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**Literacy
lesson plans**
Primary 3

Term 3
Asking questions

Weeks
21—25

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans

Primary 3

Term 3

▶ Asking questions

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



Introduction

Over the years, the citizens of Lagos have benefited from a government orchestrated free basic education programme. This has resulted in mass enrolment of school-age children in public primary institutions across the state, and significant expense on education facilities and continuous teacher improvement programmes.

However, the learning outcomes of these public primary schools have not justified the colossal amount of money that has been spent on education in the state. The school system has inadequately equipped our school leavers for everyday life. A baseline assessment of teachers revealed a general weakness around effective teaching methodologies to improve learning outcomes in our schools.

The State Government, with the support of the Education Sector Support Programme in Nigeria (ESSPIN) and with funding from UK Aid from the Department for International Development, has recently introduced pilot literacy and numeracy lesson plans in public primary schools (starting with Primary 1—3) to improve classroom teachers' capacity. These lesson plans sought to address the challenges by offering step-by-step guidance to teachers on how to deliver good quality literacy and numeracy lessons effectively.

Now, the hard work of all our personnel – the State School Improvement Team, the school support officers and technical partners from ESSPIN – has brought about the production of a complete module of lesson plans.

I am convinced that the use of these complete versions of the literacy and numeracy lesson plans by teachers in all our 1,003 public primary schools will further raise the standards of education to which we are wholly committed.

Mrs Olayinka Oladunjoye
Honourable Commissioner
for Education
Lagos State

Literacy
lesson plans
Primary 3

Term 3
Asking questions

Weeks
21—25

Introduction

▶ Asking questions

Effective questioning in the classroom

Questioning is a very useful way to find out what pupils already know and whether they understand what they are learning. It is also a strategy to measure how successful your teaching is.

When you use questioning as part of your teaching, you are involving pupils in their learning, and giving them immediate feedback. This is a good way to develop motivation.

Pupil participation

Ask pupils to discuss questions in pairs or small groups. This is a good way to get the whole class talking. It gives pupils the chance to explain their thinking.

Explain to your class that the question is for them to discuss in a pair or a group. Tell them they have 2—3 minutes to discuss it. Ask the question and walk around the class listening to the pupils talk. You can then ask further questions to extend their thinking or help their understanding.

Thinking time

It is really important that when you ask pupils questions you count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the ‘quick thinkers’.

When asking questions remember to choose pupils from different areas of the classroom – choose pupils who do not have their hand up and choose pupils whose understanding you want to check.

Different questions

The main types of questions are ‘closed’ questions and ‘open’ questions. When you ask closed questions there will only be one answer, eg: ‘What is 3 x 4?’, ‘What colour is the dog in the story?’. It is easier to ask closed questions. An open question is one that has many answers, eg: ‘What do you think Martin likes doing on a Saturday?’ Asking open questions makes children think of different ideas.

Literacy
lesson plans
Primary 3

Term 3
Asking questions

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21—25

Introduction

▶ Songs, stories and games for the term

The vowel song

a, e, i, o, u, a, e, i, o, u /
a, e, i, o, u are the short
vowels that we use! /
A vowel in every word /
every word, every word. /
A vowel in every word that
we read and write. /
ai, ee, ie, oa, ue, ai, ee, ie,
oa, ue /
ai, ee, ie, oa, ue are the long
vowels that we use! /
A vowel in every word /
every word, every word /
A vowel in every word that
we read and write.

'i-e' story

It is five to nine. The sun starts to shine. Ali puts his white shirt on. He goes outside. He sits under a pine tree. Obi rides his bike. They like being outside. 'Let us play hide and seek,' says Ali. He finds a wide pipe to hide in. Obi sees his white shirt and shouts, 'I can see you.'

'a-e' story

Edet and Ladi made a game. Edet was a snake. Ladi was eating a cake. Edet was chasing Ladi and trying to make her fall down. She was trying to escape. She had to get to the lake and swim to a secret cave.

'o-e' story

The dog woke up. He was at home alone. He looked for a bone but all he found was a stone.

Who is it?

Sit one pupil on a chair with his or her back to the rest of the class.

Point to another pupil to come and tap him or her on the head and say, 'Who is it?'

Ask the pupil on the chair to guess who is asking the question.

As soon as the pupil on the chair guesses correctly, change the pupils and let other pupils have a turn.

This game can be played in groups.

Adjective game

Gather the pupils in a circle.

Ask a pupil to say a noun, eg: 'man', 'goat', 'house'.

Ask the next pupil to think of an adjective to describe the noun, eg: 'an angry man'.

Tell the next pupil to continue with another adjective, eg: 'an angry, fat man'.

Continue until no one can think of any more adjectives.

Literacy
lesson plans
Primary 3

Term 3
Asking questions

Weeks
21—25

Introduction

▶ Teaching aids

Alabi's goats

Alabi had always been unlucky with his goats. He had lost six goats, all in the same way. His house was the last in the village and his compound opened on to the high mountains.

One day, Alabi saw a beautiful, little, white she-goat and had to buy it. He thought she would be very happy with lots of room to wander and lots of lush, green grass to eat.

But the goat cried and wouldn't give any milk. Alabi was very cross and locked her in the shed.

But the goat jumped through the window and ran into the mountains. She had never seen anything so lovely. She was very happy.

Musa in the kitchen

Musa was good boy who often liked to help his mother in the kitchen. She was always very busy. Most of the time he washed the cutlery, the dishes and the pans.

Musa also liked to watch his mother cook. Sometimes he was allowed to help prepare the food.

His mother explained that some of the equipment was dangerous and that in the kitchen he must use things carefully and safely.

One day when he was helping to cook some yam on the stove he burned his finger badly. His mother cooled the burn and covered it gently with a bandage to keep it clean.

Adverbs

Adverbs are words that tell us more about how an action is done. Adverbs answer three main questions: **How? When? Where?**

Adverbs that answer the question 'How?' are called **Adverbs of manner**.

How is he writing?
He is writing **carefully**.

How are they singing?
They are singing **sweetly**.

How is the man talking?
He is talking **softly**.

How is she dancing?
She is dancing **gracefully**.

Adverbs that answer the question 'Where?' are called **Adverbs of place**.

Where is she? She is **here**.

Where is he? He is **there**.

Adverbs that answer the question 'When?' are called **Adverbs of time**.

When do you comb your hair? I comb my hair **after** my bath.

When did you buy the dress? I bought it **yesterday**.

When will they be here? They will be here **next week**.

When do you want the homework? I want it **now**.

Letter from the village

The cocoa farm
Oke Aru village

May 1st 2013

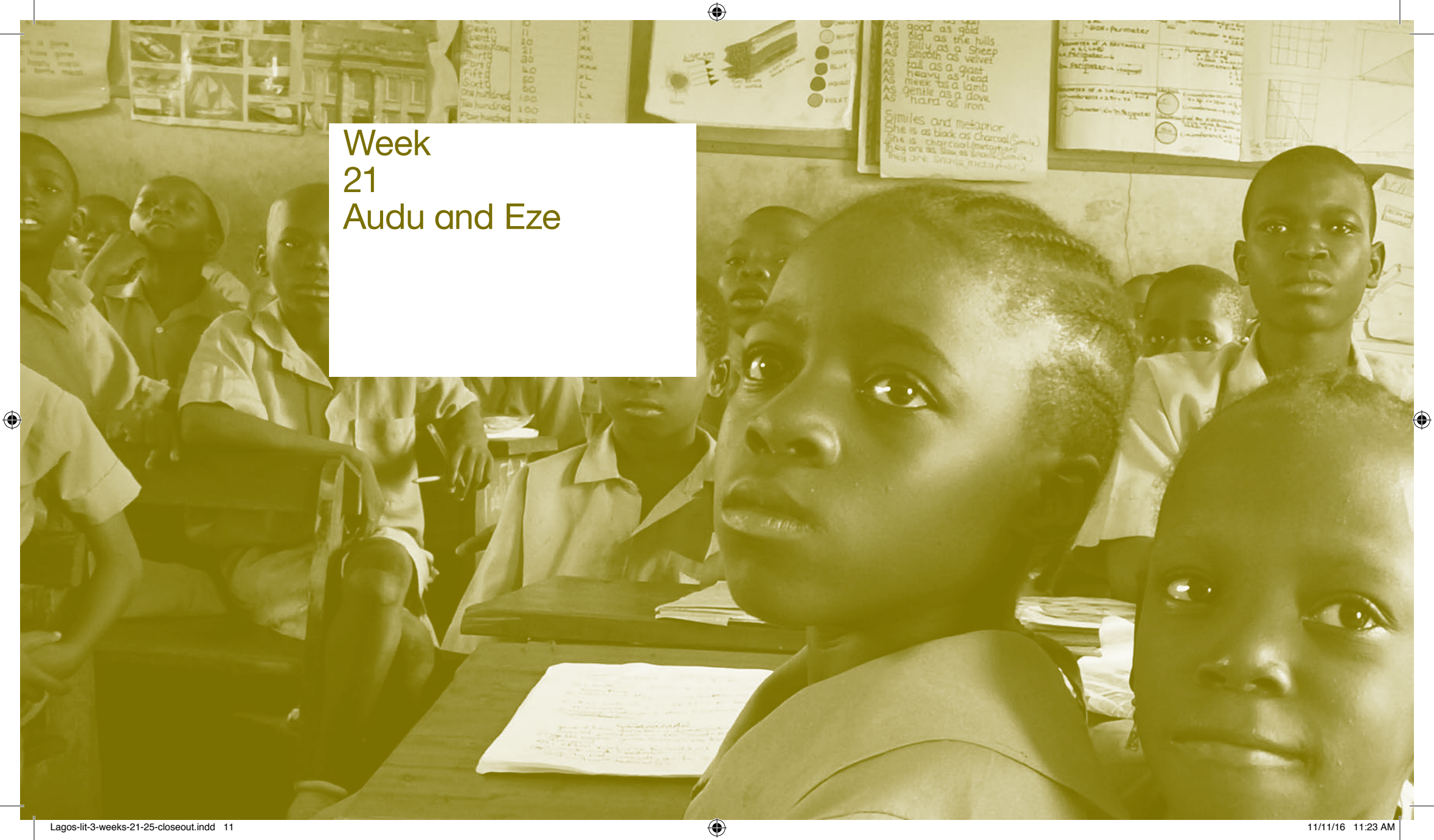
My dear son,

We are all working very hard on the farm at the moment. The cocoa pods are ripe and it is time to cut them down.

We have to take the seeds from the pods and carry them a long way to the place we leave them to dry in the sun.

I hope you can visit us soon.

Love,
Mother

A photograph of a classroom filled with young students. The students are seated at desks, looking towards the front of the room. The walls are covered with educational posters, including one with a list of adjectives and another with a diagram of a cylinder. The overall tone is educational and focused.

Week
21
Audu and Eze

Letters/sounds

Revision sounds

'ew'

new
drew
grew
few
stew

'au'

cause
pause
because
author
sauce
August

Words/phrases

bush
pluck
busy
branches
terrible
insects
counted
angrily
collecting
fight

Assessment

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

Climbing trees

Learning outcomes

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

Say the sound 'au'.

Read a story.

Teaching aids

Before the lesson:

Have ready the 'ew' words on flash cards and write the 'au' words on the chalkboard.

Read the instructions for the 'Who is it?' game.

Make a set of key word flash cards for each group.

Read Macmillan New Primary English 3, pages 25—26.

Letters and sounds

Whole class teaching

Flash the 'ew' words for the pupils to read.

Write the word 'sauce' on the chalkboard and explain its meaning.

Sound out and read the other 'au' words with them.

Air write 'au' and tell the pupils to write 'au' on the ground and on their partner's back.

Tell the pupils to write 'au' five times in their exercise books.

Ask them to draw a picture to explain 'sauce' and write the word under the picture.

10
minutes

Game

Macmillan New
Primary English 3

25
minutes

Macmillan New
Primary English 3

10
minutes

Macmillan New
Primary English 3

Introduction

Whole class teaching

Play 'Who is it?'

Tell the pupils to look at the picture in Macmillan New Primary English 3, page 25.

Choose some pupils to say sentences about what they can see.

Write some of their ideas on the chalkboard.

Main activity

Whole class teaching

Read the story in Macmillan New Primary English 3, page 25 to the class.

Ask, 'What do you think will happen next?'

Read the rest of the story in Macmillan New Primary English 3, page 26 to the class.

Ask the pupils to discuss the ending.

Choose some pupils to role play the beginning of the story.

Group task

Place a set of the key word cards face up in front of each group.

Say one of the words and ask the pupils to find it and hold it up.

Repeat until all the words have been said twice.

Plenary

Pair task

Read questions i—iv in Macmillan New Primary English 3, page 26 to the class.

Choose some pairs to say the answers.

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

Sharing oranges

Learning outcomes

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

Read words with the 'au' sound.

Answer questions about a story.

Teaching aids

Before the lesson:

Write the 'au' words on the chalkboard.

Make a set of flash cards containing the 'au' sentences for each group (see opposite).

Read Macmillan New Primary English 3, pages 25—26.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'ew' words for the pupils to read.

Write 'au' and ask pupils to say a word with the sound.

Read the 'au' words and explain them.

Read and explain the 'au' sentences.

Give each group a sentence and ask them to draw a picture to explain it.

Tell them to write the sentence underneath their picture.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Ask the pupils what they remember about the story of Audu and Eze.

Tell them to look in Macmillan New Primary English 3, pages 25—26.

Read the key words and ask the pupils to point to them in the story.

Read the story again.

25 minutes | Macmillan New Primary English 3

Main activity

Pair task

Tell the pupils to look at questions v—x in Macmillan New Primary English 3, page 26.

Read through the questions together.

Tell the pairs to discuss the answers.

Choose some pairs to say the answers.

Ask the class if they are correct.

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

10 minutes | Macmillan New Primary English 3

Plenary

Whole class teaching

Choose some pupils to role play the end of the story.

'au' sentences

In August it is very wet because it is the rainy season.
The goat ran away because I chased it.
If you can write a book you are an author.
I pause to think when I am reading.

Too many oranges

Learning outcomes

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

Write words with the 'au' sound.

Write 'two' and 'too' correctly in sentences.

Teaching aids

Before the lesson:

Have ready the 'ew' and 'au' words on flash cards.

Write the 'au' sentences from Day 2 on the chalkboard.

Read the instructions for the 'Adjective' game in the introduction.

Write the sentences listed opposite on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'ew' cards.

Write 'au' on the chalkboard and ask the pupils to write it in the air.

Flash the 'au' words and say them with the pupils.

Read the 'au' sentences together.

Ask the pupils to underline 'au' in the words.

Write on the chalkboard:

bec__se

p__se

c__se

__gust

__thor

s__ce'

Tell the pupils to complete the words in their exercise books.

10
minutes

Game

25
minutes

Macmillan New
Primary English 3

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils if they can tell you what an adjective is, ie: a describing word.

Play the 'Adjective' game.

Whole class teaching

Tell the pupils to look in Macmillan New Primary English 3, pages 25—26.

Ask them to find the word 'to' in the story.

Ask if they know another way to spell this word, ie: 'two' and 'too'.

Ask them what 'two' and 'too' mean.

Explain that 'too' means 'as well as' or 'also'.

Pair task

Look at the 'two, too and to sentences' on the chalkboard.

Read them through with the class.

Tell the pupils to discuss the sentences.

Explain their meaning and ask the pupils to complete the sentences in their exercise books.

Whole class teaching

Ask the pupils to write the other words that sound like 'too' on the chalkboard.

Two, too and to sentences

Eze had ___ brothers.

Audu is hungry, and thirsty ___ .

Eze and Audu went ___ the bush to pick oranges.

It is ___ hot to stay in the sun.

Audu has ___ sisters.

Lesson
title

Playscript

15
minutes

au

Learning outcomes

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

Read words with the 'au' sound.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'ew' words on flash cards.

Write the playscript shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'ew' cards.

Write 'au' and ask if anyone can remember any 'au' words.

Write their ideas on the chalkboard.

Write on the chalkboard:

'In August...'

'I eat sauce with...'

'I go to school because...'

Ask the pupils to finish the first sentence, eg: 'In August we do not go to school.'

Do the same with the other sentences.

Ask them to complete the sentences in a different way in their exercise books.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Tell the pupils to look at the picture in Macmillan New Primary English 3, page 25.

Tell them they are going to write a playscript to go with the picture.

Tell them that a playscript is written differently to a story and that a playscript tells a story through speech.

Look at the playscript on the chalkboard.

Explain that there is a short introduction and that the names are written on the left-hand side.

Choose some pupils to read the playscript with you.

Main activity

Whole class teaching

Ask the pupils to think about what Eze and Audu might say next, eg: 'Throw the oranges down to me.' Or 'Ouch, something is biting me!'

Add their ideas to the playscript on the chalkboard.

Pair task

Tell the pupils to write some more things that Audu and Eze might say to each other while picking oranges.

Remind them to write the names on the left-hand side.

Plenary

Whole class teaching

Choose some pairs to perform their role play for the class.

Climbing trees

Eze and Audu were good friends.
One day they went to the bush to pick oranges.

Eze: Look, there is a huge orange tree.

Audu: Yes, and it is full of juicy oranges.

Eze: Let's go and pick some to take home.

Audu: Shall I climb up first?

Eze:

A playscript

Learning outcomes

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

Recognise vowel letter blends in words.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'ew' and 'au' words on flash cards.

Write the sound grid (left) on the chalkboard.

Read the instructions for the 'Adjective' game.

ue	ew	ir
ee	au	oi
oo	air	igh
ou	er	ar

Letters and sounds

Whole class teaching

Flash the 'ew' and 'au' words.

Repeat, more quickly.

Point to the sound grid and read it with the pupils.

Say: 'blue, farm, new, sister, green, bird, because, join, shoot, night, shout, chair'.

Ask the pupils to listen to each word carefully.

Ask if they can hear any of the sounds in the grid.

Choose someone to come and put a circle around it.

Repeat until you have said all the words.

10
minutes

Introduction

Pair task

Tell the pupils to find their playscripts from yesterday.

Give them time to finish their playscripts.

As they do this, copy one of their playscripts on to the chalkboard.

25
minutes

Main activity

Pair task

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

Read it to them and ask if it is correct.

Ask,
'Are the names down the side?'
'Is the speech next to the speaker?'
'Are there question marks?'
'Are there replies to the questions?'

Ask them to check through their playscripts and make sure they make sense.

Choose some pairs to role play their playscripts for the class.

Ask the class to say what they like about the playscripts and what could improve them.

10
minutes

Game

Plenary

Whole class teaching

Play the 'Adjective' game.

Whole class teaching

Tell the pupils that the story doesn't have many adjectives in it.

Ask them to think of adjectives to describe oranges, eg: round, small, juicy, fresh.

Tell them to think of more adjectives to describe the old man, eg: small, bent, scruffy, wise.



Week
22
Life in a village

Letters/sounds

Revision sounds

'au'

cause
pause
because
author
August

'i-e'

time
pine
line
shine
nine
kite
white
bite
pipe
five
ride
wide
bride

Words/phrases

another
traders
around
replied
bought
immediately
returned

Assessment

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

Going to market

Learning outcomes

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

Recognise the split sound 'i-e'.

Read and retell a story.

Teaching aids

Before the lesson:

Prepare a large 'ie' flash card.

Make sure each pair has a set of alphabet letters.

Write the key words on flash cards.

Read Macmillan New Primary English 3, pages 83—84.

Letters and sounds

Whole class teaching

Display the 'ie' card and say the sound with the pupils.

Ask the pupils to spell the word 'tie'.

Ask them to sound it out, ie: 't-ie'.

Tell pairs to make it with their letters and write it on the chalkboard.

Write 'm', making 'tiem',

Explain that although there are letters for each sound, this is not the correct spelling of 'time'.

Explain we need to split the 'i' and 'e' and write 'time'.

Tell the pupils that this is called a **split sound**.

Repeat with 'pie' and make it into 'pine'.

10 minutes | Macmillan New Primary English 3

Introduction

Whole class teaching

Tell the pupils to look at the picture in Macmillan New Primary English 3, pages 83—84.

Ask them to say a sentence about the picture.

Write some of their sentences on the chalkboard.

25 minutes | Macmillan New Primary English 3

Main activity

Whole class teaching

Read Macmillan New Primary English 3, page 83 to the class.

Ask, ‘What do you think might happen next?’

Read the rest of the story in Macmillan New Primary English 3, page 84.

Hold up the key words and explain them.

Ask the pupils to point to the key words in the story.

10 minutes

Plenary

Group task

Ask the pupils,
‘What happens when you go to the market?’
‘Who do you go with?’
‘What do you buy?’

Going to market

Learning outcomes

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

Read and spell words with 'i-e'.

Talk about a passage they have read.

Teaching aids

Before the lesson:

Have ready the 'au' words and the first seven 'i-e' words on flash cards.

Write all the key words on flash cards.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Display and read 'time' and 'pine' with the pupils.

Tell the pupils the 'e' on the end is a **'helpful e'** because it makes the 'i' say its name.

Read 'time' with the pupils and remind them that the 'i' and 'e' make one sound.

Display and read 'wide'. Say 'w-i-de' (3 sounds).

Read the next four words slowly and ask the pupils to try to write them in their exercise books.

Choose some pupils to write the words on the chalkboard.

10 minutes | Macmillan New Primary English 3

25 minutes | Macmillan New Primary English 3

10 minutes

Introduction

Main activity

Plenary

Whole class teaching

Flash the key words and check that the pupils understand them.

Ask the pupils what they remember about the 'Ugwu market day' story from yesterday.

Tell them to look in Macmillan New Primary English 3, pages 83—84.

Read the story again to the class.

Whole class teaching

Choose some pupils to role play the story.

Pair task

Tell the pupils to look at questions i—iv in Macmillan New Primary English 3, page 84.

Read through the questions together.

Tell the pairs to discuss the answers.

Choose some pairs to say the answers.

Ask the class if they are correct.

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

Individual task

Tell the pupils to draw pictures in their exercise books to show different parts of the story.

Whole class teaching

Ask some pupils to share their pictures and talk about them to the class.

Going to market

Learning outcomes

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

Read words with 'i-e'.

Find information in a passage.

Teaching aids

Before the lesson:

Have ready the 'au' word flash cards.

Write the 'i-e' story and the 'i-e' words on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read the 'i-e' words and explain their meaning.

Ask the pupils to read the words with you.

Remind them the 'i' is a split sound and says its name, 'I'.

Read the 'i-e' story and explain it.

In pairs, ask the pupils to act out the story.

Tell the pupils to write some of the 'i-e' words in their exercise books and draw pictures to explain them.

10
minutes

25
minutes

Macmillan New
Primary English 3

10
minutes

Macmillan New
Primary English 3

Introduction

Main activity

Plenary

Pair task

Ask the pupils to share the pictures they drew yesterday with their partner.

Tell them to explain what is happening in their pictures.

Whole class teaching

Ask the pupils what they remember about the 'Ugwu market day' story.

Read the story in Macmillan New Primary English 3, pages 83—84 to the class.

Pair task

Tell the pupils to look at questions vi—x in Macmillan New Primary English 3, page 84.

Read through the questions together.

Tell the pairs to discuss the answers.

Choose some pairs to say the answers.

Ask the class if they are correct.

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

Group task

Ask the groups to look in Macmillan New Primary English 3, page 84 and discuss the answers to questions xi—xv.

A playscript

Learning outcomes

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

Read and write words with 'i-e'.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'au' words on cards.

Write the 'i-e' words and the 'i-e' story on the chalkboard.

Read Macmillan New Primary English 3, pages 83—84.

Write the playscript shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read all the 'i-e' words with the pupils.

Read the 'i-e' story and choose some pupils to underline the 'i-e' words.

In pairs, ask the pupils to tell each other the story.

Tell them to write some sentences about the story in their exercise books.

Tell them to use 'i-e' words.

Ask each pair to read one of their sentences to the class.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Tell the pupils they are going to write a playscript to go with the story.

Ask, 'What is different about a playscript?'

Remind them that a playscript tells a story through speech.

Look at the playscript on the chalkboard.

Remind the pupils that there is a short introduction and that the names are written on the left-hand side.

Choose some pupils to read the playscript with you.

Main activity

Group task

Ask the pupils to think about what Eze and his mother might say next, eg:

'I will work very hard.'

'It will be good to have some help.'

Add their ideas to the playscript on the chalkboard.

Tell the pupils to write some more things that Eze and his mother might say.

Remind them to write the names on the left-hand side.

Plenary

Whole class teaching

Choose some pairs to perform their role play for the class.

Ugwu market day

It was a holiday and Eze did not have to go to school. He wanted to go to the market with his mother.

Eze: Can I go to the market with you?

Mother: Yes, but it is hard work. You cannot play.

Eze:

Mother:

A playscript

Learning outcomes

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

Read and write words with 'i-e'.

Write a simple playscript.

Teaching aids

Before the lesson:

Have ready the 'au' and 'i-e' words on flash cards.

Draw the 'i-e' grid on the chalkboard (shown left).

Make two sets of key word flash cards.

p	s	w	o	e	o
i	t	h	t	k	f
n	t	i	i	a	i
e	b	t	m	n	v
s	e	e	a	e	e
n	i	n	e	s	p

shine, white, time, kite, five,
pine, nine, bite

Letters and sounds

Whole class teaching

Flash the 'au' revision cards.

Read all the 'i-e' words with the pupils.

Ask the pupils to look at the grid carefully and see if they can see any 'i-e' words.

Choose some pupils to draw circles around the words they find.

Give each pair an 'i-e' word flash card and ask them to say a sentence with the word.

Ask them to write the sentence in their exercise books.

10
minutes

Game

Introduction

Whole class teaching

Ask the pupils to stand in a circle.

Hold up the key word flash cards and ask the pupils to read them with you.

Shuffle both sets of key word flash cards together and place them face down on the ground.

Play the card matching game.

25
minutes

Main activity

Whole class teaching

Ask the pupils to find their playscripts in their exercise books.

Tell them to take turns reading their writing with a partner and discuss what is good about it and what could be improved.

Remind them how to set out a playscript.

Give them time to finish their playscripts.

10
minutes

Plenary

Whole class teaching

Ask the pupils to check through their playscripts and make sure they make sense.

Ask,

‘Are the names down the side?’

‘Is the speech next to the speaker?’

‘Are there question marks?’

‘Are there replies to the questions?’

Ask them to think about what they could do to improve their playscripts.



Week
23
Alabi's goats

Letters/sounds

Words/phrases

Assessment

Revision sounds

'i-e'

time
line
nine
kite
white
bite
five
wide
bride

'a-e'

came
made
make
take
game
race
same
snake
amaze
escape

unlucky
lost
high
mountains
wander
lush
cried
locked

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

Alabi's goats

Learning outcomes

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

Explain the rule for split vowel sounds.

Read and understand the content of a story.

Teaching aids

Before the lesson:

Have ready the 'i-e' flash cards from last week and write the 'a-e' words on flash cards.

Write the 'Vowel' song on the chalkboard.

Write 'Alabi's goats' from the introduction on the chalkboard.

Write the key words on flash cards.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard and say the letter names.

Sing the 'Vowel' song.

Flash the 'i-e' words. Read the 'a-e' words.

Read 'came'. Say and write: 'c-a-me'.

Explain that the 'helpful e' makes the 'a' say its name.

Read it again with the pupils.

Repeat with the other 'a-e' words.

10
minutes

Story

Introduction

Whole class teaching

Read the first two paragraphs of 'Alabi's goats' to the pupils.

Ask, 'What do you think is going to happen?'

Finish reading the story.

25
minutes

Story

Main activity

Whole class teaching

Read and explain the first four key words to the pupils.

Choose some pupils to underline the key words on the chalkboard.

Read the story again.

Ask the pupils to draw a picture to go with the story in their exercise books.

Ask them to write a sentence to go with the picture.

10
minutes

Game

Plenary

Whole class teaching

Play the 'Who is it?' game with the class.

Lesson
title

15
minutes

Song

Story

a-e

**Literacy
lesson plans**
Primary 3

Term 3
Asking questions

Week 23
Alabi's goats
Day 2

Unlucky Alabi

Learning outcomes

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

Spell words with 'a-e'.

Ask and answer simple questions about a story they have heard.

Teaching aids

Before the lesson:

Write the 'a-e' story and the 'Vowel' song on the chalkboard.

Write the key words on the chalkboard.

Write the questions shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard and say the letter names.

Sing the 'Vowel' song.

Read the 'a-e' story.

Choose some pupils to help you role play the story.

Underline the 'helpful e' words.

Ask the pupils to say the words with you.

Say some of the words and ask the pupils to write them in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they remember about the story they read yesterday.

Flash the first four key words and ask the pupils to read them.

Read and explain the next four flash cards.

25
minutes

Story

Main activity

Whole class teaching

Read the 'Alibi's goats' story to the class again.

Choose some pupils to read some parts of the story.

Ask the pupils how they think Alabi lost his goats.

Group task

Read through the questions on the chalkboard together.

Tell the groups to discuss the answers.

Choose some pupils to say the answers.

Ask the class if they are correct.

Individual task

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

10
minutes

Plenary

Whole class teaching

Choose a pupil to read a question and another to read the answer to it.

Questions

Where was Alabi's house?

Why did Alabi have to buy another goat?

What did Alabi have to make the goat happy?

How do you know the goat was unhappy?

What do you think happened to the goat after she escaped?

**Literacy
lesson plans
Primary 3**

**Term 3
Asking questions**

**Week 23
Alabi's goats
Day 3**

How do we run?

Learning outcomes

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

Read words with 'a-e'.

Use adverbs in sentences.

Teaching aids

Before the lesson:

Have ready the 'a-e' flash cards and make flash cards for: 'hat', 'mad', 'cap', 'pan', 'rat', 'mat', 'tap' and 'can'.

Have ready the key word flash cards from yesterday.

Read 'Adverbs' in the introduction and write: 'sadly', 'slowly', 'quickly', 'loudly', 'softly', 'carefully' and 'happily' on the chalkboard.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song with the class.

Read the 'a-e' words with them.

Gather the pupils in a circle and scatter all the flash cards on the floor so they can all be seen.

Ask pupils to take turns to take a 'helpful e' card and read it.

When all the 'helpful e' cards have been used, look at the remaining cards.

Choose pupils to write each word with an 'e' on the end on the chalkboard.

Read these new 'helpful e' words with the pupils.

10
minutes

Introduction

Whole class teaching

Flash the key word cards.

Ask the pupils to say some adjectives to describe Alabi, eg: unlucky, angry.

Tell the pupils that **adverbs** are words that describe verbs.

Remind them that verbs are action or doing words.

Read the adverbs on the chalkboard and choose some pupils to role play their meaning.

Ask the pupils what they notice about the ending of these adverbs.

Tell them we can change many adjectives into adverbs by adding 'ly'.

25
minutes

Story

Main activity

Whole class teaching

Read the 'Alibi's goats' story to the class again.

Choose some pupils to read some parts of the story.

Ask them to mime Alabi walking home with his goat.

Choose someone to point to the adverb to describe this, ie: proudly.

Ask the pupils to think of an adjective to describe how the goat ran away, eg: quickly, swiftly.

Tell them to use it in a sentence, eg: 'The goat ran away quickly'.

On the chalkboard, write:

'Alabi looked ___ for his beautiful, little goat.
(carefully, sadly, wearily, angrily, crossly)'

'The goat ___ ate lots of green grass on the mountain.
(happily, hungrily, joyously)'

In pairs, ask the pupils to choose an adverb to complete each sentence.

10
minutes

Plenary

Whole class teaching

Tell the pairs to say their completed sentences and ask the class if they agree.

Say, 'We write ___.',
'We run ___.'

Ask some pairs to think of and say adverbs to complete these sentences.

My day

Learning outcomes

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

Spell words with 'a-e'.

Use adverbs in a simple story.

Teaching aids

Before the lesson:

Write the 'a-e' words on the chalkboard.

Write the 'a-e' story on the chalkboard but draw a line in the place of each 'a-e' word.

Make each group a set of flash cards from yesterday's adverb list.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'a-e' cards and read the 'a-e' story to the pupils.

Ask them to role play the story in pairs.

Look at the story on the chalkboard.

Tell the pupils that all of the missing words are 'helpful e' words.

Ask them to try and write the missing words in their exercise books.

Choose some pupils to write the words on the chalkboard.

Ask the others to check the spellings.

10
minutes

Introduction

Group task

Hold up the adverb flash cards and explain their meaning.

Give each group a set of the flash cards.

Ask them to make up a simple action to explain each of the adverbs.

Ask each group to perform some of their actions.

Ask the other groups to guess the adverbs.

25
minutes

Main activity

Group task

Ask the pupils to say some verbs that they do every day, eg: 'walk', 'eat'.

Write their ideas on the chalkboard.

Tell them to use the adverb cards to help them explain the verbs, eg: 'eat quickly'.

Ask each group to say sentences with the verbs and adverbs, eg: 'I dress quickly.', 'I eat slowly.', 'I sit carefully.'

Write some of the sentences on the chalkboard.

10
minutes

Plenary

Whole class teaching

Choose some pupils to read their stories to the class.

Ask the class to clap once when they hear an adverb.

I always run slowly

Learning outcomes

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

Spell words with the 'helpful e'.

Use adverbs of time in their own sentences.

Teaching aids

Before the lesson:

Have ready the 'i-e' words and the 'a-e' words on flash cards.

Write the following time adverbs on flash cards: 'soon', 'sometimes', 'later', 'today'.

Write the sentences shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Flash the 'i-e' and 'a-e' cards.

Choose some pupils to write the words on the chalkboard.

Write 'pin, pip, shin' on the chalkboard.

Ask the pupils to read them.

Now write 'pine, pipe, shine'.

Ask the pupils to read them.

Ask why the words sound different.

Remind the class that the 'helpful e' makes the letter say its name.

Dictate some of the 'a-e' words for the pupils to write in their exercise books.

10
minutes

Introduction

Whole class teaching

Take the pupils outside and tell them to move around.

Shout out different adverbs and tell the pupils to move in that way, eg: 'slowly', 'sadly', 'loudly', 'quietly', 'happily', 'angrily'.

25
minutes

Main activity

Whole class teaching

Tell the pupils that adverbs can also say the time an action takes place.

Display the time adverbs, read and explain them.

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

Read and explain that there are some adverbs missing.

Ask some pairs to say the completed sentences.

Pair task

Ask the pupils to look at their 'My day' story.

Tell the pairs to swap books and read each other's story.

Ask them to add 'sometimes' or 'always' to some of the sentences, eg: 'I always get up quickly.', 'I sometimes walk slowly.'

Ask them to complete the sentences in their exercise books.

10
minutes

Plenary

Whole class teaching

Choose some pairs to say one of their new sentences to the class.

Sentences

I am going to play with my friends ____ .

It will ____ be time to go to school.

It is raining ____ .

I help to look after my sister ____ .

A child is writing on a chalkboard. The board is covered with various mathematical and linguistic problems. In the top right, there is a math problem: $□ + 9 = 24$. Below it, there is a drawing of a trapezoid. In the middle, there is a math problem: $□ - 8 = 24$. In the bottom right, there is a math problem: $□ - 8 = 24$. In the bottom left, there is a math problem: $□ - 8 = 24$. In the center, there is a math problem: $□ - 8 = 24$. In the top left, there is a math problem: $□ - 8 = 24$. In the middle left, there is a math problem: $□ - 8 = 24$. In the bottom left, there is a math problem: $□ - 8 = 24$. In the top left, there is a math problem: $□ - 8 = 24$. In the middle left, there is a math problem: $□ - 8 = 24$. In the bottom left, there is a math problem: $□ - 8 = 24$.

Week
24
The kitchen

Letters/sounds

Revision sounds

'o-e'

bone
alone
stone
pole
home
woke
note
those
rode
explode

'e-e'

complete
these

Words/phrases

often
kitchen
dishes
cutlery
pans
prepare
equipment
dangerous

Assessment

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

In the kitchen

Learning outcomes

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

Read words with 'o-e'.

Read and understand the story, 'Musa in the kitchen'.

Teaching aids

Before the lesson:

Have ready five of the 'i-e' and five 'a-e' cards from last week.

Write the key words on flash cards.

Draw a plate, a dish, a pot, knives, forks, spoons and cups on a large piece of card.

Write the 'Musa in the kitchen' story from the introduction on the chalkboard.

Letters and sounds

Whole class teaching

Ask the pupils to read the 'i-e' and 'a-e' cards with you.

Sing the 'Vowel' song.

Write the 'o-e' words on the chalkboard and ask the pupils what vowels are in the words.

Ask them how the 'e' helps the 'o' change.

Ask the pupils to read the words with you.

Explain the meaning of the words.

Ask if they can put some of the words into sentences.

10
minutes

Introduction

Whole class teaching

Ask the pupils to think about what happens in their kitchen at home.

Ask them to tell each other about what their mother cooks in their kitchen at home.

Ask them to think about the objects in the kitchen.

25
minutes

Story

Main activity

Group task

Read and explain the key words to the class.

Ask the pupils to try to follow the story on the chalkboard as you read it.

Explain the story and choose some pupils to help you to role play it.

10
minutes

Plenary

Whole class teaching

Say some of the names of the kitchen objects and choose pupils to come and touch the appropriate drawings.

Keep the kitchen object drawings on display in the classroom all week.

Write the following questions on the chalkboard:

‘How would you describe Musa?’

‘What did Musa’s mother do when he burned himself?’

Tell the groups to discuss their answers.

Choose some pupils to say their answers.

Objects in the kitchen

Learning outcomes

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

Read words with the 'helpful e'.

Read and spell some words that are related to the kitchen.

Teaching aids

Before the lesson:

Have ready five 'i-e' and 'a-e' cards.

Write the 'o-e' words and the 'o-e' story on the chalkboard.

Have ready a set of key word flash cards for each group.

Write the questions shown opposite on the chalkboard.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'.

Flash the 'i-e' and 'a-e' cards.

Ask the pupils to read the 'o-e' words.

Read and explain the 'o-e' story to the class.

Choose some pupils to come and underline words with the 'helpful e'.

10
minutes

Introduction

Whole class teaching

Ask the pupils what happened in the story 'Musa in the kitchen'.

Ask them to read the key words with you.

Show them the kitchen object drawings from Day 1.

Ask if they can think of any other things that are found in a kitchen, eg: a table, a stove.

25
minutes

Story

Main activity

Group task

Read the story and ask them to point to the key words.

Give each group a question from the chalkboard.

Help the groups to read the questions.

Tell them to discuss the answer.

Ask each group to say their answer.

Ask the class if they think it is correct.

Individual task

Ask each pupil to look at the questions and write the answers in their exercise book.

10
minutes

Plenary

Group task

Give each group a set of key words.

Say a word and ask the groups to look for the word and hold it up.

Repeat for all the words.

Questions

What did Musa do most of the time to help in the kitchen?

What did Musa's mother warn him about in the kitchen?

What was Musa cooking when he burned himself?

What do you do to help in the kitchen?

Slowly and carefully

Learning outcomes

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

Write sentences with 'o-e' words.

Write sentences with adverbs of time.

Teaching aids

Before the lesson:

Have ready five 'i-e' and 'a-e' cards.

Make sure the 'o-e' story is on the chalkboard.

Write the following time adverbs on the chalkboard:
'soon', 'sometimes', 'often',
'always', 'never', 'later', 'today'.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'

Flash the 'i-e' and 'a-e' cards.

Write 'bone, stone, home, woke, pole, alone' on the chalkboard.

Read the 'o-e' words and the 'o-e' story.

Choose some pupils to act out the story.

Ask the groups to think of a sentence for one word on the chalkboard.

Tell them to write it in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the pupils what they have been reading about this week.

Tell them to look at the kitchen object drawings and read some of the names with you.

25
minutes

Story

Main activity

Whole class teaching

Tell the pupils to draw pictures in their exercise books to explain these things.

Ask them to try to write a sentence for each picture.

Pair task

Ask the pupils what an adverb is and give you some examples.

Look together at the story 'Musa in the kitchen'.

Ask the pairs to find the adverbs in the story, eg: carefully, safely, badly, gently.

Remind them that adverbs can also describe time.

Look at the time adverbs on the chalkboard.

Tell the pupils to look at the story and find the time adverbs.

Choose some pairs to read the sentences to the class.

10
minutes

Plenary

Whole class teaching

Take the pupils outside.

Say, 'We are sweeping quickly.' and ask them to do this action.

Repeat with:

'We are washing the dishes carefully.'

'We are stirring the soup slowly.'

'We are eating quietly.'

Ask them to say the adverbs you have used.

A letter

Learning outcomes

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

Read and spell words with 'e-e'.

Say the main sections in a letter.

Teaching aids

Before the lesson:

Have ready the 'o-e' flash cards, the kitchen object drawings and names.

Copy the letter shown opposite on to the chalkboard.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'o-e' cards.

Write 'these' on the chalkboard and ask someone to underline the 'helpful e' and the vowel.

Write 'complete' and explain its meaning.

Tell the pupils to look carefully at the words then rub them off the chalkboard.

Dictate this sentence for the pupils to write in their exercise books: 'We can complete these jobs.'

10
minutes

Introduction

Group task

Ask the pupils to look at the drawings of the kitchen objects.

Tell the groups to discuss what happens in a kitchen.

Ask them how Musa's mother told him to behave in the kitchen. (carefully, safely)

25
minutes

Main activity

Whole class teaching

Show the class the letter on the chalkboard and ask what kind of writing it is.

Point to the address, the greeting, the main part and the ending.

Choose some pupils to read different sentences from the letter.

Write on the chalkboard:
Who wrote it?
Who is it to?

Discuss the answers with the class and ask how they know.

10
minutes

Plenary

Whole class teaching

Ask the pupils to say what they might write letters about.

Write their ideas on the chalkboard.

Letter

18 Itse Street
Warri

6th October 2011

Dear sister,

I hope you are keeping well. Everything at home is fine. Please do not worry about our mother, I am helping her in the kitchen. I mostly do the dishes but have also been helping her to prepare vegetables. I try to be very careful.

Yours,
Musa

A letter

Learning outcomes

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

Read and spell word with a 'helpful e'.

Write a simple letter.

Teaching aids

Before the lesson:

Have ready the 'o-e' flash cards, five 'i-e' cards and five 'a-e' cards.

Draw pictures on the chalkboard to show a snake, a bride, nine, a bone and a home.

Have the letter from yesterday on the chalkboard.

Write the sentences for the main activity on the chalkboard.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song with the class.

Flash the 'o-e', 'i-e' and 'a-e' cards.

Point to the pictures and explain them.

Choose some pupils to write 'snake' on the chalkboard.

In pairs, ask the pupils to write the words for the pictures in their exercise books.

Ask them to write sentences for some of the words.

Share some of the sentences with the class.

10
minutes

Introduction

Whole class teaching

Ask the pupils what type of writing they learned about yesterday.

Ask them to mention some parts of a letter.

Choose some pupils to read the letter on the chalkboard.

25
minutes

Main activity

Whole class teaching

Tell the pupils they are going to write a letter to a friend.

Choose a pupil and write his/her address on the chalkboard.

Tell the pupils to write their own address on the right-hand side of a page.

Write 'Dear ___' and tell them to copy this and put in the name of a friend.

Tell them to write this under the address but on the left-hand side of the page.

10
minutes

Plenary

Pair task

Ask the pupils to read their partner's letter.

Ask them to name the parts of a letter.

A group of young children in school uniforms, some holding hands, in a village setting. The image is a monochromatic, olive-green photograph. In the foreground, a young girl with a striped collar looks towards the camera. To her right, another child is seen from the back, holding hands with a girl in the middle ground. In the background, several other children are visible, some holding hands in a line, suggesting a dance or a group activity. The setting appears to be an outdoor area with a stone wall in the background.

Week
25
Life in the village



Letters/sounds

Words/phrases

Assessment

Revision sound

'u-e'
flute
use
rude
rule
cube
tube
prune
June

pluck
kolanut
baskets
weed
cutlasses
seeds
electricity
lanterns

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

In the village

Learning outcomes

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

Say the sound 'u-e' and read words with 'u-e'.

Read and answer questions about a passage.

Teaching aids

Before the lesson:

Have ready the 'e-e' and 'o-e' word flash cards.

Have ready the list of 'u-e' words.

Read Macmillan New Primary English 3, page 128.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Write the alphabet in small letters on the chalkboard.

Ask the pupils to say each letter name and each letter sound.

Flash the 'e-e' and 'o-e' words.

Point to 'u' and say its name and sound.

Write 'flute' and ask if anyone can see the 'helpful e' and the vowel.

Say the word with the class.

Explain what it means.

Repeat with the other words.

10
minutes

25
minutes | Macmillan New
Primary English 3

10
minutes | Macmillan New
Primary English 3

Introduction

Main activity

Plenary

Whole class teaching

Ask the pupils what they know about living in a village.

Ask them what they think happens in a village.

Ask them what they think people do.

Ask some pupils to say a sentence about village life.

Group task

Tell the pupils to look in Macmillan New Primary English 3, page 128.

Ask them what is happening in the picture.

Read the key words, explain them and tell the pupils to repeat them after you.

Read the passage and explain it.

Tell the pupils this kind of writing is called an **information passage**, which tells us real facts about something.

Read it again and ask the pupils to notice the key words.

Write the word 'pluck' on the chalkboard.

Ask the pupils to say a sentence about the word, eg: 'The women pluck fruit from the trees.'

Ask them to write their sentence in their exercise books and draw a picture to explain it.

Repeat with 'seeds' and 'lantern'.

Ask each group to read out their sentences.

Explain the words if other pupils are not clear.

Whole class teaching

Read the passage in Macmillan New Primary English 3, page 128 again with the class.

The cocoa farm

Learning outcomes

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

Read words with the 'u-e' sound.

Understand a passage and answer questions about it.

Teaching aids

Before the lesson:

Have ready the 'e-e' and 'o-e' word flash cards.

Write the 'u-e' words and sentences (see opposite) on the chalkboard.

Write the key words on flash cards and prepare another set with some of the words incorrectly spelled.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song.

Flash the 'e-e' and 'o-e' words.

Read and explain the 'u-e' sentences.

Underline the 'helpful e' words.

Ask the pupils to say the words with you.

Ask someone to point to the letters that make the split sound, eg: 'p-r-u-ne'.

Ask them to read the words with you quickly.

10
minutes

25
minutes

Game

Macmillan New
Primary English 3

10
minutes

Macmillan New
Primary English 3

Introduction

Pair task

Ask the pairs to discuss what happens in the village.

Ask them what is grown on the farms.

Ask them what the women pluck.

Choose some pairs to say their answers to the class.

Main activity

Whole class teaching

Hold up the key words and ask the pupils to try to read them.

Ask them to explain their meaning.

Mix the incorrectly and correctly spelled word cards.

Place them face up in front of the class.

Say a word and ask a pupil to go and pick the correctly spelled card.

Show it to the rest of the class and ask if the pupil is correct.

Pair task

Read the passage in Macmillan New Primary English 3, page 128 with the pupils.

In pairs, ask them to ask each other and answer questions i—iv.

Call some pairs to read a question and say the answer.

Plenary

Whole class teaching

Ask the pupils to write the answers to questions i—iv in Macmillan New Primary English 3, page 128 in their exercise books.

'u-e' sentences

Edet can play a tune on his flute.

I can use the 'helpful e' rule.

Ahmed likes to eat a prune.

Letter writing

Learning outcomes

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

Spell words with the 'u-e' sound.

Correctly order the parts of a letter.

Teaching aids

Before the lesson:

Draw pictures on the chalkboard of a flute, a cube and a prune.

Copy the 'Letter from the village' from the introduction on to a piece of card.

Copy the letter on to separate pieces of card and cut it into sentences.

Make a set of sentences for each group.

Letters and sounds

Whole class teaching

Ask the pupils to tell you the rule for 'helpful e'.

Flash the 'e-e' and 'o-e' words.

Flash the 'u-e' cards.

Point to the pictures and explain them to the class.

Choose some pupils to write 'flute' on the chalkboard.

Tell them to sound it out carefully, ie: 'f-l-u-te'.

In pairs, ask the pupils to write the words for the pictures in their exercise books.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Group task

Ask the pupils what information they can remember about life in the village.

Tell them to look in Macmillan New Primary English 3, page 128.

Ask the pupils to ask each other and answer questions v—vii.

Ask some pupils to read a question and say the answer.

Main activity

Group task

Show the pupils the 'letter from the village' written on card.

Ask them what kind of writing they can see (a letter).

Remind them of the parts of a letter: the address, the greeting, the main part, the ending and the name.

Tell the pupils that the letter has been cut up.

Give each group a set of sentences and tell them to arrange them in the correct order to make a letter.

Plenary

Individual task

Tell the pupils to copy the letter into their exercise books.

Ask them to try to make up their own sentence to add to the letter.

**Literacy
lesson plans
Primary 3**

**Term 3
Asking questions**

**Week 25
Life in the village
Day 4**

Lesson
title

Farming

15
minutes

Song

Helpful e

Learning outcomes

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

Read CVC words and words with the 'helpful e'.

Answer questions beginning with the pronouns 'who', 'what', 'how', 'when', 'where'.

Teaching aids

Before the lesson:

Make a set of 'helpful e' and CVC word flash cards, so that each pair has two words.

Place all of the cards around the classroom.

Write 'who', 'how', 'what', 'why', 'when' and 'where' on large flash cards so that each group can have a set.

Letters and sounds

Whole class teaching

Sing the 'Vowel' song with the pupils.

Ask if anyone can give you a word with the 'u-e' pattern.

Ask them to write it on the chalkboard.

Repeat with the 'a-e', 'o-e', 'i-e' and 'e-e' sounds.

Ask pairs to look around the room and find a word with a 'helpful e' sound and one CVC word.

Ask the pupils to read their words.

Check that the pairs have one CVC word and one 'helpful e' word.

10
minutes

25
minutes

Macmillan New
Primary English 3

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Hold up the 'who', 'how', 'what', 'why', 'when' and 'where' flash cards.

Explain the meaning of the words.

Write the following questions on the chalkboard:

'Who plucks the fruit?'

'How many young people live in the village?'

'What work do the people in the village do?'

'Why is the village called Oke Aro?'

Choose pupils to come and find the words 'who', 'how', 'what' and 'why' in the questions.

Group task

Ask the pupils to open Macmillan New Primary English 3, page 128.

Read the passage with them again.

Ask them to think of more questions about the passage.

Give each group a set of 'who', 'how', 'what', 'why', 'when' and 'where' flash cards.

Individual task

Tell the pupils to write some questions in their exercise books using different flash cards.

Pair task

Ask the pairs to read their questions to each other.

Farming

Learning outcomes

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

Spell words with the 'helpful e'.

Write a simple information report about farming.

Teaching aids

Before the lesson:

Have ready some of the 'helpful e' word cards from yesterday.

Write the following CVC words on the chalkboard: 'pip', 'hid', 'mad', 'hat', 'rod', 'cub', 'tub'.

Read Macmillan New Primary English 3, page 128.

Have ready a set of key word cards for each group.

Letters and sounds

Whole class teaching

Flash the 'helpful e' cards.

Ask if the pupils can remember any other 'helpful e' words.

Write their ideas on the chalkboard.

Read the CVC words.

Choose some pupils to put 'e' on the end of the words and read them again.

Read the following words slowly and ask the pupils to write them in their exercise books: make, chase, hide, shine, hope, alone, flute, rule, complete.

10
minutes

Macmillan New
Primary English 3

25
minutes

10
minutes

Introduction

Whole class teaching

Hold up the key words and choose some pupils to read and explain them.

Ask the pupils what they remember about farming in the village.

Read Macmillan New Primary English 3, page 128 to them again.

Main activity

Group task

Tell the pupils they are going to write an information report about farming.

Give each group a set of key words to use in their sentences.

Write, 'how', 'what', 'why', 'when' and 'where' on the chalkboard.

Tell them to use these words to get ideas for their sentences.

Tell them to think about **where** the farm is, **what** is grown on a farm, what happens **when** the cocoa is ready to pick, **why** people like living on the farm.

Write 'farming' on the chalkboard and ask them to copy it in their exercise books.

Tell them to write as many sentences as they can about farming.

Plenary

Whole class teaching

Choose some pupils to read their information reports.

Ask the class if they have included 'how', 'what', 'why', 'when' and 'where'.

If not, ask them to say what else they could have included.

Credits

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

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

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