Literacy lesson plans
Primary 4, term 3, weeks 26—30
Writing recounts, reports and debating
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term 3, weeks 26—30
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and debating
Introduction

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

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

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

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1—5 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

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

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

Professor Andrew Jonathan Nok
DSc, PhD, OON, FAS, NNOM
Honourable Commissioner of Education, Science and Technology, Kaduna State
The literacy lesson plans help you teach reading, writing, grammar, speaking and listening. Each week focuses on either reading or writing.

How?

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

Learning expectations

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

- What all pupils will be able to do.
- What most pupils will be able to do.
- What some pupils will be able to do.

Assessment

Weeks 27 and 29 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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

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

For reading tasks, ask pupils to write answers in their exercise books so you can see what they can do.
Spelling
Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell pupils to try to sound out words before they spell them.

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

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

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

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

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

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

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

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

Ask questions, and as pupils reply, write their answers around the title to make a spider diagram.
Weekly page
Primary 4, literacy lesson plans

Week 26: Yankari Game Reserve

Words/phrases
Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.
game reserve
chalet
thatched roofs
baboon
restaurant
barbecued
shallow end
antelope
crocodile
hippopotamus
guide
picnic

Learning expectations
By the end of the week:
All pupils will be able to:
Read and answer questions about a recount.

Most pupils will be able to:
Say the rules for writing a recount.

Some pupils will be able to:
Add extra information, using commas, to make sentences more interesting.
My name is Selfi, and my two brothers are Bala and Ibrahim. Last year, Father took us to the Yankari Game Reserve. When we arrived, a guide took us to our chalets. They were round huts with thatched roofs. We saw baboons walking around nearby. The guide told us not to feed them. We should also remember to lock the doors of our chalets and our car all the time. If we didn’t, the baboons might steal our food and clothes.

Mother packed lots of food and drinks for us. The restaurant didn’t have enough food because there were lots of people. In the evenings, they had barbecued meat in the outdoor eating place.

The next morning, we were standing in front of our hut and our door was open. Suddenly, a big baboon came around the back of the hut, ran inside, picked up our loaf of bread and ran off with it. We all shouted. My brothers ran after it but it got away. At first, it was frightening when the baboon ran into the hut, but it was funny when we saw it running away with our bread. We laughed and laughed, but we never left our door open again.

On the first day, at around noon, Father took us to Wikki Warm Springs. We had to walk down many steps to reach the water and the beach. It was beautiful. There were lots of people swimming. The water was warm. Father made sure that the younger children swam in the shallow end. The older children enjoyed playing in the water with balls and rubber rings and swimming boards.

On the second day, Father booked us on the game reserve jeep that would take us to the animal area. We started the tour at about 5pm. We saw some elephants and later we saw a group of antelopes.

When we got to the Gaji River area, we saw crocodiles and hippopotamuses. We did not see any lions but the guide pointed to the spots where lions could be found. We saw many beautiful birds as we rode along.

After the long tour, we were tired. When we returned to our chalet we ate our meal and went straight to bed.

The third day was a celebration. There was music and a disco in the outdoor restaurant. Many more people came for picnics. Some were dancing and singing. Some spent the day swimming at the warm springs. Father booked us on a second tour of the game reserve. On that tour, we saw a lion. It was almost hidden by the dry trees and brown leaves. We also saw more elephants and antelopes moving to the riverside to drink.

On the fourth day, after lunch, we left and began our journey home to Jos. We had all enjoyed the visit to Yankari Game Reserve very much.
**Week 26:**
*Yankari Game Reserve*

**Day 1:**
*A recount*

**Learning outcomes**
By the end of the lesson, most pupils will be able to:
- Make longer words from root words.
- Read and answer questions about a recount.

**Preparation**
Before the lesson:
Write these sentences on the chalkboard:
'Tola a kind girl often helps me.',
'Last Monday I went to a party.',
'Suddenly we had to go home.',
'Bayo my little brother goes to school.',
'After a long journey we arrived at Yankari.'

Read *How? Commas for extra information,* as shown below.

---

**How?**
*Commas for extra information*

Ask the pupils to circle the commas in the passage on the chalkboard.

Look at this simple sentence. Ask for extra information, eg: 'When did Kande go?'

Add the extra information and separate it with a comma.

Ask for descriptive information about Kande.

Separate the extra information – use two commas when in the middle of a sentence.
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 their meaning.

Read and explain sections 1 and 2 of ‘A visit to the Yankari Game Reserve’ from the chalkboard with the pupils.

Remind the class that this type of writing is called a ‘recount’, because it retells something that happened.

Ask the class some questions about the text, eg: Where were the family going? Why did Mr Hassan book so early?

Whole class teaching
Remind the pupils that commas are used to separate each item in a list, except for the last item where we use ‘and’.

Explain that we also use commas to separate extra information in a sentence.

Teach How? Commas for extra information, as shown left.

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

Ask them to find the extra information in each one and point to where the commas should go.

Supported group activities
Group A:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

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.

Groups C and D:
Tell these groups to copy the sentences on the chalkboard into their exercise books, putting in the missing commas.

Group task
Ask the groups what they need to do to make words mean the opposite, ie: add a prefix such as ‘un’ or ‘dis’.

Remind the class that they can also change the way words are used by adding a suffix such as ‘ly’, ‘ing’ or ‘ful’.

Write, ‘love’ on the chalkboard and ask the groups to use it to make longer words by adding a suffix.

Choose one group to write their new words, eg: ‘lovely’, ‘loving’, ‘loved’.

Repeat with ‘kind’, ‘help’ and ‘happy’.

Reading
Whole class teaching
Teach How?
Sentences
Reading
Supported group activities
Plenary
### Learning outcomes

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

- Count the syllables in two-syllable words.
- Use commas to separate extra information in sentences.

### Preparation

**Before the lesson:**

- Write the **sentences** from Week 26, Day 1 (yesterday) on the chalkboard.
- Read *How? Chin bumps for syllables*, as shown below.

### Sentences

Day 2:

**Extra information**

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**How? Chin bumps for syllables**

Lisa writes *'unkind'*

Lisa tells the pupils to say *'unkind'* and clap the beats.

Lisa tells the pupils to rest their chin on the back of their hand.

Lisa tells them to slowly say *'unkind'* and feel their chin go down each time they say a vowel sound.

Lisa says other two-syllable words and asks the pupils to count the syllables using chin bumps.
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<thead>
<tr>
<th>Whole class teaching</th>
<th>Writing</th>
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<th>Reading</th>
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<tbody>
<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>Whole class teaching</td>
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<tr>
<td>Ask a pupil to write the vowels on the chalkboard, ie: a, e, i, o and u.</td>
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<td>Explain that words are made up of units of sound called ‘syllables’ and that each syllable contains a vowel sound.</td>
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<tr>
<td>Teach <strong>How?</strong> Chin bumps for syllables, as shown left.</td>
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<tr>
<td>Choose some pupils to separate the following words into syllables on the chalkboard: mother, jumping, table, baby.</td>
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<tr>
<td><strong>Reading</strong></td>
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<td>Whole class teaching</td>
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<tr>
<td>Read the first three words/phrases on the chalkboard and ask the pupils to say them with you.</td>
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<tr>
<td>Show the next three <strong>word/phrase cards</strong> and explain their meaning.</td>
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<td>Ask the class, ‘What type of writing did we read yesterday?’</td>
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<tr>
<td>Choose some pupils to say where Selfi went and what he did.</td>
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<tr>
<td>Read and explain section 3 of ‘A visit to the Yankari Game Reserve’ from the chalkboard with the pupils.</td>
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<td>Read and explain part 2 of ‘A visit to the Yankari Game Reserve’.</td>
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<td><strong>Grammar</strong></td>
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<tr>
<td><strong>Pair task</strong></td>
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<td>Ask the groups to say where commas are used for extra information in the passage.</td>
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<td>Explain that commas are often used to separate time connectives, eg: ‘On the first day,’.</td>
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<td>Ask the groups to say any other time connectives that they know, eg: ‘suddenly’, ‘at first’, ‘next’.</td>
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<tr>
<td>Ask the pupils to look at the <strong>sentences</strong> on the chalkboard.</td>
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<tr>
<td>Ask them to point to where the commas should go to separate the extra information.</td>
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<tr>
<td><strong>Supported group activities</strong></td>
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<td><strong>Groups A and B:</strong></td>
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<tr>
<td>Tell these groups to copy the <strong>sentences</strong> on the chalkboard into their exercise books, putting in the missing commas.</td>
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<td><strong>Group C:</strong></td>
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<tr>
<td>Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.</td>
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<td><strong>Group D:</strong></td>
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<tr>
<td>Tell this group to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap.</td>
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<tr>
<td><strong>Whole class teaching</strong></td>
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<td>Ask the pupils to say some of the things that happened at Yankari Game Reserve.</td>
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<tr>
<td>Ask them to say some of the time connectives used in the recount.</td>
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Week 26: Yankari Game Reserve

Day 3: Interesting sentences

Learning outcomes

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

- Split longer words into syllables in order to read and spell them.
- Add extra information, using commas, to make sentences more interesting.

Preparation

Before the lesson:

- Draw pictures of an elephant, antelope, crocodile, hippopotamus and lion on paper.
- Read *How? Making interesting sentences*, as shown below.

### How? Making interesting sentences

#### Preparation

- **Before the lesson:**
  - Draw pictures of an elephant, antelope, crocodile, hippopotamus and lion on paper.
  - Read *How? Making interesting sentences*, as shown below.

#### Learning outcomes

- By the end of the lesson, most pupils will be able to:
  - Split longer words into syllables in order to read and spell them.
  - Add extra information, using commas, to make sentences more interesting.

#### Day 3: Interesting sentences

- **Look at the pictures and ask the pupils what they know about the animals.**
- **Choose some pupils to role play simple sentences about the animals.**
- **Ask the class:** 'What did they look like?', 'What else were they doing?'
- **Ask a pupil to add the extra information to the sentence.**
- **Ask another pupil to add extra information to the next sentence.**
Whole class teaching
Tell the class that we can split longer words into syllables to help with reading and spelling.

Write, 'disagree', 'seventeen' and 'unimportant' on the chalkboard.

Ask the pupils to count the chin bumps as they say each word, eg: dis-a-gree = 3.

Ask the pupils, in turn, to say their first name and clap each syllable.

Ask the pupils to say 'elephant' with you, count the syllables and write the word in their exercise books.

Repeat with 'understand' and 'finishing'.

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 their meaning.

Read and explain the fourth section of 'A visit to the Yankari Game Reserve'. from the chalkboard with the pupils.

Ask the class some questions about the text, eg: What did the guide warn the children about?

Grammar
Whole class teaching
Explain that adding extra information makes sentences more interesting.

Teach How? Making interesting sentences, as shown left.

Remind the pupils to use commas to separate the extra information.

Reading
Supported group activities
Groups A and D:
Ask these groups to write sentences about the animal pictures in their exercise books. Ask them to include extra information and use commas.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.

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.

Reading
Plenary
Group task
Ask groups A and D to read some of their sentences.

Ask the other groups to notice any extra information that makes the sentences interesting.
Write the months of the year on the chalkboard.

Ask pupils to read them slowly, feeling each chin bump.

Ask the pupils to clap each syllable and mark them on the months.

Ask the pupils to write the months of the year in their exercise books.

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

Split the months of the year into syllables in order to read and spell them.

Say the rules for writing a recount.

Before the lesson:

Have ready the animal pictures from Week 26, Day 3 (yesterday).

Read How? Syllables for the months of the year, as shown below.
Whole class teaching
Teach How? Syllables for the months of the year, as shown left.

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

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

Look at 'A visit to the Yankari Game Reserve' on the chalkboard with the pupils and ask, 'What do we call this type of writing?'

Remind the pupils of the rules for recount writing, i.e.: use the past tense, write in paragraphs in the order that events happened, use speech if possible and include descriptions.

Explain that using time connectives with a comma helps to keep the events in order.

Remind pupils that they can make the descriptions more interesting by adding extra information with commas.

Teach How? Making interesting sentences as shown in Week 26, Day 3 (yesterday).

Use different sentences, e.g.: 'The elephant stamped.' could become, 'The elephant, feeling cross, stamped noisily.'

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

Groups B and C:
Ask these groups to write sentences about the animal pictures in their exercise books. Ask them to include extra information and use commas.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw a picture of their favourite part of the recount in their exercise books.
Week 26: Yankari Game Reserve

Day 5: Role playing

Learning outcomes

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

- Split longer words into syllables in order to read and spell them.
- Answer questions about a recount.

Preparation

Before the lesson:

- Prepare a set of word/phrase cards for each group.
- Write the questions from the comprehension task, shown right, on the chalkboard.
- Read How? Group role play, as shown below.

How? Group role play

Driving to Yankari and arriving at the chalet.

The baboon in the chalet and swimming at Wikki Warm Springs.

The game reserve tour.

The dancing, picnics and second tour of the game reserve.

Ask each group to say sentences to describe what happened.
Group task
Give each group a set of word/phrase cards.
Read out some of the words and ask the groups to hold up the matching card.
Look at 'A visit to the Yankari Game Reserve' on the chalkboard.
Read the whole passage with the pupils.

Whole class teaching
Ask each group to role play a different section of the recount, as shown left in How? Group role play.
Ask each group to perform their role play for the class.

Group task
Read the following questions on the chalkboard:
‘What did the guide warn the children about?’
‘What did the children do at Wikki Warm Springs?’
‘What did they see on the first game reserve tour?’
‘What did the children do on the third day?’
Ask the groups to discuss the questions.
Choose pupils from each group to answer the questions.

Whole class teaching
Choose some pairs to answer the following questions:
‘What does a full stop do?’
‘What else can you put at the end of a sentence?’
‘When can you use a comma?’

Spelling
Pair task
Write the following words on the chalkboard:
sleeping yesterday nineteen hopeful goalkeeper playtime underground
Ask the pairs to write the words in their exercise books and split them into syllables, eg: sleeping = slee-ping.
Choose some pairs to read and say the number of syllables in each word and ask the class if they agree.
Dictate this sentence for the pupils to write in their exercise books: 'Seventeen pupils are listening.'

Reading
Group task
Give each group a set of word/phrase cards.
Read out some of the words and ask the groups to hold up the matching card.
Look at 'A visit to the Yankari Game Reserve' on the chalkboard.
Read the whole passage with the pupils.

Comprehension

Reading Comprehension
30 minutes

Spelling
10 minutes

Word/phrase cards/Poems

Plenary
5 minutes

Pair task
Write the following words on the chalkboard:
sleeping yesterday nineteen hopeful goalkeeper playtime underground
Ask the pairs to write the words in their exercise books and split them into syllables, eg: sleeping = slee-ping.
Choose some pairs to read and say the number of syllables in each word and ask the class if they agree.
Dictate this sentence for the pupils to write in their exercise books: 'Seventeen pupils are listening.'
Week 27: My home

Words/phrases
- travelled
- visit
- village
- city
- hotel
- welcome
- environment
- neighbour
- animals
- electricity
- games
- crops

Wow! words
- peaceful
- busy
- noisy
- dusty
- cheerful
- friendly

By the end of the week:

All pupils will be able to:
Write some sentences about where they live.

Most pupils will be able to:
Write a simple recount in the past tense.

Some pupils will be able to:
Write a recount with paragraphs and interesting openers for sentences.

Learning expectations

By the end of the week:

All pupils will be able to:
Write some sentences about where they live.

Most pupils will be able to:
Write a simple recount in the past tense.

Some pupils will be able to:
Write a recount with paragraphs and interesting openers for sentences.
Assessment task

This pupil can:

Write a recount following the rules for recount writing.

Include wow! words to make their report writing more interesting.

Use punctuation correctly.

Example of a pupil’s work

My home

One day, my friend Sani came to spend a week in my house with me. Sani, who is my best friend, is a lovely, funny, friendly person.

The first day, after he had dropped his overnight bag in my house, we went out for shopping. At the end of my street there are some local shops. We bought rice, meat, tomatoes, salt, pepper, juice and yam.

Later in the evening, we prepared our own food. It was great fun and Sani told lots of jokes while we cooked. Sadly, the meat was not as good as my mother’s meals are, but we did have a good time.

The last day, before Sani had to go back, we played football behind my house. “Goal!”, “goal, goal!” shouted Sani every time he kicked the ball. He is so funny, my sweet friend Sani.
Lesson title

Week 27: My home

Day 1: Openers

Learning outcomes

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

- Read words with silent ‘k’, ‘b’ and ‘r’.
- Use adverbs as openers in a recount.

Preparation

Before the lesson:

- Have ready a large piece of paper.
- Write these sentences on the chalkboard: ‘We drove to the hotel,’ ‘Sani greeted us,’ ‘I held the baby,’ ‘Taibat prepared a meal,’ ‘It was time to go out.’

Read How? Shared writing: a visit, as shown below.

Paper/

Day 1:

Openers

How?

Shared writing: a visit

Draw a village, town or city you have visited on a large piece of paper.

Ask the class to help you write the introduction.

Ask the pupils to help you write a new paragraph to describe the place.

Ask, ‘What were the houses like?’ and write a new paragraph.

Ask, ‘What was the environment like?’

How?

Shared writing: a visit

Read How? Shared writing: a visit, as shown below.
Whole class teaching

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

Show the pupils the first three words/phrase cards, read and explain their meaning.

Explain that you need the class to help you to write a recount about a visit.

Ask, ‘What are the rules for recount writing?’

Remind the class that recounts are written in the past tense, in the order that events happened, include descriptions and sometimes contain speech.

Teach How? Shared writing: a visit, as shown left.

Read the recount you have written.

Ask the pupils to suggest any adjectives (describing words) to make the writing more interesting, eg: peaceful, noisy, busy.

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

Choose some pairs to sound out each word and underline the words with silent letters.

Remind the class that:
‘Silent “k” is only used before the letter “n”.
‘Silent “b” comes after an “m” or before a “t.”
‘Silent “w” often comes before “r” in a word.’

Ask the pairs to write the words with silent letters in their exercise books.

Pair task


Choose some pairs to sound out each word and underline the words with silent letters.

Remind the class that:
‘Silent “k” is only used before the letter “n”.
‘Silent “b” comes after an “m” or before a “t.”
‘Silent “w” often comes before “r” in a word.’

Ask the pairs to write the words with silent letters in their exercise books.
Week 27: My home

Day 2: Shared writing

Learning outcomes

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

- Identify silent letters in words.
- Contribute ideas to a written recount.

Preparation

Before the lesson:

- Have ready the shared writing and wow! words wall from Week 27, Day 1 (yesterday).
- Draw a picture of a house that you have visited.
- Read How? Silent letters, as shown below.

How? Silent letters

Write these silent letter words on the chalkboard and draw a picture for each one.

Ask the groups to take turns reading each word and pointing to the silent letter.

Ask the other groups to check that they read the word correctly.

Count the sounds in each word.

Ask each group to say and write sentences for two of the words.
### Spelling

**Group task**

Teach *How?* Silent letters, as shown left.

<table>
<thead>
<tr>
<th>Whole class teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the first three words/phrases on the chalkboard with the pupils.</td>
</tr>
<tr>
<td>Show the next three word/phrase cards and make sure the pupils understand them.</td>
</tr>
<tr>
<td>Read the shared writing you did with the class on Week 27, Day 1 (yesterday).</td>
</tr>
<tr>
<td>Show the class the picture of a house and ask them to help you write a paragraph to describe it.</td>
</tr>
<tr>
<td>Ask the pupils to help you describe what happened on your visit, eg: where you went, what you saw, who you met.</td>
</tr>
</tbody>
</table>

### Shared writing

**Whole class teaching**

Ask the pupils to help you complete your recount.

Ask them to say the rules for writing a recount.

Choose some pupils to point to past tense verbs you have used.

Ask the class to check that it is written in the correct order and ask pupils to point to any time connectives you have used.

Read the recount to the class and ask them to say what each paragraph is about.

**Group task**

Write the following recount on the chalkboard and read it out:

> ‘The next day Adamu woke up late after breakfast Sabo took him for a drive driving slowly Sabo showed him many interesting things that is Ahmadu Bello stadium he said’

Ask the groups to say what is wrong with this recount.

Ask the groups to copy this recount into their exercise books, putting in the missing capital letters and punctuation marks.

Ask each group to put some of the missing capital letters and punctuation marks in the recount.

Ask the groups to say when capital letters are needed, eg: at the beginning of a sentence, for names of places and people.

Tell the class to look at the shared writing and ask some pupils to check that capital letters and punctuation marks have been used correctly.

Remind them to use full stops, commas and speech marks.

### Grammar

**Whole class teaching**

Ask each group to put some of the missing capital letters and punctuation marks in the recount.

Ask the groups to say when capital letters are needed, eg: at the beginning of a sentence, for names of places and people.

Tell the class to look at the shared writing and ask some pupils to check that capital letters and punctuation marks have been used correctly.

Remind them to use full stops, commas and speech marks.
Lesson
Title

Week 27: My home
Day 3: Where I live

Learning outcomes
By the end of the lesson, most pupils will be able to:
Read words with a silent 'h'.
Write some sentences about where they live.

Preparation
Before the lesson:
Have ready two large pieces of paper.
Have ready the wow! words wall from Week 27, Day 2 (yesterday).
Read How? Brainstorm: my home, as shown below.

How? Brainstorm: my home

Ask the pupils, 'What was the name of the friend?, Why did the friend visit?'
Ask, 'What can you see in your village/town/city?'
Ask the pupils to describe their homes.
Ask, 'What meals did the friend eat?'
Ask, 'What did you do?, Where did you go?'
### Whole class teaching

**Spelling**

Write the following words on the chalkboard: 'white', 'whisker', 'when', 'what', 'ghost', 'echo', 'character'.

Read and explain them to the class.

Read each word slowly and ask the pupils to notice the silent letter 'h'.

Explain that 'h' is often silent after 'w'.

Ask the pupils to say where else it is silent, i.e. when it comes after 'g' and sometimes after 'c'.

Ask the class to count the sounds in each word, e.g.: ch-a-r-a-c-t-er = 7.

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### Shared writing

Show the first nine word/phrase cards and make sure the pupils understand their meaning.

Read the recount the pupils wrote with you on Week 27, Day 2 (yesterday) and say that they are now going to write a recount by themselves.

Tell the pupils to imagine that a friend has come to visit where they live.

Explain that they are going to write a recount describing what the friend saw and did.

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### Brainstorm

Ask some pupils to draw the village/town/city where they live on one of the pieces of paper.

Write the name of the place under the picture.

Collect ideas for writing by brainstorming, as shown left in How? Brainstorm: my home.

Keep the brainstorm and the drawing for the next day.

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### Group task

Ask the groups to write some sentences describing what they can see where they live.

Explain that they can describe things like the buildings, the shops, children playing.

---

### Plenary

Ask the pupils to say some words to describe the people where they live, e.g.: happy, kind.

Explain the meaning of the word 'cheerful'.

Ask them to suggest adjectives to describe where they live, e.g.: busy, dusty, quiet.

Write their idea on the wow! words wall.
**Week 27: My home**

**Day 4: A recount**

**Learning outcomes**

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

- Read words with a silent ‘g’.
- Write a recount independently.

**Preparation**

Before the lesson:

- Write the following silent ‘h’ words on the chalkboard: ‘what’, ‘character’, ‘choir’, ‘ghost’.
- Have ready the brainstorm, drawing and wow! words wall from Week 27, Day 3 (yesterday).

Read How? Role play, as shown below.

**How? Role play**

Role play meeting the friend and taking him or her home.

Role play meeting the family.

Role play showing the friend around the home.

Role play playing a game with the friend.

Role play having a meal and going to bed.
Group task
Ask each group to say two words they know that have silent letters.
Ask each group to read one of the silent ‘h’ words on the chalkboard.
Write the following words on the chalkboard and read and explain them: ‘gnash’, ‘gnat’, ‘sign’, ‘resign’.
Ask the groups to notice the silent letter and where it comes in the word.
Explain that ‘g’ is often silent when it comes before ‘n’.
Ask the groups to write the silent ‘g’ words in their exercise books and draw a picture for each word.

Whole class teaching
Read the first nine words/phrases on the chalkboard and choose some pupils to explain them.
Show the last three word/phrase cards, read them and explain their meaning.
Choose some pupils to come and write the words on the chalkboard.
Remind the pupils that they are going to write their own recount called ‘My home’.
Ask the class to look at the drawing and say some sentences about where they live.

Group task
Ask the groups to take turns role playing, as shown left in How? Role play.
Encourage the pupils to use speech and do actions.
On the chalkboard, write:
‘Last year _____ came to _________.’
‘I took ______ to my home and showed ______.’
Ask the groups to think about the role plays and suggest ideas to complete these sentences.

Individual task
Tell the pupils to write ‘My home’ in their exercise books.
Ask them to complete the sentences on the chalkboard.
Tell the pupils to write in the name of a friend and the name of the place where they live.
Ask the pupils to try to write four more sentences.
Encourage them to use some of the words/phrases, the brainstorm and the wow! words wall.

Whole class teaching
Ask the class to say the rules for writing a recount.
Ask the pupils to check that they have written their recount in the past tense and in the correct order.
Ask the pupils to say any time connectives they have used.
Lesson title

**Week 27:**
**My home**

**Day 5:**
**Role play**

**How? Role play 2**

Ask some pupils to role play the friend getting up and walking around.

Ask the pupils to draw places of interest and role play going there.

Ask the pupils to role play going to the market.

Ask the pupils to role play showing the friend the school.

Discuss ideas from the role plays to complete the next two paragraphs.

**Learning outcomes**

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

- Spell words with silent letters.
- Write recount paragraphs independently.

**Preparation**

Before the lesson:

- Make a set of ‘k’, ‘w’, ‘b’, ‘h’, ‘g’ silent letter cards for each group.
- Have ready the brainstorm, drawing and wow! words wall from Week 27, Day 3 (earlier this week).
- Read How? Role play 2, as shown below.

**Silent letter cards/Brainstorm/Drawing/Wow! words wall**

**Day 5:**
**Role play**

**Lesson title**

Silent letter cards/Brainstorm/Drawing/Wow! words wall
Group task
Ask each group to say and write three words with silent letters on the chalkboard.

Give each group a set of silent letter cards.

Read out the following words and ask the groups to hold up the silent letter in each word: 'comb', 'wrist', 'sign', 'what', 'character', 'ghost', 'white', 'lamb', 'kneel', 'write', 'echo', 'gnash', 'climb', 'knead'.

Dictate some of the words for the pupils to write in their exercise books.

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

Remind the class that they have been writing a recount.

Explain that they need to include interesting words to make their writing interesting.

Ask them to say some openers they could use (include adverbs and time connectives).

Read out the brainstorm and the wow! words wall and look at the drawing with the class.

Teach How? Role play 2, as shown left.

Remind the pupils that recounts are divided into paragraphs (sections).

Tell them to put new ideas or events into a new paragraph.

Ask the pupils to open their exercise books and find the recount writing from Week 27, Day 4 (yesterday).

Ask them to complete the following paragraphs: 'The next day, ____.' 'On the last day, ____.'

Encourage the pupils to use all of the ideas they have been collecting this week.

Individual task
Ask the pupils to write the words/phrases on the chalkboard as you say them.

Remind the class that they have been writing a recount.

Explain that they need to include interesting words to make their writing interesting.

Ask the pupils to use all of the ideas they have been collecting this week.

Encourage the pupils to give examples of openers that make writing more interesting.

Whole class teaching
Choose some pupils to read their recounts to the class.

Ask the pupils to say some of the rules for recount writing.

Ask the pupils to give examples of openers that make writing more interesting.

Guided writing
20 minutes

Brainstorm/Wow! words wall/Drawing

Independent writing
15 minutes

Individual task
Ask the pupils to open their exercise books and find the recount writing from Week 27, Day 4 (yesterday).

Ask them to complete the following paragraphs: 'The next day, ____.' 'On the last day, ____.'

Encourage the pupils to use all of the ideas they have been collecting this week.

Ask the pupils to give examples of openers that make writing more interesting.

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Choose some pupils to read their recounts to the class.

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Encourage the pupils to use all of the ideas they have been collecting this week.

Ask the pupils to give examples of openers that make writing more interesting.

Guided writing
20 minutes

Brainstorm/Wow! words wall/Drawing

Guided writing
15 minutes

Brainstorm/Wow! words wall/Drawing

Individual task
Ask the pupils to open their exercise books and find the recount writing from Week 27, Day 4 (yesterday).

Ask them to complete the following paragraphs: 'The next day, ____.' 'On the last day, ____.'

Encourage the pupils to use all of the ideas they have been collecting this week.

Ask the pupils to give examples of openers that make writing more interesting.

Whole class teaching
Choose some pupils to read their recounts to the class.

Ask the pupils to say some of the rules for recount writing.

Ask the pupils to give examples of openers that make writing more interesting.
**Weekly page**

**Primary 4, literacy lesson plans**

**Lesson title**

**Week 28:**

**The Super Eagles**

**Words/phrases**

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

- memorable
- referee
- filed
- accurate
- rewarded
- spectators
- stadium
- celebration
- goal
- equalised
- determine
- penalty shoot-out

**Learning expectations**

By the end of the week:

- **All pupils will be able to:**
  - Answer questions about a report.

- **Most pupils will be able to:**
  - Use different paragraphs to describe the information in a report.

- **Some pupils will be able to:**
  - Say the rules for writing a report.
The football match I remember best was the one between the Super Eagles of Nigeria and the Indomitable Lions of Cameroon. It was the final to decide the winner of the Africa Cup of Nations. It seems that the whole of Nigeria watched the game on television! Everyone was very excited.

It was nearly 4 o’clock on that Sunday 27th February 2000 when both teams filed out and lined up on the field. There were shouts and cheers from spectators for both teams. The referee blew his whistle at exactly 4.30pm and the game began.

In the eleventh minute, the Indomitable Lions scored their first goal! The Super Eagles did not give up and they fought hard to score themselves, but it was very difficult.

By half time, the Lions had scored their second goal, bringing the score to two-nil. Everyone was sad and the spectators were quiet – but we never lost hope.

During the second half, the Super Eagles played fast and accurate football and they were rewarded with their first goal.

The Nigerian spectators were so happy and we all stood up round the television and cheered with our hands in the air. The spectators in the stadium sang our popular song, ‘All we are saying is give us more goals’.

There was an even louder celebration when the Eagles scored their second goal in the dying minutes of the second half, bringing the score to two-all. The Super Eagles had equalised with the Indomitable Lions! The referee blew his whistle.

To determine the winner, the match went into extra time but neither the Eagles nor the Lions managed to score. According to the rules, if there is no winner after extra time, the winner is decided through a penalty shoot-out.

The Lions lost one penalty kick but the Eagles lost two. And so the Indomitable Lions won the cup. It was a sad day for Nigeria, although the Super Eagles did win the silver medal. All the players said they would try very hard to win the Africa Cup of Nations the next time.
Choose some pairs to role play: 'I want either an orange or a mango.'

'I want neither an orange nor a mango.'

Tell the pairs to either stand or jump.

Tell the pairs to neither stand nor jump.

Ask some pairs to give you either a pen or a book.
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, read them and explain their meaning.
Ask the pupils if they have ever watched a football match and if they know any rules for playing football.
Read and explain the first two paragraphs of 'A memorable football match'.

Explain that we use 'either' to mean 'one or the other' of two things, and 'neither' to mean 'not one and not the other' of two things.
Explain that 'either' is used with 'or' and 'neither' is used with 'nor'.
Teach How? Either or neither, as shown left.
Read and explain the sentences on the chalkboard and ask the pairs to say the missing words.
Ask the pairs to say some sentences using 'either' and 'or' and 'neither' and 'nor'.

Supported group activities

Group A:
Sit down with the pupils for guided reading.
After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

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

Groups C and D:
Tell these groups to complete the sentences on the chalkboard in their exercise books and try to write their own either and neither sentences.

Whole class teaching
Ask the class to say what happened in 'A memorable football match'.
Explain that this type of writing is called a 'report'.
Say, 'A report gives you information about a subject or something that happened.'
Week 28: The Super Eagles

Day 2: A report

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

Say the different spellings for some common homophones.

Read and discuss a report.

Preparation

Before the lesson:

Read How? Homophone pairs, as shown below.

How? Homophone pairs

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

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

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

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

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

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

Read and explain the next three word/phrase cards.

Ask the class, 'What type of writing did we read yesterday?'

Read and explain the last three paragraphs of 'A memorable football match'.

Ask some pupils to explain why the Super Eagles lost.

Choose a pupil to find 'neither' in the report and read the sentence to the class.

Pair task

Ask the pairs to say the rules for using 'either' and 'neither'.

Write the following sentences on the chalkboard:

'At the start of the match the Eagles the Lions could win.'

'Neither the Eagles the Lions managed to score.'

'At the end of the second half the Eagles the Lions had won.'

Ask the pairs to say the missing words.

Remind the pairs that 'either' is used with 'or' and 'neither' is used with 'nor'.

Supported group activities

Groups A and B:
Tell these groups to complete the sentences on the chalkboard in their exercise books and try to write their own either and neither sentences.

Group C:
Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

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.

Plenary

Whole class teaching

Explain the meaning of 'indomitable' (impossible to beat).

Ask, 'Why do you think the Nigerian team chose to be called the Eagles?'

Ask, 'Why do you think the Cameroon team chose to be called the Lions?'
Ask the groups to role play the manager talking to the Eagles at half time.

Ask the groups to write what the manager says in speech bubbles.

Ask the groups how to write speech sentences for the manager on the chalkboard.

Remind the groups how to write speech sentences for the manager on the chalkboard.

Ask the groups to say other words for 'said' and write them on the chalkboard.
Whole class teaching
Ask the pupils the meaning of the first six words/phrases on the chalkboard.

Grammar
Teach *How?* The manager, as shown left.

Reading
Read the next three word/phrase cards with the pupils, discussing what they mean.

Group task
Give each group some homophone flash cards and ask them to choose three homophones.

Spelling
Tell the groups to hold up each homophone as they say a sentence for it.

Ask the other groups if their sentences are correct.

Write, *'threw' and 'through'* on the chalkboard.

Read and explain their meanings.

Dictate the following sentences for the pupils to write in their exercise books:
'I went through the door.'
'He threw the ball.'

Supported group activities

Group A and D:
Ask these groups to write sentences describing what the manager said to the Eagles.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.

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

Plenary
Ask groups A and D to read their sentences to the class.

Ask the other groups to notice any words they use for *'said'*. 

Write the *'said' words* on the chalkboard and keep them for the next day.
Week 28: The Super Eagles

Day 4: Paragraphs

Learning outcomes
By the end of the lesson, most pupils will be able to:
- Use homophones correctly when writing.
- Understand how to organise ideas into paragraphs.

Preparation
Before the lesson:
- Have ready the ‘said’ words from Day 3 (yesterday).
- Read How? Paragraphs, as shown below.

How? Paragraphs

Ask each group to role play the following paragraphs from the passage:
- The referee blowing the whistle and the Lions scoring two goals.
- The Eagles scoring and the spectators singing.
- The Eagles scoring the second goal.
- Extra time, the penalty shoot-out and the Lions winning the cup.
Whole class teaching

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

Read and explain the next three word/phrase cards.

Read through the passage ‘A memorable football match’ with the pupils.

Remind the groups that we use paragraphs in writing to introduce new sections.

Teach How? Paragraphs, as shown left.

Ask the pairs to say sentences with both words.

Write the following on the chalkboard:

‘He _____ the seeds in the soil.’

‘I need food _____ my snack.’

‘I _____ with a pen.’

‘The dog ran _____ the trees.’

Ask the pairs to say the missing words and complete the sentences in their exercise books.

Pair task

Write ‘write’, ‘for’ and ‘threw’ on the chalkboard.

Choose some pairs to write the different spellings under each word.

Ask the pairs to say sentences with both words.

Write the following on the chalkboard:

‘He __ the seeds in the soil.’

‘I need food ____ my snack.’

‘I ____ with a pen.’

‘The dog ran ____ the trees.’

Ask the pairs to say the missing words and complete the sentences in their exercise books.

Supported group activities

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

Groups B and C:
Ask these groups to write sentences describing what the manager said to the Eagles.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw one of the Super Eagles in their exercise books and write words to describe how he felt during the match.
Learning outcomes

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

- Use common homophones correctly in sentences.
- Answer questions about a report.

Preparation

Before the lesson:

- Copy the word search, shown opposite, on to the chalkboard have ready a set of word/phrase cards for each group.
- Write the sentences from today's comprehension task, shown opposite, on the chalkboard.
- Read How? Rules for report writing, as shown below.
Write each homophone as the pupils find them (‘not’, ‘knot’, ‘right’, ‘write’, ‘for’, ‘four’, ‘threw’, ‘through’).

Ask the pupils to say each homophone in a sentence.

Write ‘not’ on the chalkboard and ask the class if they know another spelling for this word.

Write ‘knot’ and explain its meaning.

Choose some pupils to point to the homophones in the word search.

Group task
Give each group a set of word/phrase cards.

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

Ask the groups to say the type of writing they have been reading this week.

Teach How? Rules for report writing, as shown left.

Ask the groups to read through ‘A memorable football match’ and check each rule in the passage.

Group task
Read the following questions and ask the groups to discuss the answers:

‘Which two teams were playing?’

‘Where did Nigerians watch the match?’

‘Why were Nigerians sad?’

‘When did the Eagles score their goals?’

Choose some groups to say the answers and ask the class if they are correct.

Tell pupils to complete the questions in their exercise books.
Lesson title

Grade/Type of lesson plan

Weekly page
Primary 4, literacy lesson plans

Week 29: The football match

Words/phrases

- defender
- attacker
- head the ball
- goalkeeper
- shoot
- possession
- whistle
- throw-in
- corner kick
- half time
- final score
- champions

Wow! words

- dribbled
- swerved
- dodged
- tackled
- dived

Learning expectations

By the end of the week:

All pupils will be able to:

- Write some sentences about a football match.

Most pupils will be able to:

- Write a simple report with paragraphs.

Some pupils will be able to:

- Write some sentences with subordinate clauses.

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

Instructions:
Ask an individual pupil to:
1. Read their report written on Day 5 of Week 29.
2. Explain the rules for report writing.
3. Answer questions, such as:
   'Which team scored the most?'
   'What was the manager's view on the match?'
   'Who was the star player of the match?'

Example of a pupil's work

This pupil can:
Use the rules for report writing.
Include wow! words to make their report writing more interesting.
Use punctuation correctly.

Getting close to a score!

After a short break, in which all players restored their energy, the two teams returned back on the field. Both teams, only scoring one goal in the first half, were eager to start the second half.

The players, on both the red and the blue team had equal possession of the ball. The blue team nearly scored twice but both times the ball disappeared behind the goal into the bush.

Close to the end of the match, the goalkeeper kicked the ball far over the field. One of the strikers on the red team received the ball, dribbled a little and kicked the ball over the goalkeeper into the left corner.

'Gaaanuuuuuus!' shouted the spectators excitedly.

After the match the coach of the blue team analysed their loss. 'We really did the best we could and tried to defend our goal, but in the end we did not score and they did.'
Week 29: The football match

Day 1: The football teams

Learning outcomes

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

- Spell words with the long ‘a’ sound.
- Talk about a football game, using interesting verbs and adverbs.

Preparation

Before the lesson:

- Mark out a football pitch with goal areas outside and find a football and a whistle.
- Make a wow! words wall.
- Read How? Football match first half, as shown below, and have ready a large piece of paper.

How? Football match first half

Choose some pupils to demonstrate how to dribble with, and head, the ball.

Tell the teams to run on to the football pitch.

Tell the referee to blow the whistle and the teams to play.

Tell the managers to shout advice and the spectators to cheer and sing.

Tell the referee to blow the whistle for half time after 10 minutes.
Whole class teaching
Read out all of the words/phrases on the blackboard and ask the pupils to say them with you.

Show the first three word/phrase cards, read them and explain their meaning.
Tell the class that they are going to play their own football match and write a football report this week.

Choose some pupils to be players in two teams and ask the class to make up team names.
Choose some pupils to be the managers, a referee and spectators.
Discuss the rules for playing football.

Go outside and teach. How? Football match first half, as shown left.

Go back to the classroom and ask the pairs to say some verbs to describe how the players moved, eg: pass the ball, kick, run.
Write their ideas on the large piece of paper and keep it for the next day.
Read and explain the words in the wow! words wall.
Ask the pairs to say adverbs to describe the verbs and write these on the wow! words wall, eg: quickly, cleverly.

Discuss the score so far and discuss what each team needs to do to win.
Ask the pupils who were football players to describe how they felt when they were playing the game.
Discuss any goals they scored and ask the class who they think will win when they play the second half tomorrow.

Pair task
Write on the blackboard: 'Sani, who was trying hard, scored a goal.'

Explain that 'who was trying hard' is a subordinate clause.
Say, 'Subordinate clauses give extra information. They do not make sense on their own.'

Explain that we can use 'who' with commas to add a subordinate clause to a sentence.

Ask the pairs to add subordinate clauses to this sentence: 'Kande, who____, cheered her team.'
Learning outcomes

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

- Spell words with the long ‘i’ sound.
- Say sentences with subordinate clauses about a football game.

Preparation

Before the lesson:

- Have ready the wow! words wall, the piece of paper, the football pitch, football and whistle from Week 29, Day 1 (yesterday).
- Write the grammar sentences, shown right, on the chalkboard.
- Read How? Football match second half, as shown below.

Day 2: Final score

Tell the teams to run on to the football pitch and ask the spectators to cheer.

Tell the referee to blow the whistle and the teams to play the second half.

Encourage the players to tackle each other to get the ball.

Try to ensure that the teams score goals, take corner kicks and have throw-ins.

After 10 minutes, tell the referee to blow the whistle and say the final score.

How? Football match second half

Tell the teams to run on to the football pitch and ask the spectators to cheer.
Whole class teaching


Choose some pupils to underline the letters that make the long ‘i’ sound.

Explain that some words have a different spelling and ask the pupils to help you write the following words on the chalkboard: ‘wild’, ‘child’, ‘kind’, ‘find’.

Dictate this sentence for the pupils to write in their exercise books: ‘A star shines high in the sky.’

Word/phrase cards

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

Make sure they understand their meaning.

Read and explain the next three word/phrase cards.

Choose some pupils to explain what happened in the football match on Week 29, Day 1 (yesterday).

Pair task

Remind the pupils that they have been learning about subordinate clauses.

Ask the pairs to suggest some speech for the referee, eg: ‘Give him the ball.’, ‘That is a free kick.’

Ask the pairs to suggest some speech for the spectators, eg: ‘Come on! You can score a goal.’

Ask the pairs to complete the sentences in their exercise books using ‘who’ or ‘which’.

Write their ideas on the large piece of paper and keep it for the next day.

Grammar

Take the pupils outside and teach ‘How? Football match second half, as shown left.

Ask the pairs to say some words to describe the players, eg: brave, quick, clever, skilful.

Write their ideas on the wow! words wall.

Remind the pupils that they have been learning about subordinate clauses.

Explain that if the information is about a person then we use ‘who’, but if it is about an animal or a thing we use ‘which’.

Read the following sentences on the chalkboard:

‘Nura, ______ is a skilful player, scored two goals’.

‘The whistle, ______ was old, did not work’.

Ask the pairs to suggest some speech for the spectators, eg: ‘Come on! You can score a goal.’

Write their ideas on the large piece of paper and keep it for the next day.

Pitch/Football/Whistle/Wow! words wall/Paper

Plenary

Choose some pairs to read out their sentences and ask the class to say if they are correct.

Tell the pupils to check that they have used commas to separate the subordinate clause.

10 minutes

30 minutes

10 minutes

10 minutes

10 minutes
**Week 29:**
The football match

**Day 3:**
Interviews

**Learning outcomes**

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

- Spell words with the long ‘o’ sound.
- Ask and answer questions in an interview.

**Preparation**

Before the lesson:

- Copy the word search, shown right, on to the chalkboard.
- Have ready a large piece of paper, the wow! words wall and the ideas paper from Week 29, Day 2 (yesterday).
- Make a microphone from cardboard and read How? Interviews, as shown below.

---

**How? Interviews**

Ask some of the players from one team to sit at the front of the classroom.

Choose a pupil to be the reporter and to hold the microphone.

Tell the reporter to ask the players questions and tell the players to reply.

Repeat with players from the other team and a different reporter.

Choose some pupils to interview the managers.
Whole class teaching

Write 'goat', 'stone' and 'show' on the chalkboard and ask the pupils to read the words and underline the long ‘o’ sound in each word.

Ask the pupils to find the long ‘o’ words in the word search and write them on the chalkboard (arrow, yellow, goal, hope, road, nose, cone, slow, woke, so, go).

Word search

- r v y g h n
- o a e i o o
- i r i s p s
- s r i x e e
- l o o x n c
- o w w o j y
- w s c o g x
- g o a l k i
- t o o d o e

Shared writing

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

Read out the next three word/phrase cards with the pupils, discussing what they mean.

Remind the class that they are going to write a football report.

Ask the pairs to say some things they remember about the football match.

Brainstorm

Write 'The football match', in the middle of the piece of paper and ask the class to write the main parts of the game around it.

Read out the ideas from yesterday on the piece of paper to remind the pupils what happened.

Ask the pupils the following questions:

- 'What were the teams called?'
- 'What happened in the first half?'
- 'What happened in the second half?'
- 'What were the spectators saying?'

Say: 'Football games are often reported on television. The reporter interviews the players and the manager for more information.'

Ask the pairs to think of some questions to ask the managers and players about the football game they have just played.

Write some of the questions on the chalkboard, eg:

- 'Which position do you like to play best?'
- 'How did you feel when you were playing?'

Teach How? Interviews, as shown left.

Plenary

Choose some pupils to write some of the players' and managers' answers on the chalkboard.

Remind them to use speech marks, eg: The manager said, 'The other team kept possession of the ball. We need to tackle more.'
Lesson title

Week 29: The football match

Day 4: The first half

Learning outcomes

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

- Spell words with the long 'e' sound.
- Write a report independently.

Preparation

Before the lesson:

- Make a set of flash cards for each group with the following words: 'field', 'chief', 'sleep', 'green', 'teach', 'steal'.
- Have ready the brainstorm and wow! words wall from Week 29, Day 3 (yesterday).

Read How? Role play, as shown below.

How? Role play

The spectators cheering the teams. The referee and the start of the game. Scoring a goal. Tackling a player. The manager and the players talking at half time.
Whole class teaching
Choose some pupils to read and explain the first six words/phrases on the chalkboard.
Read out and explain the next three word/phrase cards.
Explain the meaning of the last three words.
Remind the pupils that they are going to write a report about a football match.
Choose some pupils to role play parts of the first half of the match as described in How? Role play, shown left.

Group task
Give each group a set of flash cards.
Ask them to read the words and notice the long 'e' sound.
Tell them to sort the words into different spellings of the long 'e' sound.
Ask each group to write a different spelling for the long 'e' sound on the chalkboard, ie: 'ee', 'ea', 'ie'.
Ask the groups to say more words with the long 'e' sound and write them under the correct long 'e' spelling on the chalkboard.

Individual task
Remind the class of the rules for writing a report, ie: include an introduction, paragraphs, clear information and interesting sentence openers.
Tell the pupils to write 'The football match' in their exercise books.
Ask them to complete the sentences on the chalkboard in their books.
Ask the pupils to try to write more sentences of their own about the first half of the match.

Whole class teaching
Choose two or three pupils to read their reports and ask the class to notice if they use any wow! words or interesting openers.
Learning outcomes

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

Read and write words with the long 'u' sound.

Write a report with paragraphs.

Day 5: A football report

Nura, who dodged past Musa, kicked the ball back to his team.

The spectators, who were very excited, danced and sang loudly.

Sabo, who looked fierce, tackled the other team bravely.

Musa, who was trying hard, swerved the ball around the defenders.

Nura, who dodged past Musa, kicked the ball back to his team.

The goalkeeper, who dived to the right, made a great save.

The spectators, who were very excited, danced and sang loudly.

Preparation

Before the lesson:

Have ready the brainstorm and wow! words wall from Week 29, Day 4 (yesterday).

Read How? Longer sentences, as shown below, and write the sentences on the chalkboard.

How? Longer sentences

Sabo, who looked fierce, tackled the other team bravely.

Musa, who was trying hard, swerved the ball around the defenders.

Nura, who dodged past Musa, kicked the ball back to his team.

The goalkeeper, who dived to the right, made a great save.

The spectators, who were very excited, danced and sang loudly.
Whole class teaching
Choose some pupils to write the words/phrases on the chalkboard as you say them.
Tell the class that they are going to finish writing their football report.
Remind the pupils that they have learned to make sentences longer by using subordinate clauses.
Ask them to role play the sentences in How? Longer sentences, as shown left.
Choose some pupils to underline the subordinate clauses in the sentences.

Group task
Read out the ideas about the second half on the brainstorm.
Write on the chalkboard:
'The teams ran back ___.'
Ask the groups to describe what the referee and spectators did and which team got possession of the ball.
Write, 'The players ___.'
Ask the groups to describe what happened in the second half.
Ask the groups to discuss the final score and what happened next.

Guided writing
Pair task
Say the long 'u' sound and ask the pairs to say some words with this sound.
Help some pairs to write the words on the chalkboard.
Write the following words on the chalkboard: 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.
Choose some pairs to read out the words and underline the long 'u' sound.
Explain the meaning of the words and ask the pairs to write sentences for the last three words in their exercise books.

Individual task
Ask the pupils to open their exercise books and complete the first sentence on the chalkboard underneath the writing they did on Week 29, Day 4 (yesterday).
Ask the pupils to try to write more sentences about the beginning of the second half.
Ask the groups to describe what happened in the second half.
Tell them to complete the second sentence in a new paragraph and then write more sentences.
Tell the pupils to complete the third sentence in a final paragraph.
Encourage the pupils to use longer sentences and help them with speech marks.

Spelling
Ask the pupils to underline the words 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.

Brainstorm
Choose two or three pupils to read their reports.
Write some of their sentences on the chalkboard and ask the class how they could improve them, eg: add some wow! words, put in a subordinate clause.

Pair task
Say the long 'u' sound and ask the pairs to say some words with this sound.
Help some pairs to write the words on the chalkboard.
Write the following words on the chalkboard: 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.
Choose some pairs to read out the words and underline the long 'u' sound.
Explain the meaning of the words and ask the pairs to write sentences for the last three words in their exercise books.

Whole class teaching
Choose some pupils to read their reports.
Write some of their sentences on the chalkboard and ask the class how they could improve them, eg: add some wow! words, put in a subordinate clause.

Group task
Read out the ideas about the second half on the brainstorm.
Write on the chalkboard:
'The teams ran back ___.'
Ask the groups to describe what the referee and spectators did and which team got possession of the ball.
Write, 'The players ___.'
Ask the groups to describe what happened in the second half.
Ask the groups to discuss the final score and what happened next.

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Pair task
Say the long 'u' sound and ask the pairs to say some words with this sound.
Help some pairs to write the words on the chalkboard.
Write the following words on the chalkboard: 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.
Choose some pairs to read out the words and underline the long 'u' sound.
Explain the meaning of the words and ask the pairs to write sentences for the last three words in their exercise books.

Individual task
Ask the pupils to open their exercise books and complete the first sentence on the chalkboard underneath the writing they did on Week 29, Day 4 (yesterday).
Ask the pupils to try to write more sentences about the beginning of the second half.
Ask the groups to describe what happened in the second half.
Tell them to complete the second sentence in a new paragraph and then write more sentences.
Tell the pupils to complete the third sentence in a final paragraph.
Encourage the pupils to use longer sentences and help them with speech marks.

Spelling
Ask the pupils to underline the words 'new', 'threw', 'rule', 'blue', 'glue', 'argue', 'continue', 'value'.

Brainstorm
Choose two or three pupils to read their reports.
Write some of their sentences on the chalkboard and ask the class how they could improve them, eg: add some wow! words, put in a subordinate clause.
**Weekly page**

**Primary 4, literacy lesson plans**

**Week 30: Debate**

**Words/phrases**

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

- environment
- relaxation centres
- commercial areas
- factories
- industries
- chemicals
- pollute
- argument
- chairperson
- representative
- proposer
- opposer

**Learning expectations**

By the end of the week:

*All pupils will be able to:*

Say whether they are for or against a motion in a debate.

*Most pupils will be able to:*

Give reasons for their choice.

*Some pupils will be able to:*

Take part in a debate, using words such as 'I think', 'although' and 'however'.
People do many things to change our environment. They cut down trees to provide land for houses. They burn bushes for farmland. Sometimes, people turn parks and relaxation centres into commercial areas.

In some cities, like Lagos, the lagoon is sand-filled to extend the land space on the island. Houses, factories and industries are built on this land space.

These changes are sometimes good but they can destroy a place. For example, factories and industries provide the things we need. They produce the cars we drive, radios, batteries, soap, tinned food and the clothes we wear.

At the same time, chemicals and smoke from the factories and industries pollute the water we drink and the air we breathe. When we burn bushes to provide land for farming, we may ruin the quality of the soil and drive away the animals that give us meat.

How people change the environment

Write the following on the chalkboard and leave it there for the week:

The chairperson tells everyone to keep to the rules.

The group for the motion chooses a representative called the 'proposer'.

The group against the motion chooses a representative called the 'opposer'.

The proposer and the opposer speak for one minute each.

Afterwards, anyone can put up their hand and speak for or against the motion when the chairperson calls their name.

The debate lasts 15 minutes.

At the end, the proposer and the opposer have one minute each to give their best reasons.

Everyone then votes.

Debate rules
Week 30: Debate

Day 1: How we change the environment

Learning outcomes

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

Write the spellings of some common homophones.

Give some reasons for and against changing the environment.

Preparation

Before the lesson:

Read How? Homophone quiz, as shown below, and draw the pictures.

Make sets of the following sentence cards for each group:

‘Cutting trees makes land for houses.’

‘Factories make cars.’

‘The homes of animals are destroyed.’

‘Factories can pollute our water.’

How? Homophone quiz

Ask each group to guess the homophones shown in the pictures.

Ask the groups to write the correct spellings for each picture.

Ask the groups to write another way to spell each word.

Ask them to say sentences for these new words.

Write their sentences on the chalkboard.

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**Whole class teaching**

- Read and explain the first four words/phrases on the chalkboard and ask the pupils to say them with you.
- Read and explain the ‘How people change the environment’ passage on the chalkboard.
- Ask the groups to say some of the reasons why it is good to change the environment, eg: to make more space.
- Write ‘For’ on the chalkboard and write their ideas in a list underneath.
- Ask the groups to say some of the reasons why it is bad to change the environment.
- Write ‘Against’ on the chalkboard and write their ideas in a list underneath.
- Explain the meaning of the word ‘debate’.
- Say, ‘Before a debate we need to list all the reasons why something is good and why it is bad.’
- Write on the chalkboard: ‘Burning bushes can make land for farming. However, it can also ruin the soil.’
- Explain that we use ‘however’ to give information that contrasts with the last thing we said.
- Give each group a set of sentence cards and ask them to say a sentence explaining a different thought or reason about each one.
- Tell the groups to use ‘However’ to start the second sentence.
- Ask them to write the sentences in their exercise books.

**Group task**

- Remind the class that homophones are words that have the same sound but different spellings and meanings.
- Teach How? Homophone quiz, as shown left.
- Ask the groups to say other homophones they have learned and write them on the chalkboard.
- Ask each group to say one reason why it is good to change the environment and one reason why it is bad.
- Encourage them to think of their own ideas as well as the ones in the passage.

**Spelling**

- Group task
- Remind the class that homophones are words that have the same sound but different spellings and meanings.
- Teach How? Homophone quiz, as shown left.
- Ask the groups to say other homophones they have learned and write them on the chalkboard.

**Reading**

- Whole class teaching
- Read and explain the first four words/phrases on the chalkboard and ask the pupils to say them with you.
- Read and explain the ‘How people change the environment’ passage on the chalkboard.

**Debate**

- Group task
- Ask the groups to say some of the reasons why it is good to change the environment, eg: to make more space.
- Write ‘For’ on the chalkboard and write their ideas in a list underneath.
- Ask the groups to say some of the reasons why it is bad to change the environment.
- Write ‘Against’ on the chalkboard and write their ideas in a list underneath.
- Explain the meaning of the word ‘debate’.
- Say, ‘Before a debate we need to list all the reasons why something is good and why it is bad.’
- Write on the chalkboard: ‘Burning bushes can make land for farming. However, it can also ruin the soil.’
- Explain that we use ‘however’ to give information that contrasts with the last thing we said.
- Give each group a set of sentence cards and ask them to say a sentence explaining a different thought or reason about each one.
- Tell the groups to use ‘However’ to start the second sentence.
- Ask them to write the sentences in their exercise books.

**Writing**

- Group task
- Write on the chalkboard: ‘Burning bushes can make land for farming. However, it can also ruin the soil.’
- Explain that we use ‘however’ to give information that contrasts with the last thing we said.
- Give each group a set of sentence cards and ask them to say a sentence explaining a different thought or reason about each one.
- Tell the groups to use ‘However’ to start the second sentence.
- Ask them to write the sentences in their exercise books.

**Plenary**

- Group task
- Ask each group to say one reason why it is good to change the environment and one reason why it is bad.
- Encourage them to think of their own ideas as well as the ones in the passage.
Week 30: Debate

Day 2: For and against

Learning outcomes
By the end of the lesson, most pupils will be able to:
- Say the meaning of some homophones with the long ‘a’ sound.
- Give an opposing reason in a debate.

Preparation
Before the lesson:
- Read How? Role play, as shown below.
- Have ready a small piece of paper for each pupil.

How? Role play

Choose some pupils to role play cutting down trees and building houses.
Discuss the good reasons for this and write them on the chalkboard.
Role play burning bushes to make farmland. Discuss and write the good reasons for this.
Choose some pupils to role play building factories and working in them.
Discuss the good reasons for this and write them on the chalkboard.
Whole class teaching
Say the long ‘a’ sound and ask the pupils to write the different spellings for it, ie: ‘ai’, ‘ay’, ‘eight’, ‘a-e’.
Write ‘maid’ on the chalkboard and explain its meaning.
Ask, ‘How else can we spell this word?’ and write ‘made’ on the chalkboard.
Repeat with ‘sail’ and ‘eight’. Explain the meanings and ask the pupils to say another spelling and meaning for each word, ie: sale and ate.
Ask the pupils to write sentences with ‘maid’ and ‘sale’ in their exercise books.

Reading
Whole class teaching
Read and explain the first seven words/phrases on the chalkboard.
Read the passage ‘How people change the environment’ on the chalkboard.
Ask the pupils, ‘What type of writing is this?’
Explain that it is a report because it gives us information.
Ask the pupils questions to make sure they understand the information, eg: ‘Why is the lagoon sand-filled?’

Debate
Whole class teaching
Say, ‘In a debate, two groups present the reasons for and against a topic. Each group tries to prove that the other group’s reasons are wrong.’
Explain that the topic of a debate is called the ‘motion’.
Write on the chalkboard: ‘Should we change the environment?’ Explain that this is the motion for debate.
Teach How? Role play, as shown left.
Ask the pupils to read the good reasons on the chalkboard.

Group task
Ask each group to discuss some reasons why we should not change our environment.
Tell them to look at the good reasons and say why they think they are wrong.
Explain that they can use ‘Although’ to start their sentences, eg: ‘Although cutting down trees means more houses can be built, I think _____.’
Ask each group to say their reasons to the class.

Plenary
Whole class teaching
Explain that when everyone has listened to the reasons for and against the motion there is a vote.
Give each pupil a small piece of paper.
Tell the pupils to think about all the reasons they have heard and write ‘yes’ on the paper if they agree that we should change our environment and ‘no’ if they disagree.
Collect the papers and ask some pupils to count the votes.
Tell the class the result.

Reading
Debate
Spelling

<table>
<thead>
<tr>
<th>Whole class teaching</th>
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<td>Tell the class the result.</td>
<td></td>
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</tbody>
</table>
**Week 30: Debate**

**Day 3: Debate rules**

**Learning outcomes**

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

- Say the meaning of some homophones with the long ‘e’ sound.
- Explain arguments for a motion.

**Preparation**

Before the lesson:

- Copy the debate rules from this week’s weekly page on to the chalkboard.
- Read How? Proposers, as shown below, and have ready a large piece of paper for each group.

**How? Proposers**

Write the motion on the chalkboard.

Ask the class if they know any men or boys who can cook meals.

Tell the groups to be proposers and write reasons for the motion on their paper.

Ask each group to read out one of their reasons.

Keep the papers for the next day.
Whole class teaching

Say the long ‘e’ sound and ask the pupils to write the different spellings for it, ie: ‘ee’, ‘ea’, ‘ie’.

Write ‘sea’ on the chalkboard and ask the pupils to explain its meaning.

Ask, ‘How else can we spell this word?’ and write ‘see’ on the chalkboard.

Repeat with ‘weak’ and ‘deer’, explaining the meanings and asking the pupils to say another spelling and meaning for each word, ie: ‘week’ and ‘dear’.

Reading

Whole class teaching

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

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

Read and explain the debate rules carefully.

Debate

Whole class teaching

Ask the class to say some ideas for motions for debates, eg: Should people learn another language? Should pupils wear school uniform?

Tell the class that ‘Should boys be taught how to cook?’ is the motion for their debate.

Teach How? Proposers, as shown left.

Plenary

Whole class teaching

Ask the class to think about the reasons they have heard.

Ask the class if anyone disagrees and, if so, ask them to explain why.
Week 30: Debate

Day 4: Should boys learn how to cook?

Learning outcomes

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

- Say the meaning of some homophones with the long 'o' sound.
- Say sentences for and against a motion.

Preparation

Before the lesson:

- Have ready the papers from Week 30, Day 3 (yesterday) and a large piece of paper.
- Read How? Opposers, as shown below.

How? Opposers

Ask a pupil to write the motion on the chalkboard.

Give out the papers from yesterday and ask the groups to re-read their reasons for the motion.

Ask the pupils to write their reasons against.

Choose pupils to read them out.

Write their ideas for and against the motion on the large piece of paper.
Whole class teaching
Say the long ‘o’ sound and ask the pupils to write the different spellings for it, ie: ‘oa’, ‘ow’, ‘o-e’, ‘o’.
Write ‘groan’ on the chalkboard and ask the pupils to explain its meaning.
Ask, ‘How else can we spell this word?’ and write ‘grown’ on the chalkboard.
Repeat with ‘rode’ and ‘nose’, explain the meanings and asking the pupils to say another spelling and meaning for each word, ie: ‘road’ and ‘knows’.

Reading
Choose some pupils to read and explain the words/phrases on the chalkboard.
Tell the pupils they are going to prepare for a proper debate.
Tell the pupils that the ‘chairperson’ is the person who controls the debate.
Read out the debate rules to the class.

Debate
Teach How? Opposers, as shown left.

Group task
Write on the chalkboard:
‘I think _____.’
‘However, I also think _____.’
Ask the groups to complete the first sentence with a reason why boys should be taught how to cook.
Ask the groups to complete the second sentence with a reason why boys should not be taught how to cook.
Tell the groups to complete the sentences in their exercise books.

Plenary
Ask some of the groups to say their sentences to the class.
Ask the class to try to think of more reasons for and against the motion ‘Should boys be taught how to cook?’, ready for the debate the next day.
Keep the ‘For and against’ paper for the next day.
Learning outcomes

By the end of the lesson, most pupils will be able to:
- Identify homophones in a story.
- Take part in a debate.

Preparation

Before the lesson:
- Have ready the For and against paper from Day 4 (yesterday).
- Read How? The debate, as shown below, and have ready a timer for the chairperson and a piece of paper for each pupil to vote with.

Day 5: The debate

How? The debate

The chairperson says the motion.

The proposer and the opposer each have one minute to say their reasons for and against.

The chairperson tells the class to put their hands up to speak.

After 15 minutes the proposer and the opposer have another minute to speak.

Ask the pupils to vote on their piece of paper and collect the votes.
Remind the class that they are going to debate 'Should boys be taught how to cook?'

Ask the class to say some rules for debates.

Read and explain the debate rules to the class.

Read out the for and against paper and ask the pupils if they can say any other reasons.

Choose two groups to think of reasons for the motion.

Appoint one pupil to be the proposer for these groups.

Choose two groups to think of reasons against the motion.

Appoint one pupil to be the opposer for these groups.

Ask the groups to think of sentences that they can say in the debate.

Ask the proposer and the opposer to prepare their speeches.

Choose a pupil to be the chairperson and let him or her sit at your desk.

Give the chairperson the timer.

Teach How? The debate, as shown left.

Count the votes and announce the result.

Praise the pupils for taking part and mention any good reasons for and against the motion that you heard.

Write the following on the chalkboard: 'The girl has grown tall. Last week she ate all her meat. She hopes to sail a boat on the sea one day.'

Choose some pupils to read out the sentences and underline the homophones.

Ask some pupils to write other spellings for the homophones and explain their meanings, eg: groan, weak.

Ask the pupils to count the sounds in some of the words, eg: g-r-oa-n.
Credits

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