



Literacy lesson plans  
**Primary 4,**  
**term 3, weeks 21—25**  
Performance poetry, recipes  
and instructions

**Literacy lesson plans  
Primary 4,  
term 3, weeks 21—25  
Performance poetry, recipes  
and instructions**

## Introduction

The commitment of the Lagos State Government towards improving the quality of education has continued to take priority in her efforts to move the state forward. This is evident in successes recorded so far in the School Improvement Programme (SIP), which was initiated for this purpose and supported by the Education Sector Support Programme in Nigeria (ESSPIN).

With the introduction of the full literacy and numeracy lesson plans, which came after the initial pilot abridged version, the story of ineffective methods of teaching literacy and numeracy is changing. The introduction of the lesson plans was to ensure that classroom teachers' capacity was improved. Among other things, the lesson plans sought to address the issue of poor methods of teaching by offering step-by-step guidance to teachers on how to deliver good quality lessons in literacy and numeracy.

The complete modules of the lesson plans for Primary 1 to 3 were produced through the efforts of school improvement personnel such as the State School Improvement Team (SSIT) with technical assistance from ESSPIN, funded by the UK Department for International Development (DFID). Within a short period of being introduced, the Primary 1 to 3 lesson plans have yielded a significant improvement in the teachers' approach to handling literacy and numeracy in our schools. This in turn has impacted positively on the performance of our pupils in the two subjects.

It is therefore with the same expectation of positive results that I introduce the newly produced literacy and numeracy lesson plans for Primary 4 and 5 for use in our 1007 public primary schools, to further improve the quality of primary education as the bedrock of our education system in Lagos State.

**Gbolahan K Daodu**  
Executive Chairman,  
Lagos State Universal Basic  
Education Board

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

## How?

### How

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

## Learning expectations

Every pupil in the class will be at a different stage of understanding in literacy. The first page of each week 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 23 and 25 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

---

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

---

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

---

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

## Spelling

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

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

Gather ideas for writing by collecting words and phrases 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.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 21:

# Poems

### Words/phrases

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

poem  
silver  
stalks  
tiny  
giraffe  
lightning  
stilts  
owl  
pussycat  
pea-green  
honey  
five-pound note

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Talk about a poem.

**Most pupils will be able to:**

Find words that rhyme.

**Some pupils will be able to:**

Explain different types of poems.

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

Poem taken from Nigeria Primary English 4, page 141, copyright Learn Africa Plc.

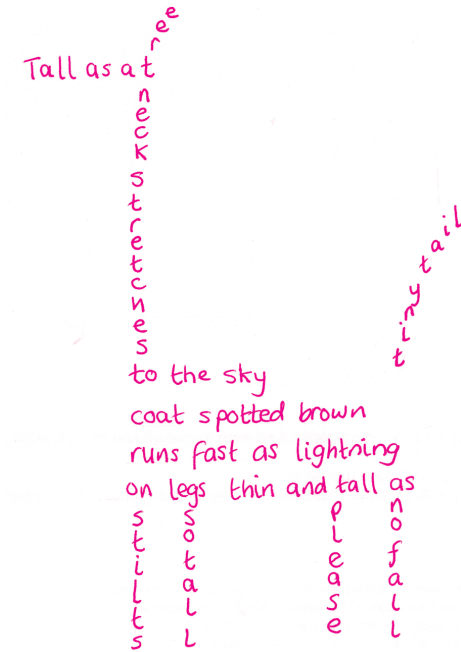
## Snail

Up and down the school wall,  
Silver and bright,  
The line where a snail  
Took a walk last night.  
He came from the bush for  
Something to eat  
And those would be his footsteps  
If he had feet.  
Have you ever seen snails  
Going for walks,  
With their houses on their backs,  
And their eyes on stalks?  
When they are finished  
They roll them in their heads  
And go inside their tiny homes  
To tuck themselves in tiny beds.

## The Owl and the pussycat

The owl and the pussycat went to sea  
In a beautiful pea-green boat.  
They took some honey and plenty of money  
Wrapped up in a five-pound note.  
The owl looked up to the stars above,  
And sang to a small guitar,  
"Oh, lovely pussy! Oh pussy my love  
What a wonderful pussy you are,  
You are,  
You are!  
What a beautiful pussy you are!"  
by Edward Lear

## Giraffe



Tall as a <sup>nee</sup> giraffe  
to the sky  
coat spotted brown  
runs fast as lightning  
on legs thin and tall as  
s t i l l s  
s o o t a l l  
p l e a s e  
n o f a l l  
tail

## Week 21: Poems

## Day 1: Snail

### Learning outcomes

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

Say the two different sounds  
made by the letter 'c'.

Identify words that rhyme.

### Preparation

**Before the lesson:**

Write the following **'soft c' words** on the  
chalkboard: 'race', 'cycle', 'twice', 'princess',  
'cancel', 'voice' and 'bounce'.

Write the following **rhyming words**  
on the chalkboard: 'sky', 'bed', 'crawl',  
'loud', 'far', 'tail', 'tall', 'are', 'snail', 'head',  
'crowd', 'high'.

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

### How? Snail



Ask the pupils to  
help you draw  
a snail in the bush.



Tell some pupils  
to draw food for  
the snail.



Ask some pupils  
to draw the line  
made by the snail.



Ask some pupils  
to draw the snail in  
its shell.



Ask the pupils to  
draw a snail with  
eyes and patterns  
on the shell.



15 minutes | 'Soft c' words

## Spelling

### Whole class teaching

Write the letter 'c' on the chalkboard and ask the pupils to say the sound.

Read the 'soft c' words on the chalkboard and explain that when the letter 'c' is followed by 'e', 'i' or 'y', it usually makes a different sound ('s').

Ask the pupils to read the 'soft c' words.

Tell them to read 'cancel' carefully as it contains two different 'c' sounds.

Choose some pupils to underline the 'soft c' sound in the words.

Dictate the 'soft c' words for the pupils to write in their exercise books.

10 minutes | **How** | Word/phrase cards/Poem

## Reading

### Whole class teaching

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

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

Read the *Snail* poem on the chalkboard.

Teach *How? Snail*, as shown left.

Ask the class, 'How is this writing different from a story?'

Explain that it is a 'poem', and that a poem uses words to express feelings and ideas.

15 minutes | Poem/Rhyming words

## Grammar

### Pair task

Say, 'Some poems use rhyme. Rhyme is when the ends of words have the same sound.'

Read *Snail* and ask the pairs to notice any words that rhyme, eg: 'bright' and 'night', 'eat' and 'feet'.

Explain that words do not have to end in the same letters to rhyme, they just need to end in the same sound.

Ask some pairs to read the rhyming words on the chalkboard.

Ask the pairs to say some of the words that rhyme, eg: 'sky' and 'high', 'bed' and 'head'.

15 minutes | Matching game/Snap game/Rhyming words

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. Read together from a text-book or the chalkboard. After the reading, tell them to write one of the poems 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 game.

#### Groups C and D:

Tell these groups to find words that rhyme in the rhyming words and write them in their exercise books.

5 minutes | Poem

## Plenary

### Whole class teaching

Ask the class to read the *Snail* poem with you.

Choose some pupils to underline the words that rhyme.

Explain that a lot of poems have rhyming words.

## Week 21: Poems

## Day 2: Talking about poems

### Learning outcomes

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

Read words with a 'soft c'.

Read and talk about a poem.

### Preparation

**Before the lesson:**

Write these 'c' words on the chalkboard: 'pencil', 'cost', 'cat', 'voice', 'clap', 'mice', 'circle', 'black', 'cell', 'cup'.

Write these rhyming words on the chalkboard: 'sky', 'bed', 'crawl', 'loud', 'far', 'tail', 'tall', 'are', 'snail', 'head', 'crowd', 'high'.

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

### How? Snail role play



Choose some pupils to role play the snail in the bush.



Ask some pupils to write speech bubbles for the snail.



Choose some pupils to role play the snail's walk and going into its shell.



Draw the line left by the snail and ask the pupils to describe it.



Ask some pupils to write words to describe a snail on the chalkboard.

15 minutes | 'C' words

## Spelling

### Whole class teaching

Point to the 'c' words on the chalkboard.

Remind the pupils that when the letter 'c' is followed by 'e', 'i' or 'y' it usually makes a soft sound ('s').

Choose some pupils to underline the 'soft c' in the words.

Ask the pupils if they can find a word that has a 'soft c' and a 'hard c' (cancel).

Ask the class to sound out and read the 'c' words.

Ask the pupils to write the words with a 'soft c' in their exercise books.

10 minutes | How | Word/phrase cards/Poem

## Reading

### Whole class teaching

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

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

Read the *Snail* poem on the chalkboard.

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

15 minutes | Poem

## Grammar

### Pair task

Remind the pupils that when the ends of words have the same sound we say they rhyme.

Ask the pairs to point to the rhyming words in the *Snail* poem.

Write 'cat' on the chalkboard and ask the pairs to say some words that rhyme with it, eg: sat, bat.

Ask the pairs to write some of the rhyming words on the chalkboard.

Repeat with 'night' (bright, kite, bite, light, and so on).

15 minutes | Rhyming words/ Matching game/Snap game

## Reading

### Supported group activities

**Groups A and B:**  
Tell these groups to find words that rhyme in the *rhyming words* and write them in their exercise books.

**Group C:**  
Sit down with the pupils for guided reading. Read together from a text-book or the chalkboard. After the reading, tell them to write one of the poems in their exercise books.

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

5 minutes | Poem

## Plenary

### Whole class teaching

Ask the pupils to explain what happened in the *Snail* poem.

Choose some pupils to read the poem.

Ask some pupils to describe what the snail looks like and how it moves.

## Week 21: Poems

## Day 3: A shape poem

### Learning outcomes

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

Read and spell some words  
with a 'soft c'.

Find rhyming words.

### Preparation

**Before the lesson:**

Write these 'soft c' words on the  
chalkboard: 'race', 'space', 'twice', 'princess',  
'cancel', 'voice' and 'bounce'.

Have ready a **picture of a giraffe**  
and copy the **Giraffe** poem exactly as it  
appears on this week's weekly page.

Read **How? Giraffe poem**, as  
shown below.

### How? Giraffe poem



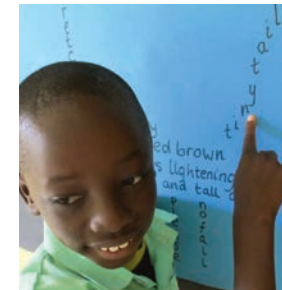
Read the 'Giraffe'  
poem, pointing to the  
words as you do.



Ask the pupils to point  
to any similes.



Ask the pupils to  
point to adjectives.



Ask them to find the  
rhyming words.



Ask the pupils  
to walk like  
giraffes, stretching  
their necks.

15 minutes | 'Soft c' words

## Spelling

### Group task

Read and explain the meaning of the 'soft c' words on the chalkboard.

Ask the groups to make up a sentence with different 'soft c' words.

Ask each group to say the sentence and write it on the chalkboard.

Read the sentences with the pupils.

Ask the groups to write some sentences with the 'soft c' words in their exercise books.

10 minutes | How

## Reading

### Whole class teaching

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

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

Show the pupils the **giraffe picture** and ask them to say what they know about giraffes.

Explain that a shape poem is written in the same shape as the object it is describing.

Teach **How? Giraffe poem**, as shown left, using the **Giraffe poem**.

Word/phrase cards/Picture/Poem

15 minutes

## Grammar

### Pair task

Remind the pairs that they have been finding words that rhyme.

Write the words 'bed', 'snail', 'eat' and 'tall' on the chalkboard.

Ask the pairs to find some words that rhyme with each word, eg: bed with head, said, read, wed, shed.

Remind them that words do not have to end in the same letters to rhyme, they just need to end in the same sound.

Write some of the pupils' rhyming words under the words.

15 minutes | Matching game/Snap game

## Reading

### Supported group activities

**Groups A and D:** Ask these groups to write 'bed', 'snail', 'eat' and 'tall' in their exercise books and write rhyming words underneath each word.

**Group B:** Sit down with the pupils for guided reading. Read together from a text-book or the chalkboard. After the reading, tell them to write one of the poems 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 game**.

5 minutes | Poem

## Plenary

### Whole class teaching

Choose some pupils to read the **Giraffe** poem.

Ask, 'Why is the giraffe a good choice for a shape poem?'

Explain that the giraffe's long neck and thin legs make a good shape on the page.

## Week 21: Poems

## Day 4: Owl and the pussycat

### Learning outcomes

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

Read words with a 'soft g'.

Name different types  
of poetry.

### Preparation

**Before the lesson:**

Write the following 'soft g' words on  
the chalkboard: 'stage', 'change', 'large',  
'badge', 'giraffe', 'energy'.

Read **How? The owl and the pussycat**,  
as shown below.

### How? The owl and the pussycat



Read 'The owl and  
the pussycat'.



Ask the pupils to  
draw the owl  
and the pussycat  
in the boat.



Ask them to draw  
the honey  
and the money.



Ask some pupils to  
draw the owl  
singing to  
his guitar.



Ask the pupils to sing  
the owl's song.

15 minutes | 'Soft g' words

## Spelling

### Whole class teaching

Write the letter 'g' on the chalkboard and ask the pupils to say the sound.

Read the 'soft g' words on the chalkboard and explain that when the letter 'g' is followed by 'e', 'i' or 'y' it makes a soft sound ('j').

Ask the pupils to sound out and read the 'soft g' words.

Choose some pupils to underline the 'soft g' sound in the words.

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

10 minutes | **How** | Word/phrase cards

## Reading

### Whole class teaching

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.

Ask the class to say the different types of poems they have read this week, ie: a rhyming poem and a shape poem.

Read the poem 'The owl and the pussycat' from the chalkboard with the pupils.

Teach **How? The owl and the pussycat**, as shown left.

15 minutes

## Grammar

### Pair task

Explain that 'The owl and the pussycat' is a rhyming poem.

Ask the pairs to find the rhymes in the poem.

Write the words 'bed', 'snail', 'eat' and 'tall' on the chalkboard.

Ask the pairs to say some words that rhyme with each word.

Ask them to try to think of different words from the ones they found yesterday, eg: bed with bled, tread, fled.

15 minutes | Matching game/ Snap game

## Reading

### Supported group activities

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

**Groups B and C:**  
Ask these groups to write 'bed', 'snail', 'eat' and 'tall' in their exercise books and write rhyming words underneath each word.

**Group D:**  
Sit down with the pupils for guided reading. Read together from a text-book or the chalkboard. After the reading, tell them to write one of the poems in their exercise books.

5 minutes

## Plenary

### Whole class teaching

Choose some pupils to read 'The owl and the pussycat'.

Explain that it is also called a 'nonsense poem'.

Say, 'Nonsense poems often have made up words or are about things that cannot happen.'

Ask the pupils to say some of the nonsense things in the poem, eg: honey and money wrapped up, an owl singing.

## Week 21: Poems

## Day 5: Role play

### Learning outcomes

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

Read and spell some  
words with a 'soft c' and  
a 'soft g'.

Read and understand  
a poem.

### Preparation

**Before the lesson:**

Write the **word search**, as shown right,  
on the chalkboard.

Have ready the **poems** from this  
week's weekly page.

Read **How? The owl and the pussycat  
role play**, as shown below.

### How? The owl and the pussycat role play



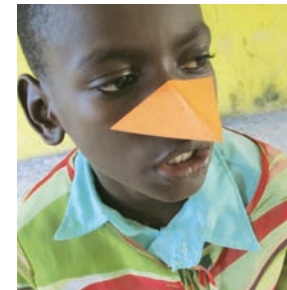
Choose some  
pupils to role play  
the owl and the  
pussycat getting  
into the boat.



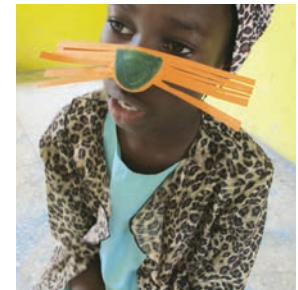
Ask the pupils what  
the owl and the  
pussycat might say  
to each other.



Ask the pupils to role  
play the animals  
looking at the honey  
and the money.



Ask the class  
to role play the owl  
singing.



Ask the pupils  
what the pussycat  
might say to the owl.



15 minutes | Word search

## Spelling

### Whole class teaching

Look at the **word search** on the chalkboard.

Ask the pupils to find and read the 'soft c' and 'soft g' words (nice, pencil, space, princess, large, rice, giraffe, badge, change).

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

#### Word search

p	s	p	q	n	i	c	e
e	p	r	k	y	g	b	c
n	a	i	l	r	i	a	h
c	c	n	a	i	r	d	a
i	e	c	r	c	a	g	n
l	p	e	g	e	f	e	g
u	d	s	e	l	f	o	e
i	h	s	i	e	e	z	y

10 minutes | Word/phrase cards/  
Poems

## Reading

### Group task

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

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

Read the three **poems** you have read this week.

Ask the class to say what type of poem each one is.

Choose some pupils to read some of the poems they have found in their textbooks.

Ask the class to say any rhyming words they hear.

30 minutes

## How

## Comprehension

### Whole class teaching

Teach **How? The owl and the pussycat** role play, as shown left.

Read the poem 'The owl and the pussycat' with the pupils.

Ask them the following questions:

'What is an owl?'

'What does honey taste like?'

'Which country uses five pound notes?'

'Why do you think they took honey and money?'

### Pair task

Ask the pupils to answer the questions in their exercise books.

5 minutes | Poems

## Plenary

### Whole class teaching

Ask each group to role play one of the **poems** you have read this week while the rest of the class reads it.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 22:

# Shape poems

### Words/phrases

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

baboon  
fur  
fierce  
steal  
eyelids  
leopard  
enemies  
elephant  
tusks  
ivory  
trunk  
trumpeting

### Wow! words

fierce  
matted  
twinkling  
cheeky  
stamping  
swaying  
wrinkled  
massive

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write words to describe an elephant.

**Most pupils will be able to:**

Write descriptive words in a simple shape poem.

**Some pupils will be able to:**

Use similes and adverbs.

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

## Baboons

A baboon is a type of monkey. It has thick fur on its body and a short tail. It has a face shaped like a dog. It has sharp teeth and its eyes are small and close together.

Baboons live in hills and forests in groups called troops. They will eat anything and sometimes steal food from human beings. They can be very fierce when they are hunting or being attacked. They flash their eyelids, show their teeth and chase after other animals. Their main enemies are human beings and leopards.

## Elephants

The elephant is the largest of all land animals. African elephants can be over three metres tall and weigh up to 5500 kilogrammes. They have brown skin that is very thick and has no hair. Their upper teeth form long tusks made of ivory. African elephants have large ears shaped liked fans. They have strong legs and their rounded flat feet with strong nails can crush almost anything. They do not sleep very much, and often naps are taken standing up.

Elephants like to cover their skins with mud to protect themselves from the sun.

Elephants spend a large part of the day eating plants. By using their trunks, they tear off even the strongest tree branches. They also use their trunks to drink water. Elephant sounds are called trumpeting.

Elephants have been hunted by human beings for their ivory but this is now against the law.

## Week 22: Shape poems

## Day 1: Baboon

### Learning outcomes

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

Explain the meaning of  
words with the prefix 'un'.

Contribute words and  
similes for a shape poem.

### Preparation

**Before the lesson:**

Read the **information about  
baboons**, as shown on this week's  
weekly page.

Draw or find a **picture of a baboon**.

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

### How? Shape poem



Draw a baboon  
outline on the large  
piece of paper.



Ask the pupils to  
help you write  
words to describe  
its face.



Ask the pupils  
to describe its body  
and legs.



Then describe  
its tail.

15  
minutes

## Spelling

### Pair task

Write the following words on the chalkboard and ask the pupils to read them with you: 'happy', 'kind', 'safe', 'fair', 'lock', 'well' and 'dress'.

Choose some pupils to write 'un' at the beginning of each word.

Explain that 'un' is called a 'prefix' and comes before a word to change its meaning.

Tell the class that 'un' means 'not'.

Ask the pairs to say sentences for the 'un' words, eg: Sani is unhappy because he lost his pen.

20  
minutes

Word/phrase cards/  
Information

How

## Shared writing

### Whole class teaching

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

Explain that you are going to write a shape poem together about a baboon.

Look together at the picture of a baboon and ask them what they remember about baboons.

Explain the **information about baboons** and ask the pupils if they know anything else about baboons.

Teach **How? Shape poem**, as shown left.

Read and explain the meaning of the first four wow! words.

Ask some pupils to say where you could write them in the poem, eg: 'matted fur', 'cheeky face'.

Ask the pupils if they can say some more adjectives (describing words) to make the poem interesting, eg: 'thick' for fur, 'curly' for tail and 'sharp' for teeth.

Write all the new wow! words on a wow! words wall.

15  
minutes

## Grammar

### Pair task

Remind the pupils that similes make poems more interesting.

Write on the chalkboard:  
'teeth as sharp as \_\_\_\_'  
'tail like a \_\_\_\_'  
'eyes like \_\_\_\_'  
'fur thick as \_\_\_\_'  
'face like \_\_\_\_'

Ask the pairs to say their ideas to complete these similes, eg: tail like a twisted rope.

Tell the pairs to complete the similes in their exercise books.

10  
minutes

Shape poem

## Plenary

### Whole class teaching

Ask some pairs to write their similes on the **baboon shape poem**.

Ask the class if they can add any more wow! words to describe the baboon's body.

Keep the poem for the next day.

# Week 22: Shape poems

# Day 2: Adverbs

## Learning outcomes

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

Explain the meaning of  
words with the prefix 'dis'.

Contribute words and  
adverbs to a shape poem.

## Preparation

**Before the lesson:**

Read the **information about baboons**,  
as shown on this week's weekly page.

Have ready **the Baboon shape poem**  
and **wow! words wall** from Week 22,  
Day 1 (yesterday).

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

### How? Baboon role play



Tell the pupils to  
role play baboons  
prowling through  
the woods.



Ask them to  
describe the food  
they are eating,  
eg: roots, leaves,  
insects.



Ask them to role  
play the baboons  
stealing food from  
human beings.



Tell them to role  
play the baboons  
being chased by  
a leopard.



Ask the pupils to  
role play baboons  
playing, sleeping  
and fighting.

15  
minutes

## Spelling

### Whole class teaching

Remind the class that the prefix 'un' can be used to make words mean the opposite.

Explain that other prefixes also make words opposite.

Write the following words on the chalkboard: 'appear', 'agree', 'trust', 'obey' and 'cover'.

Explain their meaning and tell the pupils that we need to put 'dis' in front of them to make them mean the opposite.

Ask the pupils to make the words opposite in their exercise books.

Ask some pupils to say sentences for the 'dis' words.

20  
minutes

How

Word/phrase  
cards/Shape poem

Information

## Shared writing

### Whole class teaching

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

Read the **baboon shape poem** from Week 21, Day 1 (yesterday).

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

Tell the class they are going to help you add some more words to the baboon shape poem.

15  
minutes

## Grammar

### Pair task

Write and read the following words on the chalkboard: 'angry', 'hungry', 'greedy', 'loud', 'quiet', 'brave'.

Ask:

'What kind of words are these?' (adjectives)

'What are adverbs?' (words used to describe verbs)

Explain that we can change adjectives into adverbs by adding 'ly'. If the adjective ends in a 'y', we change the 'y' to an 'i'.

Ask the pairs to write sentences about the baboon using some of their adverbs, eg: 'The baboon ate hungrily.'

10  
minutes

Shape poem

## Plenary

### Whole class teaching

Ask some of the pairs to read their sentences.

Read the **baboon shape poem**.

Ask the class if they can add any adverbs.

Write the adverbs on the wow! words wall.

## Week 22: Shape poems

## Day 3: Elephant

### Learning outcomes

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

Make words opposite  
by adding 'un'  
or 'dis' correctly.

Describe an elephant's  
body.

### Preparation

**Before the lesson:**

Read **the information about elephants**,  
as shown on this week's weekly  
page, and find a **picture of an elephant**,  
to be kept for the week.

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

### How? Elephant brainstorm



Write 'Elephant' in  
the middle of the  
large piece of paper.



Write the descriptions  
given by the  
groups around it.



Read and explain  
the last four  
wow! words.



Write the wow!  
words to describe  
the elephant on  
the brainstorm.



15  
minutes

## Spelling

### Pair task

Write the following sentences on the chalkboard:

'I am happy.'

'I obey.'

'I lock the door.'

'I dress myself.'

'I agree with my friend.'

Ask some pairs to draw pictures on the chalkboard to explain the meaning of each sentence.

Ask, 'How can I make the sentences mean the opposite?' (add 'un' or 'dis').

Ask the pairs to say which words need 'un' and which words need 'dis'.

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

15  
minutes

Word/phrase cards/  
Information

## Shared writing

### Whole class teaching

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

Tell the pupils they are going to write a shape poem about elephants.

Read the **information about elephants**.

20  
minutes

How

## Brainstorm

### Group task

Ask the groups to describe the elephant's body, ears, trunk, tusks, legs and feet.

Ask them to say how the elephant eats and drinks.

Ask the groups to describe the sound an elephant makes.

Ask them to describe how the elephant feels when it is hunted.

Teach **How? Elephant brainstorm**, as shown left.

10  
minutes

## Plenary

### Whole class teaching

Ask some groups to read their descriptions.

Write their adjectives on the wow! words wall.

Keep the brainstorm and wow! words wall for the next day.

## Week 22: Shape poems

## Day 4: Elephant shape poem

### Learning outcomes

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

Make words opposite  
by adding 'un' or 'dis'  
correctly.

Write a shape poem  
about an elephant.

### Preparation

**Before the lesson:**

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

Read **How? Guided writing**, as shown  
below and have ready the **elephant  
brainstorm** and **wow! words wall** from  
Week 22, Day 3 (yesterday).

### How? Guided writing



Ask some pupils to  
role play the elephant  
waving its trunk.



Draw an elephant  
outline on  
the chalkboard.



Ask the pupils to write  
words to describe  
the elephant's trunk  
on the outline.



Ask them to write  
words on its  
ears, eyes, tusks  
and face.



Ask the pupils to  
describe the  
elephant's skin.

15 minutes | Word search

20 minutes | Word/phrase cards

How | Shape poem

15 minutes | Wow! words wall/  
Brainstorm

10 minutes

### Spelling

#### Whole class teaching

Ask the pupils to find the words with the prefixes 'un' and 'dis' in the **word search** on the chalkboard.

Write the following words on the chalkboard and ask the pupils to say if they need 'un' or 'dis' to make them mean the opposite: 'safe', 'well', 'cover', 'happy', 'obey', 'appear', 'agree', 'trust'.

#### Word search

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

### Guided writing

#### Whole class teaching

Flash all of the **word/phrase cards** and ask the pupils to read them.

Explain the meaning of the last three words.

Ask some pupils to point to the words/phrases that could be used to describe an elephant.



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

Ask the pupils to say some similes to describe the elephant's ears, eg: flapping like huge sails, shaped like fans.

Ask them to say similes about its trunk, tusks and eyes, eg: hanging down like a heavy rope.

Write the similes on the elephant's face.

Ask the pupils to read the **elephant shape poem** they have written.

Add any wow! words the pupils suggest to the wow! words wall.

### Independent writing

#### Individual task

Rub the shape poem off the chalkboard.

Ask the pupils to draw a large elephant outline in their exercise books.

Tell them to write inside the outline and describe the elephant's face, ie: its ears, tusks, trunk, eyes and skin.

Remind them to use adjectives, similes and words from the **wow! words wall** and the **elephant brainstorm**.

### Plenary

#### Whole class teaching

Ask some pupils to read their shape poems.

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

## Week 22: Shape poems

## Day 5: Similes and adverbs

### Learning outcomes

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

Read and understand  
words with the prefixes  
'un' and 'dis'.

Write a shape poem  
using some similes  
and adverbs.

### Preparation

**Before the lesson:**

Make a set of **flash cards** for each  
group: 'happy', 'trust', 'safe', 'kind',  
'appear', 'cover', 'obey', 'agree', 'lock',  
'dress', 'fair', 'well'.

Read **the information about elephants**  
from this week's weekly page.

Read **How? Prefix matching**, as  
shown below.

### How? Prefix matching



Give each group  
a set of flash cards.



Ask each group to  
role play the  
meaning of some  
of the words.



Ask the groups to  
draw boxes in  
their exercise books  
for 'un' and 'dis'.



Ask the groups to  
add words to the  
prefixes and write  
them in the boxes.



Ask each group to  
role play the new  
meaning of some of  
the words.

15  
minutes

How

Flash cards

20  
minutes

Picture/  
Information

15  
minutes

Shape poem/Wow!  
words wall/Brainstorm

10  
minutes

## Spelling

### Group task

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

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

## Guided writing

### Whole class teaching

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

Look at the **elephant picture** and ask the pupils to use the last six words/phrases to say sentences about elephants.

Read the **information about elephants**.

Choose some pupils to role play elephants marching around the room, lifting their heavy feet, swaying their trunks, tearing off tree branches, covering themselves in mud and making trumpet noises.

Draw an elephant outline on the chalkboard.

Ask the pupils to write words to describe the elephant's body and legs in the elephant outline.

Ask them to include adverbs, eg: stamping heavily, trumpeting noisily.

Tell them to use similes, eg: legs like tree trunks.

Ask them to describe what the elephant does and how it feels, eg: squirting water like a shower, reaching for leaves, missing its friends who have been hunted for ivory'.

Choose some pupils to write their ideas in the body of the elephant.

## Independent writing

### Individual task

Rub the elephant shape poem off the chalkboard.

Ask the pupils to find the elephant **shape poem** they started on Week 22, Day 4 (yesterday) in their exercise books.

Tell them to write words in the shape to describe the elephant's body and legs.

Ask them to describe what the elephant does and how it feels in the body part of the poem.

Ask them to use adverbs and similes.

Remind the pupils to use words from the **wow! words wall** and the **elephant brainstorm**.

## Plenary

### Whole class teaching

Ask some pupils to read their shape poems.

Ask the class to notice any adverbs and similes that they use.

As they read their poems, ask some pupils to role play the elephants.

## Weekly page

# Primary 4, literacy lesson plans

## Week 23:

# My friend

### Words/phrases

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

sneaky  
slithered  
merry  
dangerous  
fiercely  
anxiously  
friendly  
trustworthy  
caring  
generous  
thoughtful  
gentle touch

### Poems

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

#### Alphabet zoo

An anxious ant ate angrily,  
A clever cat crept carefully,  
A big bear balanced bravely,  
A sneaky snake slithered silently,  
A flat fish feasted fiercely,  
A large lion leaped lightly,  
A merry monkey munched madly,  
A rich rat ran rapidly  
In the alphabet zoo!

#### My friend

Bright, large,  
twinkling eyes,  
plaited hair,  
big smile,  
shiny teeth,  
soft hands,  
beautiful,  
always there for me.  
Hugging, laughing,  
running, jumping,  
playing football,  
sharing snacks,  
looking after me,  
always there for me.  
Helping, caring,  
hard working,  
generous, kind,  
thoughtful, shy,  
happy, honest,  
always there for me.  
I trust and love  
my friend.

## Learning expectations

### By the end of the week:

#### All pupils will be able to:

Use adjectives to describe a friend.

#### Most pupils will be able to:

Write a simple list poem.

#### Some pupils will be able to:

Include adjectives and adverbs in their list poems.

## Assessment task

### Instructions:

Ask an individual pupil to:

1  
Write down different words that rhyme, eg: goat, boat.

2  
Explain the structure of a poem.

3  
Write a short poem on a chosen topic.

## Example of a pupil's work

### This pupil can:

Choose different words that rhyme.

Write a poem on a chosen topic.

Use the correct structure to write a poem.

Use adjectives in their writing.

### My favourite day

There is one thing I like most  
To do in my short holiday,  
I like to go to the coast  
And sail away in my beautiful boat.

Out on the big sea  
So beautiful and calm,  
Only the cold water and me  
Sitting in my nice green boat.

There are always some colourful fish  
That will talk to me,  
They seem a nice dish  
But I can't catch them...

They are way too nice!

# Week 23: My friend

# Day 1: Alphabet zoo

## Learning outcomes

## Preparation

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

**Before the lesson:**

Read and spell words  
with the 'air' sound.

Draw a **tortoise**, **camel**, **rabbit** and a **dog**  
on the chalkboard.

Describe an animal using  
adjectives and adverbs.

Make sure the **Alphabet zoo** poem  
is written on the chalkboard, as shown  
on this week's weekly page.

Read **How? Adjectives and verbs**,  
as shown below.

## How? Adjectives and verbs



Point to the tortoise  
picture and  
ask the pupils to  
describe it.



Choose some pupils  
to write adjectives  
about a tortoise on  
the chalkboard.



Choose some  
pupils to write verbs  
about a tortoise.



Choose some  
pupils to write  
adverbs to describe  
the verbs.



Repeat with  
a camel, a rabbit  
and a dog.



15  
minutes

## Spelling

### Whole class teaching

Write 'air' on the chalkboard and ask the pupils to say the sound.

Write the following words, and read and explain them: 'chair', 'hair', 'air', 'fair', 'pair', 'stair', 'repair'.

Ask some pupils to underline the 'air' sound.

Ask the pairs to say sentences for the words.

Dictate this sentence for the pupils to write in their exercise books: 'Ali repairs the chair upstairs.'

10  
minutes

Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read and explain the poem **Alphabet zoo** on the chalkboard.

Ask the class, 'What type of poem is this?' (nonsense poem).

Choose some pupils to point to the adjectives, nouns, verbs and adverbs.

Ask, 'What do you notice about these words?' (the poet has used words starting with the same letter).

15  
minutes

How

## Grammar

### Whole class teaching

Teach **How? Adjectives and verbs**, as shown left.

Write these sentences on the chalkboard:

'A \_\_\_\_ tortoise \_\_\_\_.'

'A \_\_\_\_ rabbit \_\_\_\_.'

'A \_\_\_\_ dog \_\_\_\_.'

'A \_\_\_\_ camel \_\_\_\_.'

15  
minutes

Matching game/  
Snap game/Sentences

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. Tell them to find and read four poems in their textbook. After the reading, tell them to write one of the poems 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 game**.

#### Groups C and D:

Tell these groups to complete the **sentences** on the chalkboard using adjectives, adverbs and verbs in their exercise books.

5  
minutes

Poem

## Plenary

### Whole class teaching

Ask the class to read the **Alphabet zoo** poem with you.

Choose some pupils to role play the animals.

Ask the pupils to say different adjectives to describe them.

## Week 23: My friend

## Day 2: Describing animals

### Learning outcomes

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

Read and spell words  
with the 'are' spelling of  
the 'air' sound.

Write sentences about  
animals using adjectives  
and adverbs.

### Preparation

**Before the lesson:**

Draw a **tortoise**, **camel**, **rabbit** and a **dog**  
on the chalkboard.

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

### How? Animal role play



Choose some pupils  
to role play the things  
a tortoise does.



Write these verbs on  
the chalkboard.



Ask the class how  
a tortoise does these  
things and write  
these adverbs on  
the chalkboard.



Ask the pupils to  
describe the  
tortoise's character  
and write these  
adjectives.



Repeat steps 1—4  
for a camel, a rabbit  
and a dog.

15  
minutes

## Spelling

### Whole class teaching

Write 'air' on the chalkboard and ask the class to say the sound.

Write 'are' and explain that this often makes the same sound.

Write the following words, read and explain them: 'share', 'care', 'dare', 'bare', 'fare', 'hare', 'stare'.

Write 'hair' and 'hare'. Explain that these words have different meanings but sound the same.

Explain that we call words like this 'homophones'.

Ask the pupils if they can see another homophone on the chalkboard (fare/fair).

10  
minutes

Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read the poem **Alphabet zoo** on the chalkboard.

Ask the pupils to name some animals, eg; a sheep, a goat.

Remind them that these words are called nouns.

Ask some pupils to say some adjectives to describe some animals they know.

15  
minutes

How

## Grammar

### Whole class teaching

Teach **Read How? Animal role play**, as shown left.

Write these sentences on the chalkboard:

'A \_\_\_\_ tortoise \_\_\_\_.'

'A \_\_\_\_ rabbit \_\_\_\_.'

'A \_\_\_\_ dog \_\_\_\_.'

'A \_\_\_\_ camel \_\_\_\_.'

15  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these groups to complete the **sentences** on the chalkboard using adjectives, adverbs and verbs in their exercise books.

#### Group C:

Sit down with the pupils for guided reading. Tell them to find and read four poems in their textbook. After the reading, tell them to write one of the poems in their exercise books.

#### Group D:

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

5  
minutes

## Plenary

### Whole class teaching

Ask one or two groups to read and role play some of their animal sentences.

## Week 23: My friend

## Day 3: My friend

### Learning outcomes

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

Read and spell words  
with the 'ear' spelling of  
the 'air' sound.

Use adjectives and adverbs  
to describe a friend.

### Preparation

**Before the lesson:**

Make sure the poem **My friend**  
is written on the chalkboard, as shown  
on this week's weekly page.

Read **How? List poem**, as shown below.

### How? List poem



Ask the pupils to  
describe what  
you look like and  
what you do.



Encourage them to  
use adjectives  
and write their ideas  
in a list poem.



Ask the pupils to  
draw a friend in their  
exercise books.



Ask the pupils to  
describe the  
friend and write  
their ideas on the  
chalkboard.



Encourage them  
to think of adjectives  
and adverbs.

15  
minutes

## Spelling

### Whole class teaching

Choose some pupils to write the two different ways they have learned to spell the 'air' sound on the chalkboard ('air', 'are').

Write 'ear' and explain that this often also makes the same sound.

Write the following words, read and explain them: 'wear', 'bear', 'pear', 'tear', 'swear', 'underwear'.

Ask the class if they can see any homophones on the chalkboard (bear/bare, pear/pair).

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

10  
minutes

Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read and explain the poem **My friend** on the chalkboard.

Ask the class to say how it is different from other poems they have read (it doesn't rhyme).

Explain that this is called a 'list poem'.

15  
minutes

How

## Grammar

### Whole class teaching

Explain that a list poem contains a lot of adjectives to describe someone or something and verbs to explain what they do.

Teach **How? List poem**, as shown left.

15  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and D:

Ask these groups to write 'My friend' in their exercise books and write a list poem underneath.

#### Group B:

Sit down with the pupils for guided reading. Tell them to find and read four poems in their textbook. After the reading, tell them to write one of the poems 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 game**.

5  
minutes

Poem

## Plenary

### Whole class teaching

Ask the class to read the poem **My friend** with you.

Ask the pupils to describe what the friend looks like.

Ask the pupils to point to some of the verbs and ask them to say some adverbs they could use to describe the verbs, eg: hugging kindly, laughing loudly.

## Week 23: My friend

## Day 4: A list poem

### Learning outcomes

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

Say the meaning of  
some homophones with  
the 'air' sound.

Use adjectives and adverbs  
to describe a friend.

### Preparation

**Before the lesson:**

Make sure the poem **My friend**  
is written on the chalkboard, as shown  
on this week's weekly page.

Read **How? Reading 'air' words**,  
as shown below.

### How? Reading 'air' words



Write 'Sani likes  
pears.' on the chalk-  
board and ask  
a pupil to read it.



Ask some pupils to  
draw a picture to  
explain the sentence.



Repeat with 'He  
is fair and shares  
his pears.'



Repeat with 'He  
wears a pair  
of black shoes.'

10  
minutes

How

## Spelling

### Whole class teaching

Teach **How?** Reading 'air' words, as shown left.

Ask the pupils to point to the homophones 'pears', 'fair' and 'stairs'.

Ask the pupils to write another way to spell these words on the chalkboard.

15  
minutes

Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Ask the class to read the poem **My friend** with you and say what type of poem it is.

Ask, 'What does the friend do?'

Ask each group to read a different section of the poem.

Choose some pupils to role play the friend as the poem is read.

15  
minutes

Poem

## Grammar

### Pair task

Choose some pairs to underline the adjectives in the poem **My friend**.

Choose some pairs to draw circles around the nouns.

Ask the pairs to look at the drawings of their friends that they did on Week 23, Day 3 (yesterday) in their exercise books.

Ask the pairs to say some adjectives to describe what their friends look like, eg: bright eyes.

Ask the pairs to use adverbs to say what their friend does, eg: talks quickly, plays football happily.

Write their ideas on the chalkboard.

15  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

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

#### Groups B and C:

Ask these groups to write 'My friend' in their exercise books and write a list poem underneath.

#### Group D:

Sit down with the pupils for guided reading. Tell them to find and read four poems in their textbook. After the reading, tell them to write one of the poems in their exercise books.

5  
minutes

## Plenary

### Whole class teaching

Ask each group to read some of their list poems.

Ask the class to mention any adjectives and adverbs that they use.

## Week 23: My friend

## Day 5: Writing about my friend

### Learning outcomes

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

Spell words with 'air', 'are'  
and 'ear'.

Write a list poem about  
a friend.

### Preparation

**Before the lesson:**

Make sure the poem *My friend*  
is written on the chalkboard, as shown  
on this week's weekly page.

Read *How? Perform a poem*,  
as shown below.

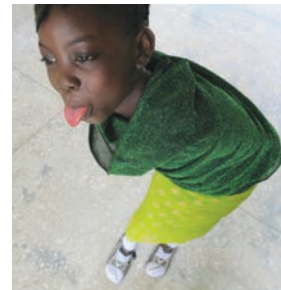
### How? Perform a poem



Ask each group to  
read and role  
play a section of  
'Alphabet zoo':



An anxious ant ate  
angrily, A clever  
cat crept carefully,



A big bear  
balanced bravely,  
A sneaky snake  
slithered silently,



A flat fish feasted  
fiercely, A large lion  
leaped lightly,



A merry monkey  
munched madly,  
A rich rat ran rapidly.



10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to divide a page of their exercise book into three sections.

Choose some pupils to write the three different ways to write the 'air' sound on the chalkboard.

Tell the pupils to write each sound in one of the sections in their exercise book.

Read out the following words and ask the pupils to write them in the correct section: 'chair', 'care', 'share', 'swear', 'wear' and 'dare'.

Ask them to try to add some more words to their sections and include homophones.

10  
minutes

Word/phrase cards/  
Poem

## Reading

### Group task

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

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

Ask the class to read the poem **My friend** with you.

Ask the groups to say why the poet likes her friend, eg: she looks after her, she helps her.

Ask, 'What is the most important reason the poet likes their friend? How do we know this?' ('always there for me' is repeated three times.)

25  
minutes

Poems

## Writing

### Pair task

Ask the pairs to say some of the adjectives that describe the friend's character in **My friend**, eg: generous, thoughtful, shy, honest.

Ask the pairs to say what actions a true friend does, eg: helps you, shares food with you, talks to you.

Tell the class something a friend did for you, eg: helped you with your lesson, made a meal for you.

Ask the pairs to say some things friends did for them and the most important reasons why they like their friends.

15  
minutes

How

## Plenary

### Whole class teaching

Ask the class to say the types of poems they have been learning about this week, ie: a nonsense and list poem.

Teach **How? Perform a poem**, as shown left.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 24:

# Recipes

### Words/phrases

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

ingredients  
method  
cassava  
egusi  
locust beans  
grind  
remove  
separate  
simmer  
thoroughly  
absorb

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Answer questions about a simple recipe.

**Most pupils will be able to:**

Put instructions in the correct order.

**Some pupils will be able to:**

Give instructions using imperative verbs.

Write these **recipes** on the chalkboard or a large piece of paper and leave them there for the week.

### Egusi soup

#### Ingredients:

2 cups of egusi (melon)  
2 tomatoes  
2 sweet peppers  
2 dry fish  
2 tablespoon of palm oil  
1 large onion  
hot pepper (to taste)  
locust beans (to taste)  
2 Maggi cubes  
salt (to taste)  
3 cups of water

#### Method:

Grind the egusi (melon), tomato, pepper and onion.

Remove the bone from the dry fish and separate the fish into small pieces.

Put the pot on the fire.

Pour in palm oil and heat.

Add the tomato, pepper, and onion.

Stir in the Maggi and the salt.

Add the locust beans.

Cover and cook for five minutes.

Add the egusi.

Stir in the water with a spoon.

Cover the soup to cook and simmer.

Serve with pounded yam, pap or any Swallow.

### Plantain mosa

#### Ingredients:

1 ripe plantain  
1 egg  
2 tablespoons flour  
ground red chilli pepper (to taste)  
salt (to taste)  
1 tablespoon of vegetable oil for frying

#### Method:

Cut and peel the plantain.

Mash thoroughly.

Break the egg and add it to the plantain.

Add the flour, salt and pepper.

Mix thoroughly.

Heat the oil on a medium heat until hot.

Using a tablespoon, drop the plantain mixture into the hot oil.

Fry each side of the mosa for two minutes or until both sides are brown.

Place the mosa on to paper towels to absorb the fat.

Now your mosa is ready to eat.

### Eating habits

#### Nigerian food:

All over Nigeria, people like to eat different things. The Egba people, who live in Abeokuta, use a lot of cassava flour. They often have it three times a day. The Oyo people, in Oyo State, use a lot of yam flour in their cooking. In Ijebu Igbo, the Ijebu people eat eba, which is another type of cassava food; and the Ekiti like to eat pounded yam.

# Week 24: Recipes

# Day 1: Egusi soup

## Learning outcomes

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

Read and explain some  
compound words.

Identify 'bossy' (imperative)  
verbs.

## Preparation

**Before the lesson:**

Make sure the **egusi soup recipe**  
is written on the chalkboard, as shown  
on this week's weekly page.

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

## How? Making compound words



Draw the following  
on the chalkboard:  
a tooth, foot, ear,  
brush, ring and ball.



Ask the pupils to  
label the pictures.



Ask the pupils if  
they can join any of  
the words to make  
compound words.



Repeat with butter,  
chair, lace, fly, shoe  
and man.



Choose some pupils  
to write and read  
the compound words  
they have made.

15  
minutes

How

## Spelling

### Whole class teaching

Remind the class that words made up of two simple words are called 'compound words'.

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

Ask some pupils to explain the meaning of the compound words they have made.

Ask the pupils to write the compound words in their exercise books and draw pictures to explain them.

10  
minutes

Word/phrase cards/  
Recipe

## Reading

### Whole class teaching

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

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

Read and explain the **egusi soup recipe** to the class.

Ask the class to describe the writing, eg: there is a list and bullet points.

Explain that this type of writing is called 'instructions'.

Explain that instructions about food dishes are called 'recipes'.

15  
minutes

Recipe

## Grammar

### Whole class teaching

Explain that a recipe has a list of ingredients (food items), followed by simple instructions.

Choose some pupils to underline the verbs that tell us what to do in the **egusi soup recipe**, eg: grind, remove, put.

Explain that verbs that are used to give orders or instructions are called 'imperative' or 'bossy' verbs.

Ask the pupils to say some bossy verbs that teachers use, eg: sit, read, listen, draw, spell.

Write their ideas on the chalkboard.

15  
minutes

Matching game/  
Snap game/ Recipe

## Reading

### Supported group activities

**Group A:**  
Sit down with the pupils for guided reading. After the reading, ask them to draw and label pictures of their favourite meals.

**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 write in their exercise books a list of bossy verbs used in **the egusi soup recipe** and a list of bossy verbs used by teachers.

5  
minutes

Recipe

## Plenary

### Whole class teaching

Choose some pupils to read the ingredients in the recipe for **egusi soup**.

Ask the pupils to say other soups and stews they like and the ingredients needed to make them.

## Week 24: Recipes

## Day 2: Bossy verbs

### Learning outcomes

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

Identify smaller words in  
compound words.

Use 'bossy' (imperative)  
verbs.

### Preparation

**Before the lesson:**

Write the following **compound words**  
on the chalkboard: 'afternoon', 'sunshine',  
'football', 'groundnut', 'handbag'.

Read **How? Bossy instructions**,  
as shown below.

### How? Bossy instructions



Say a different bossy  
instruction for  
each group to do,  
eg: 'stand up',



'clap your hands',  
'touch your head',



'jump up', 'pick  
up a pencil', 'read  
your book'.



Ask the groups to  
take turns giving  
bossy instructions to  
the class.

15 minutes | Compound words

## Spelling

### Whole class teaching

Read and explain the **compound words** on the chalkboard.

Choose some pupils to draw a box around each small word in the compound words.

Remind the class how to read compound words.

Tell the pupils to blend the sounds for the first word and say the word and then blend the sounds for the second word and say it.

Ask the pupils to write the smaller words in the compound words in their exercise books, eg: after + noon, sun + shine.

10 minutes | Word/phrase cards/

## Reading

### Whole class teaching

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

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

Ask the class the following questions:

'What do recipes tell us?'

'Why is it important to use the correct ingredients?'

'Why is it important to use the correct amounts?'

'What type of writing is egusi soup?'

Point out how the recipe is set out, with the list of ingredients followed by simple instructions in order.

15 minutes

## How

## Grammar

### Group task

Explain that instructions need to be short and clear and have 'bossy' (imperative) verbs.

Teach **How? Bossy instructions**, as shown left.

15 minutes | Recipe/Matching game/ Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these groups to write in their exercise books a list of bossy verbs used in the **egusi soup recipe** and a list of bossy verbs used by teachers.

#### Group C:

Sit down with the pupils for guided reading. After the reading, ask them to draw and label pictures of their favourite meals.

#### Group D:

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

5 minutes | Recipe

## Plenary

### Whole class teaching

Read the **egusi soup recipe** to the class.

Ask the pupils to say some of the bossy verbs in the recipe.

Ask the pupils to say some other bossy verbs that could be used in recipes, eg: mix, chop, cut, wash.

## Week 24: Recipes

## Day 3: Plantain mosa

### Learning outcomes

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

Make some compound  
words.

Use time connectives to  
order instructions.

### Preparation

**Before the lesson:**

Make sure the **plantain mosa recipe**  
is written on the chalkboard, as shown  
on this week's weekly page.

Make a set of **instruction flash cards**  
for each group with the ten instructions  
for making plantain mosa.

Read **How? Ordering instructions**,  
as shown below.

### How? Ordering instructions



Shuffle the  
instructions and  
give a set to each  
group.



Ask the groups  
to arrange the  
instructions in the  
correct order.



Ask the groups  
to say some time  
connectives they  
could use for  
each instruction.



Ask them to read  
their instructions  
and ask the class if  
they are correct.



Tell the groups to  
shuffle the cards  
again and keep them  
for the next activity.



15  
minutes

## Spelling

### Pair task

Write the following words on the chalkboard: 'chalk', 'bed', 'week', 'hand', 'home', 'can', 'to', 'in'.

Choose some pairs to read the words.

Ask the pairs to say a word they could add to each word to make it into a compound word.

Write their ideas on the chalkboard, eg: 'bedroom', 'weekend'.

Read and explain the new words and ask the pairs to write them in their exercise books.

10  
minutes

Word/phrase cards/  
Recipe

## Reading

### Whole class teaching

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

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

Read and explain the **plantain mosa recipe** to the class.

Ask the pupils to say what type of writing it is.

Ask the class to say some of the rules for writing recipes, ie: an ingredients list, a clear set of instructions with bossy verbs.

15  
minutes

How

## Grammar

### Group task

Explain that it is important that instructions are written in the correct order.

Write and explain the following words on the chalkboard: 'Firstly', 'Secondly', 'Next', 'After that', 'Then', 'Finally', 'Lastly'.

Explain that these words are called 'time connectives' and are written at the beginning of sentences to show when things happen, or the order they happen in.

Teach **How? Ordering instructions**, as shown left.

15  
minutes

Flash cards/Matching  
game/Snap game

## Reading

### Supported group activities

#### Groups A and D:

Ask these groups to arrange the **instruction flash cards** in the correct order. Tell them to write the first four instructions, with time connectives, in their exercise books.

#### Group B:

Sit down with the pupils for guided reading. After the reading, ask them to draw and label pictures of their favourite meals.

#### Group C:

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

5  
minutes

Recipe

## Plenary

### Group task

Ask the groups to read the **plantain mosa recipe**.

Ask them to say some of the bossy verbs.

Explain that the bossy verbs are not all at the beginning of the sentence, eg: 'Using a tablespoon, drop the plantain mixture into the hot oil.' (Drop is a bossy verb.)

## Week 24: Recipes

## Day 4: Time connectives

### Learning outcomes

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

Read and explain some  
compound words.

Write instructions in the  
correct order.

### Preparation

**Before the lesson:**

Make a set of these words on **flash cards**  
for each group: 'after', 'noon', 'foot',  
'ball', 'to', 'day', 'home', 'work', 'week', 'end',  
'can', 'not', 'in', 'side', 'butter', 'fly'.

Have ready the **instruction flash cards**  
from Week 24, Day 3 (yesterday).

Read **How? Compound word game**,  
as shown below.

### How? Compound word game



Shuffle the sets of  
word cards and place  
a set face down in  
front of each group.



Tell each pupil,  
in turn, to pick up  
two cards.



Tell the pupils to  
turn the cards  
back down if they  
don't make a  
compound word.



Tell them to keep  
the cards if they  
make a compound  
word and read it.



The pupil with the  
most cards at the end  
is the winner.

15  
minutes

How

Flash cards

## Spelling

### Group task

Teach **How? Compound word game**, as shown left, using **compound word flash cards**.

Ask each group to read and explain some of the compound words they have made.

10  
minutes

Word/phrase cards/  
Recipe

## Reading

### Whole class teaching

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

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

Ask the pupils to say the ingredients needed for plantain mosa and explain how to make it.

Read the **plantain mosa recipe** to the class and check if they are correct.

15  
minutes

## Grammar

### Group task

Ask the groups if they can remember some time connectives and write them on the chalkboard, eg: firstly, then, next.

Write the following instructions for going to school on the chalkboard:

'Get out of bed.'  
'Walk to school.'  
'Eat breakfast.'  
'Brush your teeth.'  
'Get dressed.'

Ask the groups to help you to write these instructions so they are in the correct order.

Ask them to use a time connective for each sentence.

15  
minutes

Matching game/  
Snap game/Flash cards

## Reading

### Supported group activities

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

**Groups B and C:**  
Ask these groups to arrange the **instruction flash cards** in the correct order. Tell them to write the first four instructions, with time connectives, in their exercise books.

**Group D:**  
Sit down with the pupils for guided reading. After the reading, ask them to draw and label pictures of their favourite meals.

5  
minutes

## Plenary

### Whole class teaching

Ask the class to say some more instructions for going to school.

Remind them to use bossy verbs and some time connectives, eg: Next go into the classroom., Then sit down., Get out your books., Lastly, listen to the teacher.

# Week 24: Recipes

# Day 5: Cookery lesson

## Learning outcomes

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

- Spell some compound words.
- Answer questions about a recipe.

## Preparation

**Before the lesson:**

Have ready the **ingredients** and **equipment** to cook plantain mosa in the classroom.

Read the **Eating habits** text from this week's weekly page.

Read **How? Plantain mosa**, as shown below, and write the **questions** on the chalkboard.

### How? Plantain mosa



What are the ingredients?



What do you do with the plantain?



What do you add to the plantain?



What do you do with the oil?



How do you cook the mosa?

15  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say and write some compound words on the chalkboard.

Remind the pupils that they can split compound words into smaller words to help read and spell them.

Say, 'afternoon' and write 'after + noon' on the chalkboard.

Ask some pupils to split bedroom, chairman, football and weekend on the chalkboard.

Dictate these words for the pupils to write in their exercise books: 'chairman', 'cannot', 'sunshine', 'weekend', 'earring'.

10  
minutes

Word/phrase cards/  
Text/Recipes

## Reading

### Group task

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

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

Read and explain the **Eating habits** text from this week's weekly page.

Ask the pupils to say what type of writing it is (a report).

Ask the groups to look at the **recipes** they have been reading this week and say some of the rules for writing recipes.

25  
minutes

How  
Recipe/  
Ingredients/  
Equipment

## Comprehension

### Whole class teaching

Read the **plantain mosa recipe** with the class.

Ask the class to help you make plantain mosa using the **ingredients** and cooking **equipment**.

Ask the pupils the questions in **How? Plantain mosa**, as shown left, before you complete each stage in the recipe.

Choose some pupils to help with setting out the ingredients, mashing the plantain, breaking the egg, adding the ingredients and mixing.

10  
minutes

## Plenary

### Whole class teaching

Let the pupils eat the plantain mosa.

Discuss whether the instructions were correct and easy to understand.

Ask the pupils if they can add any words to make the recipe easier to understand, eg: some time connectives.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 4, literacy lesson plans

## Week 25: Instructions

### Words/phrases

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

aeroplane  
diagram  
materials  
lengthwise  
crease  
patterns  
equipment  
buckets  
stool  
remove  
rinse  
squeeze  
spread

### Wow! words

carefully  
neatly  
sharply  
thoroughly  
tightly  
forcefully

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**  
Use bossy (imperative) verbs to give simple instructions.

**Most pupils will be able to:**  
Write a list of materials/equipment and simple instructions for a task.

**Some pupils will be able to:**  
Write instructions for a simple task, using adverbs and time connectives.

## Assessment task

### Instructions:

Ask an individual pupil to:

- 1 Describe the importance of instructions.
- 2 Write a list of materials needed for a task.
- 3 Write the instructions to complete a task.

## Example of a pupil's work

### This pupil can:

List materials needed to do a task.

Write instructions to complete a task.

Use correct instructions to complete a task.

How to play Football?

You will need:

An open space  
12 or more players  
A ball and whistle

2 goals  
Team vests  
Timekeeper

Instructions:

1. Mark a rectangle in the open space and place the goals at the short ends of the field.
2. Then, divide the players into two equal teams and give one team the marking vests.
3. Next, each team should pick a goalkeeper.
4. Agree on a time to play and appoint a timekeeper.
5. Decide which team will kick-off the game.
6. When the whistle is blown one player kicks the ball into play from the centre of the field.
7. Remember teams need to kick the ball into the goal of the opposite team to score a point.
8. Finally, the team with the most points is the winner.

## Week 25: Instructions

## Day 1: Paper aeroplane

### Learning outcomes

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

Use 'here' and 'hear'  
correctly in their writing.

Follow instructions to make  
a paper aeroplane.

### Preparation

**Before the lesson:**

Make large 'hear' and 'here' **flash cards**.

Have ready **A4 sized paper** for each  
pupil or pair and yourself.

Read **How? Paper aeroplane**,  
as shown below.

### How? Paper aeroplane



Fold the paper  
in half lengthwise  
and crease.



Open up the  
paper. Fold the top  
corners to the  
middle and crease.



Fold each side  
again into the middle  
and crease.



Fold one half so it  
lies on top.



Fold each side back  
to make two wings.



15 minutes | Flash cards

20 minutes | Word/phrase cards

How | Paper

15 minutes

10 minutes

## Spelling

### Pair task

Write the words 'their' and 'there' on the chalkboard and ask the pairs to say each word in a sentence.

Remind the class that 'homophones' are words that have the same sound but different spellings and meanings.

Flash the **hear card**, read it and say, 'I can hear singing.'

Flash the **here card**, point to a book and say, 'Here is my book.'

Ask the pairs to say sentences with 'hear' and 'here'.

Choose some pairs to write their sentences on the chalkboard.

## Shared writing

### Whole class teaching

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

Ask the pupils to say times when instructions are needed, eg: to ride a bike, to repair a clock, to sew clothes.

Explain that the rules for writing these instructions are the same as those for writing a recipe.

Ask the pupils to help you write the rules on the chalkboard, ie: list of materials needed, instructions in the correct order and bossy verbs.

Explain that diagrams are also sometimes used in instructions.

Tell the class that you are going to give them instructions to make a paper aeroplane.

Give each pupil **a piece of paper** and tell them to copy each stage as you do it.

Teach **How? Paper aeroplane**, as shown left.

When they have finished making the aeroplanes, let the pupils decorate them by shading and drawing patterns.

## Grammar

### Pair task

Ask the pairs to say some of the bossy verbs you used to explain how to make the aeroplane, eg: fold, open, crease.

Write their ideas on the chalkboard.

Ask the pairs to say some adverbs to make the bossy verbs easier to understand, eg: neatly, sharply, carefully.

Write their ideas on a wow! words wall.

Ask the pairs to make a list of some bossy verbs with adverbs in their exercise books.

## Plenary

### Whole class teaching

Let the pupils fly their aeroplanes outside.

Choose some pupils to give instructions on how to fly the aeroplanes, eg: Put your thumb on one side of the aeroplane and your second finger on the other side. Push your hand forward and let go.

## Week 25: Instructions

## Day 2: Paper aeroplane instructions

### Learning outcomes

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

Use: 'here', 'hear', 'there'  
and 'their' correctly in  
their writing.

Give instructions for making  
a paper aeroplane.

### Preparation

**Before the lesson:**

Make large **flash cards** for the words  
'there', 'their', 'hear' and 'here'.

Have ready a **large piece of paper**  
and display the **wow! words wall**.

Read **How? Paper aeroplane instructions**,  
as shown below.

### How? Paper aeroplane instructions



Ask the pupils to  
say the materials  
needed.



Ask them to explain  
each fold.



Ask some pupils  
to help you  
draw diagrams  
for each fold.



Ask the pupils to  
explain how to  
decorate the paper  
aeroplanes.



Ask them how  
to fly the paper  
aeroplanes.

15  
minutes

Flash cards

## Spelling

### Pair task

Flash the **there**, **their**, **hear** and **here** cards and explain their meaning to the class.

Write the following sentences on the chalkboard:

'Musa put his book \_\_\_\_.'

'I can \_\_\_\_ you.'

'Kande lives \_\_\_\_.'

'The pupils put \_\_\_\_ books in \_\_\_\_ bags.'

'\_\_\_\_ is a lot to do.'

'Ajarat cannot \_\_\_\_ well.'

'I live over \_\_\_\_.'

Choose some pairs to point to the correct **flash card** to complete each sentence.

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

20  
minutes

How

Word/phrase  
cards/Paper

## Shared writing

### Whole class teaching

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

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

Tell them they are going to write instructions for making a paper aeroplane.

Explain that we only use the word 'ingredients' for recipes and we will use 'materials' for these instructions.

Teach **How? Paper aeroplane instructions**, as shown left, and write their answers on the **large piece of paper**.

Wow! words wall

Make sure the instructions are in the correct order.

Explain that we can use bullet points or numbers to separate the different steps.

Read the instructions you have written with the class and ask if they are correct.

Ask the pupils if they can use any words from the **wow! words wall** to make the instructions easier to understand.

Ask the pupils to say some time connectives they could use and add these to the wow! words wall, eg: firstly, finally.

15  
minutes

## Grammar

### Pair task

Explain that the materials or ingredients can be in a vertical list or they can be written horizontally.

Write on the chalkboard:

'You will need one plantain one egg some flour red chilli pepper salt and vegetable oil.'

Ask the pairs to say what is missing.

Remind the pupils that commas are used to separate each item in a list, except for the last item where 'and' is used.

Explain that the comma acts as a new line.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read the paper aeroplane instructions.

Choose some pupils to say some of the instructions with a time connective.

Ask the pupils to say other instructions where diagrams would be useful, eg: making furniture.

## Week 25: Instructions

## Day 3: Washing clothes

### Learning outcomes

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

Use: 'know', 'no', 'knew'  
and 'new' correctly  
in their writing.

Give instructions for  
washing clothes.

### Preparation

**Before the lesson:**

Bring in some **clothes, soap, two  
buckets of water, a bowl, some pegs**  
and **rope** for a washing line.

Have ready a **large piece of paper**  
for the brainstorm.

Read **How? Washing clothes**, as  
shown below.

### How? Washing clothes



Fill two buckets with  
water.



Pour water into  
a big bowl and  
add soap.



Put the clothes in  
the soapy water and  
scrub with hands  
to remove the dirt.



Rinse in the bucket  
of clean water  
and squeeze the  
water out.



Shake the clothes  
and clip on the line  
with pegs.

15  
minutes

## Spelling

### Whole class teaching

Write on the chalkboard: 'Sabo said, "Do you know me? ". "No," replied Turai. Turai knew the boy with the new shoes.'

Remind the class of the meaning of 'homophone' and ask some pupils to underline the homophones in the sentences.

Ask the class to read the sentences.

Write 'know', 'no', 'knew' and 'new' and explain the meanings.

Ask the pupils to write a sentence for each word in their exercise books.

20  
minutes

How

Word/phrase  
cards/Washing  
items

## Shared writing

### Whole class teaching

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

Tell the class they are going to think about instructions for washing clothes.

Demonstrate **How? Washing clothes**, as shown left, using all of the **washing items**.

Choose some pupils to help at different stages.

20  
minutes

Paper

## Brainstorm

### Whole class teaching

Write 'Washing clothes' in the middle of the **large piece of paper**.

Ask the groups the following questions and write their ideas around 'Washing clothes':

'What equipment is needed?'

'How do you get the dirt off clothes?' (make some soapy water, scrub).

'How do you get the soap out?' (rinse, squeeze, turn).

'How do you dry clothes?' (shake, clip to the line with pegs).

Ask the pupils to say any other bossy verbs needed, eg: fill, pour, put, spread.

5  
minutes

## Plenary

### Whole class teaching

Write the following bossy verbs on the chalkboard and ask the class to say some adverbs they could use with them: 'squeeze', 'rinse'.

Write the adverbs on the wow! words wall, eg: 'tightly', 'thoroughly'.

Keep the brainstorm and the wow! words wall for the next day.

## Week 25: Instructions

## Day 4: Equipment and instructions

### Learning outcomes

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

Write the different spellings  
for some homophones.

Write a list of equipment  
needed and some  
instructions for washing  
clothes.

### Preparation

**Before the lesson:**

Make **flash cards** with the following  
words for each group: 'meet', 'meat',  
'bee', 'be', 'know', 'no', 'knew', 'new', 'hear',  
'here', 'their' and 'there'.

Have ready the **brainstorm** and **wow!**  
**words wall** from yesterday.

Read **How? Homophone matching  
game**, as shown below.

### How? Homophone matching game



Shuffle the sets of  
flash cards and place  
a set face down in  
front of each group.



Tell each pupil,  
in turn, to pick up  
two cards.



Tell them to keep  
the cards if they are  
homophones.



The pupil with the  
most cards at the end  
is the winner.

15  
minutes

How

Flash cards

20  
minutes

Brainstorm/  
Wow! words wall

15  
minutes

10  
minutes

## Spelling

### Group task

Write 'meet' on the chalkboard and ask the pupils to explain its meaning.

Ask the groups if they know another spelling and meaning for 'meet' and write it on the chalkboard (meat).

Write 'bee' on the chalkboard and ask the pupils to explain its meaning.

Ask the groups if they know another spelling and meaning for 'bee' and write it on the chalkboard (be).

Teach **How? Homophone matching game**, as shown left, using the **flash cards**.

## Guided writing

### Whole class teaching

Read and explain the meaning of all the words/phrases.

Ask the class to say the rules for writing instructions, eg: list of equipment, clear instructions.

Remind the pupils how they washed clothes on Week 25, Day 3 (yesterday).

Read the **washing clothes brainstorm** and ask the pupils if they can add any bossy verbs.

Write 'vigorously' on the **wow! words wall** and explain that it means 'with a lot of energy'.

Read all the wow! words and ask the pupils to use them with verbs, eg: 'fold neatly.'

## Independent writing

### Individual task

Tell the pupils to write the heading 'Washing clothes' in their exercise books.

Ask them to write 'Equipment' underneath the heading and list the equipment needed, using commas. (Remind them to use 'and' between the last two items instead of a comma.)

Ask them to write 'Method' and under it the instructions about the buckets, soapy water and removing the dirt.

Remind them to use bullet points or numbers for each instruction.

Check that they are using bossy verbs and some adverbs.

## Plenary

### Whole class teaching

Choose some pupils to read their instructions to the class.

Ask the class to notice the bossy verbs and adverbs.

Choose some pupils to role play the instructions and check that they are in the correct order.

## Week 25: Instructions

## Day 5: How to wash clothes

### Learning outcomes

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

Spell some common  
homophones correctly.

Complete the instructions  
for washing clothes.

### Preparation

**Before the lesson:**

Have ready the **washing clothes  
brainstorm** and **wow! words wall** from  
Week 25, Day 4 (yesterday).

Read **How? Washing clothes role play**,  
as shown below.

### How? Washing clothes role play



Write the instructions  
on the chalkboard  
as the pupils role play  
washing the clothes.



Repeat for rinsing  
the clothes.



Repeat for squeezing  
the clothes.



Repeat for drying  
the clothes.



Ask the pupils  
to put in some time  
connectives.



15  
minutes

## Spelling

### Group task

Teach **How? Homophone matching game**, as shown on Week 25, Day 4 (yesterday).

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

'I will meet you at the meat market.'

'I knew I must not be late for the new teacher.'

Choose some pupils to write the sentences on the chalkboard and ask the pupils to underline the homophones.

20  
minutes

Brainstorm/  
Wow! words wall

How

## Guided writing

### Whole class teaching

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

Read the words in the **washing clothes brainstorm** and the **wow! words wall**.

Choose some pupils to say some of the adverbs in a sentence to explain their meaning.

15  
minutes

## Independent writing

### Individual task

Rub the instructions off the chalkboard.

Tell the pupils to open their exercise books to where they wrote the instructions for washing clothes on Week 25, Day 4 (yesterday).

Tell them to continue writing the instructions, explaining how to rinse, squeeze and dry the clothes.

Remind them to use bullet points or numbers and bossy verbs.

Encourage them to use adverbs and time connectives.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to say the rules for writing instructions.

Ask the class to say some time connectives and adverbs.

Choose some pupils to read their instructions for washing clothes and ask the class to notice if they have followed the rules for writing instructions.

## Credits

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

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

## Special thanks go to

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

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

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

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

These materials were produced with UKaid technical assistance from DFID under ESSPIN.

Copyright © Cambridge Education Limited 2016.



This publication is not for sale

These literacy lesson plans belong to:



Lagos State Government

Produced with the support of

**esspin**

Education Sector Support Programme in Nigeria



**UKaid**

from the Department for International Development