



Literacy lesson plans
Primary 5,
term 2, weeks 16—20

**Folk tales, adventure stories
and playscripts**

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Introduction

Teaching and learning processes in Kwara State have improved as a result of the introduction of the new lesson plans developed by the State School Improvement Team (SSIT). The recent improvement in the quality of education in Kwara is a direct function of quality teaching.

Evidence of improved teaching quality includes an increase in the number of pupils completing basic education and a general improvement in the levels of literacy and numeracy.

Teachers in Kwara have experienced tremendous professional improvements through training and refresher programmes on the new lesson plans, facilitated by SSIT and school support officers (SSOs).

These lesson plans, designed and edited by Education Sector Support Programme in Nigeria (ESSPIN), have become Kwara teachers' classroom companion.

As teaching manuals, the lesson plans have been designed to provide a step-by-step guide in the teaching of literacy and numeracy. The lesson plans promote more collaborative, interactive, participatory and reflective learning to encourage children to become active learners.

I am sure that continuous use of these lesson plans by teachers will raise the standard of our education in Kwara State and also assist in consolidating the new administration's education reform.

I therefore appreciate the contribution of the UK Department for International Development (DFID), through ESSPIN, in designing, editing and producing the lesson plans.

Alhaji Saka Onimago
Honourable Commissioner
for Education and Human
Capital Development,
Kwara State

Alhaji Saka Onimago
Executive Chairman
Kwara State Universal Basic
Education Board

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

How?

How

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

Learning expectations

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

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

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

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

Assessment

Weeks 17, 18 and 19 include an assessment task (found on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

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

Spelling

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

Grammar

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

Comprehension

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

Reading

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

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

Shared writing

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

Guided writing

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

Independent writing

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

Brainstorm

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

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

Grade/
Type of lesson plan

Lesson
title

Weekly page

**Primary 5,
literacy
lesson plans**

Week 16:

**The boy who
made wishes
come true**

Words/phrases

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

several
elders
discussed
practical
suggested
flute
agreed
appeared
refused
furious
celebration
clinic

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:

Identify the challenges and problems in a folk tale and explain how they were solved.

Some pupils will be able to:

Arrange words in alphabetical order to the third letter.

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

Folk tale adapted from Nigeria Primary English 5, pages 183—184, copyright Learn Africa Plc.

The boy who made wishes come true – part 1

There were rats everywhere when the rain came. Jide found one in his shoe. Emi saw some asleep in the cooking pot and her father found several in his car.

The village elders called a meeting to debate the best way to get rid of the rats. They discussed ideas for hours but no one had a good, practical idea. Then, an old woman told the villagers that in a small town far away, near the Niger River, lived a boy called Umeh.

Umeh had a long silver flute that he played so beautifully people came from other towns and villages to listen to him. It was a magic flute.

When Umeh played, people made a wish. If the wish was a kind one and brought happiness, their wish came true.

"Let's ask Umeh to come here and play his flute," suggested the old woman. "We can ask for a wish to make the rats leave our village."

The elders sent two men to talk to him. A month later, they returned with Umeh. The boy said, "My town is very poor. If I get rid of your rats, you must promise to give me money so that we can build a clinic and a new school."

Everybody agreed to pay Umeh. "We'll do everything you ask," they promised. Umeh said, "Every rat will die when I play my flute."

The boy who made wishes come true – part 2

Very early the next morning, Umeh stood in the centre of the village and began to play his flute. Rats appeared from everywhere. When they heard the music, they followed behind him. Umeh danced towards the river and the rats followed him. He walked into the river until the water was up to his knees, then his waist and then his chin. The rats followed him and they were all drowned.

Everyone was so happy that all the rats had gone. The village elders were sitting together, talking. "All the rats are dead now and he can't bring them back, can he? Why should we give him so much money?" one of them asked.

Another said, "He is not from our village, is he? Let's keep the money."

When Umeh returned from the river, the elders refused to pay him. Umeh was furious. He said, "If you do not pay the money I will bring great sadness to the village." No one believed him. "You are only a boy. What can you do to us?" asked the elders.

Umeh began to play his flute again. To everyone's surprise, all the young children came out of their homes, laughing and dancing. They followed Umeh's beautiful music. Umeh was dancing towards the river where he had drowned all the rats.

Suddenly all the people were frightened. When Umeh got to the edge of the river, they shouted, "Please stop, Umeh. We are very sorry. We will give you all the money we promised you."

Umeh turned round, playing his flute and danced back to the village with all the children behind him. This time the villagers cheered Umeh and held a celebration with a great feast.

Afterwards, Umeh returned to his own town with the money which he could use to build the clinic and new school.

Week 16: The boy who made wishes come true

Day 1: A folk tale

Learning outcomes

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

Say the opposite of some
common words.

Discuss a folk tale.

Preparation

Before the lesson:

Prepare a set of **alphabet flash
cards** for each group, with one letter
on each card.

Read **How? Matching opposites**, as
shown below, and make a set of **opposite
word flash cards** for each group:
'dirty', 'clean', 'sad', 'happy', 'fast', 'slow',
'loud', 'quiet', 'up', 'down'.

How? Matching opposites



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



Ask the pupils,
in turn, to turn over
two cards.



If the words are
opposite, the pupil
keeps the cards.



Continue until
all the cards are
used up.



The winner is
the pupil with the
most cards.

15
minutes

How

Opposite flash
cards

10
minutes

Word/phrase cards

10
minutes

Alphabet flash cards/
Opposite words

20
minutes

Matching game/
Snap game/Opposite
flash cards

5
minutes

Spelling

Group task

Explain that the groups are going to find words that are opposites.

Demonstrate sitting down and standing up.

Explain that 'up' is the opposite of 'down'.

Choose some groups to demonstrate the opposite of slow (fast), quiet (loud) and sad (happy).

Read and explain the rest of the **opposite word flash cards**.

Teach **How? Matching opposites**, as shown left.

Reading

Whole class teaching

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

Read and explain the first part of 'The boy who made wishes come true'.

Ask, 'What type of story is this?'

Remind the class that folk tales were told a long time ago and have been passed down the years by story tellers.

Grammar

Group task

Ask the groups to shuffle the **alphabet flash cards** and then arrange them in alphabetical order.

Give each group a set of **opposite words** to arrange in alphabetical order.

Remind the groups to look at the second letters if the first letters in words are the same, eg: 'sad' comes before 'slow'.

Choose a group to read the words in order and ask the class to check if they are correct.

Reading

Supported group activities

Group A:

Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the 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:

Ask these pupils to write the **opposite flash card words** in alphabetical order in their exercise books, then write the words/phrases in alphabetical order.

Plenary

Whole class teaching

Remind the pupils that every story has characters, a setting, a challenge or problem, a build-up and a resolution.

Ask:

'Who are the characters in the story we have read today?'

'Where do the characters live?'

'What are the challenges for the characters in the first part of the story?'

Week 16:

The boy who made wishes come true

Day 2:

Alphabetical order

Learning outcomes

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

Spell the opposites of some
common words.

Put words in alphabetical
order to the first
and second letters.

Preparation

Before the lesson:

Have ready the sets of **opposite
word flash cards** from Week 16, Day 1
(yesterday).

Draw **outlines of Umeh and the elders**
on large pieces of paper.

Read **How? Role play part 1**, as
shown below.

How? Role play part 1



Ask each group
to help you list
and role play village
activities.



Ask the groups to
role play the
elders discussing
the problem.



Role play the two
men travelling
to Umeh's town.



Role play Umeh
talking to the elders.

10
minutes

Spelling

Group task

Teach **How? Matching opposites**, as shown in Week 16, Day 1 (yesterday).

Write the following words on the chalkboard: 'in', 'light', 'long', 'many', 'new', 'rich', 'soft', 'strong', 'hot', 'wet'.

Choose some groups to say the opposite for each word and ask the class if they are correct.

Ask the groups to write each word and its opposite in their exercise books.

Remind the groups to sound out the words to help with the spelling.

15
minutes

How

Reading

Whole class teaching

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

Show the next three words/phrase cards and explain them.

Ask some pupils to explain what happened in the first part of the folk tale they read on Day 1 (yesterday).

Teach **How? Role play part 1**, as shown left.

Word/phrase
cards

10
minutes

Grammar

Pair task

Remind the pairs that they have learned how to put words in alphabetical order.

Write these names on the chalkboard: 'Desmond', 'Joseph', 'Segun', 'Bode', 'Samson', and ask the pairs to put them in alphabetical order.

Remind the pairs to look at the second letters if the first letters are the same, so 'Samson' will come before 'Segun'.

Choose a pair to write the names in alphabetical order on the chalkboard.

Repeat with: 'Foluke', 'Kolade', 'Tunde', 'Lamide', 'Joseph', 'Kehinde', 'Funke'.

20
minutes

Opposite flash cards/
Matching game/Snap game

Reading

Supported group activities

Groups A and B:

Ask these pupils to write the **opposite flash card words** in alphabetical order in their exercise books, then write the words/phrases in alphabetical order.

Group C:

Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the 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

Drawings

Plenary

Group task

Show the pupils the **drawing of Umeh** and ask them to say words to describe Umeh in the first part of the story.

Write the words around the drawing, eg: 'kind', 'generous', 'hard-working', 'caring'.

Show the pupils the **drawing of the elders** and ask them to say words to describe how the elders felt.

Write the words around the drawing, eg: 'worried', 'unhappy'.

Keep the drawings for the next day.

Week 16: The boy who made wishes come true

Day 3: Characters

Learning outcomes

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

Change a sentence
so that it has an opposite
meaning.

Put words in alphabetical
order to the third letter.

Preparation

Before the lesson:

Have ready the **drawings** from Week 16,
Day 2 (yesterday).

Write the **groups of names** in today's
grammar activity on the chalkboard.

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

How? Opposite sentences



Choose some pairs
to draw a picture
to explain the first
sentence on the
chalkboard.



Ask some pairs to
change the
adjectives to make
them mean
the opposite.



Choose some pairs to
change the noun.



Tell some pairs to
change the verb
and the preposition.



Repeat with the other
sentences.

15
minutes

How

Spelling

Pair task

Write the following sentences on the chalkboard:

'The tall, sad, dirty woman sat down.'

'The mean, thin boy walked slowly.'

'The children loved the big, beautiful, kind rats.'

Explain that we can have opposites of nouns, adjectives, prepositions, verbs and adverbs.

Teach **How? Opposite sentences**, as shown left.

Ask the pairs to change the sentences to make them mean the opposite in their exercise books.

10
minutes

Word/phrase cards/
Drawings

Reading

Whole class teaching

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

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

Read the whole story of 'The boy who made wishes come true'.

Ask the pupils to say words to describe Umeh and the elders in the last part of the story and write them on the **drawings**, eg: 'angry', 'frightened'.

10
minutes

Names

Grammar

Pair task

Say, 'When we are putting words in alphabetical order, if the words have the same first letter, we then look at the second letter. If the second letter is the same, we then look at the third letter.'

Choose some pairs to read out the following **groups of names** on the chalkboard and put them in alphabetical order:

Femi, Tade, Tunde,
Paul, Kehinde

Kemi, Kayode, Koyejo,
Kolade, Kunle

Lamide, Lola, Lara,
Lydia

Fadeke, Foluke, Fesobi,
Funke, Fatokun

20
minutes

Matching game/
Snap game/Names

Reading

Supported group activities

Groups A and D:

Ask these pupils to write the **groups of names** in alphabetical order in their exercise books.

Group B:

Sit down with these pupils for guided reading. After the reading, ask them to draw a thought bubble for Umeh at the beginning and the 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

Plenary

Whole class teaching

Ask the pupils to walk around the classroom.

Explain that you are going to call out a number between one and ten, eg: six.

Tell them they must now make groups of that number (eg: six).

Ask these groups to arrange themselves in alphabetical order according to their name.

Repeat with a different number.

Week 16: The boy who made wishes come true

Day 4: Challenges

Learning outcomes

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

Say the opposite of some
common words.

Talk about the challenges
in a story.

Preparation

Before the lesson:

Make a set of **opposite flash cards**
for each group: 'light', 'low', 'near', 'thick',
'empty', 'easy', 'laugh', 'frown'.

Write the **groups of names** from
the grammar activity in Week 16, Day 3
(yesterday) on the chalkboard.

Read **How? Role play part 2**, as
shown below.

How? Role play part 2



Choose some
pupils to role play:
Umeh leading the
rats to the river,



the elders refusing
to pay,



Umeh leading
the children to
the river,



the elders shouting
to Umeh,



the celebration.

15
minutes

Opposite flash cards

10
minutes

How

Word/phrase
cards

10
minutes

Names

20
minutes

Matching game/
Snap game/Names

5
minutes

Spelling

Group task

Write these words on the chalkboard: 'dark', 'high', 'smile', 'far', 'difficult', 'cry', 'full', 'thin'.

Ask the pupils to read the words with you.

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

As you read each word on the chalkboard, ask the groups to find and hold up the opposite flash card.

Ask the groups to write the opposite next to each word in their exercise books.

Reading

Whole class teaching

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

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

Ask some pupils to say what they remember about the folk tale they have been reading.

Teach **How? Role play part 2**, as shown left.

Ask, 'What were the challenges in the story?'

Explain that the writer builds up our interest by making us wonder what will happen to the children.

Grammar

Pair task

Remind the pairs that they have been learning how to put words in alphabetical order.

Ask them to say the **groups of names** in alphabetical order.

Choose eight pupils to write their names on the chalkboard.

Ask the pairs to say them in alphabetical order.

Repeat with the names of eight different pupils.

Reading

Supported group activities

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

Groups B and C:
Ask these pupils to write the **groups of names** in alphabetical order in their exercise books.

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

Plenary

Whole class teaching

Ask the pupils the following questions about 'The boy who made wishes come true':

'What is the setting of this story? Where does it take place?'

'What are the challenges?'

'How does the writer build up our interest?'

'What do we learn about the characters?'

Week 16:

The boy who made wishes come true

Day 5:

Comprehension

Learning outcomes

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

Say and spell common opposite words.

Answer questions about a story.

Preparation

Before the lesson:

Write the **missing word sentences** in today's reading activity, shown right, on the chalkboard.

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

How? Comprehension drawing



'What was the problem when the rain came?'



'What did Umeh bring to the village with him?'



'What happened to the rats?'



'Why did Umeh play the flute for the children?'



'What did Umeh want the money for?'

15
minutes

Spelling

Individual task

Explain that you are going to have a class quiz.

Read out the following words one at a time and ask the pupils to write down the opposite words in their exercise books:

off
new
stop
hot
night
happy
dry
high

Give the pupils time to think about each answer.

Discuss the answers.

Ask, 'Who got more than half of the answers right?'
Congratulate them.

10
minutes

Sentences

Reading

Whole class teaching

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

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

'Father found _____ rats in his car.'

'Umeh played a _____.'

'The rats _____ when they heard the music.'

'Umeh could use the money to build a _____.'

'The elders _____ to pay Umeh.'

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

25
minutes

How

Questions

Comprehension

Group task

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

Choose different groups to draw pictures to answer each question in **How? Comprehension drawing**, as shown left.

Ask the pupils to discuss the answers to the questions.

Ask each group to share one of their answers and ask the other groups to say if it is correct.

10
minutes

Plenary

Whole class teaching

Ask the groups to think of another ending for this folk tale, eg: Umeh taking the children back to his village, Umeh sending more rats to the town.

Choose one or two groups to act out their endings for the class.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 17:

Writing a folk tale

Words/phrases

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

people
busy
long ago
cockroaches
disease
chief
wise woman
decide
agree
promise
disappear

Wow! words

shocked
disgusted
long spiky legs
dirty
shouted
warned
explained
cried

Learning expectations

By the end of the week:

All pupils will be able to:

Write some sentences for a folk tale.

Most pupils will be able to:

Write speech for characters in a folk tale.

Some pupils will be able to:

Write a challenge and a resolution for a folk tale.

Assessment task

Example of a pupil's work

Instructions:

Ask the individual pupils to complete these tasks.

1
Read the final part of their folk tale, written on Day 5.

2
Explain the second challenge in their folk tale.

3
Explain the resolution in their folk tale.

This pupil can:

Write a challenge and resolution in a folk tale.

Speak clearly and use appropriate intonation when reading aloud.

Answer questions about their folk tale.

The wise woman was very disappointed. She had done her best to help the people in the village and the chief had broken their agreement.

At home she complained to her husband, 'I don't know what to do next, I deserve my reward.'

At the same time, the chief went to a friend's house and told him what he had done. 'How could you disappoint this wise lady? All the villagers might be in danger now,' said his friend.

The next day the chief visited the wise woman. 'What are you doing here?' she snapped as she opened the door. Then she saw the bag of gold.

The chief apologised, saying 'Thank you for helping us, I should have given you the gold immediately,' and he gave her the gold.

Week 17: Writing a folk tale

Day 1: Introduction

Learning outcomes

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

Add the prefix 'un'
to change the meaning
of words.

Contribute ideas
for the beginning of
a folk tale.

Preparation

Before the lesson:

Make a set of **spelling word cards**
for each group: 'locked', 'happy', 'well',
'kind', 'helpful', 'safe', 'clean'.

Find a large piece of **paper** for the
shared writing.

Read **How? Introduction**, as shown
below, and make **six speech bubbles**
for each group.

How? Introduction



Ask the pupils to
help you to draw
the setting for the
folk tale.



Choose some
groups to role play:
people working,



children at school,



people at home.



Ask the groups to
write speech in
the speech bubbles
for the people.

15 minutes | Spelling word cards

Spelling

Whole class teaching

Explain to the class, 'A prefix is a syllable that is added to the beginning of a word to change its meaning.'

Write 'un' on the chalkboard and say, 'This changes the meaning of words to 'not'.'

Give each group a set of **spelling word cards** and choose some pupils to read and explain them.

Say the words using this pattern: 'locked > not locked > unlocked'.

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

20 minutes | **How** | Word/phrase cards/
Paper

Shared writing

Group task

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

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

Choose some groups to say how folk tales often begin, eg: 'Many years ago', 'Once upon a time'.

Discuss ideas for the setting and ask, 'Does the story take place in a busy town or a village?'

Teach **How? Introduction, pictures 1—4**, as shown left.

Whole class teaching

Write 'Folk tale' on the **large piece of paper**, asking the pupils the questions shown below to help you complete each paragraph:

Long ago, _____.
(Where is the story set? Describe the setting).

Every day, _____.
(What did the people and the children do? What were their homes like?)

Keep this shared writing for the next day.

15 minutes | Speech bubbles

Grammar

Group task

Ask the groups to think of speech for the people as they do their work, go to school and live at home.

Teach **How? Introduction, picture 5**, as shown left.

Ask the groups to read their **speech bubbles** out to the class.

10 minutes

Plenary

Group task

Write on the chalkboard: Musa asked, "When are you going to market?"

Remind the groups about the rules for writing speech, ie: speech marks around the speech, a comma between the speaker and the speech, a capital letter at the start of the speech, a new speaker has a new line.

Ask the groups to make up names to go with their speech bubbles and help them to write some speech in their exercise books.

Week 17: Writing a folk tale

Day 2: The challenge

Learning outcomes

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

Explain the meaning
of words with the prefixes
'un' and 'dis'.

Write speech for a story.

Preparation

Before the lesson:

Have ready the sets of **spelling word
cards** and **shared writing** from Week 17,
Day 1 (yesterday).

Draw a **large picture of a cockroach**
and make a **wow! words display**.

Read **How? Cockroaches**, as shown
below, and make **six speech bubbles**
for each group.

How? Cockroaches



Ask the groups
to role play waking
up and finding
cockroaches
in their homes.



Ask the groups
to write speech for
the people in the
speech bubbles.



Ask the groups
to role play finding
cockroaches
in other places.



Ask them to role
play the meeting
with the chief.



Write ideas for
the people's solutions
in speech bubbles
on the chalkboard.

15 minutes | Spelling cards

Spelling

Group task

Give each group a set of **spelling word cards** and ask them to add the prefix 'un' to different words and explain the meaning of the new words they have made.

Explain that the prefix 'dis' also changes the meaning to 'not' or 'opposite of' in some words.

Write these words on the chalkboard, and read and explain them: 'agree', 'appear', 'honest'.

Tell the groups to add 'dis' to each word and explain the new meanings.

Ask the groups to say sentences for the 'dis' words.

20 minutes | **How** | Word/phrase cards/Shared writing/
Wow! words display

Shared writing

Group task

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

Read the **shared writing** from Week 17, Day 1 (yesterday).

Teach **How? Cockroaches**, as shown left, and explain that this is the next part of the folk tale.

Ask each group to say some words to describe how the people felt when they found the cockroaches, eg: 'shocked', 'disgusted' and write them on the **wow! words display**.

Whole class teaching

Tell the class you are going to continue the shared writing from Week 17, Day 1 (yesterday).

Ask the pupils the following questions to help you complete each paragraph:

'One morning, _____.'
(What were the names of the people?) woke up and saw _____. (What did they see? Where were the cockroaches?)

'The cockroaches were _____.'
(What were the cockroaches doing? What did they look like?)

'At the meeting, _____.'
(What did the people say? What did the chief say?)

15 minutes | Shared writing

Grammar

Group task

Ask the groups to say some of the rules for writing speech and check that the speech is written correctly in the **shared writing**.

Ask the groups to make up names for the people in the story.

Ask them to write what the people said about the cockroaches in their exercise books, eg:

"The cockroaches are everywhere," said Zainab.
"They bring disease," warned the doctor.

Choose some groups to read what the people said about the cockroaches to the class.

10 minutes | Wow! words display/
Picture/Shared writing

Plenary

Whole class teaching

Ask the class to say other words for 'said' and write them on the **wow! words display**.

Tell the class to look at the **picture of a cockroach** and say some wow! words to describe it, eg: 'shiny'.

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

Read out the **shared writing** and ask if the pupils can add any wow! words.

Keep the shared writing and wow! words display for the next day.

Week 17: Writing a folk tale

Day 3: Brainstorm

Learning outcomes

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

Add the prefix 'dis'
to change the meaning
of words.

Contribute ideas for
a folk tale.

Preparation

Before the lesson:

Draw **pictures** of a chief and a wise
woman on a **large piece of card**.

Have ready the **shared writing** from
Week 17, Day 2 (yesterday).

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

How? Brainstorm



Ask, 'What shall
we call our folk tale?'



Role play what
the people decided
to do about the
cockroaches.



Role play what
the chief agreed
to do and what
happened.



Role play what
happened when the
chief refused to pay
the wise woman.



Role play the
resolution and
the ending.

15
minutes

Spelling

Pair task

Write these words on the chalkboard: 'appeared', 'honest', 'agreed', 'obey'.

Ask the pairs to add 'dis' to each word and read and explain the new words.

Write the following sentences on the chalkboard:

'All the rats _____.'

'Do not _____ school rules.'

'The elders _____ with each other.'

'The elders were _____ with the boy.'

Ask the pairs to choose the correct 'dis' word to complete each sentence in their exercise books.

15
minutes

Word/phrase cards/
Shared writing/Pictures

Shared writing

Whole class teaching

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

Read the **shared writing** from Week 17, Day 2 (yesterday).

Display the **picture of the chief** and ask the pupils to say words to describe him.

Write their ideas around the picture, eg: 'powerful', 'clever'.

Repeat with the **picture of the wise woman**, eg: colourful cloak, kind.

25
minutes

How

Paper

Brainstorm

Group task

Ask the groups to brainstorm ideas for the build-up, the challenge and the resolution of the folk tale.

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

Choose some ideas and write them on the **large piece of paper**.

Ask each group to role play a different ending to the folk tale.

5
minutes

Pictures

Plenary

Whole class teaching

Look at the **picture of the chief** and ask the class to say words to describe him at the end of the story, eg: 'cunning', 'mean', 'sorry'.

Repeat with the **picture of the wise woman**, eg: 'angry', 'disappointed'.

Write the words on the pictures and keep them for the next day.

Week 17: Writing a folk tale

Day 4: The build-up

Learning outcomes

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

Change the meaning of
a word by correctly adding
the prefix 'un' or 'dis'.

Write some sentences
for a folk tale.

Preparation

Before the lesson:

Have ready the **shared writing**, **pictures**,
wow! words display and the **brainstorm**
from Week 17, Day 3 (yesterday).

Read **How? The build-up**, as shown
below, and make **six speech bubbles**
for each group.

How? The build-up



Ask the groups
to role play the wise
woman talking to
the chief.



Ask the groups
to complete speech
bubbles for the
wise woman and
the chief.



Ask the groups to
role play the wise
woman getting rid of
the cockroaches.



Ask the groups
to complete speech
bubbles for the
chief and the wise
woman.

10
minutes

Spelling

Group task

Ask the groups to help you write the following words on the chalkboard: 'happy', 'obey', 'well', 'clean', 'honest', 'kind', 'helpful', 'appeared', 'safe', 'agreed'.

Choose different groups to add the correct prefix ('un' or 'dis') to change the meaning of each word.

Ask the groups to write the words with the correct prefix in their exercise books.

Tell them to write sentences for some of the words.

15
minutes

Shared writing/
Word/phrase cards/Pictures

Guided writing

Whole class teaching

Read the **shared writing** from Week 17, Day 3 (yesterday) and tell the pupils that they are going to write the next part of the folk tale themselves.

Explain that they will need to find words to make their folk tales more interesting.

Flash all of the **word/phrase cards** and explain the meaning of the last two words.

Ask the pupils to read and explain the wow! words and the words around **the pictures of the chief and the wise woman**.

15
minutes

How

Brainstorm/
Speech bubbles

Brainstorm

Whole class teaching

Read and explain the **brainstorm** from Week 17, Day 3 (yesterday).

Give each group a set of **speech bubbles**.

Teach **How? The build-up**, as shown left.

15
minutes

Independent writing

Individual task

Ask the pupils to choose a title for their folk tale and write it in their exercise books.

Write the following writing frames on the chalkboard and ask the pupils to complete each paragraph under the title:

'The chief travelled _____.'

'He asked _____.'

'The wise woman replied, "_____":'

'The next day, _____.'

Encourage the pupils to use interesting words and speech.

Go round the class, helping them with ideas, spellings and punctuation.

5
minutes

Plenary

Whole class teaching

Choose one or two pupils to read out their folk tales.

Ask the class to notice any wow! words they use.

Remind the class about the rules for writing speech and tell them to check they have written any speech correctly.

Week 17: Writing a folk tale

Day 5: Final challenge and resolution

Learning outcomes

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

Change the meaning of
words by adding the prefixes
'un', 'dis' and 'im'.

Write a challenge and
a resolution in a folk tale.

Preparation

Before the lesson:

Have ready the **pictures** and
wow! words display from Week 17,
Day 4 (yesterday).

Read **How? Challenge and resolution**,
as shown below.

How? Challenge and resolution



Role play ideas for
a challenge facing
the wise woman, eg:
not getting paid.



Write speech for
the wise woman
and the chief
on the chalkboard.



Ask, 'What did
the wise woman
threaten to do?'



Write speech for,
and role play,
different resolutions.



Ask the pupils
to write speech
for, and role play,
the endings.

15
minutes

Spelling

Group task

Explain that some words need the prefix 'im' to change the meaning to 'not'.

Ask the groups to help you to write and explain the words 'possible', 'polite' and 'perfect' on the chalkboard.

Tell the groups to add 'im' to each word and explain the new meanings.

Write these words on the chalkboard:
'well', 'happy', 'obey',
'appear', 'possible'.

Ask the groups to add the correct prefix to each word in their exercise books.

20
minutes

How

Guided writing

Group task

Choose one or two groups to say sentences using the words/phrases.

Remind the groups about the folk tale they have written so far and explain that they are now going to write the final challenge, the resolution and the ending.

Teach **How? Challenge and resolution**, as shown left.

Wow! words display/
Pictures

Give the groups 2—3 minutes to discuss sentences explaining what the wise woman did.

Encourage them to use the words in the **wow! words display** and around **the pictures of the chief and the wise woman**.

Tell the pupils to include speech, eg: The wise woman shouted angrily, "I will make all your animals disappear in my drum!"

Ask one or two groups to say sentences for the ending of the folk tale, eg: 'The wise woman forgave the chief, who was very sorry and frightened.'

20
minutes

Independent writing

Individual task

Ask the pupils to find the folk tale they wrote on Week 17, Day 4 (yesterday) in their exercise books.

Tell them to write a paragraph underneath this, explaining what the wise woman did next. Remind them to write in sentences and try to include speech.

Ask them to then write a paragraph explaining what happened at the end of the tale.

5
minutes

Plenary

Group task

Choose two or three pupils to read their resolution to the whole class.

Ask the class to notice any wow! words they use.

Weekly page

Primary 5, literacy lesson plans

Week 18:

The magic lake

Words/phrases

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

dared
vulture
terrible
cicadas
discover
encourage
baboons
gazed
adventure
famous
brilliant
wondered

Wow! words

sadly
bravely
nervously
quietly
proudly
quickly
climbing carefully
sighing gently
laughing happily

Learning expectations

By the end of the week:

All pupils will be able to:

Talk about the stages in an adventure story.

Most pupils will be able to:

Answer questions about an adventure story.

Some pupils will be able to:

Use adverbs and adjectival phrases as openers in sentences.

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

Story adapted from Nigeria Primary English 5, pages 105—106, copyright Learn Africa Plc.

The magic lake – part 1

Everyone knew about the lake but no one had seen it. Mr Adah, who owned the shop on the corner, said there was a magic lake on the other side of the forest. His elder brother had dared to walk through the forest but did not reach it because a vulture flew down from a tree and made a terrible noise. His brother ran back as fast as he could.

Since that time, no children had tried to find the lake. However, three friends agreed to meet and go there. Very quietly, while everyone was asleep, Tahir, Joe and Sheri slipped out of their beds and set off across the fields to the forest.

They were surprised to discover a path that was easy to follow. Tahir was terrified of snakes but he did not tell his friends. Joe was afraid of spiders but he kept quiet. Sheri was scared of baboons but she said nothing. It was very strange but all three children felt safe among the banana trees.

Later, rays of bright sunshine shone into the forest and then, suddenly, they walked through the trees into an open area. Their mouths fell open as they stared across a lake with thousands of tall, pink birds standing in the water, enjoying the warm sun on their backs. They children looked down into the water. It seemed to be smiling at them!

The magic lake – part 2

Then something strange happened. The waves in the water seemed to form into a mouth. "You can each have three wishes. Choose wisely," the water whispered. Tahir fell back in surprise, Joe nearly fell in the lake and Sheri gazed at the water in amazement.

Thinking quickly, Joe said, "Water, I'd like a television for my family and a new pair of football boots. I want to play for Nigeria and help us to win the African Cup of Nations."

Water said, "Joe, you will have your television and boots. You will become a famous footballer one day."

Shaking nervously, Tahir said, "Please, Water, can I have a new car for my mum and dad and can I have a computer? I want to be a famous writer."

"Your mum and dad will have a new car, Tahir, and you will write great novels on your computer," replied Water.

Speaking quietly, Sheri asked, "Water, I need books because I want to go to university and become a doctor. My cousin Oji had a bad accident and can't walk. Please can you make his legs better?"

Water seemed pleased with Sheri. "You have been wise, Sheri. You will have lots of books and become a doctor. Oji will be walking before the end of this year."

Fifteen years later the friends met in Lagos.

"What a great footballer you are, Joe!" said Sheri.

"You are a brilliant doctor, Sheri," Tahir said.

"I have read your novels. You are a great writer, Tahir," said Joe.

Smiling happily, Sheri said, "I've often wondered whether we would have done these things if we hadn't found that lake."

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 18:

Assessment

Assessment task

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

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

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

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

Instructions:

Ask individual pupils to read the extract from part 2 of The magic lake, shown right.

Remind them to speak clearly and to read with appropriate intonation.

Pupil's reading task

Can the pupil:

Read aloud clearly
conveying meaning using
intonation?

Mainly read fluently,
but slows down at any
tricky bits?

Make use of punctuation
so reading aloud
is more interesting?

The magic lake – part 2 extract

Then something strange happened. The waves in the water seemed to form into a mouth. "You can each have three wishes. Choose wisely," the water whispered. Tahir fell back in surprise, Joe nearly fell in the lake and Sheri gazed at the water in amazement.

Thinking quickly, Joe said, "Water, I'd like a television for my family and a new pair of football boots. I want to play for Nigeria and help us to win the African Cup of Nations."

Water said, "Joe, you will have your television and boots. You will become a famous footballer one day."

Shaking nervously, Tahir said, "Please, Water, can I have a new car for my mum and dad and can I have a computer? I want to be a famous writer."

"Your mum and dad will have a new car, Tahir, and you will write great novels on your computer," replied Water.

Speaking quietly, Sheri asked, "Water, I need books because I want to go to university and become a doctor. My cousin Oji had a bad accident and can't walk. Please can you make his legs better?"

Week 18: The magic lake

Day 1: Openers

Learning outcomes

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

Add the correct prefix to make words mean the opposite.

Use adverbs as openers in sentences.

Preparation

Before the lesson:

Write these **spelling words** on the chalkboard: 'happy', 'kind', 'possible', 'trust'.

Make a set of **adverb opener flash cards** for each group: 'Sadly', 'Bravely', 'Nervously', 'Quietly', 'Proudly'.

Read **How? Adverb openers**, as shown below, and write the **sentences** on the chalkboard.

How? Adverb openers



Ask each group to choose an adverb opener for a sentence.



Ask them to role play, 'Bravely, Lola looked for snakes.'



Choose a pupil to role play, 'Nervously, Tunde got out of bed.'



Choose a pupil to role play, 'Quietly, Lara looked at the snake.'



Ask them to role play, 'Proudly, the bird flew into the water.'

15
minutes

Spelling words

Spelling

Whole class teaching

Ask the pupils to say prefixes that make words mean the opposite ('un', 'dis' and 'im').

Write the following words on the chalkboard and ask the pupils to notice and underline the prefix: 'mishear', 'misspell', 'misjudge'.

Explain that the prefix 'mis' makes words mean 'not correctly'.

Ask the pairs to add the correct prefix to the **spelling words** on the chalkboard in their exercise books.

10
minutes

Word/phrase cards

Reading

Whole class teaching

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

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

Read and explain the first part of The magic lake.

Ask the pupils to describe the setting in the story, ie: the forest, the path, the sun, the lake.

10
minutes

How

Adverb opener
cards

Grammar

Group task

Ask the groups to find time openers in The magic lake, eg: 'Since that time', 'Later'.

Explain that adverbs can also be used as openers.

Give each group a set of **adverb opener flash cards** and ask them to read and explain them.

Teach **How? Adverb openers**, as shown left.

Ask some groups to write their sentences with adverb openers on the chalkboard and check they use commas after the adverbs.

20
minutes

Matching game/
Snap game/Sentences

Reading

Supported group activities

Group A:
Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.

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

Groups C and D:
Ask these pupils to use an adverb opener to complete the **sentences** on the chalkboard in their exercise books.

5
minutes

Wow! words display

Plenary

Group task

Remind the class that it is important to use different openers to make their writing interesting.

Ask the groups to say some time openers.

Ask the groups to say some adverb openers.

Write the adverbs on a **wow! words display** and keep it for the next day.

Week 18: The magic lake

Day 2: Characters and setting

Learning outcomes

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

Read and understand
words with the prefix 're'.

Talk about the characters
and the setting in a story.

Preparation

Before the lesson:

Write the **sentences** from Week 18, Day 1
(yesterday) on the chalkboard and
have ready the **adverb opener flash cards**
and the **wow! words display**.

Read **How? Thought bubbles**, as shown
below, and make six large **thought bubbles**
for each group.

How? Thought bubbles



Tell the groups
to role play
Mr Adah talking
to the children.



Ask the groups,
'What are the
children thinking
at the beginning
of the story?'



Ask the groups
to write their ideas
in the thought
bubbles.



Ask the groups to
role play walking
along the path
through the forest.



Ask the groups to
write thought bubbles
for the children
as they are walking.

15
minutes

Spelling

Pair task

Write these words on the chalkboard: 'rebuild', 'review', 'refill', 'return', 'replace', 'redo', 'reuse'.

Explain that 're' is a prefix that means 'again' or 'back'.

Ask some pairs to underline the 're' prefixes and read the words.

Choose some pairs to explain the meaning of the words, eg: 'rebuild' means to build again, 'return' means to turn back.

Ask the pairs to write sentences for some of the words in their exercise books.

10
minutes

How

Reading

Group task

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

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

Ask some pupils to explain what happened in the first part of the story they read on Week 18, Day 1 (yesterday).

Give each group a set of **thought bubbles**.

Teach **How? Thought bubbles**, as shown left.

Word/phrase
cards/Thought
bubbles

10
minutes

Grammar

Group task

Ask the groups to read the adverbs on the **wow! words display**.

Ask the groups to say other adverbs they know and write them on the display, eg: 'carefully'.

Teach **How? Adverb openers**, as shown in Week 18, Day 1 (yesterday).

Wow! words display

20
minutes

Reading

Supported group activities

Groups A and B:
Ask these pupils to use an adverb opener to complete the **sentences** on the chalkboard in their exercise books.

Group C:
Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.

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

Sentences/Matching game/
Snap game

5
minutes

Plenary

Pair task

Ask the pupils to discuss the scene at the lake.

Choose pupils to explain what the children saw.

Explain that the pink birds are flamingoes and ask the pupils to use adjectives and adverbs to describe them, eg: 'long curved necks', 'standing proudly'.

Week 18: The magic lake

Day 3: Adjectival phrases

Learning outcomes

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

Read and understand
words with the prefix 'pre'.

Say some sentences
using adjectival phrases.

Preparation

Before the lesson:

Make a set of **sentence flash cards**
for each group: 'Segun won the race.',
'Bisi reached the mountain top.',
'Rita brushed the floor.',
'The children splashed in puddles.'

Read **How? Adjectival phrases**,
as shown below.

How? Adjectival phrases



Ask the groups
to role play the
first sentence.



Ask, 'How did she
do this?' and write
their ideas on
the chalkboard.



Explain that the
comma separates
the extra information
from the rest
of the sentence.



Repeat this process
with the other
sentences.



Write the new
sentences and
underline the
adjectival phrases.

10
minutes

Spelling

Whole class teaching

Write 'return', 'unhappy' and 'impossible' on the chalkboard.

Choose some pairs to underline the prefixes and read the words.

Explain that 'pre' is also a prefix and means 'before'.

Write the following words and ask some pairs to underline the prefix: 'pretest', 'prefix', 'predict', 'prepare', 'prevent'.

Read and explain the words with the pupils.

Ask the pairs to say sentences for some of the words to each other.

10
minutes

Word/phrase cards

Reading

Whole class teaching

Give the pupils two minutes to discuss the meaning of the first six words/phrases.

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

Explain that an 'adventure' is an exciting experience which can also be dangerous.

Read the whole story of The magic lake.

15
minutes

How

Grammar

Group task

Remind the groups that we use adjectives to describe people or things.

Point to the phrase 'Thinking quickly' in the story and say: 'This is an adjectival phrase. It gives extra information about someone.'

Choose some groups to point to adjectival phrases in the story, eg: 'Shaking nervously', 'Speaking quietly'.

Teach **How? Adjectival phrases**, as shown left.

20
minutes

Sentence cards/
Matching game/Snap game

Reading

Supported group activities

Groups A and D:
Give each group a set of the **sentence flash cards**. Ask the pupils to add an adjectival phrase at the beginning of each sentence in their exercise books.

Group B:
Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.

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

5
minutes

Plenary

Whole class teaching

Remind the pupils that The magic lake is an adventure story.

Ask some pupils to describe some exciting parts of the story, eg: the water speaking.

Ask some pupils to say why the adventure was dangerous, eg: the children could have been attacked by vultures, they could have got lost.

Week 18: The magic lake

Day 4: An adventure story

Learning outcomes

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

Add prefixes to root words
to make new words.

Identify the different stages
in an adventure story.

Preparation

Before the lesson:

Have ready the **sentence flash cards**
from Week 18, Day 3 (yesterday).

Read **How? Story structure**,
as shown below.

How? Story structure



Role play:
the introduction
with Mr Adah
and the children,



the build-up where
the children
are in the forest,



the climax when the
lake speaks,



the resolution
when the lake replies
to the children,



the ending when
the children meet up
years later.

15
minutes

Spelling

Whole class teaching

Write the following words on the chalkboard and read them with the class: 'place', 'paid', 'heat', 'pack'.

Explain that these words are called 'root' words because they have no prefixes or suffixes.

Say, 'We can sometimes add different prefixes to the same word.'

Ask some pairs to say new words by adding prefixes to the root words, eg: 'replace', 'misplace', 'unpaid', 'prepaid', 'repaid'.

Choose some pairs to say the new words in sentences.

10
minutes

Word/phrase cards

Reading

Whole class teaching

Ask the class to read the first nine words/phrases on the chalkboard.

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

Explain: 'An adventure story has an introduction to describe the setting and the main characters.'

'The build-up tells us more about the problem or challenge.'

'In the climax, the characters face the problem.'

'The resolution explains how the problem is being solved.'

'At the ending we find out how the characters feel and the problem is solved.'

10
minutes

How

Grammar

Group task

Give the groups two minutes to discuss the story about the magic lake.

Choose different groups to role play the five sections, as shown left in **How? Story structure**.

Remind the groups that adjectival phrases add extra information to sentences.

Ask the groups to say a sentence to describe their part of the story.

Tell them to use adjectival phrases at the start of their sentences, eg: 'Hearing a terrible noise, his brother ran.'

20
minutes

Matching game/
Snap game/Sentence cards

Reading

Supported group activities

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

Groups B and C: Give each group a set of the **sentence flash cards**. Ask the pupils to add an adjectival phrase at the beginning of each sentence in their exercise books.

Group D: Sit down with these pupils for guided reading. After the reading, ask them to draw the three friends and write sentences to describe them.

5
minutes

Plenary

Whole class teaching

Remind the pupils that The magic lake is an adventure story.

Choose some pupils to explain the setting, the build-up, the climax, the resolution and the ending of the story.

Week 18: The magic lake

Day 5: Comprehension

Learning outcomes

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

Add prefixes to root words
to make new words.

Answer questions about
an adventure story.

Preparation

Before the lesson:

Write the following **root words** for the
prefix challenge on the chalkboard:
'happy', 'honest', 'spell', 'possible', 'place',
'fill', 'do', 'paid', 'fix', 'pack'.

Read **How? Prefix challenge**, as shown
below, and write 'un', 'dis', 'im', 'mis',
're' and 'pre' on a set of **prefix flash cards**
for each group.

How? Prefix challenge



Read the first root
word.



Tell the groups
to hold up a prefix to
make a new word.



Give a point to
the group holding
the first correct
prefix.



Give another point
if they can write
the new word on
the chalkboard.



Repeat with the rest
of the root words.
The group with the
most points wins.

15
minutes

How

Prefix cards

10
minutes

30
minutes

5
minutes

Spelling

Group task

Remind the class that they have been learning about prefixes.

Ask each group to say a prefix and its meaning, eg: 'un' means 'not', 're' means 'again' or 'back'.

Give each group a set of **prefix flash cards** and ask them to say a word for each prefix.

Teach **How? Prefix challenge**, as shown left.

Reading

Pair task

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

Read and explain the wow! words.

Ask the pairs to say some sentences about the story using some of the wow! words as openers, eg: 'Quietly, the children got out of bed.', 'Sighing gently, Water spoke to the children.'

Comprehension

Group task

Read The magic lake with the groups.

Write the following questions on the chalkboard:

'Who knew about the magic lake?'

'How did the path help the children?'

'What did the children see at the lake?'

'What did Sheri ask for?'

'If you had a wish, what would you ask for?'

Read and explain the questions.

Plenary

Whole class teaching

Ask some pupils to say how we know that The magic lake is an adventure story, ie: it has an exciting build-up, the story is dangerous.

Ask some pupils to describe the part of the story that they enjoyed the most.

Grade/
Type of lesson plan

Lesson
title

Weekly page

Primary 5, literacy lesson plans

Week 19:

Writing an adventure story

Words/phrases

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

miserably
strolling
hesitating
quietly
happily
gazed
finally
hum of insects
suddenly
pounding
strangely
gurgling
signalled

Learning expectations

By the end of the week:

All pupils will be able to:

Say some ideas for an adventure story.

Most pupils will be able to:

Write speech for characters in a story.

Some pupils will be able to:

Write the resolution and ending for an adventure story.

Writing frame

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

Paragraph 1

Sighing _____, Paul looked at his younger sister, Stella, who was playing _____ on the floor nearby. He loved his little sister but sometimes he just wanted to go out and play with boys his own age. _____ he _____ out of the window again, wondering if his friend Yemi would come today. _____ he saw his friend _____ towards his home, and without _____, he called to his mother that he was going out.

Paragraph 2

Enjoying the warm sun on their faces, they set off for the forest. _____, Paul noticed that it had become _____ quiet. He could no longer hear the _____ of the stream, or the birds singing in the trees above, or the gentle _____ in the grass. He grabbed Yemi's arm and _____ that something was wrong. Their hearts _____, they stopped and listened.

Paragraph 3

Paul and Yemi felt like they'd been running forever when they saw _____.

Paragraph 4

Exhausted, the boys lay on the floor _____.

Paragraph 5

The boys stayed _____.

Paragraph 6

Not knowing what to expect, the boys stepped outside and _____.

Paragraph 7

Safely home again, Paul said "_____".

Weekly page

Primary 5, literacy lesson plans

Week 19:

Assessment

Assessment task

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

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

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

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

Instructions:

Read part 2 of The magic lake aloud to the pupils. Then ask the pupils to complete this task in their exercise books:

1
How did the boys respond when the Water started talking?

2
What do you think the Water meant by 'Choose wisely'?

3
Why did Joe want new football boots?

4
How many wishes did the Water say they could make? How many wishes did the boys each make?

Example of a pupil's work

This pupil can:

Answer comprehension questions about a story, writing in complete sentences.

This example shows some possible pupil answers. As long as the pupils answer the questions with full sentences and have picked the correct information from the text their answers will be correct.

- 1 The three boys were surprised when the water started talking
- 2 When the water said 'Choose wisely' it meant that the boys needed to think carefully about their wishes.
- 3 Joe wanted new football boots because he wanted to become a famous football player and win the African Cup of Nations with Nigeria.
- 4 Although the boys could make three wishes each, they all asked the water for two wishes.

Week 19: Writing an adventure story

Day 1: Shared writing

Learning outcomes

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

Read and explain words
with the prefix 'sub'.

Contribute ideas for
the introduction to
an adventure story.

Preparation

Before the lesson:

Copy **writing frame paragraph 1** from
this week's weekly page on to the
chalkboard or a **large piece of paper**.

Read **How? Adding speech**, as
shown below.

Have ready a **large piece of paper**
for a wow! words display.

How? Adding speech



Ask each group to
say and role play
different activities for
the boys.



Add their ideas to
the writing frame,
eg: playing football,



fishing in the lake,



climbing the rocks.

15
minutes

Spelling

Whole class teaching

Ask the class to say some prefixes they have learned.

Write: 'subway' and 'sub-heading' on the chalkboard and ask some pupils to underline the prefix 'sub'.

Explain that 'sub' means 'below' or 'under'.

Ask the pupils to explain the meaning of 'subway' and 'subheading'.

Write the following words, read and explain them: 'submarine', 'submit', 'submerge'.

Ask the pupils to say sentences for these words and write them in their exercise books.

20
minutes

Word/phrase cards/
Writing frame

Shared writing

Whole class teaching

Tell the class that they are going to write their own adventure story.

Remind the pupils that we need to use interesting words to make a story exciting.

Flash the first seven **word/phrase cards**, read and explain them.

Read out **writing frame paragraph 1**.

As you read it, ask some pupils to choose one of the seven words/phrases for the missing words and write them in.

Ask the class to check that the words make sense.

How

Group task

Remind the class that they need speech in their story.

Write on the chalkboard: What shall we do today, said Musa.

Ask each group to say something to improve it, eg: Put in speech marks, a question mark, a better word for 'said' and an adverb.

Add the corrected speech to **writing frame paragraph 1**.

Ask each group to suggest activities that the boys might like to do.

Teach **How? Adding speech**, as shown left.

15
minutes

Shared writing/
Wow! words display

Grammar

Group task

Read the **shared writing** and ask the groups to check that the punctuation is correct.

Ask each group to say another word for 'said' and write it on a **wow! words display**, eg: 'laughed'.

Ask each group to say some adverbs to describe the 'said' words and write them on the wow! words display, eg: 'happily'.

Tell the groups to write, in their exercise books, speech for Musa and Adamu, discussing what they are going to do.

10
minutes

Shared writing/
Wow! words display

Plenary

Pair task

Ask the pairs to discuss what they think the boys will do and where they will go next.

Choose some pairs to describe where they might go.

Remind them to make it sound exciting, eg: 'fishing in a deep lake at the top of a steep rocky mountain'.

Keep the **shared writing** and the **wow! words display** for the next day.

Week 19: Writing an adventure story

Day 2: The challenge

Learning outcomes

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

Read and explain words
with the prefix 'trans'.

Write sentences containing
adverbs and speech.

Preparation

Before the lesson:

Copy **writing frame paragraph 2**
from this week's weekly page,
under the shared writing from Week 19,
Day 1 (yesterday).

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

How? Shared writing



Ask the groups to
describe the sounds
the boys might
hear next.



Write their ideas
in sentences.



Ask the groups to
help you write
sentences about
what the boys saw
and felt.



Ask each group
to say what
happened as the
boys ran away.



Read the story you
have written so
far with the class.

15
minutes

Spelling

Whole class teaching

Write, 'transform' on the chalkboard and ask some pupils to underline the prefix 'trans'.

Explain that 'trans' means 'across', 'through' or 'changed'.

Ask the pupils to explain the meaning of 'transform'.

Write the following words, and read and explain them: 'transport', 'transfer', 'transmit'.

Ask the pupils to say sentences for the 'trans' words and write them in their exercise books.

20
minutes

Word/phrase cards/
Shared writing/Writing frame

How

Shared writing

Whole class teaching

Say, 'We are going to continue to write our adventure story.'

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

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

Read the **shared writing** and the **writing frame paragraph 2**.

Ask some pupils to choose one of the six words/phrases for the missing words and write them in.

Ask the class to check that the words make sense.

Group task

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

15
minutes

Grammar

Group task

Write the following sentences on the chalkboard:

Shaking _____, Adamu asked, "_____?"

"I can hear _____," cried Musa _____.

Ask the groups to say some adverbs and speech to complete each sentence.

Tell the groups to complete the sentences in their exercise books.

Ask the groups to try to write their own sentences underneath, describing what happened to the boys as they ran away.

10
minutes

Shared writing

Plenary

Group task

Read the **shared writing**.

Choose a group to role play the story written so far.

Ask the groups to discuss what they think will happen next to the children.

Choose some groups to share their ideas with the class.

Keep the shared writing for the next day.

Week 19: Writing an adventure story

Day 3: Brainstorm

Learning outcomes

Preparation

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

Read words with the prefixes 'sub', 'trans' and 'bi'.

Contribute ideas to an adventure story brainstorm.

Before the lesson:

Write the following **prefix words** on the chalkboard: 'subway', 'submerge', 'submarine', 'transport', 'translate', 'transfer'.

Have ready the **wow! words display** and the **shared writing** from Week 19, Days 1 and 2 (earlier this week).

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

How? Brainstorm



Where did the boys find a shelter?
How did they get in?



What was it like inside the shelter? What did the boys do?



What did the boys see when they went outside?



How did the boys get home?



How did the boys feel when they got home?

15
minutes

Prefix words

Spelling

Whole class teaching

Choose some pupils to underline the prefixes in the **prefix words** and explain the meaning of the words.

Write 'bicycle' on the chalkboard and ask a pupil to read and explain it.

Underline the prefix 'bi'. Ask the class what this prefix means (two).

Write: 'binoculars' and 'bisect' on the chalkboard and read and explain the meaning of the words.

Ask the pupils to draw pictures to explain the 'bi' words in their exercise books.

15
minutes

Word/phrase cards/
Wow! words display/
Shared writing

Shared writing

Whole class teaching

Flash all of the **word/phrase cards** and choose some pupils to read and explain them.

Remind the class that they need interesting words to make their writing exciting.

Read and explain the wow! words and add them to the **wow! words display**.

Read the **shared writing** from Week 19, Day 2 (yesterday).

Ask, 'What parts of the story have we written so far?' (the introduction, the build-up and the challenge).

25
minutes

How

Brainstorm

Group task

Say, 'We are going to think of ideas for the resolution and the ending of the story.'

Explain that the boys find a shelter in the forest.

Ask the groups to discuss the questions in **How? Brainstorm**, as shown left.

Write 'An adventure' in the middle of the chalkboard and draw a circle around it.

Ask the groups to discuss what the shelter was made of, what it looked like and what was inside it.

As the groups say their ideas, write them around the circle.

Ask the groups to draw pictures of shelters in their exercise books.

Ask them to label the pictures with nouns and adjectives, eg: 'mud walls', 'thatched roof', 'rocky cave', 'rough floor', 'broken chair'.

5
minutes

Wow! words display

Plenary

Whole class teaching

Ask the class to say adjectives to describe the shelter in the story and write them on the **wow! words display**.

Ask the class to say how the boys might have felt when they were in the shelter, eg: 'tired', 'anxious', and write their ideas on the wow! words display.

Week 19: Writing an adventure story

Day 4: Resolution

Learning outcomes

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

Read and explain words
with the prefixes 'bi' and 'tri'.

Write a resolution
to an adventure story.

Preparation

Before the lesson:

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

Copy **writing frame paragraphs 3
and 4** from this week's weekly page on
to the chalkboard.

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

How? Resolution



Ask the pairs to role
play the boys talking
inside the shelter.



Choose some pairs
to write speech
bubbles for the boys.



Choose other pupils
to think of more
things that the boys
might say.



Ask the pupils
to say some
adjectival phrases
to describe the
boys in the shelter.

15
minutes

Spelling

Pair task

Ask some pairs to say words with the prefix 'bi' and write them on the chalkboard.

Write 'triangle' and 'tricycle' on the chalkboard and ask some pairs to say what they think the prefix 'tri' means (three).

Write 'tripod' and explain that it means a three-legged stand used to hold things.

Write 'triathlon' and explain that it means an athletic contest with three events.

Ask the pairs to write sentences for four of the 'bi' and 'tri' words in their exercise books.

20
minutes

Shared writing/
Writing frames

How

Guided writing

Whole class teaching

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

Tell the pupils to choose three words/phrases and write sentences with them in their exercise books.

Read the **shared writing** and ask the pupils to suggest some time openers and adverbial phrases they could add to make it more interesting.

15
minutes

Writing frames/
Brainstorm/Wow! words
display

Independent writing

Individual task

Ask the pupils to say some titles for their adventure stories.

Tell them to choose a title and write it in their exercise books.

Ask the pupils to complete the sentence in **writing frame paragraph 3** and add more sentences in their exercise books.

Tell them to then complete the sentence in **writing frame paragraph 4** and add more sentences.

Remind the pupils to look at the **brainstorm** and the **wow! words display** to get ideas for their writing.

10
minutes

Plenary

Whole class teaching

Ask the class to check their writing carefully.

Encourage the pupils to add speech and interesting openers.

Choose some pupils to read their stories to the class.

Week 19: Writing an adventure story

Day 5: The ending

Learning outcomes

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

Add some common prefixes
to words and explain
how the meaning changes.

Write the ending for an
adventure story.

Preparation

Before the lesson:

Have ready the **shared writing**, the
brainstorm and the **wow! words display**
from Week 19, Day 3.

Copy the **writing frame paragraphs**
5, 6 and 7 from this week's weekly page
on to the chalkboard.

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

How? The ending



Ask the pairs to
role play the boys
talking about
leaving the shelter.



Write some of
their speech on the
chalkboard.



Ask the pairs to
role play the boys
leaving and write
their speech.



Ask the pairs to
role play reaching
home and write
their speech.

15
minutes

Spelling

Group task

Write the prefixes 'sub', 'trans', 'bi' and 'tri' in a large circle on the chalkboard.

Read out the following root words and ask the groups, in turn, to say the correct prefix for each one: 'angle', 'way', 'form', 'merge', 'cycle', 'marine', 'plant', 'pod'.

Ask the groups to say other prefixes they have learned and their meanings.

Ask each group to write one of the following words on the chalkboard: 'refill', 'prevent', 'mistake', 'impossible', and explain its meaning.

20
minutes

Wow! words display/
Shared writing

Guided writing

Group task

Choose different groups to read the words in the **wow! words display**.

Ask each group to choose a 'said' word and an adverb from the display and say them in a sentence.

Ask the groups to say sentences to explain 'parched and ravenous' and 'puffing and panting'.

Read the shared writing and ask:

'What type of writing is this?' (an adventure story)

'What part of the story did you write yesterday?' (the resolution)

How

Brainstorm/
Writing frame

Pair task

Tell the class that they are going to write the ending of the story today.

Ask the pairs to find words on the **brainstorm** that are about the ending and say how they think the boys leave the shelter and get home.

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

Read out the sentence in each **writing frame** and ask the pairs for ideas to complete it and sentences to explain what the boys did, said and felt.

15
minutes

Writing frames/
Wow! words display/
Brainstorm

Independent writing

Individual task

Ask the pupils to find the writing they did yesterday in their exercise books.

Tell them to complete the sentence in each **writing frame** and add more sentences.

Encourage the pupils to use speech and interesting sentence openers.

Remind them to look at the **wow! words display** and the **brainstorm** for ideas.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read their stories to the class.

Choose some pupils to say the stages in an adventure story, ie: introduction, build-up, problem or challenge, resolution and ending.

Ask the class to say some ideas for making stories interesting, eg: using adverbial phrases, speech, adjectives and adverbs.

Weekly page

Primary 5, literacy lesson plans

Week 20:

Adventure playscript

Words/phrases

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

adventure
exciting
interesting
strange
thunder
howling
exhausted
terrified
shivering
upset
fearfully
silently

Wow! words

loud crack in the sky
heavy footsteps
heart thumping
running swiftly

Learning expectations

By the end of the week:

All pupils will be able to:

Make up dialogue for a playscript.

Most pupils will be able to:

Write some irregular past tenses.

Some pupils will be able to:

Write scenes for a playscript with dialogue and stage directions.

Scene 1: Outside school

Narrator: _____
(Describe the setting, eg: What is the weather like? What are the children doing?)

Tunde: I like to play outside all day.

Kehinde: Let's have an adventure.

Bayo: Where can we go?

Taiwo: _____

Kehinde: _____

Tunde: _____

(Write answers for each child, eg: Let's go to the lake, to the market.)

Bayo (shouts loudly):
Let's go to the forest!
No one will find us there!

Taiwo: No one goes in the forest.

Kehinde: Why?

Tunde: _____

Bayo: _____

(Write replies for the children, eg: There are strange things in the forest. Years ago a man went in and never returned.)

Scene 2: In the forest

Narrator: The children walked deeper and deeper into the forest.

Bayo: Stop! Can you hear that strange noise?

(Bang a drum and make whistling and roaring noises.)

Taiwo: It sounds like _____

Kehinde: _____

Tunde: _____

Narrator: Suddenly, there was a loud crack in the sky and the rain came pouring down.

(Make noises for the thunder and the rain.)

Taiwo (panting): Run!

Tunde: _____

Kehinde: _____

Bayo: _____

Kande: We must hide.

Narrator: Just ahead, in the trees, the children saw _____
(Describe a shelter.)

Playscript rules:

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

Write in scenes.

Write the character's name at the side with speech next to it.

Each speech starts on a new line.

No speech marks.

Stage directions tell the actors how to speak and what to do, and are in brackets.

We find out about the characters from their speech and what they do.

Week 20: Adventure playscript

Day 1: Scene 1

Learning outcomes

Preparation

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

Shorten words with an apostrophe.

Contribute ideas for a playscript.

Before the lesson:

Copy **shared writing scene 1** from this week's weekly page on to the chalkboard and have ready a **large piece of paper**.

Read **How? Past tense**, as shown below, and write the **sentences** on the chalkboard.

How? Past tense



Choose some pairs to underline the verbs in the sentences and say the tense.



Explain how to add the suffixes 'ed' and 'ing' to make the past tense.



Explain that: verbs ending with 'e' drop the 'e' and add the suffix,



verbs ending in a consonant after a short vowel sound, double the consonant.

15
minutes

Spelling

Pair task

Remind the pairs that an apostrophe is used to shorten words – the apostrophe shows where the missing letters should be.

Choose some pairs to help you write the shortened form of 'is not', 'must not' and 'there is' on the chalkboard (isn't, mustn't and there's).

Write the following on the chalkboard: 'The boys are not', 'There is', 'It must not', 'We could not'.

Ask the pairs to write the shortened form of these words in their exercise books.

20
minutes

Word/phrase cards/
Paper

Shared writing

Whole class teaching

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

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

Choose some pupils to describe the setting of the adventure story they wrote last week (Week 19).

Say, 'We are going to write a playscript for an adventure story.'

Ask the pupils to say ideas for the title of the playscript. Choose one and write it on the **paper**.

Rules/
Shared writing

Group task

Read the **playscript rules** to the class.

Ask the groups to role play ideas for speech and help you complete **shared writing scene 1** on the **piece of paper**.

Encourage them to use adverbs as stage directions for each character, eg: 'laughing loudly', 'smiling bravely'.

15
minutes

How

Grammar

Pair task

Ask the pairs to say the different tenses they have learned for verbs, ie: present, present continuous, future, past, past continuous.

Write examples of sentences on the chalkboard, eg: 'Temi played outside.' and teach **How? Past tense**, as shown left.

Ask the pairs to write the verbs on the chalkboard in the past and past continuous tenses in their exercise books.

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

10
minutes

Shared writing

Plenary

Group task

Look at the **shared writing** you have done today with the class.

Ask each group to say what tense different verbs are in.

Ask the groups to act out scene 1.

Remind them to use expression when they are reading the speaking parts.

Keep the shared writing for the next day.

Week 20: Adventure playscript

Day 2: Scene 2

Learning outcomes

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

Use an apostrophe to
shorten words.

Act out parts in a simple
playscript.

Preparation

Before the lesson:

Have ready the **shared writing**
and **playscript rules** from Week 20,
Day 1 (yesterday), two **large pieces**
of paper and a **drum**.

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

How? Scene 2



Write the beginning
of scene 2 and
choose some pupils
to bang the drum.



Role play the children
hearing strange
noises and write
their speech.



Role play the storm
and write the speech
for the children.



Try to include stage
directions.



Role play running
to the shelter
and complete
scene 2.

15
minutes

Spelling

Whole class teaching

Write the following on the chalkboard:
'We'll come.', 'He'll come.',
'You've got a lot to do.'

Explain that these words have two letters missing but only one apostrophe.

Ask the pupils to say the long form of each sentence, eg: 'We will come.'

Ask the pupils to copy the long form sentences next to the short forms in their exercise books.

20
minutes

Word/phrase cards/
Shared writing/Rules

Shared writing

Whole class teaching

Flash the first three **word/phrase cards** and ask the pupils to read and explain them.

Read and explain the next three word/phrase cards.

Read the **shared writing** from Week 20, Day 1 (yesterday).

Ask the pupils to say what type of writing it is, ie: a playscript.

Ask, 'How is this different from a story?'

Tell the pupils to read the **playscript rules** with you.

How

15
minutes

Grammar

Pair task

Say, 'Most verbs end in 'ed' in the past tense but some verbs are tricky because they do not do this.'

Write the following verbs on the chalkboard and read them with the pupils: 'find', 'run', 'make', 'go', 'come', 'can', 'feel', 'see', 'know', 'say'.

Choose some pairs to write the past tense next to each verb, eg: 'ran', 'made', 'went'.

Ask the pairs to write sentences for some of the verbs in the past tense in their exercise books.

10
minutes

Paper/Wow! Words
display/Shared writing

Plenary

Group task

Ask the groups to act out scenes 1 and 2 from the **shared writing**.

Tell the groups to make the sound effects.

Read and explain the wow! words and write them on a **large piece of paper** to make a **wow! words display**.

Ask the groups to help you add these words to the shared writing.

Keep the shared writing and the wow! words display for the next day.

Week 20: Adventure playscript

Day 3: Scene 3

Learning outcomes

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

Write shortened forms of
words using an apostrophe.

Write a short scene for
a playscript.

Preparation

Before the lesson:

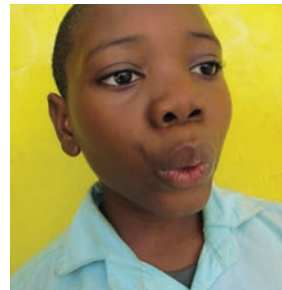
Have ready the **shared writing** from
earlier this week, the **wow! words display**
and the **playscript rules**.

Read **How? Scene 3**, as shown
below, and have ready a **drum** and **objects
for making noises**.

How? Scene 3



Ask the narrator to
explain the setting
and how the children
get into the shelter.



Tell the pupils to
make sound effects
while the children
are in the shelter.



Ask each of the
other pupils
to complete one
of these sentences:
'I feel...'



'I can see...'
'I can hear...'
'I can smell...'



Write some of
their ideas
in a brainstorm.

15 minutes | Shared writing

Spelling

Pair task

Explain that we often shorten words when we speak.

Ask the pairs to notice shortened words in the **shared writing**, ie: 'Let's'.

Write 'won't = will not' and 'shan't = shall not' on the chalkboard.

Point out that more than one letter is missing in these words.

Write the following sentences on the chalkboard and ask the pairs to shorten the words in their exercise books: 'We will not go home.' 'I shall not tell anyone.'

10 minutes | Word/phrase cards/
Shared writing

Shared writing

Group task

Arrange the class in groups of six.

Ask the groups to explain the first six words/phrases.

Flash the next three **word/phrase cards**, discussing their meaning with the pupils.

Read the **shared writing** for **scenes 1 and 2** with the groups.

Say, 'You are going to write scene 3 today.'

Ask each group to say a title for scene 3 and write it in their exercise books, eg: 'The shelter', 'Hiding'.

30 minutes

How

Brainstorm

Group task

Ask each group to choose pupils to play the part of the narrator, Hassan, Kande, Lado and Asabe, and have another pupil do the sound effects.

Teach the groups to role play **How? Scene 3**, as shown left.

Ask each group to perform their role play for the class.

Rules

Choose some groups to read out the **playscript rules**.

Ask each group to write a playscript for scene 3 under the title in their exercise books.

Remind the groups to keep the names at the side of the page.

Go round and help each group in turn.

Encourage the pupils to include stage directions and some of the words/phrases and wow! words to make their writing interesting.

5 minutes | Shared writing/
Paper

Plenary

Whole class teaching

Write your own title for scene 3 on the **shared writing** or a **large piece of paper**.

Ask the class to say their best ideas to help you to write your own scene.

Try to include adverbs for stage directions.

Keep this shared writing for the next day.

Week 20: Adventure playscript

Day 4: Scene 4

Learning outcomes

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

Use an apostrophe to
show possession.

Write a short scene
with stage directions for
a playscript.

Preparation

Before the lesson:

Have ready the **shared writing
scenes 1—3**, the **wow! words display**
and the **playscript rules**.

Read **How? Guided writing 1, scene 4**
and copy the **writing frames** on
to the chalkboard, as shown below.

How? Guided writing 1, scene 4



Ask the groups:
'What does
the narrator say
is happening
in the shelter?'



'What do the
children say?'
'Why do they
decide to leave?'



'How do they leave
the shelter?'



'What are they
worried about?'

15
minutes

Spelling

Whole class teaching

Write on the chalkboard: 'the bag of the boy = the boy's bag'. Remind the pupils that we also use an apostrophe with the letter 's' to show ownership.

Explain that with plural nouns we add an apostrophe after the 's', eg: the bags of the boys = the boys' bags.

Write the following phrases on the chalkboard:
the book of Segun
the goats of the farmers
the wings of the bird.

Choose some pupils to shorten each phrase, using an apostrophe to show ownership.

20
minutes

Word/phrase cards/
Shared writing/Rules

How

Guided writing

Whole class teaching

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

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

Read the **shared writing for scenes 1—3** and ask the pupils to suggest speech and stage directions to make the scenes more interesting.

Read out the **playscript rules** to the class.

Check that scenes 1—3 follow these rules.

15
minutes

Writing frames/
Rules

Independent writing

Individual task

Ask the pupils to use the **writing frames** on the chalkboard to help them write the first part of scene 4 in their exercise books.

Remind them to try to include wow! words and use adverbs in stage directions.

Check that the pupils follow the **playscript rules**.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read their playscripts to the class.

Ask the class to notice the stage directions.

Week 20: Adventure playscript

Day 5: The adventure play

Learning outcomes

Preparation

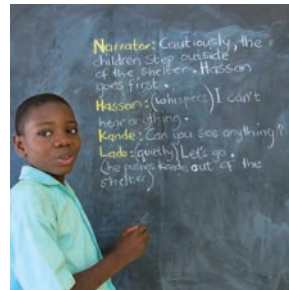
By the end of the lesson, most pupils will be able to:
Use contraction and possessive apostrophes in their writing.
Write and act out scenes from a playscript.

Before the lesson:
Have ready the **shared writing scenes 1—3**, the **wow! words display** and the **playscript rules**.
Read **How? Guided writing 2** and write the **writing frames** on the chalkboard, as shown below.

How? Guided writing 2



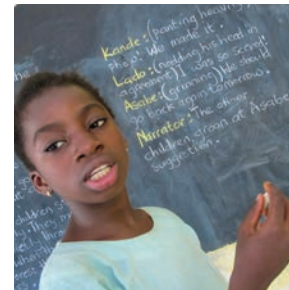
Ask the groups: 'How do the children leave the shelter?'



'What do the children do and say when they are back in the forest?'



'What happens to the children at the end?'



'What do the children say and do at the end of the playscript?'

15
minutes

Spelling

Pair task

Remind the class that apostrophes are used to show missing letters and ownership.

Write the following sentences on the chalkboard:

Taiwo grabbed Kehinde's arm. "Whats that noise? Lets run," he shouted.

The boys trousers were wet and the girls shoes were muddy.

Ask the pairs to say where apostrophes are needed.

Tell the pairs to rewrite the sentences with the apostrophes in the correct places in their exercise books.

20
minutes

Word/phrase cards

How

Shared writing/
Rules

Guided writing

Group task

Shuffle the **word/phrase cards** and give some to each group.

Write the following sentences on the chalkboard:

I want an _____ adventure.

"I can hear a _____ noise," Tunde shouted.

Bayo, _____ with cold, went into the shelter.

As you read the sentences, ask the groups to look at their flash cards for the missing words and hold them up for the class to see.

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

15
minutes

Writing frames/
Rules

Independent writing

Individual task

Ask the pupils to use the **writing frames** on the chalkboard to help them to complete scene 4 in their exercise books.

Remind them to include wow! words, use adverbs in stage directions and follow the **playscript rules**.

Read out the **shared writing for scenes 1—3** and ask some groups to say what has happened so far in scene 4.

Explain that each group is going to say ideas to finish scene 4 and end the playscript.

Ask each group to say one of the **playscript rules**.

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

10
minutes

Plenary

Group task

Ask each group to act out a different scene from the playscript.

If possible, choose some pupils to act out the whole playscript for other classes in the school.

Credits

Many different stakeholders have contributed to the development and production of these lesson plans.

Much of the work was done by the Kwara State School Improvement Team.

Special thanks go to

Honourable Commissioner of Education and Human Capital Development (MOEHCD), Alhaji Mohammed Atolagbe Raji, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

The Teacher Development Division School, MOEHCD, School Improvement Unit, SUBEB and the State School Improvement Team (SSIT) for their contributions.

Thanks also go to all the teachers who have used these plans and started to bring about change in their classrooms.

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