compound words on the chalkboard, as shown in **How? Reading compound words** on Day 1.

Write 'any' on the chalkboard and ask the pairs to use it to make compound words, eg: anybody, anyone.

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

15
minutes

How

Flash cards/
Folk tale

Reading

Whole class teaching

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

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

Read **Why snails move slowly** in the Weekly page.

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

Ask the pupils to discuss how folk tales are different from other stories.

15
minutes

Grammar

Pair task

Teach **How? Verb tenses** from Day 3 (yesterday).

Write, 'he moves' and 'he marches' on the chalkboard. Choose some pairs to come and write them in the past tense.

Remind them to add 'ed' and drop the 'es'.

Choose some pairs to write them in the past continuous tense on the chalkboard.

Remind them to add 'was' and change the verb by adding 'ing', eg: he was moving.

15
minutes

Matching game/
Snap game/Flash cards

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:

Give each group a set of the **verb flash cards** and ask them to write them in the past continuous tense.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and end of the story.

5
minutes

Plenary

Whole class teaching

Choose some pupils to role play the snail and the caterpillar moving.

Ask the class to say what they were doing using the past continuous tense, eg: 'The caterpillar was wriggling.'

Week 16: Folk tales

Day 5: Features of folk tales

Learning outcomes

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

Identify compound
words in their reading.

Say some of the features
of a folk tale.

Preparation

Before the lesson:

Write 'bed', 'eye', 'ground', 'back'
and 'play' on the chalkboard.

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

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

How? Comprehension



Give each group
different questions
and ask them to
role play answers:



'What do snails eat?'
or 'Why were
the snails hungry?'



'What did the old
woman find in
her porridge?' or
'What did she do?'



'Why was the snail
unable to move?' or
'What did the cater-
pillar do?'



'What did the snail
say after that?'
or 'What happened
at the end
of the story?'

15 minutes | Folk tales

Spelling

Group task

Read the words on the chalkboard and ask the groups to use each word to make a new compound word, eg: bedtime, bedroom, eyelid, eyeball.

Ask the groups to share their compound words with the class and write them on the chalkboard.

Tell the groups to look for compound words in the **folk tales** on the chalkboard ('battlefield', 'anyone', 'sunrise', 'everyone', 'themselves', 'underground' and 'anything' in the first, and 'inside', 'nobody', 'outside' in the second).

15 minutes | Flash cards/
Folk tale

Reading

Group task

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

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

Read **Why snails move slowly** with the class.

Explain the meaning of a challenge and ask the class, 'What was the challenge for the snail?' (He had to clean the porridge off himself.)

Ask the class, 'What was the challenge for the worms?' (They had to fight the ants.)

20 minutes | **How** | Folk tale

Comprehension

Group task

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

Ask each group to role play their answers for the class and ask the other groups to say if they are correct.

Remind the class that they have been reading folk tales.

Ask the groups to act out the challenge in **Why worms live underground**.

Pair task

Ask the pairs to say how folk tales are different from other stories. (They answer questions, animals talk in them, they happened a long time ago and they are about challenges.)

Explain that these differences are called 'features'.

Tell the pupils that different types of stories have different features.

10 minutes

Plenary

Group task

Ask the groups to say some animals they know and write their ideas on the chalkboard, eg: birds, frogs, snakes.

Ask them to think of a question for a folk tale for some of their animals, eg: 'Why does a frog jump?', 'Why do birds have feathers?'

Grade/
Type of lesson plan

Lesson
title

Weekly page

**Primary 4,
literacy
lesson plans**

Week 17:

**How Tortoise
got his
crooked shell**

Words/phrases

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

famine
crops
starving
search
healthy
suspicious
forest
warned
pretended
tricked
crooked

Wow! words

terrible
devastating
weak
sly
cunning
selfish
kind
generous
delicious

Learning expectations

By the end of the week:

All pupils will be able to:

Write some sentences about a folk tale.

Most pupils will be able to:

Rewrite a folk tale they have heard.

Some pupils will be able to:

Use wow! words and similes or compound words in their writing.

Assessment task

Instructions:

- 1 Ask individual pupils to read their folk tales.
- 2 Ask individual pupils to describe one of the characters in their folk tales.
- 3 Ask individual pupils the following questions:
'What is the title of your folk tale?'
'How many characters does your folk tale have?'
'What challenge does the folk tale contain?'
'Is the challenge solved?'

Example of a pupil's work

This pupil can:

- Rewrite a folk tale.
- Describe characters in a folk tale.
- Use wow! words to make their writing more interesting.

The crooked shell

A long time ago there was a terrible famine. The animals were getting weaker and thinner.

Tortoise was very sly and when he met rabbit at the market he saw that he could trick her.

Rabbit was sweet, caring and thoughtful, she took Tortoise to her home in the sky for a fine meal. Rabbit's mother let down a long rope for them.

After a delicious meal Tortoise went home, but he was soon hungry again.

He went back to trick Rabbit's mother into feeding him again.

Rabbit's mother understood what Tortoise was doing and let him fall to the ground, broken.

Week 17: How Tortoise got his crooked shell

Day 1: The famine

Learning outcomes

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

Read words containing
a silent 'k'.

Contribute ideas for
the beginning of a folk tale.

Preparation

Before the lesson:

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

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

How? Introduction



A long time ago it had not rained for two years and there was a famine.



The crops were dying and the animals were starving.



Tortoise went to the market but there was no food there.

10
minutes

Word search

30
minutes

How

Flash cards

15
minutes

5
minutes

Spelling

Whole class teaching

Write these words on the chalkboard: 'knot', 'knock', 'knee', 'knife', 'know', 'knew' and read them to the pupils.

Ask some pupils to point to the letter that does not make a sound, ie: 'k'. Explain that we call this a 'silent k'.

Choose some pupils to come and find silent 'k' words in the **word search** and ask them to read the words with you.

Word search

d	k	n	o	t	z
c	k	k	n	o	w
i	n	n	n	y	w
o	e	q	i	e	n
q	w	s	d	f	e
k	n	o	c	k	e

Shared writing

Whole class teaching

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

Explain that you are going to write a folk tale together.

Choose some pupils to say how folk tales often begin, eg: 'A long time ago' or 'Many years ago'.

Read the introduction in **How? Introduction**, as shown left, and ask the pupils to role play the story.

Write 'How Tortoise got his crooked shell' on the chalkboard.

Ask the pupils the questions shown below in brackets to help you complete each paragraph:

'Long ago ____.'
(What had happened?)

'The animals ____.'
(How did they feel?
What did they look like?
What were they doing?)

'Tortoise ____.'
(Where did he go?
What was he like?)

Ask the class to say some wow! words to describe Tortoise and write them on the **wow! words wall**.

Copy the story on to a piece of paper and keep for the next day.

Grammar

Whole class teaching

Explain to the class that the word 'as' can be used to compare objects.

Write, 'as light as a feather' on the chalkboard and discuss its meaning.

Write these phrases on the chalkboard and ask the groups to complete them:
'as quick as ____'
'as bright as ____'
'as hot as ____'
'as big as ____'

Ask the pupils to complete the phrases in their exercise books.

Plenary

Pair task

Tell the pupils that we often use animals as comparisons.

Write 'as brave as a lion' on the chalkboard.

Ask the pairs to say some animals to complete the following comparison: 'as quiet as a ____'

Choose some pairs to role play their comparison.

Week 17: How Tortoise got his crooked shell

Day 2: Tortoise and Rabbit

Learning outcomes

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

Spell words containing
a silent 'k' and a silent 'b'.

Write simple similes.

Preparation

Before the lesson:

Copy the **shared writing** from Week 17, Day 1
(yesterday) on to the chalkboard.

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

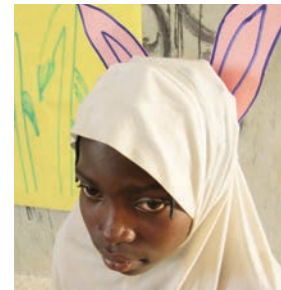
How? Rabbit



Tortoise met Rabbit,
who was looking
happy and healthy.



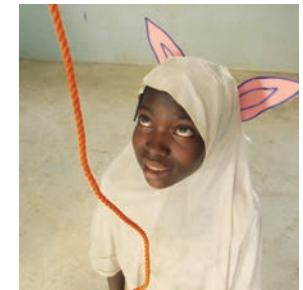
Tortoise told lies
so that Rabbit would
help him, such
as 'My father is ill'.



Rabbit knew that
Tortoise could not
be trusted.



Rabbit agreed to help
Tortoise and took
him into the middle
of the forest.



Rabbit sang a song
and a long rope
came down from
the sky.

10
minutes

Spelling

Whole class teaching

Choose some pupils to write these words on the chalkboard: 'knee', 'knock', 'knot'.

Tell the pupils that a silent 'k' is only used before the letter 'n'.

Choose pupils to sound out 'thumb' (th-u-m).

Ask if anyone can say the silent letter on the end ('b').

Choose some pupils to write these silent 'b' words on the chalkboard: 'lamb', 'dumb', 'bomb', 'crumb'.

30
minutes

How

Flash cards/
Shared writing

Shared writing

Whole class teaching

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

Read the **shared writing** you did with them on Week 17, Day 1 (yesterday).

Choose some pupils to role play the next part of the folk tale in **How? Rabbit**, as shown left.

Choose some pupils to say some **wow! words** to describe Tortoise and write them on the **wow! words wall**.

15
minutes

Grammar

Pair task

Read the sentences below and choose some pairs to suggest ideas to complete them.

Explain that when we compare things like this we call them 'similes':

'Everywhere felt as hot as ____.'

'The ground was as dry as ____.'

'The song was as beautiful as ____.'

'The rope came down as fast as ____.'

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

5
minutes

Plenary

Group task

Ask each group to make up a song for Rabbit to make the rope come down from the sky.

Choose some groups to sing their songs for the class.

Write one of their songs under the shared writing done today.

Copy the writing on to a piece of paper and keep it for the next day.

Week 17: How Tortoise got his crooked shell

Day 3: Rabbit's mother

Learning outcomes

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

Read words containing silent
'k' and silent 'b'.

Suggest wow! words
to make a story interesting.

Preparation

Before the lesson:

Write these words on the chalkboard:

'knee', 'knife', 'knot', 'lamb', 'crumb',
'thumb', 'debt'.

Read **How? At the top of the rope**,
as shown below.

Copy all the **shared writing** from
Week 17, Days 1 and 2, (earlier this week)
on to the chalkboard.

How?
At the top of
the rope



At the top of the
rope was a room with
a huge feast.



Rabbit's mother
gave Tortoise food.



Tortoise went
home but was soon
hungry again.



He went back to
the forest
and pretended
to be Rabbit.



Rabbit's mother
realised it was a trick.
She cut the rope
and Tortoise fell.

10
minutes

Spelling

Whole class teaching

Write 'debt' and 'doubt' on the chalkboard, read them and explain their meaning to the pupils.

Ask the pupils, 'What is the silent letter in each word?' ('b').

Ask if anyone can say other silent 'b' words, eg: 'thumb'.

Explain that silent 'b' is found after an 'm' and before a 't'.

Read and explain the words on the chalkboard.

Ask the pupils to choose one or two words and draw pictures to explain each one.

15
minutes

Flash cards/
Shared writing

Shared writing

Whole class teaching

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

Ask the pupils to help you read the **shared writing** you have done so far.

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

Ask the pairs to say some words to describe the famine in the story they are writing.

Ask them to say some words to describe how Tortoise felt when he was climbing the rope.

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

25
minutes

How

Brainstorm

Group task

Tell the groups they are going to write the ending to the folk tale.

Explain that bad or weak people do not usually win problems in folk tales.

Ask the pupils to help you to role play the ending in **How? At the top of the rope**, as shown left.

Tell them they are going to brainstorm ideas for the end of the story.

Write, 'How Tortoise got his crooked shell' in the middle of the chalkboard.

10
minutes

Plenary

Group task

Tell the groups to role play the ending to the story.

Choose some groups to show their role play to the class.

Tell the pupils that they will think about the story in more detail for the rest of the week.

Week 17: How Tortoise got his crooked shell

Day 4: The feast

Learning outcomes

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

Spell words containing
a silent 'w'.

Write some sentences
about a folk tale.

Preparation

Before the lesson:

Write these words on the chalkboard:
'wrap', 'wrist', 'write', 'wrong', 'wrote'.

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

Read **How? A huge feast**, as shown below.

How? A huge feast



Tortoise and Rabbit
climbed the rope
to a cloud shaped
like a door.



Rabbit's mother had
made a huge feast.



Tortoise ate so
much that he went
to sleep.



Rabbit wanted him to
take food home
for his family but
Tortoise was too full
to carry it.

10
minutes

Spelling

Whole class teaching

Write 'wriggle' on the chalkboard.

Ask if anyone can remember how to read it.

Choose a pupil to point to the silent letter ('w').

Read the words on the chalkboard with the pupils.

Ask them to notice where the silent 'w' is in the words (before the 'r').

Ask the class to count the sounds in each word, eg: wrap = r-a-p (3 sounds).

Dictate this sentence for the pupils to write in their exercise books: 'I wrote the wrong sum.'

30
minutes

Guided writing

Whole class teaching

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

Explain the meaning of the last two words.

Tell the pupils that they are going to be writing about the feast from the middle of the story

Ask the pupils to describe Tortoise eating the food at the feast.

Ask if anyone can think of a simile to describe Tortoise, eg: 'His belly was as ____.'

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

How | Brainstorm

Group task

Choose some pupils to help you role play **How? A huge feast**, as shown left.

Write the following sentences on the chalkboard:

'Tortoise and Rabbit climbed the rope to ____.'

'Rabbit's mother had made ____.'

'Tortoise ate ____.'

'Rabbit's mother ____.'

Ask the groups to look at the **brainstorm** from Week 17, Day 3 (yesterday) and the **wow! words wall** to complete each sentence.

Ask each group to say one of their ideas to the class.

15
minutes

Independent writing

Individual task

Remind the pupils to look at the **wow! words wall** and the **word/phrases** for ideas.

Ask the pairs to discuss the beginning of the folk tale **Why worms live underground** from Week 16 (last week).

Let individual pupils start writing the beginning of their folk tale about Tortoise in their exercise books.

Remind them to use **wow! words**, similes and compound words.

5
minutes

Plenary

Whole class teaching

Choose two or three pupils to read the beginning of their folk tale to the class.

Week 17: How Tortoise got his crooked shell

Day 5: Tortoise fell

Learning outcomes

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

Spell some words
containing silent letters.

Write the ending of
a folk tale.

Preparation

Before the lesson:

Make a set of these **missing letter
word cards** for each group and shuffle
them well: 'nife', 'nock', 'riggle', 'rist',
'rong', 'lam', 'det', 'crum'.

Read **How? Ending**, as shown left.

How? Ending



Tortoise went home
and had a rest.



He was soon hungry
again and went
back to the forest.



He pretended to
be Rabbit and sang
to make the rope
come down.



Rabbit's mother
saw Tortoise on
the rope and cut the
rope with a knife.



Tortoise fell
and he landed on
a rock.

10
minutes

Missing letter word cards

25
minutes

How

15
minutes

10
minutes

Spelling

Group task

Remind the pupils that they have been learning about words with silent letters.

Give the groups a set of the **missing letter word cards**.

Tell the groups to arrange the words in sets of missing 'b', 'w' and 'k' silent letters.

Ask each group, in turn, to say one of their words and the missing letter and write it on the chalkboard.

Award points for correct answers and add up the scores to find the winning group.

Guided writing

Whole class teaching

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

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

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

Remind the pupils of the folk tale they have written so far.

Choose some pupils to help you role play **How? Ending**, as shown left.

Group task

Ask the groups to discuss what happened to Tortoise after he fell and share their ideas with the class, eg: he moved slowly and his shell was covered in cracks.

Write the following sentences on the chalkboard:

'Tortoise went home ____.'

'When he was hungry again, he ____.'

'Rabbit's mother ____.'

'Tortoise fell ____.'

Ask each group to say an idea to complete each sentence and write it in their exercise books.

Independent writing

Individual task

Ask the pupils to open their exercise books and look at the folk tale they started to write on Day 4.

Ask the pupils to complete the folk tale.

Invite some pupils to read their folk tale to the rest of the class.

Plenary

Whole class teaching

Choose two or three pupils to read the beginning of their folk tale to the class.

Grade/
Type of lesson plan

Lesson
title

Weekly page

**Primary 4,
literacy
lesson plans**

Week 18:

Fables

Words/phrases

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

dine
special
arrived
forelegs
chirping
complained
bored
responsibilities
fierce
exciting
ashamed
trust

Learning expectations

By the end of the week:

All pupils will be able to:

Retell a simple fable.

Most pupils will be able to:

Explain the message in a fable.

Some pupils will be able to:

Talk about a fable and how the characters could have behaved differently.

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

'The boy who cried wolf' is adapted from Nigeria Primary English 4, page 166, copyright Learn Africa Plc.

Grasshopper and Toad

Grasshopper and Toad were very good friends. One day Toad invited Grasshopper to eat at his house.

The next day, before they sat down to eat, Toad washed his forelegs and asked Grasshopper to do the same.

Grasshopper did so, and it made a loud noise. Toad said, "I cannot eat with that horrible noise." So Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Toad complained bitterly. Grasshopper felt angry and ate nothing. Finally he said to Toad, "I invite you to my house for dinner tomorrow." The next day, Toad arrived at Grasshopper's house.

As soon as the meal was ready, Grasshopper washed his forelegs and asked Toad to do the same thing. Toad did so, and then hopped towards the food.

"You had better go back and wash again," said Grasshopper, "Your forelegs are dirty again."

Toad washed again, then hopped back to the table and bit into some food.

Grasshopper said, "Please don't put your dirty forelegs into the food. Go and wash them again."

Toad was furious. "You just don't want me to eat with you!" he said. Grasshopper replied, "You are the one who started it yesterday."

From then on, they were no longer friends.

The boy who cried wolf

Joseph looked after the village goats, taking them to the hills every day to eat grass. He was happy because no one told him what to do. However, he soon grew bored.

There was a large pack of wolves living in the hills that would often come down to the village and kill the goats. Joseph was fed up one day and decided to make something exciting happen.

He ran down the hill towards the village. "Wolf! Wolf!" he cried, "Wolf! Help!"

The villagers heard his cries and ran towards the hills. Joseph climbed up into a tree and watched. The villagers were shouting and waving sticks to frighten away wolves. Joseph laughed so much that he nearly fell out of the tree.

When everyone had gone, he climbed down and took the goats back to the village. The villagers were angry with him, but he told them it was a joke and they should be glad that the goats were safe.

A few days later, Joseph decided to play the same trick on the villagers again. He thought it was very funny that everyone would come running because of him.

A few weeks later he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! He tried to scare them away, shouting and waving his arms. Running to the village, Joseph shouted, "Wolves! Help!" The villagers were angry and said, "You have played this trick too many times!"

Joseph was ashamed and went back to the hills. The goats had gone and all he could see was a mess of fur and blood. He sat down and cried, "Why did I do such a bad thing?"

Week 18: Fables

Day 1: Grasshopper and Toad

Learning outcomes

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

Add 'ed' to spell new words.

Say verbs in the past
continuous tense.

Preparation

Before the lesson:

Write these verbs on **large flash cards**:
'wash', 'help', 'ask', 'groan', 'jump' and 'start'.

Find or draw **pictures** of a grasshopper
and a toad, and keep them for the week.

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

Write the heading 'Past continuous' on
the chalkboard.

How? Suffixes



Read and explain
the meaning of the
verb flash cards.



Ask the class, 'What
do we call this type
of word?' (verbs)
and 'What tense are
they in?' (present).



Write the suffix 'ed'
needed to change
these verbs into
the past tense on
the chalkboard.



Flash each verb
card, ask the pupils
to copy it into
their exercise books
and add 'ed'.



Choose some
pupils to read the
new words they
have written.

10
minutes

How

Spelling

Whole class teaching

Tell the pupils that this week they are going to learn about suffixes.

Explain that suffixes are letters we put on the end of words to change how the words are used.

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

15
minutes

Flash cards/Pictures/
Fable

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.

Show the **pictures of a grasshopper and a toad** and describe how these animals move.

Read the first half of the **Grasshopper and Toad** fable to the pupils.

Ask them: 'Why was Grasshopper angry?', 'How did Toad behave?'

15
minutes

Flash cards/
Fable

Grammar

Pair task

Flash the first six **verb flash cards** and ask the pupils to say what tense they are.

Remind the class that we make the past continuous tense with the verb 'was' and the suffix 'ing'.

Ask the pairs to think about the **fable** they have read so far and say sentences in the past continuous tense, eg: Toad was complaining.

Choose some pupils to write their sentences on the chalkboard.

15
minutes

Matching game/
Snap game/Flash cards

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

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:

Give each group a set of the **verb flash cards** and ask them to write them in the past continuous tense in their exercise books.

5
minutes

Plenary

Pair task

Ask the pairs to role play Toad talking to Grasshopper.

Ask them to discuss how Toad should have treated a guest in his house.

Week 18: Fables

Day 2: A true friend

Learning outcomes

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

Add 'ed' and 'ing' to words
ending in 'e'.

Discuss a message in
a fable.

Preparation

Before the lesson:

On the chalkboard, write these
verbs: 'invite', 'jump', 'wash', 'care', 'like',
'enjoy', 'look'.

Read **How? Dropping the 'e'**,
as shown below.

How? Dropping the 'e'



Write 'care', 'like',
'invite' and 'dine' on
the chalkboard.



Explain that when
we add 'ed' to words
ending in an 'e',
we first drop the 'e'.



Explain that the
rules for adding 'ing'
are the same
as for adding 'ed'.



Ask the class to
make new words by
adding 'ing' and
'ed' to the verbs on
the chalkboard.

10
minutes

How

Spelling

Whole class teaching

Remind the class that they have been learning about the suffix 'ed'.

Teach **How? Dropping the 'e'**, as shown left.

15
minutes

Fable

Reading

Whole class teaching

Read the first six **words/phrases** on the chalk-board and ask the pupils to say them with you.

Read and explain the whole of the **Grasshopper and Toad** fable and ask some pupils to role play it.

Ask the pairs to discuss the message of this story.

Explain that stories with a message are called 'fables'.

15
minutes

Fable

Grammar

Pair task

Remind the pupils that they have been learning about verbs and different tenses.

Choose some pairs to find examples of the past tense in **Grasshopper and Toad**.

Explain that in the present and past continuous tenses, we need to use the verb 'to be'.

Ask some pairs to say the verb 'to be' in the present tense, ie: 'I am', 'you are'.

Ask some pairs to say the verb 'to be' in the past tense, ie: 'I was', 'you were'.

15
minutes

Flash cards/Matching game/
Snap game

Reading

Supported group activities

Groups A and B:
Give each group a set of the **verb flash cards** and ask them to write them in the past continuous tense in their exercise books.

Group C:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

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 pairs to role play how Grasshopper should have treated a guest in his house.

Ask the class to give reasons for Grasshopper's behaviour.

Ask some pupils to say the message in this fable.

Week 18: Fables

Day 3: The boy who cried wolf

Learning outcomes

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

Say some rules for adding
the suffixes 'ed' and 'ing'.

Read and understand some
tricky past tense verbs.

Preparation

Before the lesson:

Make a set of these verbs on **flash cards**
for each group: 'stop', 'jump', 'hop',
'dine', 'clap', 'arrive', 'invite', 'wash', 'complain'.

Find, or draw a **picture** of wolves.

Read **How? Suffix rules**, as shown below.

How? Suffix rules



Read and explain
each verb flash card
and give each group
a set of cards.



Tell the groups to
sort the cards
into three piles,
based on different
suffix rules.



The piles are:
'add ed/ing', 'drop
the e' and 'double
the consonant'.



Ask some pupils
to write some
of the words on
the chalkboard,
adding 'ing'.



Tell each group to
say one of their
words with 'ed' and
act it out.

10
minutes

How

Spelling

Whole class teaching

Write 'stop', 'rub', 'clap' and 'hop' on the chalkboard.

Read these verbs and explain that in words where there is a short vowel before the consonant, we double the consonant before we add 'ed' or 'ing'.

Ask some pupils to add 'ed' and 'ing' to the words and read the new words.

Teach **How? Suffix rules**, as shown left.

15
minutes

Picture/Fable

Reading

Pair task

Ask the pairs the meaning of the first nine **words/phrases** on the chalkboard.

Show the **picture of wolves** and ask the pairs to say words to describe them.

Read and explain the first half of **The boy who cried wolf**.

Choose a pupil to role play Joseph laughing and tell each pair to say something to him.

15
minutes

Fable

Grammar

Group task

Remind the class that some verbs have tricky past tenses.

Write on the chalkboard: 'goes', 'comes', 'runs' and ask the groups to change these verbs to the past tense.

Write 'decides', 'climbs', 'watches', 'laughs', on the chalkboard.

Ask the pupils to say what tense they are written in (present).

Ask them to look at the **The boy who cried wolf** story and find these verbs in the past tense.

Choose some groups to say their answers to the class.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Groups A and D:

Ask these groups to copy each verb off the chalkboard and write the past tense next to it. If there is time, ask them to write some sentences with their verbs.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

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

Fable

Plenary

Whole class teaching

Choose some pupils to help you role play the first half of **The boy who cried wolf**.

Week 18: Fables

Day 4: Do not tell lies

Learning outcomes

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

Add 'ed' and 'ing' to words
ending in 'y'.

Discuss how fables are
different from other stories.

Preparation

Before the lesson:

Write these verbs on the chalkboard:
'cry', 'try', 'reply', 'hurry', 'enjoy', 'annoy',
'stay', 'play'.

Read How? **Changing 'y' to 'i'**,
as shown below.

How? Changing 'y' to 'i'



Read and explain
the verbs on
the chalkboard.



Ask some pupils
to come and make
new words
by adding 'ing'.



Explain that if there
is a consonant before
the 'y', we change
the 'y' to 'i' before
adding 'ed'.



Choose some pupils
to help you make
the verbs past tense
by adding 'ed'.

10
minutes

How

Spelling

Whole class teaching

Teach **How? Changing 'y' to 'i'**, as shown left.

15
minutes

Flash cards/
Fable

Reading

Whole class teaching

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

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

Ask the pupils what happened in the story of **The boy who cried wolf** that they read yesterday.

Read the rest of the fable with the class and ask them to role play the beginning and the middle of the story.

15
minutes

Grammar

Group task

Remind the class that they have been learning tricky past tense verbs.

Write on the chalkboard: 'sees', 'gives' and 'knows' and help the groups to change these verbs to the past tense, ie: 'saw', 'gave' and 'knew'.

Write 'decides', 'climbs', 'watches', 'laughs' and 'jumps' on the chalkboard.

Discuss changing these verbs to the past tense.

Ask each group to share one of their changed verbs with the rest of the class.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

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

Groups B and C:
Ask these groups to copy each verb off the chalkboard and write the past tense next to it. If there is time, ask them to write some sentences with their verbs.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

5
minutes

Fable

Plenary

Whole class teaching

Ask each group to say one thing they remember about **The boy who cried wolf**.

Ask the class the following questions:

'How is this story like the story of Grasshopper and Toad?'

'How are fables different from other stories?'

'What are the messages in the fables we have read this week?'

Week 18: Fables

Day 5: Messages

Learning outcomes

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

Spell words ending in 'ed'
and 'ing'.

Answer questions about
a fable.

Preparation

Before the lesson:

Write these **word sums** on the chalkboard:

'wash + ed ='

'clap + ing ='

'cry + ed ='

'hurry + ing ='

'dine + ing ='

Read **How? The ending**, as shown below.

How? The ending



Choose some
pupils to role play
the following:
Joseph laughing
under the tree.



Joseph sleeping
and then waking to
see the goats being
chased by wolves.



Joseph trying to scare
the wolves away.



Joseph with the
villagers.



Joseph sitting
down under the tree
and crying.

10
minutes

Word sums

Spelling

Whole class teaching

Choose some pupils to help you complete the **word sums** on the chalkboard.

Ask the pairs to discuss and say some of the rules they have learned for adding the suffixes 'ed' and 'ing'.

Dictate these words for the pupils to write in their exercise books: 'rubbed', 'hopping', 'enjoyed', 'liked', 'dined', 'tried', 'crying', 'hurried', 'played', 'washing'.

15
minutes

Flash cards/
Fables

Reading

Group task

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

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

Ask each group to say one thing they remember about the **Grasshopper and Toad** story.

Ask the class, 'Can anyone remember the message in the story?'

Ask each group to say one thing they remember about **The boy who cried wolf** story.

30
minutes

How
Fable

Comprehension

Whole class teaching

Read **The boy who cried wolf** with the class.

Teach **How? The ending**, as shown left.

Discuss the following questions with the whole class:

'Why was Joseph laughing?'

'What noise woke him up?'

'What did Joseph do to scare the wolves?'

'What did the villagers say to Joseph?'

'What happened to the goats?'

Tell pairs to answer the questions in their exercise books.

5
minutes

Plenary

Whole class teaching

Ask the class, 'What do we call a story with a message?' (a fable).

Explain that fables were told long ago and often have animals who can talk in them.

Ask the pupils if they can remember other stories told long ago with talking animals (folk tales).

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 4, literacy lesson plans

Week 19:

Storyboards

Words/phrases

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

forest
guest
special
noise
impossible
idea
bleating
chasing
teeth
believe
trouble

Wow! words

happy
excited
angry
furious
naughty
enormous
dangerous
frightening

Learning expectations

By the end of the week:

All pupils will be able to:

Draw a storyboard.

Most pupils will be able to:

Write a small fable, using speech and thought bubbles.

Some pupils will be able to:

Use wow! words and suffixes in their fable.

Assessment task

Instructions:

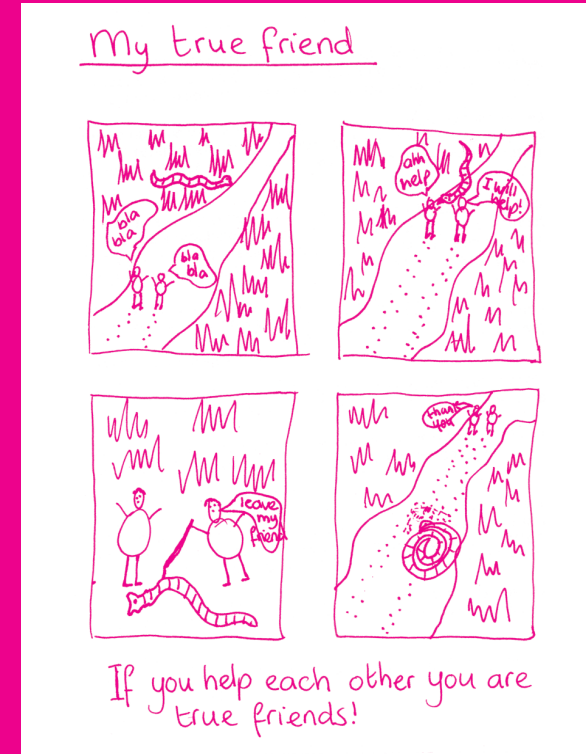
- 1 Ask individual pupils to read their fable to you.
- 2 Ask individual pupils to describe one of the drawings in their fable.

- 3 Ask individual pupils to answer the following questions:
'What is the title of your fable?'
'How many different characters did you draw?'
'What is Joseph saying in your fable?'
'What message does your fable contain?'

Example of a pupil's work

This pupil can:

- Create a storyboard.
- Write speech bubbles.
- Use Wow! words to make their writing more interesting.



Week 19: Storyboards

Day 1: Grasshopper and Toad

Learning outcomes

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

Know when to use 'to'
and 'two'.

Write a simple thought
bubble.

Preparation

Before the lesson:

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

Read **How? Storyboards 1**, as shown below.

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

How? Storyboards 1



Draw Grasshopper
and Toad by a stream
in the forest on the
first piece of paper.



Draw a table with
food at Toad's house.
Encourage the
pupils to help you
add details.



Ask the pupils
to suggest ideas
for speech bubbles
for Toad and
Grasshopper.



Ask them to discuss
more ideas for
speech bubbles
for Toad.



Ask the pupils,
'What was Grass-
hopper thinking?'

10
minutes

Flash cards

Spelling

Whole class teaching

Tell the class, 'Some words have the same sound but have different spellings and meanings. These words are called homophones.'

Flash the 'to' card, read it and say, 'I go to school'.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the 'two' card, hold up two pens and say, 'I have two pens'.

Tell the class to write 'to' and 'two' in their exercise books.

Ask them to draw pictures under the words to explain their meaning.

30
minutes

How

Flash cards/
Fable/Paper

Shared writing

Whole class teaching

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

Ask some pupils to help you retell the fable

Grasshopper and Toad from Week 18 (last week).

Choose some pupils to help you draw pictures on the **large pieces of paper**, as shown left in **How? Storyboards 1**.

Write all the pupils' ideas in speech and thought bubbles on the pictures and keep them for the next day.

15
minutes

Grammar

Pair task

Ask the pairs to say some rules for using capital letters (eg: at the start of a sentence, for titles, for proper nouns – names of people and places).

Write these words in a circle on the chalkboard:

'musa', 'i', 'dog', 'monday', 'mr edore', 'joseph', 'africa', 'teacher', 'kano', 'super eagles', 'town', 'nigeria', 'habiba', 'week', 'pen', 'october'.

Read and explain them and choose some pairs to point to the words that need a capital letter.

Ask the class to write the words in their exercise books, using capital letters correctly.

5
minutes

Plenary

Pair task

Ask the pairs to think of wow! words to describe how Grasshopper felt in Toad's house, eg: 'angry', 'furious', 'disappointed'.

Ask the pairs to suggest sentences for a thought bubble for Grasshopper, eg: 'I am so disappointed and angry. I thought Toad was my friend.'

Tell the pupils to write their thought bubbles in their exercise books.

Week 19: Storyboards

Day 2: Speech and thought bubbles

Learning outcomes

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

Use 'to', 'two' and 'too'
correctly in their writing.

Use question marks
and exclamation marks
correctly.

Preparation

Before the lesson:

Write these sentences on the chalkboard:
'Sabo has ____ pens.', 'It is ____ hot.',
'Sani went ____ school.'

Have ready the **storyboards** from
Week 19, Day 1, (yesterday) and two large
pieces of paper.

Read **How? Storyboards 2**, as shown below.

How? Storyboards 2



Ask the pupils to help
you draw Toad in
Grasshopper's house,
adding detail.



Ask them to help
you draw Toad
leaving the house
on the second
piece of paper.



Ask the pairs to
role play Toad and
Grasshopper talking
at the meal.



Write their ideas
in speech bubbles on
the first picture.



Discuss what Grass-
hopper is thinking
and write it in thought
bubbles on the
second picture.

10
minutes

Spelling

Whole class teaching

Write 'two' on the chalkboard and say, 'This means the number'.

Write 'to' and explain that it is a preposition showing distance or time.

Write 'too' and explain that this means 'more' or 'as well as'.

Say, 'You make too much noise' and 'You can play too'.

Read the sentences on the chalkboard.

Ask each group to choose 'to', 'two' or 'too' to complete one of the sentences.

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

30
minutes

How

Flash cards/Storyboards/
Paper

Shared writing

Whole class teaching

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

Read the **storyboards** from Day 1, yesterday.

Ask some pupils to explain what happened next in the story.

Choose some pupils to help you draw pictures on the **large pieces of paper**, as shown left in **How? Storyboards 2**, steps 1 and 2.

15
minutes

Grammar

Whole class teaching

Write '?' and '!' on the chalkboard and ask, 'What are these?'

Remind the class that a sentence must have correct punctuation. (A capital letter at the beginning and a full stop, question mark or an exclamation mark at the end.)

Ask the pupils to write these sentences correctly in their exercise books and put in the correct punctuation:
'why are you so rude'
'stop making that noise'
'i would like to come'
'will you eat with me'

5
minutes

Storyboards

Plenary

Whole class teaching

Ask some pupils to read the speech and thought bubbles in the **storyboards**.

Ask the class to check that capital letters, full stops, exclamation and question marks have been used correctly.

Week 19: Storyboards

Day 3: About Joseph

Learning outcomes

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

Use 'to', 'two' and 'too'
correctly in their writing.

Suggest words to describe
a character's personality
and emotions.

Preparation

Before the lesson:

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

Read **How? Wow! words brainstorm**,
as shown below.

Have ready a **large piece of paper**
for each group.

How? Wow! words brainstorm



Draw the outline
of a body on a large
piece of paper.



Ask the groups
questions about
Joseph and write
their ideas
around the body.



Ask the groups how
Joseph was feeling
and write their ideas
inside the body.

10 minutes | Flash cards

Spelling

Group task

Remind the class of the correct use of 'two' (a number), 'too' (more or as well as) and 'to' (a preposition).

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

Ask the groups to hold up the correct flash card as you read these sentences:

'The snail ate too much porridge.'

'Lami has two brothers.'

'Lami went to the shops.'

Ask the pupils to write sentences for 'to', 'two' and 'too' in their exercise books.

15 minutes | Flash cards/
Fable

Shared writing

Whole class teaching

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

Ask the class what they can remember about **The boy who cried wolf**.

Choose some pupils to help you role play the fable.

Tell the pupils that they are going to make their own storyboards for this fable.

Tell them they need to use **wow! words** to make their writing interesting.

Read and explain this week's **wow! words**.

30 minutes

How

Brainstorm

Group task

Teach **How? Wow! words brainstorm**, as shown left.

Ask the groups the following questions:

'Why did Joseph like playing tricks?'

'What did the villagers think about Joseph?'

'What did Joseph do when he saw the wolves?'

'How did Joseph feel?'

Ask each group to say some of their ideas and write them on the chalkboard.

Wow! words brainstorm

Pair task

Ask each pair to write some sentences about Joseph in their exercise books.

Remind them to use words from the **wow! words brainstorm** to help them.

Ask the pupils to check that they have used capital letters and full stops correctly.

5 minutes | Wow! words brainstorm

Plenary

Group task

Choose some groups to read their sentences to the class.

Ask the groups to say some words to describe Joseph's behaviour, eg: 'sly', 'mean', 'cunning'.

Add their ideas to the **wow! words brainstorm** and keep it for the next day.

Week 19: Storyboards

Day 4: The boy who cried wolf

Learning outcomes

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

Use 'their' and 'there'
correctly in their writing.

Write a simple storyboard.

Preparation

Before the lesson:

Have ready the **wow! words brainstorm**
from Week 19, Day 3 (yesterday).

Read **How? Pictures 1**, as shown below.

How? Pictures 1



Draw Joseph
playing his trick on
the chalkboard.



Draw Joseph laughing
at the villagers
on the chalkboard.



Ask some pupils to
help you add details
to each picture.

10
minutes

Spelling

Whole class teaching

Write 'their' and 'there' on the chalkboard.

Tell the class that 'their' means belonging to them and 'there' means a place.

Explain that 'there' is also used when we say 'there is' and 'there are'.

Write on the chalkboard, 'The boys went _____ to see _____ friends.'

Choose some pupils to write in the missing words ('there' and 'their').

Dictate these sentences and ask the class to write them in their exercise books:
'They got out their books.'
'Lami lives there.'

15
minutes

How

Guided writing

Whole class teaching

Explain that the pupils need to find words that will make their storyboards more interesting.

Read and explain the meaning of all the **words/phrases** on the chalkboard.

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

30
minutes

Wow! words brainstorm

Independent writing

Individual task

Ask the pupils to draw their own picture of Joseph playing a different trick and laughing at the villagers in their exercise books.

Ask the pupils to draw two more characters.

Ask the pupils to draw a speech bubble for each character and write sentences in them.

Ask them to write some more sentences for the beginning of the fable.

Remind them to use the **wow! words brainstorm** from Week 19, Day 3 (yesterday), and the **words/phrases** for ideas.

5
minutes

Plenary

Group task

Tell the groups to role play one of the new tricks Joseph played.

Week 19: Storyboards

Day 5: Joseph plays a trick

Learning outcomes

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

Use some simple
homophones correctly.

Write speech bubbles
with correct punctuation
marks.

Preparation

Before the lesson:

Make sets of **flash cards** for each
group with these words: 'to', 'two', 'too',
'their' and 'there'.

Read **How? Pictures 2**, as shown below.

How? Pictures 2



Draw Joseph waking
up as he sees
the wolves chasing
the goats.



Draw Joseph going
back up the hill
to look for the goats.



Ask some pupils to
help you add details
to each picture.

10 minutes | Flash cards

Spelling

Group task

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

Read and explain the meanings.

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

- 'They did their sums.'
- 'There are fifty pupils in class.'
- 'Sabo is aged two years.'
- 'He ate too many sweets.'
- 'Sani went to the market.'

Ask the groups to make up their own sentences using the **flash cards** and say them to the class.

15 minutes | **How** | Fable

Guided writing

Whole class teaching

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

Ask some pupils to show the class their storyboards from Week 19, Day 4 (yesterday).

Tell the pupils they are going to make two more storyboards for the end of **The boy who cried wolf**.

Choose some pupils to explain the ending of the story.

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

30 minutes | **Wow! words brainstorm**

Independent writing

Individual task

Ask the pupils to draw their own pictures for the ending of the story in their exercise books.

Ask the pupils to write sentences in each character's speech bubble.

Ask the pupils to complete their fable with some more sentences.

Remind them to use the correct punctuation.

Tell them to use the **wow! words brainstorm**, and the **words/phrases** for ideas, and to use some of the suffixes they have learned.

5 minutes

Plenary

Group task

Tell the groups to role play one of the new tricks Joseph played.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 4, literacy lesson plans

Week 20:

More fables

Words/phrases

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

piece
pond
disappeared
greedy
lovely
frowned
share
honey
wool
busy
shared
surprise

Learning expectations

By the end of the week:

All pupils will be able to:
Retell a simple fable.

Most pupils will be able to:
Explain the message in a fable.

Some pupils will be able to:
Talk about a fable and how the characters could have behaved differently.

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

Fables taken from Nigeria Primary English 4, pages 89 and 74—75, copyright Learn Africa Plc.

The greedy dog

A dog was walking along the path with a piece of meat in his mouth. He came to a big pond and stopped to drink. But he couldn't drink because he was carrying meat in his mouth. Then he saw himself in the water. He thought, "The dog I can see has a bigger piece of meat than me!" So he dropped his meat and tried to bite the other dog. His own meat disappeared into the water and the greedy dog had to go home with no food.

Play-boy

Once upon a time, there was a little boy. He should have been a very happy little boy for he had many beautiful toys, a kind mother and father and a lovely home, but he was not happy. He cried when he had to go to bed, he frowned when he had to help his mother and he would not share his toys with his baby brother or his friends. He wanted to do nothing but play all day. Although he must have had a real name, no one ever thought of calling him anything but Play-boy.

One day, Play-boy said to himself, "I shall run far away into the woods where no one can find me. Then I can play all day." So he ran off towards the woods.

On the way to the woods, he saw a bee. "Buzz, buzz," said the bee. "Why do you buzz?" asked Play-boy. "I make honey for the farmer. The farmer sells the honey and then he is happy. So I am happy too. That's why I buzz," said the bee.

As the boy ran on, he saw a cow. "Moo, moo," said the cow. "Why do you moo?" asked Play-boy. "I give milk to the children. Then the children are strong and happy. So I am happy too. That's why I moo," said the cow.

The little boy ran on. After a while, he saw a hen. "Cluck, cluck," said the hen. "Why do you cluck, hen?" he asked. "I lay eggs for a dear little girl. She takes the eggs to the market to sell them. Then she is happy and so I am happy. That's why I cluck," said the hen.

Play-boy also saw a sheep. "Baa, baa," said the sheep. "Why do you baa?" he asked. "I give wool to the master. My master makes cloth out of the wool. He is happy, so I am happy. That's why I baa," said the sheep.

Soon Play-boy began to think: The bee gives honey and so it is happy. The cow gives milk and so she is happy. The hen gives eggs and so she is happy. The sheep gives wool and it is happy.

"Oh," cried the little boy, "I want to give something too." He went back home. All that day, he was as busy as he could be. He helped his mother, cared for his baby brother and shared his toys with his friends. Much to the surprise of everyone, he neither frowned nor cried once during the whole day. His mother had a very big smile on her face. She was happy and the little boy was happy too. From that day on, no one ever called him Play-boy again.

Week 20: More fables

Day 1: The greedy dog

Learning outcomes

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

Use 'hear' and 'here' correctly.

Say some of the features
of a fable.

Preparation

Before the lesson:

Read **How? Question tags**, as shown below.

How? Question tags



Tell one pupil in each pair to role play the sentence, 'The dog stopped to drink.'



Ask their partners to say a question tag, eg: 'The dog stopped to drink, didn't he?'



Repeat with, 'He saw himself in the water.'



Choose some pairs to write their question tags on the chalkboard.

10
minutes

Spelling

Whole class teaching

Choose some pupils to explain what a homophone is, and ask some pupils to give examples.

Write 'hear' and 'here' on the chalkboard and explain the meanings.

Explain that 'hear' is easy to learn because it contains the word 'ear'.

Write on the chalkboard: 'I live ____.' and 'I can ____ a noise.'

Choose some pupils to write in the missing 'hear' or 'here'.

Ask the pupils to write 'hear' and 'here' in their exercise books and draw pictures under the words to explain their meaning.

15
minutes

Flash cards/
Fable

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 them.

Read and explain **The greedy dog** fable on the chalkboard.

Ask the pupils to role play the actions of the dog as you retell the story.

Ask the class, 'What was the bigger piece of meat?' and explain the meaning of 'reflection'.

15
minutes

How

Learn English 4

Grammar

Whole class teaching

Explain that question tags are short questions at the end of sentences.

Write on the chalkboard, 'The dog was walking along the path, wasn't he?'

Explain that if the main sentence is positive then the question tag will be negative, ie: include the short form of not – 'n't'.

Teach **How? Question tags**, as shown left.

Read and explain **Learn English 4, page 81, activity 4, questions 1—3.**

Write 'doesn't', 'isn't' and 'didn't' on the chalkboard and tell the pupils to complete the questions.

15
minutes

Matching game/
Snap game/Learn English 4

Reading

Supported group activities

Group A:

Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the dog in the story.

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:

Ask these groups to complete **Learn English 4, page 81, activity 4, questions 1—3** in their exercise books.

5
minutes

Fable

Plenary

Pair task

Read the **The greedy dog** again and ask the pairs, 'How do we know this is a fable?' (It happened a long time ago, an animal talks and there is a message in the story.)

Ask the pairs to discuss the message of this fable and share their ideas with the class.

Week 20: More fables

Day 2: Question tags

Learning outcomes

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

Use 'hear', 'here', 'their'
and 'there' correctly.

Use question tags.

Preparation

Before the lesson:

Make a set of 'hear', 'here', 'their'
and 'there' **flash cards** for each group.

Read **How? The greedy dog**,
as shown below.

How? The greedy dog



Role play the
dog walking along
the path.



Ask the class to
help you write
thought bubbles
for the dog on the
chalkboard.



Role play the
dog looking in
the pond.



Ask the class to
help you write
speech bubbles
for the dog.



Ask the class to help
you draw the
ending of the story.

10 minutes | Flash cards/Fable

Spelling

Group task

Remind the class of the meanings of 'there' and 'their'.

Choose some pupils to explain the meanings of 'hear' and 'here'.

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

Ask the groups to hold up the correct matching **flash card** as you read these sentences:

'I can hear a noise.'

'There is a goat in school.'

'The pupils go to their class.'

'I come here every day.'

15 minutes | **How** | Flash cards

Reading

Whole class teaching

Read the first three **word/phrase flash cards** and ask the pupils to say them with you.

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

Ask the pupils to say some things they remember about **The greedy dog** fable.

Teach **How? The greedy dog**, as shown left.

Choose some pupils to suggest ideas for thought bubbles for the dog at the end of the fable.

15 minutes | Learn English 4

Grammar

Whole class teaching

Tell the class that question tags are often used when people are talking.

Remind them that if the sentence is positive then the question tag will be negative.

Remind pupils of **How? Question tags**, as shown in Week 20, Day 1, (yesterday).

Read and explain **Learn English 4, page 81, activity 4, questions 1—3** to the class.

15 minutes | Learn English 4/
Matching game/
Snap game

Reading

Supported group activities

Groups A and B:
Ask these groups to complete **Learn English 4, page 81, activity 4, questions 1—3** in their exercise books.

Group C:
Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the dog in the story.

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

5 minutes

Plenary

Pair task

Ask the pairs to take turns asking and answering questions about the fable using question tags.

Choose some pairs to say their questions and answers to the class.

Week 20: More fables

Day 3: Wow! words brainstorm

Learning outcomes

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

Use some homophones
correctly in sentences.

Use adjectives and adverbs
in sentences.

Preparation

Before the lesson:

Read **How? Wow! words brainstorm**,
as shown below.

How? Wow! words brainstorm



Draw the outline
of a body on a large
piece of paper.



Ask the groups,
'What did
Play-boy do?'



Write the verbs
they suggest around
the body, eg: 'cried',
'frowned' and 'ran'.



Ask the pupils for
adverbs to describe
the verbs, and
write these around
the body.



Ask them to describe
Play-boy, and
write their adjectives
inside the body.

10
minutes

Spelling

Whole class teaching

Write 'meat', 'piece', 'would' and 'be' on the chalkboard and read and explain their meaning.

Ask if anyone knows other meanings and spellings for these words and write 'meet', 'peace', 'wood' and 'bee' underneath them.

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

'I would eat a piece of meat.'

'Be at peace to meet your brother.'

'The bee is on the wood.'

Choose some pupils to write their sentences on the chalkboard.

15
minutes

Flash cards/
Fable

Reading

Whole class teaching

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

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

Read the first half of **Play-boy**, up to the part where he meets the cow, from the chalkboard.

Ask the class, 'Why do you think Play-boy was unhappy?'

Choose some pupils to role play Play-boy with his family and friends.

10
minutes

How

Fable/Wow!
words brainstorm

Grammar

Whole class teaching

Ask the class if anyone can say what a noun is and find one in the **fable**.

Ask them to find some adjectives in the **fable**.

Remind them that an adverb describes a verb and usually ends in 'ly'.

Teach **How? Wow! words brainstorm**, as shown left.

Ask the groups to say some sentences about Play-boy using words in the **wow! words brainstorm**.

15
minutes

Wow! words brainstorm/
Matching game/Snap game

Reading

Supported group activities

Groups A and D:

Ask these groups to write some sentences about Play-boy in their exercise books. Remind them to use the words on the **wow! words brainstorm**.

Group B:

Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the greedy dog.

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

Wow! words brainstorm

Plenary

Group task

Choose a group to say a sentence about Play-boy.

Tell them to use adjectives and adverbs.

Write any new words on the **wow! words brainstorm** and keep it for the next day.

Week 20: More fables

Day 4: Play-boy

Learning outcomes

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

Choose the correct
spelling for some common
homophones.

Write some sentences using
adjectives and adverbs.

Preparation

Before the lesson:

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

Make sentences for these words:
'be', 'bee', 'would', 'wood', 'piece', 'peace',
'meat', 'meet', 'hear', 'here', 'there', 'their',
'to', 'two' and 'too'.

Have ready the **wow! words brainstorm**
from Day 3 (yesterday).

How? Homophones bingo



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



Ask each group
to choose six
homophones
and write them
on paper.



Say sentences
with each of the
homophones, eg:
'I have two pens.'



Tell the groups to
cross through
the homophones
if they are on their
piece of paper.



When a group has
ticked all their
words, tell them to
shout 'Bingo!'

10
minutes

How

Spelling

Whole class teaching

Choose some pupils to help you write these homophones on the chalkboard: 'be', 'bee', 'would', 'wood', 'piece', 'peace', 'meat', 'meet', 'hear', 'here', 'there', 'their', 'to', 'two' and 'too'.

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

15
minutes

Flash cards/
Fable

Reading

Pair task

Ask the pairs 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.

Choose some pupils to act out the first part of the **Play-boy fable**.

Read the second part of **Play-boy**.

Ask the pairs:

'Why were the animals happy?'

'What did Play-boy learn from the animals?'

15
minutes

Wow! words brainstorm

Grammar

Group task

Ask the groups to find nouns and adjectives in the **Play-boy** story.

Ask each group to role play a different animal in the story.

Tell them to say a sentence using an adjective and an adverb, eg: 'The kind sheep said, "Baa, baa," happily.'

Read the words on the **wow! words brainstorm** from Week 20, Day 3 (yesterday).

Ask each group to say a sentence about Play-boy using some of the words.

15
minutes

Matching game/
Snap game

Reading

Supported group activities

Group A:

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

Groups B and C:

Ask these groups to write some sentences about Play-boy in their exercise books. Remind them to use the words on the **wow! words brainstorm**.

Group D:

Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the greedy dog.

5
minutes

Fable

Plenary

Whole class teaching

Choose different pupils to play the parts of Play-boy, his family, his friends and the animals in the story.

Tell them to act out the fable **Play-boy** as you read it.

Week 20: More fables

Day 5: A message for Play-boy

Learning outcomes

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

Use some common
homophones correctly in
their writing.

Answer questions about
a fable.

Preparation

Before the lesson:

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

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

How? Comprehension



Ask each group to
role play the answers
to the following
questions:



'Why was the bee
happy?'



'What does the cow
do for children?'



'Why does the hen
cluck?'



'What does the
sheep give
to its master?'

10 minutes | Fables

Spelling

Group task

Ask the groups to look at the **fables** on the chalkboard and find some homophones.

Choose some groups to write their homophones on the chalkboard, eg: 'piece', 'meat', 'to', 'wood'.

Write these sentences on the chalkboard and ask the groups to complete them with homophones in their exercise books:

'I ____ the bell.'

' ____ is a dog at the gate.'

'A ____ can sting.'

'He had ____ much to eat.'

15 minutes | Flash cards/
Fable

Reading

Group task

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

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

The group to hold up the most matching cards wins.

Ask each group what they remember about the story **Play-boy**.

Ask them what kind of story this is (a fable).

Ask them to say what they think the message is in this fable, eg: helping others brings happiness.

30 minutes

How

Comprehension

Group task

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

Ask the groups:

'What did Play-boy decide to do when he had listened to all the animals?'

'Why was his mother happy?'

'How did Play-boy change in the story?'

Pair task

Tell the pupils to answer the following questions about the story in their exercise books:

'Choose one animal and say why it was happy.'

'What does the little girl do with the eggs?'

'How did the boy help his mother at the end of the story?'

5 minutes

Plenary

Whole class teaching

Ask the class to say how fables are different from other stories, ie: they have a message.

Ask if anyone can say the titles of the fables and the messages they have read in the last three weeks.

Ask the pupils, 'How are traditional stories and fables different from other stories?' (They were written long ago, animals can speak in them and they often have a challenge or a test.)

Credits

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