



# Literacy lesson plans

## Primary 5, term 2, weeks 11—15

# Writing letters and describing characters in stories

5 Frank Anthony  
Lagos  
20th June, 2015.

The Manager,  
The State Wares  
Ikeja.

Dear Sir,

I am writing to ask you to  
consider the school. We  
are in a great need of furniture.  
The furniture we have at the moment  
is in a very poor condition. It is  
quite dangerous.

**Literacy lesson plans  
Primary 5,  
term 2, weeks 11—15  
Writing letters and describing  
characters in stories**

## 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 identifies learning expectations for the week. These learning expectations are broken into three levels:

---

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

---

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

---

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

### Assessment

Weeks 13 and 15 include an assessment task (found on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

---

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

---

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

---

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

### Spelling

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

### Grammar

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

### Comprehension

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

### Reading

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

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

### Shared writing

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

### Guided writing

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

### Independent writing

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

### Brainstorm

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

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 11:

# Letters to friends

### Words/phrases

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

dear  
friend  
holidays  
visit  
beginning  
hospital  
farewell  
best wishes  
yours faithfully  
yours sincerely  
kind  
finished

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Explain some of the rules for writing an informal letter.

**Most pupils will be able to:**

Write compound sentences.

**Some pupils will be able to:**

Write complex sentences with subordinate clauses.

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

## Letter 1

123 Towry Street,  
Apapa

16.07.2015

Dear Yemi,

How are you feeling now?  
I am very sorry that you are ill.  
What is it like in hospital?  
I hope that everyone is being  
kind and the nurses are taking  
good care of you.

We have all missed you at school.  
We have been working hard  
because we want to get good  
marks in the exams.

We are looking forward to the  
long holidays. On our last day  
Mr Kaugama gave us each  
some delicious sweets and we  
played some games outside.

I am going to spend a week  
with my grandparents at the  
beginning of the holidays  
so I can help them in their shop.

I will visit you when I return.  
Hopefully you will be home by  
then and we can play together.

I hope you feel better soon.

Your friend,  
Rosemary

## Letter 2

34 Olosa Street,  
Ojo

20.07.2015

Dear Rosemary

Thank you for your kind letter.  
After reading the letter, I felt so  
much better. I came home  
from the hospital, where I was  
looked after very well, two days  
ago. I am back home now with  
Mother and Father, who have  
been very kind to me.

When I was in hospital  
Mr Kaugama came to see me.  
He said, because I have been  
so sick, I do not need to  
sit the exam until next year.  
I was pleased to hear this,  
although it means I will have  
to do extra work next term.

I am looking forward to going  
back to school, when I will be  
able to see all my friends again.

I hope you have an enjoyable  
time visiting your grand-  
parents. I would love to see you,  
if you have time.

I send warm wishes to you  
and your family.

Your friend,  
Yemi

## Week 11: Letters to friends

## Day 1: Sympathy letter

### Learning outcomes

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

Use 'ai', 'ay' and 'a-e'  
to spell the long 'a' sound.

Write a compound sentence.

### Preparation

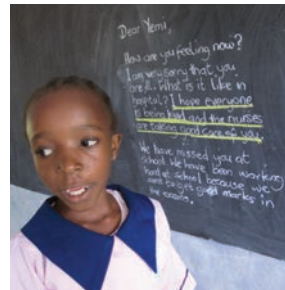
**Before the lesson:**

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

Read the letters in **Macmillan New Primary  
English 5, pages 51 and 68.**

Make sure that **letter 1** from this week's  
weekly page is on the chalkboard.

### How? Compound sentences



Choose some pupils  
to underline the  
compound sentences  
in letter 1.



Ask the pairs to  
role play some of  
the things Rosemary  
does at school.



Write their ideas  
on the chalk-  
board as simple  
sentences.



Ask the pairs to join  
the simple sentences  
with conjunctions  
to make compound  
sentences.



15  
minutes

## Spelling

### Pair task

Say the long 'a' sound and choose some pairs to spell it on the chalkboard, ie: 'ai', 'ay' and 'a-e'.

Read the following words and choose some pairs to write them on the chalkboard: 'snail', 'play', 'day', 'came', 'gate', 'stay', 'train', 'nail', 'plate'.

Remind them to sound the words out carefully.

Ask, 'Where does the "ay" spelling come in a word?'

Ask the pairs to write the days of the week in their exercise books and check that they are correct.

10  
minutes

Word/phrase cards/  
Letter

## Reading

### Whole class teaching

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

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

Read and explain **letter 1**.

Ask the pupils to say some of the rules for writing letters, eg: put the address in the top right-hand corner, the comma and the space after the greeting, the position of the writer's name.

10  
minutes

How

## Grammar

### Whole class teaching

Remind the pupils that a simple sentence has one subject and one verb.

Say, 'This is called a main clause.'

Explain that when we join two main clauses with a conjunction we make a 'compound sentence'.

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

20  
minutes

Macmillan New Primary  
English 5/Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with these pupils for guided reading. After the reading, ask the pupils to read the letters in **Macmillan New Primary English 5, pages 51 and 68** and say how they are different.

#### Group B:

Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the **matching game/snap game**.

#### Groups C and D:

Tell these pupils to write some compound sentences in their exercise books about Rosemary at school and in the shop.

5  
minutes

## Plenary

### Whole class teaching

Ask Group A to say the differences between formal and informal letters.

Ask the pupils to discuss the types of letters they learned about in Primary 4.

Choose some pairs to say different types of letters and write them on the chalkboard, eg: thank you, acceptance, invitation, sympathy, request.

## Week 11: Letters to friends

## Day 2: Compound sentences

### Learning outcomes

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

Spell words with the long  
'a' sound.

Read and understand  
a letter to a friend.

### Preparation

**Before the lesson:**

Read **How? The long 'a'**, as shown below.

Make each group a set of **question  
flash cards** ('when', 'where', 'what', 'who'  
and 'how').

Have ready **a large piece of paper**.

### How? The long 'a'



Remind the groups  
of the different  
ways to spell the  
long 'a' sound.



Draw a chart for  
the different  
spellings on the  
chalkboard.



Read these words:  
'day', 'fail', 'game',  
'stay', 'same', 'paint',  
'made', 'tail', 'sale'.



Ask the groups,  
in turn, to write each  
word in the correct  
place on the chart.



Remind the groups  
about homo-  
phones and ask  
if some words can  
go in two places.

10  
minutes

How

## Spelling

### Whole class teaching

Remind the pupils that a homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling, eg: right and write.

Teach **How? The long 'a'**, as shown left.

10  
minutes

Word/phrase cards/  
Letter/Question cards

## Reading

### Group task

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

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

Read **letter 1** to the class.

Give each group a set of **question flash cards** and tell them to use them to ask questions about the letter, eg: 'Who wrote the letter?', 'When did she write it?'

Ask each group to say a question for the class to answer.

15  
minutes

Letter

## Grammar

### Whole class teaching

Explain that we need to use different sentence types to make writing interesting.

Remind the pupils that compound sentences are longer sentences with a conjunction and two main clauses.

Choose some pairs to point to simple and compound sentences in **letter 1**.

Teach **How? Compound sentences**, as shown in Day 1 (yesterday).

20  
minutes

Macmillan New Primary  
English 5/Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and B:**  
Tell these pupils to write some compound sentences in their exercise books about Rosemary at school and in the shop.

**Group C:**  
Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in **Macmillan New Primary English 5, pages 51 and 68** and say how they are different.

**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

Paper

## Plenary

### Group task

Ask each group to say a rule for writing letters, and write the rules on the **large piece of paper** (eg: write today's date under the address, write the greeting on the left, write a paragraph explaining why you are writing the letter, write a conclusion and end the letter with your name).

Keep this list of letter writing rules for the rest of the week.

## Week 11: Letters to friends

## Day 3: Subordinate clauses

### Learning outcomes

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

Spell words where 'ei' has  
the long 'a' sound.

Identify a subordinate clause  
in a complex sentence.

### Preparation

Before the lesson:

Read **How? Complex sentences**, below,  
and make two sets of **main clause  
flash cards**: 'I was worried about the exams.'  
'I knew I would get better.', 'I enjoy going  
to school.', 'My teacher came to see me.'  
'I will write another letter.'

Have ready **letter 2**, from this week's weekly  
page, on the chalkboard.

### How? Complex sentences



Choose a group  
to underline the  
complex sentences  
in letter 2.



Ask another group  
to draw a circle  
around the sub-  
ordinate clauses.



On the chalkboard,  
write the words  
that start each  
of the subordinate  
clauses.



Give each group  
a main clause  
flash card and ask  
them to add a sub-  
ordinate clause.



Remind them to use  
commas to separate  
the subordinate  
clauses from the  
main clauses.

10  
minutes

## Spelling

### Whole class teaching

Write 'eight', 'weight' and 'reign' on the chalkboard.

Read and explain them to the class.

Sound the words out and choose some pupils to underline the long 'a' sound ('ei').

Ask the pupils to write another way to spell each word, ie: 'ate', 'wait', 'rain'.

Ask the pupils to write a sentence for each 'ei' word.

10  
minutes

Letters/  
Rules

## Reading

### Whole class teaching

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

Show the next four words/phrases and explain that these are different ways of adding an ending to a letter.

Read **letter 2** to the class. Explain that this is a thank you letter and a reply to **letter 1**.

Ask the pupils if they can say another farewell for the letter, eg: 'Lots of love from'.

Display the **letter writing rules** from Week 11, Day 2 (yesterday) and ask the pupils to check that **letter 2** follows the rules.

15  
minutes

How

## Grammar

### Group task

Remind the groups that a main clause makes sense on its own as a simple sentence.

Explain that they can make sentences more interesting by adding more information in a 'subordinate clause'.

Say, 'A subordinate clause does not make sense on its own and is often marked off with commas'.

Explain that sentences with subordinate clauses are called 'complex sentences'.

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

20  
minutes

Macmillan New Primary  
English 5/Matching game/  
Snap game/Flash cards

## Reading

### Supported group activities

#### Group A:

Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the **matching game/snap game**.

#### Groups B and C:

Give each group a set of **main clause flash cards**. Ask the groups to add subordinate clauses to them and write complex sentences in their exercise books.

#### Group D:

Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in **Macmillan New Primary English 5, pages 51 and 68** and say how they are different.

5  
minutes

## Plenary

### Whole class teaching

Ask groups B and C to read some of their complex sentences out to the class.

Ask the other groups to notice the main clause and the subordinate clause in each sentence.

## Week 11: Letters to friends

## Day 4: A thank you letter

### Learning outcomes

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

Spell words where 'a' has  
the long 'a' sound.

Write a complex sentence.

### Preparation

**Before the lesson:**

Read **How? Yemi's letter**, as shown below.

Have ready the **question flash cards**  
from Week 11, Day 2.

### How? Yemi's letter



Read Yemi's letter  
(letter 2) to the class.



Choose some  
groups to act out  
different parts  
of the story: Yemi  
in hospital,



Mr Kaugama  
visiting Yemi,



Yemi at home with  
her parents,



Yemi with her  
grandparents.

10  
minutes

## Spelling

### Whole class teaching

Ask the pupils to say the different ways they have learned to spell the long 'a' sound, ie: 'ai', 'ay', 'a-e', 'ei'.

Write these words on the chalkboard, then read and explain them to the class: 'baby', 'lady', 'table', 'paper', 'basin'.

Sound the words out and choose some pupils to underline the long 'a' sound ('a').

Ask the pupils to write a sentence for each 'a' word.

15  
minutes

How

## Reading

### Whole class teaching

Ask the pairs to read and explain the first 10 words/phrases on the chalkboard.

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

Teach **How? Yemi's letter**, as shown left.

Word/phrase  
cards

10  
minutes

Flash cards

## Grammar

### Group task

Ask the groups to explain what a complex sentence is.

Ask, 'What is the difference between a main clause and a subordinate clause?'

Teach **How? Complex sentences**, as shown in Week 11, Day 3 (yesterday).

Give the groups different **main clause flash cards** to make complex sentences with.

20  
minutes

Flash cards/Macmillan  
New Primary English 5/  
Matching game/Snap game

## Reading

### Supported group activities

#### Groups A and D:

Give each group a set of **main clause flash cards**. Ask the groups to add subordinate clauses to them and write complex sentences in their exercise books.

#### Group B:

Sit down with these pupils for guided reading. After the reading, ask the pupils to find the letters in **Macmillan New Primary English 5, pages 51 and 68** and say how they are different.

#### Group C:

Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the **matching game/snap game**.

5  
minutes

## Plenary

### Whole class teaching

Write a simple sentence on the chalkboard, eg: 'I always work hard.'

Ask each group to say a subordinate clause to make it into a complex sentence, eg: 'When I am at school, I always work hard.' 'I always work hard, even if I am tired.'

## Week 11: Letters to friends

## Day 5: Answering questions about letters

### Learning outcomes

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

Use alternative spellings  
for the long 'a' sound.

Read and understand  
simple letters.

### Preparation

**Before the lesson:**

Read **How? Long 'a' bingo**, as shown below.

Have ready a **large sheet of paper** for each group and this list of **long 'a' words** (do not show the pupils the list): 'baby', 'snail', 'play', 'day', 'table', 'came', 'gate', 'stay', 'train', 'nail', 'plate', 'weight'.

### How? Long 'a' bingo



Ask the groups to write the different long 'a' spellings on a chart on their paper.



Say each word from your list and tell the groups to put a tick in the correct column.



Eg: If you say 'snail', the groups should put a tick in the 'ai' column.



Tell the groups to shout 'Bingo' when they have a tick in each column.



Ask some pupils to spell some of the long 'a' words on the chalkboard.



15  
minutes

How

Paper

10  
minutes

30  
minutes

Letters/Macmillan  
New Primary English 5

5  
minutes

## Spelling

### Group task

Write 'play', 'came' and 'brain' on the chalkboard.

Choose some pupils to read the words and underline the long 'a' sound.

Explain that 'ai', 'ay' and 'a-e' are the most common spellings for the long 'a' sound.

Ask the pupils to say two other spellings for the long 'a' sound, ie: 'ei' and 'a'.

Give each group a **large piece of paper** and teach **How? Long 'a' bingo**, as shown left.

## Reading

### Whole class teaching

Write the following missing word sentences on the chalkboard:

'At the \_\_\_\_ of a letter I will write \_\_\_\_.'

'At the end of a letter I will write \_\_\_\_.'

'I will \_\_\_\_ my grandparents at the \_\_\_\_ of the \_\_\_\_.'

'When the holidays are \_\_\_\_, I will go back to school.'

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

## Comprehension

### Pair task

Read **letters 1 and 2** with the class.

Ask the pairs to say some rules for writing letters.

Explain that letters 1 and 2 are called 'informal' letters because they are written to friends.

Say, 'Formal letters are letters to people we don't know as friends.'

Ask the pairs to find a formal letter in **Macmillan New Primary English 5**.

Ask how it is different from an informal letter, eg: it has the address of the person it is going to, it starts with 'Dear Sir'.

## Plenary

### Whole class teaching

Choose some pairs to read out their answers and ask the class if they agree.

## Weekly page

# Primary 5, literacy lesson plans

## Week 12:

# A persuasive letter

### Words/phrases

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

persuasive letter  
complain  
provide  
important  
local area  
relax  
community  
business  
goods  
species  
wildlife  
yours faithfully

### Wow! words

although  
firstly  
secondly  
furthermore  
devastated  
endangered  
conserving

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Explain some of the differences between a formal and an informal letter.

**Most pupils will be able to:**

Give reasons for and against an idea.

**Some pupils will be able to:**

Write sentences beginning with 'although'.

Write this **letter** on the chalkboard and leave it there for the week.

## Complaint letter

Central Primary School,  
Ikeja,  
Lagos

5.06.2015

The Chairman,  
Local Government Area,  
Danmole Street,  
Lagos

Dear Sir,

I am writing to complain about the plan to build a new road through the local area that is close to my home and my school. Firstly, there is a lovely park here, where there is a safe place for children to play. Many of us go there to relax after school.

Secondly, there are many fruit trees growing in the fields here, which provide food for local people. Although I understand that the road would help businesses bring goods to the local area, surely local people are more important?

Furthermore, it is home to many species of beautiful birds and some endangered species. We often go there during our lessons at school to take part in outdoor learning. Do you really believe that building a road is more important than conserving wildlife?

I hope you can see that the loss of this area would have a devastating effect on the local school and community.

Yours faithfully,  
Funmi Abeke  
Student Council Leader

## Formal letters

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

---

Write your address with the date underneath in the top right-hand corner.

---

Write the name of the person and their address underneath on the left.

---

Start the letter with 'Dear Sir' or 'Dear Madam' and finish the letter with 'Yours faithfully'.

---

If you know the person's name, start the letter 'Dear Mr/Mrs' and the person's surname and finish with 'Yours sincerely'.

---

In the first paragraph, explain why you are writing.

---

Finish the letter by saying what you would like to happen next.

---

Always be polite.

## Week 12: A persuasive letter

## Day 1: A formal letter

### Learning outcomes

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

Spell words with 'oa'  
and 'ow'.

Add clauses to simple  
sentences.

### Preparation

**Before the lesson:**

Display the **Formal letters rules** and  
copy the **complaint letter** from this week's  
weekly page on to the chalkboard.

Read **How? Adding clauses**, as shown  
below, and write the following **simple  
sentences** on the chalkboard: 'The business  
men need a new road.', 'I am writing  
to complain about the plan.', 'We think  
saving birds is important.'

### How? Adding clauses



Write, 'The business men need a new road.' on the chalkboard



Ask pupils to think about why a new road is needed and add a clause to the sentence.



Repeat with, 'I am writing to complain about the plan.'



Ask, 'When did you hear about the plan?' and add a clause to the sentence.



Repeat with another simple sentence.

15  
minutes

## Spelling

### Whole class teaching

Say the long 'o' sound and choose some pairs to write its different spellings on the chalkboard, ie: 'oa', 'ow' and 'o-e'.

Read out the following words and ask the pupils to say if they need 'ow' or 'oa': 'groan', 'roast', 'blow', 'coat', 'narrow', 'slow', 'soap', 'show'.

Explain that most words that end with the long 'o' sound have the 'ow' spelling.

Read the words again and ask the pupils to write them in their exercise books.

10  
minutes

Word/phrase cards/  
Letter/Rules

## Reading

### Whole class teaching

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

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

Read and explain the **complaint letter** on the chalkboard.

Explain that this is a formal letter.

Read the **Formal letters rules** and ask the pupils to find examples of the rules in the letter.

10  
minutes

How

## Grammar

### Whole class teaching

Remind the pupils that using different types of sentences makes writing more interesting.

Revise the meaning of 'simple', 'compound' and 'complex' sentences.

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

Explain that we have now changed the simple sentences to complex sentences.

20  
minutes

Matching game/  
Snap game/Sentences

## Reading

### Supported group activities

#### Groups A:

Sit down with these pupils for guided reading. After reading, ask them to list the reasons Funmi gave against a new road.

#### Group B:

Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the **matching game/snap game**.

#### Groups C and D:

Rub out the new clauses in the **simple sentences** on the chalkboard. Tell these pupils to change the sentences into complex sentences in their exercise books.

5  
minutes

Letter

## Plenary

### Whole class teaching

Read out the **complaint letter** again.

Ask some pupils to point to complex sentences and underline the extra clause (the subordinate clause).

## Week 12: A persuasive letter

## Day 2: Reasons for and against

### Learning outcomes

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

Group long 'o' words  
according to their spellings.

Write complex sentences.

### Preparation

**Before the lesson:**

Write the **simple sentences** from Week 12,  
Day 1 (yesterday) on the chalkboard.

Have ready three **blank flash cards**  
and a set of **long 'o' word flash cards** for  
each group: 'boat', 'alone', 'stone',  
'narrow', 'goal', 'grow', 'yellow', 'hope',  
'nose', 'broke'.

Read **How? Reasons against**, below.

### How? Reasons against



Ask the pupils to underline the reasons against the new road in the letter.



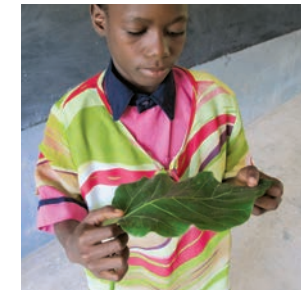
Choose some pupils to role play what might happen if the road is built:



children with no safe place to play and in danger from traffic,



fruit trees dying and less food for the people,



nowhere to learn about plants and animals.

15  
minutes

Flash cards/  
Blank cards

10  
minutes

How

Word/phrase  
cards/Letter

10  
minutes

20  
minutes

Sentences/Matching game/  
Snap game

5  
minutes

Letter

## Spelling

### Group task

Write 'oa', 'ow' and 'o-e' on the chalkboard and explain that 'o-e' is the most common spelling for the long 'o' sound.

Give each group a set of **long 'o' flash cards** and **three blank cards**.

Ask the groups to sort the long 'o' cards into three sets based on the spelling.

Ask them to write their own long 'o' words on the blank cards.

Ask the groups to show their new words to the class and ask the class to check the spelling.

## Reading

### Whole class teaching

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

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

Read the **complaint letter** and ask the pupils, 'What is the purpose of this letter?' (to persuade the Local Government Area not to build a road).

Teach **How? Reasons against**, as shown left.

## Grammar

### Whole class teaching

Write on the chalkboard 'It is the home of many birds.'

Ask the pupils to add a clause to make this simple sentence more interesting.

Tell them to ask themselves questions about the sentences to think of extra information.

Write some of their ideas on the chalkboard:

'It is the home of many birds, which sing beautiful songs.'

'It is the home of many birds when the wet season begins.'

Repeat this process with, 'The park is a safe place.'

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to change the **simple sentences** on the chalkboard into complex sentences in their exercise books.

#### Group C:

Sit down with these pupils for guided reading. After reading, ask them to list the reasons Funmi gave against a new road.

#### Group D:

Tell these pupils to choose three words/phrases and write a sentence for each in their exercise books, then play the **matching game/snap game**.

## Plenary

### Group task

Ask the pupils to look at the **complaint letter** on the chalkboard.

Explain that the writer is trying to persuade the reader against building a new road by listing clear reasons why this is a bad idea.

Say, 'The reasons need to be in sentences that are interesting, with as much information as possible.'

Explain that 'persuasive' letters need to be formal so that the reader knows it is important.

## Week 12: A persuasive letter

## Day 3: Reasons for and against

### Learning outcomes

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

Read words with  
alternative spellings for  
the long 'o' sound.

Explain reasons for  
and against an idea.

### Preparation

**Before the lesson:**

Write the following **long 'o' words**  
on the chalkboard: 'open', 'oval', 'total',  
'poem', 'moment'.

Read **How? Reasons for**, as  
shown below.

### How? Reasons for



Ask the groups to  
discuss reasons for  
a new road.



Write each idea on  
the chalkboard  
as a simple sentence.



Use pupils' ideas  
to write a sentence  
for a new road.



Use pupils' ideas to  
write a sentence  
against a new road.



Show the pupils  
how to add a clause  
arguing against  
a reason.



15  
minutes

## Spelling

### Pair task

Read and explain the long 'o' words on the chalkboard.

Explain that in some words with two syllables, 'o' can have a long sound.

Choose some pairs to clap the syllables in each word, eg: o-pen, to-tal.

Remind the pupils how to say the long 'o' sound.

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

10  
minutes

How

## Reading

### Group task

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

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

Remind the class that they are learning how to write a persuasive letter.

Explain that we need to think of reasons why the new road is a good idea so we are ready to argue against them.

Teach **How? Reasons for**, as shown left.

Word/phrase  
cards

10  
minutes

## Grammar

### Group task

Explain that 'although' is a good word to use when we are comparing two reasons.

Ask the groups to write, in their exercise books, a sentence beginning with 'although', comparing a reason for the road with a reason against, eg: Although a new road will bring more goods, it will destroy our fruit. Although a new road will bring more visitors, it will mean there will be no places for them to relax.

Remind the groups to use a comma to separate the two clauses.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

**Groups A and D:**  
Ask these groups to write some sentences with reasons for and against the road in their exercise books. Remind them to use 'although' and have two clauses in each sentence.

**Group B:**  
Sit down with these pupils for guided reading. After reading, ask them to list the reasons Funmi gave against a new road.

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

5  
minutes

Letter

## Plenary

### Individual task

Ask the pupils to find the word 'although' in the **complaint letter** on the chalkboard.

Explain that it is often used as an opener in sentences in persuasive letters.

Point to 'Firstly', 'Secondly' and 'Furthermore' and explain that these openers help to organise the reasons clearly.

## Week 12: A persuasive letter

## Day 4: Rules for persuasive letters

### Learning outcomes

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

Spell words with  
alternative spellings for  
the long 'o' sound.

Say persuasive sentences  
beginning with 'although'.

### Preparation

**Before the lesson:**

Read **How? Spelling relay**, as shown  
below, and use the spellings from today's  
spelling column.

Read the **Formal letters rules**.

Have ready a **large piece of paper**.

### How? Spelling relay



Tell each group  
to line up in front of  
the chalkboard.



Ask a pupil from  
each group to write  
the first word  
on the chalkboard.



Repeat with the  
remaining words,  
making sure each  
pupil has a turn.



Ask the groups  
to check the lists are  
spelled correctly.



The group with  
the most words  
spelled correctly is  
the winner.

15  
minutes

How

## Spelling

### Group task

Write the following words on the chalkboard and ask the groups to read them: 'open', 'yellow', 'home', 'boat', 'total', 'show', 'stone', 'groan', 'blow', 'choke', 'over', 'roast'.

Rub the words off the chalkboard.

Play **How? Spelling relay**, as shown left, with the above words.

10  
minutes

Word/phrase cards/  
Letter

## Reading

### Whole class teaching

Ask the pupils the meaning of the first nine words/phrases.

Show the last three **word/phrase cards** and explain their meaning.

Point to the **complaint letter** and ask, 'What type of letter is this?'

Explain that it is a formal letter and a persuasive letter.

Ask the pupils to say some rules for a formal letter.

Explain that persuasive writing needs some special openers for sentences.

Ask some pupils to say the openers they learned on Week 12, Day 3 (yesterday).

10  
minutes

## Grammar

### Group task

Teach **How? Reasons for**, as shown in Week 12, Day 3 (yesterday).

Ask the pupils to think of as many reasons as they can for a new road.

Ask each group to say a sentence beginning with 'although', comparing a reason for with a reason against, eg: Although a new road will help some businesses, farmers will lose their crops.

20  
minutes

Matching game/  
Snap game

## Reading

### Supported group activities

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

**Groups B and C:**  
Ask these pupils to write some sentences with reasons for and against the road in their exercise books. Remind them to use 'although' and have two clauses in each sentence.

**Group D:**  
Sit down with these pupils for guided reading. After reading, ask them to list the reasons Funmi gave against a new road.

5  
minutes

Rules/  
Paper

## Plenary

### Whole class teaching

Read the **rules for formal letters** with the class.

Write 'Rules for persuasive letters' on the **large piece of paper**.

Ask the pupils to help you write the first rule, ie: 'Write a formal letter.'

Ask the pupils to help you write some more rules, eg: Use persuasive openers, Have clear reasons for your argument, Say reasons against your argument and explain why they are not good.

## Week 12: A persuasive letter

## Day 5: What do you think?

### Learning outcomes

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

Spell words with  
alternative spellings for  
the long 'o' sound.

Read and understand  
a persuasive letter.

### Preparation

**Before the lesson:**

Have ready the **rules for persuasive  
letters** from Week 12, Day 4 (yesterday).

Read **How? What do you think?**, as shown  
below, and write 'yes', 'no' and 'don't know'  
on **three large flash cards**.

### How? What do you think?



Put the 'yes', 'no'  
and 'don't know'  
cards in three  
different parts of  
the classroom.



Ask the pupils  
to stand by the card  
they agree with.



Choose some pupils  
from each group  
to say why they have  
chosen that card.



Ask them to say  
their reason in a  
sentence and write it  
on the chalkboard.



Ask them to say  
another reason  
in a sentence  
and write it on the  
chalkboard.

10  
minutes

## Spelling

### Whole class teaching

Write 'old' on the chalkboard and read it out to the class.

Ask the pupils to write some words that rhyme with 'old' underneath it, eg: told, cold, fold, sold, bold.

Ask the pupils to notice the spelling for the long 'o' sound.

Ask some pupils to write 'so', 'go' and 'toe' and notice the long 'o' spellings.

Dictate the following sentence for the pupils to write in their exercise books: 'It is cold so can I borrow a coat to go home?'

10  
minutes | Letter

## Reading

### Whole class teaching

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

Read the **complaint letter** with the pupils.

Explain that a persuasive letter also needs wow! words to get the reader's attention.

Ask the pupils to find 'devastated', 'endangered' and 'conserving' in the letter and explain their meanings.

30  
minutes

How

## Comprehension

### Whole class teaching

Ask the class:

'Who thinks the road is a good idea?'

'Who thinks the road is not a good idea?'

'Who does not know if the road is a good idea?'

Teach **How? What do you think?**, as shown left.

### Pair task

Write the following questions on the chalkboard:

'Who wrote the letter?'

'How will the new road help the local area?'

'What devastating effects will the new road have on the local area?'

Explain why you think the road is a good or a bad idea.

Read and explain the questions.

Ask the pairs to write the answers to the questions in their exercise books.

10  
minutes | Rules

## Plenary

### Whole class teaching

Read out the **rules for persuasive letters** and ask the pupils to help you write another rule they have learned today, ie: 'Use wow! words to get the reader's attention.'

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 13:

**Writing  
a persuasive  
letter**

### Words/phrases

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

manager  
computer  
information  
internet  
electricity  
generator  
improve  
furniture  
modern  
grateful  
consider  
yours faithfully

### Wow! words

donate  
informative  
research  
education  
provide  
uncomfortable  
dangerous

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Begin to understand how to set out a formal letter correctly.

**Most pupils will be able to:**

Write a persuasive letter.

**Some pupils will be able to:**

Use a variety of sentence types in a letter.

Write this **letter** on the chalkboard and leave it there for the week.

### Bunmi's letter

Bunmi,  
14 South Road,  
Benin,  
Edo State

The Manager,  
Computer Solutions,  
PO Box 777 Ikeja,  
Kano

Hello Manager

I'm Bunmi and I go to school.  
We want computers for finding fun  
facts and playing games. Send  
us some. They will look very  
nice in our classroom. We know  
how to use them.

I'll always be your friend if you  
send us one or two.

Your special friend  
Bunmi

### Persuasive letters

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

---

Write in the style of  
a formal letter.

---

Use persuasive openers.

---

Include clear reasons  
for your argument.

---

Have reasons against  
your argument and  
explain why they are  
not good.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 13:

# Assessment

### Assessment task

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

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

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

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

### Instructions:

Look at the pupils' finished piece of independent writing for the week.

1  
Ask the pupils to read you their letter.

2  
Ask the pupils to explain the reason for writing the letter.

3  
Ask the pupils to describe some of the features of persuasive letter writing.



## Example of a pupil's work

### This pupil can:

Use the rules for letter writing.

Use persuasive vocabulary.

Include compound and complex sentences in their writing.

Seyi Osuna  
Oyo Road  
Lagos  
05.07.2016

The Headteacher  
Baptist Primary School  
Lagos

Dear Madam,

My name is Seyi and I am currently in class 5.

Although I enjoy attending school, and like all the lessons, sitting on the bare floor for the last 5 years has not been very comfortable. Neither do I believe it has allowed me, or other pupils to do our best learning.

To make sure pupils can sit on benches in the future, my classmates and me are planning to raise money for new furniture. We are therefore seeking both your permission and your support.

Even though buying new furniture is really the responsibility of the school, we are happy to support the school by raising money.

We trust you will give both your permission and support. Also, any contribution you could make towards improving the school environment would be gratefully received.

Yours faithfully,  
Seyi Osuna

## Week 13: Writing a persuasive letter

### Day 1: Bunmi's letter

#### Learning outcomes

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

Say some words  
with the long 'i' sound  
and spell them.

Write some compound  
sentences for  
a persuasive letter.

#### Preparation

Before the lesson:

Display the **Formal letters rules**  
and **Persuasive letters rules** from this  
and last week's weekly pages.

Make a set of **sentence flash cards**  
for each group, as shown opposite.

Read **How? A formal letter to persuade**,  
as shown below.

#### How? A formal letter to persuade



Look at Bunmi's  
letter. Ask the pupils,  
'Are the names  
and addresses  
written correctly?'



Ask, 'How should  
we begin and  
end a formal letter?'



Ask, 'Does the  
letter have formal or  
informal words?'



Ask the pupils,  
'Is the letter polite?'



Ask, 'Does the  
letter have enough  
information?'

15  
minutes

## Spelling

### Whole class teaching

Choose some pairs to write the spellings for the long 'i' sound on the chalkboard, ie: 'ie', 'igh', 'i-e', 'y'.

Say the following words and choose some pairs to count the sounds and write them on the chalkboard: 'pie', 'night', 'cry', 'smile' (eg: pie = 'p-ie', 2 sounds).

Ask each pair to say a word with one of the long 'i' spellings and write it on the chalkboard.

20  
minutes

Word/phrase cards/  
Letter/Rules

How

## Shared writing

### Whole class teaching

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

Read **Bunmi's letter** with the class.

Ask, 'What is the purpose of this letter?' (to persuade the manager to give the school computers).

Ask the class to say some of the rules for writing a persuasive letter.

Read the **rules for formal letters** and **rules for persuasive letters** with the class.

15  
minutes

Sentence cards

## Grammar

### Group task

Remind the groups that they have learned how to write different sentences.

Explain that a compound sentence is two main clauses joined by a conjunction such as 'because' or 'so'.

Give each group the following **sentence flash cards**: 'We need computers.', 'Every school should have computers.'

Ask them to add reasons to the sentences to make compound sentences and write them in their exercise books, eg: 'We need computers so that we can find out information.'

10  
minutes

Letter

## Plenary

### Group task

Ask each group to read out one of their sentences.

Add some of their sentences to **Bunmi's letter**.

## Week 13: Writing a persuasive letter

## Day 2: Reasons for and against

### Learning outcomes

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

Spell words with  
alternative spellings for  
the long 'i' sound.

Write reasons for  
and against something.

### Preparation

**Before the lesson:**

Rewrite **Bunmi's letter** on the chalk-  
board with the improvements made on  
Week 13, Day 1 (yesterday).

Display the **rules for formal letters**  
and **rules for persuasive letters**.

Read **How? For and against computers**,  
as shown below.

### How? For and against computers



Ask the groups to  
discuss reasons for  
having computers.



Write their ideas as  
simple sentences  
on the chalkboard.



Ask the groups  
to discuss reasons  
against having  
computers.



Ask pupils to write  
their ideas as  
simple sentences on  
the chalkboard.

15  
minutes

## Spelling

### Pair task

Ask the pairs to help you spell the following words on the chalkboard: tie, die, might, night, try, cry, shine, quite.

Ask the pairs if they notice when the different long 'i' spellings are used, eg: 'y' and 'ie' are often at the end of a word and 'igh' often comes before 'i' in a word.

Dictate the following sentence for the pairs to write in their exercise books: 'Nine birds might fly high in the sky.'

20  
minutes

Word/phrase cards/  
Letter

## Shared writing

### Whole class teaching

Read the first three words/phrases with the class.

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

Read out **Bunmi's improved letter**.

Read and explain the first four wow! words.

Discuss with the pupils where they could use these words in the letter to make it more interesting.

How

### Group task

Teach **How? For and against computers**, as shown left.

15  
minutes

## Grammar

### Whole class teaching

Remind the pupils that they have learned how to write complex sentences using 'although'.

Say, 'Look at the sentences against computers on the chalkboard and say some reasons why they are wrong'.

Tell the pupils to start with 'although', eg: Although we do not have electricity, we will buy a small generator.

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

10  
minutes

Letter/  
Rules

## Plenary

### Whole class teaching

Ask each group to read out one of their sentences.

Add some of their sentences to **Bunmi's improved letter**.

Read out the **rules for formal letters** and **rules for persuasive letters**.

Read Bunmi's improved letter again and ask the pupils to point to the rules in it.

# Week 13: Writing a persuasive letter

## Day 3: Brainstorm

### Learning outcomes

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

Spell words with 'i' for  
the long 'i' sound.

Contribute to a brainstorm  
for a letter.

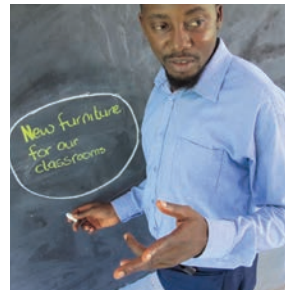
### Preparation

**Before the lesson:**

Write these **spellings** on the  
chalkboard: 'mind', 'kind', 'find', 'bind',  
'wild' and 'child'.

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

### How? Brainstorm



Write the purpose of  
the letter in the centre  
of the brainstorm.



Ask the pupils to  
say why they need  
new furniture.



Write their ideas in  
the brainstorm.



Ask them to think  
of reasons against  
their ideas and  
write these too.



Keep this brainstorm  
for the next day.

15 minutes | Spellings

## Spelling

### Whole class teaching

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

Read the **spellings** on the chalkboard.

Choose some pupils to underline the spelling for the long 'i' sound, ie 'i'.

Explain that 'i' has the long sound when it is followed by 'nd' and 'ld'.

Ask the pupils to say sentences for some of the **spellings** and write them in their exercise books.

10 minutes | Word/phrase cards

## Shared writing

### Whole class teaching

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

Read and explain the next three words/phrases.

Explain to the pupils that they are going to write their own formal letter asking the SBMC to provide new furniture for their classrooms.

30 minutes

How

## Brainstorm

### Pair task

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

### Group task

Ask the groups to say, in a complex sentence, why some of the reasons against new furniture are wrong, eg: 'Although we have enough tables, a lot of them are broken.'

Tell the groups to write some sentences in their exercise books explaining why they need new furniture.

Encourage the groups to write some compound sentences with 'because' and 'so that' as well as some complex sentences starting with 'although'.

5 minutes

## Plenary

### Whole class teaching

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

## Week 13: Writing a persuasive letter

## Day 4: Using a writing frame

### Learning outcomes

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

Spell words with  
alternative spellings for  
the long 'i' sound.

Write the first part  
of a persuasive letter.

### Preparation

Before the lesson:

Have ready a set of 'ie', 'igh', 'i-e', 'y'  
and 'i' **spelling flash cards** for each group.

Have ready the **brainstorm** from Week 13,  
Day 3 (yesterday).

Read **How? Writing frame 1**,  
as shown below.

Have ready a **large piece of paper**.

### How? Writing frame 1



Choose some pupils  
to write both of  
the addresses  
and the date on  
the letter.



Tell them to write  
a polite greeting.



Ask them to  
suggest ideas to  
complete the  
first paragraph.



Encourage them  
to use the words/  
phrases and  
wow! words.



Ask them to suggest  
sentences with  
reasons for the  
second paragraph.



15  
minutes

Spelling cards

20  
minutes

Word/phrase cards

How

Brainstorm

15  
minutes

Writing frame

10  
minutes

## Spelling

### Group task

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

Read out the following words and ask the groups, in turn, to hold up the correct long 'i' spelling for each word: 'mind', 'night', 'five', 'pie', 'sky', 'quiet', 'tiger', 'child', 'fright', 'like', 'sigh', 'spider'.

Ask the other groups to say if they agree.

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

## Guided writing

### Whole class teaching

Show the first nine **word/phrase cards** and ask the pupils to read them.

Explain the meaning of the last three words/phrases.

Ask the pupils to say another way they know to end a formal letter, ie: 'Yours sincerely,'

Read and explain the last three wow! words.

Read the **brainstorm** from Week 13, Day 3 (yesterday) to the class.

Ask the pupils to suggest words to describe their classroom furniture and add them to the brainstorm, eg: 'hard', 'difficult to write on'.

Teach **How? Writing frame 1**, as shown left.

Remind the class that we can use openers to keep reasons in order, eg: secondly, also.

## Independent writing

### Individual task

Tell the pupils to write, in their exercise books, a letter to the SBMC to ask for classroom furniture.

Check that they write the addresses and the greeting correctly.

Tell them to use the **writing frame** to help them complete the first two paragraphs.

Ask them to try to write two sentences for each paragraph.

## Plenary

### Whole class teaching

Choose some pupils to read the sentences they have written.

Discuss any wow! words and openers they have used.

# Week 13: Writing a persuasive letter

## Day 5: New furniture

### Learning outcomes

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

Read words with the  
long 'i' sound.

Write a persuasive letter.

### Preparation

**Before the lesson:**

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

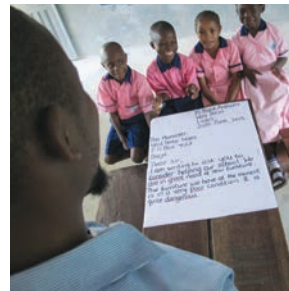
Display the **Formal letters rules** and  
**Persuasive letters rules** and have ready  
the **brainstorm** from Week 13, Day 3.

Read **How? Writing frame 2**,  
as shown below.

### How? Writing frame 2



Tell the pupils to  
read through the  
letter so far.



Ask them to suggest  
sentences for  
the third paragraph.



Ask the pupils to  
say a clear sentence  
to end the letter.



Ask the pupils to  
write their  
clear sentence  
in the letter.



Ask the pupils  
how they will end  
the letter.

10 minutes

Word search

### Spelling

#### Whole class teaching

Write the following words on the chalkboard and choose some pupils to underline the long 'i' sound: pride, spider, fright, pie, prize, dry.

Tell the class to look at the **word search**.

Ask the pupils to write the words on the chalkboard as they find them (night, side, quite, tight, time, sky, tie).

Word search

n	y	t	e	n	s
i	f	i	i	e	i
g	t	t	s	m	d
h	q	u	i	t	e
t	q	b	c	m	l
f	t	i	g	h	t
s	k	y	o	s	p

25 minutes

Rules

### Guided writing

#### Whole class teaching

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

Explain to the pupils that they are going to finish writing their letters asking for new furniture.

Choose some pupils to read out the **rules for formal letters** and **rules for persuasive letters**.

How

Brainstorm

### Brainstorm

#### Whole class teaching

Read the **brainstorm** with the pupils.

Ask them to suggest some reasons for having new classroom furniture.

Encourage them to use compound and complex sentences, eg: We need new furniture so that we can be comfortable when we are writing, Although new furniture costs a lot of money, it will help a lot of pupils to learn better.

Teach **How? Writing frame 2**, as shown left.

15 minutes

Writing frame

### Independent writing

#### Individual task

Ask the pupils to find the letter they wrote in Week 13, Day 4 (yesterday) in their exercise books.

Tell them to use the **writing frame** to help them finish the letter in their exercise books.

10 minutes

### Plenary

#### Whole class teaching

Choose some pupils to read out their letters to the class.

Ask the class to check that the letters have the following:  
the correct greeting and ending for a formal letter  
the correct address  
clear reasons  
interesting sentences  
wow! words  
openers.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

### Primary 5, literacy lesson plans

## Week 14:

### The old woman and the corn

#### Words/phrases

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

flour  
travelled  
grains  
pounded  
neighbour  
extremely  
spilled  
wondered  
guessed  
decided  
punish

#### Learning expectations

By the end of the week:

**All pupils will be  
able to:**

Talk about characters  
in a story.

**Most pupils will be  
able to:**

Use personal pronouns  
in a sentence.

**Some pupils will be  
able to:**

Use possessive pronouns  
in a sentence.

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

Story taken from from Nigeria Primary English 5, page 40, copyright Learn Africa Plc.

### The old woman and the corn – part 1

For a long time, Amina had made the flour that the other women in her village used for making corn cakes. After she had travelled far to find enough grains of corn, she pounded them to make flour.

One day, Amina was out looking for corn when she met an old woman who was her neighbour. She was carrying a huge basket full of corn on her head. Amina asked her for some of the corn but the neighbour was extremely rude to her.

She said, "This corn is mine. Go away!" and she pushed Amina. Amina fell over and the corn in her basket spilled on the dirty ground.

"How can she find so much corn?" wondered Amina.

Then she guessed that her neighbour had been stealing it from other villages for a long time. Amina decided to follow her the next day.

### The old woman and the corn – part 2

Early in the morning, the old woman left the village with an empty basket. She was wearing green and brown clothes so that no one could see her. Amina watched her neighbour, who was smiling as she stole corn from the next village.

Amina was angry because the woman was a thief. She had been rude and she had lied to her. Amina decided to punish the old woman.

The following day, Amina was hiding when the old woman returned to their village. After the old woman had left her basket on the ground, Amina put red ants in her basket.

Later, her neighbour went to find her corn and the ants crawled over her and bit her hard.

The old woman screamed, "Help! Please, get these ants off me. I'm very sorry. I promise you I'll never steal again."

The women in the villages forgave the thief because she was old and had many children. But they were very proud of Amina.

## Week 14: The old woman and the corn

## Day 1: Amina and the neighbour

### Learning outcomes

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

Read words with the  
long 'e' sound.

Discuss the main  
characters in a story.

### Preparation

**Before the lesson:**

Write these **noun sentences** on  
the chalkboard: 'Talutu threw a ball.'  
'Taibat wrote a letter to Farida.'

Find a large piece of **card**.

Read **How? Personal pronouns**, as  
shown below, and read the actions written  
in today's grammar section.

### How? Personal pronouns



Explain that these  
pronouns are  
used to replace  
the noun when it  
is the object.



Ask each group  
to find some  
of these pronouns  
in the story.



Choose some  
groups to underline  
the nouns in the  
sentences on  
the chalkboard.



Ask them to write  
the sentences  
replacing the nouns  
with pronouns.

15  
minutes

## Spelling

### Pair task

Choose some pairs to read out the following words as you write them on the chalkboard: 'clean', 'teach', 'peanut', 'creep', 'sheep', 'complete'.

Ask some pairs to underline the long 'e' sound in the words.

Tell the pairs to write the different spellings for the long 'e' sound, ie: 'ea', 'ee' and 'e-e'.

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

10  
minutes

Word/phrase cards/  
Story

## Reading

### Whole class teaching

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

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

Read and explain **part 1 of The old woman and the corn.**

Ask the pupils:  
'Where does the story take place?'

'Who are the main characters?'

'What do you think will happen next?'

10  
minutes

How

## Grammar

### Whole class teaching

Teach these actions:

- I – point to yourself
- you – point to one person
- he – point to a boy
- she – point to a girl
- it – point to a book
- we – point to yourself and others
- you – point to the class
- they – point to the class next door

Remind the class that these 'personal pronouns' are used to replace nouns.

Teach **How? Personal pronouns**, as shown left.

20  
minutes

Sentences/Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and D:

Rub out the pronoun sentences and ask these pupils to rewrite, in their exercise books, the **noun sentences** using pronouns.

#### Group B:

Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.

#### 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

Card

## Plenary

### Whole class teaching

Ask the pupils to say some adjectives to describe the character of the neighbour, eg: 'rude', 'mean', 'greedy'.

Write these character adjectives on the **large piece of card** and keep it for the next day.

## Week 14: The old woman and the corn

### Day 2: Personal pronouns

#### Learning outcomes

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

Read words with the long  
'e' spellings 'ei' and 'ie'.

Use pronouns in  
their writing.

#### Preparation

**Before the lesson:**

Have ready the **noun sentences** from  
Week 14, Day 1 (yesterday) on the chalkboard.

Copy **part 2** of **The old woman  
and the corn** on to the chalkboard.

Read **How? Role play**, as shown below,  
and have ready the **character adjectives  
card** from Week 14, Day 1 (yesterday).

#### How? Role play



Ask the pairs to  
role play: Amina  
asking for corn,



the neighbour  
pushing Amina,



Amina following  
the neighbour  
and putting the ants  
in the basket,



the neighbour  
finding the ants.



Ask the pairs to  
describe the  
neighbour and  
add to the character  
adjectives card.



15  
minutes

## Spelling

### Pair task

Say the long 'e' sound and ask some pairs to write the different spellings on the chalkboard.

Read out the following words as you write them on the chalkboard: 'field', 'chief', 'belief'.

Ask some pairs to underline the spelling for the long 'e' sound ('ie').

Repeat with 'receive' and 'ceiling', and teach the rule 'i' before 'e' except after 'c'.

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

10  
minutes

How

## Reading

### Whole class teaching

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

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

Ask the pupils to say what happened in **part 1 of The old woman and the corn.**

Read **part 2** of the story.

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

Word/phrase  
cards/Story

10  
minutes

Sentences

## Grammar

### Whole class teaching

Choose some pairs to help you show the actions for the pronouns that they learned on Week 14, Day 1 (yesterday).

Write on the chalkboard: 'The neighbour lied to Amina.'

Ask some pairs to change the nouns to pronouns on the chalkboard.

Read the **noun sentences** and ask the pairs to say which words can be changed to pronouns.

20  
minutes

Sentences/Matching game/  
Snap game

## Reading

### Supported group activities

**Group A:**  
Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.

**Groups B and C:**  
Ask these pupils to re-write, in their exercise books, the **noun sentences** using pronouns.

**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

Story

## Plenary

### Whole class teaching

Choose some pupils to explain the opening of the **story**, the problem, the build-up and the ending.

## Week 14: The old woman and the corn

## Day 3: Possessive pronouns

### Learning outcomes

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

Spell words with  
alternative spellings for  
the long 'e' sound.

Use possessive pronouns  
in their writing.

### Preparation

Before the lesson:

Have ready the **character adjectives card**  
from Week 14, Day 2 (yesterday).

Read **How? Possessive pronouns**,  
as shown below, and make two sets of  
large **personal pronoun sentence cards**:  
'The pen belongs to me.', 'The corn  
belongs to me.', 'The goats belong to them.',  
'The food belongs to us.'

### How? Possessive pronouns



Hold up the first  
sentence and explain  
how to change  
it with possessive  
pronouns.



Ask the pupils to  
help write a chart  
of subject, object  
and possessive  
pronouns.



Invite pupils to add  
to the chart.



Look at other sentence  
cards and ask  
pupils to change  
them with possessive  
pronouns.

15  
minutes

## Spelling

### Pair task

Ask some pairs to write the different spellings they have learned for the long 'e' sound on the chalkboard ('ea', 'ee', 'e-e', 'ei' and 'ie').

Read out the following words and ask different pairs to touch the correct long 'e' spelling needed for each one: 'sleep', 'queen', 'peanut', 'read', 'complete', 'field', 'ceiling'.

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

10  
minutes

Word/phrase cards/  
Story/Adjectives card

## Reading

### Whole class teaching

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

Show the next three **word/phrase cards** and read them with the pupils, discussing their meaning.

Read **The old woman and the corn, parts 1 and 2.**

Ask pupils to say adjectives to describe Amina and add them to the **character adjectives card**.

10  
minutes

How

## Grammar

### Whole class teaching

Ask the pupils to say some of the pronouns they have learned and do the actions.

Remind the pupils that these pronouns are called 'personal pronouns'.

Say, 'We are now going to learn about possessive pronouns, which show ownership.'

Explain that, when we want say that something 'belongs to me' or 'belongs to you', we can use possessive pronouns like 'mine' and 'yours'.

Teach **How? Possessive pronouns**, as shown left.

20  
minutes

Sentences/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:**  
Give these pupils the **personal pronoun sentence cards** and ask them to copy the sentences into their exercise books, changing each one in two ways.

**Group D:**  
Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.

5  
minutes

Adjectives card

## Plenary

### Pair task

Look at the **character adjectives card**.

Explain that we learn more about the characters as we read the story.

Ask, 'How did the neighbour's character change at the end?', 'What did we learn about Amina at the end?' (She was cunning and brave.)

## Week 14: The old woman and the corn

## Day 4: Characters

### Learning outcomes

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

Say different spellings for  
the long 'e' sound.

Explain how actions  
reveal the characters of  
people in a story.

### Preparation

**Before the lesson:**

Have ready the **personal pronoun  
sentence cards** from Week 14, Day 3  
(yesterday).

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

### How? Characters



Draw Amina on the  
chalkboard and ask  
the pupils to describe  
her appearance.



Repeat for the  
neighbour.



Choose some pupils  
to role play Amina  
and the neighbour.



Discuss what  
Amina's actions  
tell us about her  
character.



Discuss what the  
neighbour's actions  
tell us about  
her character.

15  
minutes

## Spelling

### Pair task

Ask the pairs to write on the chalkboard some of the words they have learned to spell with different long 'e' spellings.

Write the following words on the chalkboard: 'evil', 'medium', 'secret', 'she', 'me'.

Choose some pairs to read the words and underline the spelling for the long 'e' sound.

Ask them to say other words with this spelling, eg: be, he, me.

10  
minutes

How

Word/phrase  
cards/Story

## Reading

### Whole class teaching

Read out and explain the last three **word/phrase cards**.

Ask some pupils to explain what happened in the story of **The old woman and the corn**.

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

10  
minutes

## Grammar

### Pair task

Remind the pupils that they have been learning about pronouns.

Ask the pairs to write 10 different pronouns in their exercise books.

Choose some pairs to read out their pronouns and ask the class to say if they are personal or possessive pronouns.

Write the following on the chalkboard:

The corn belongs to the villagers.

It is \_\_\_\_.

The pen belongs to her.

It is \_\_\_\_.

Choose some pairs to put in the missing pronouns.

20  
minutes

Matching game/  
Snap game/Sentence cards

## Reading

### Supported group activities

**Groups A and D:** Give these pupils the **personal pronoun sentence cards** and ask them to copy the sentences into their exercise books, changing each one in two ways.

**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**.

**Group C:** Sit down with these pupils for guided reading, then ask them to draw thought bubbles for Amina, the neighbour and the women in the villages.

5  
minutes

## Plenary

### Pair task

Ask the pairs to say a sentence about Amina or the neighbour.

Tell them to use adjectives and try to include 'because' in the sentence, eg: The ugly old woman was cruel because she pushed Amina.

Choose some pairs to say their sentences to the class.

## Week 14: The old woman and the corn

## Day 5: Comprehension

### Learning outcomes

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

Read words with the  
long 'e' sound.

Answer questions about  
a story.

### Preparation

**Before the lesson:**

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

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

Read **How? Comprehension**, as  
shown below, and write the questions on  
a set of **flash cards** for each group.

### How? Comprehension



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



Why did Amina  
fall down?



Why was Amina  
angry?



Why did Amina hide?



What do you think the  
villagers said?

10  
minutes

Word search

## Spelling

### Whole class teaching

Remind the class that they have been learning to spell words with the long 'e' sound.

Tell the class to look at the **word search** and choose some pupils to point to words with the long 'e' sound.

Word search

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

15  
minutes

Word/phrase cards/  
Story

## Reading

### Group task

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

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

Remind the pupils that they have been reading the story **The old woman and the corn**.

Choose some groups to explain the opening of the story, the problem, the build-up and the ending.

Ask each group to say two adjectives to describe Amina and the neighbour.

30  
minutes

How

Question cards

## Comprehension

### Group task

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

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

Give each group a set of **question cards** and ask them to write the answers in their exercise books.

5  
minutes

## Plenary

### Whole class teaching

Ask some pairs to say some possessive pronouns and write them on the chalkboard.

## Weekly page

### Primary 5, literacy lesson plans

## Week 15:

### The tortoise and the drum

#### Words/phrases

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

wealth  
depended  
complained  
envy  
greedy  
wandered  
secrets  
fabulous  
boasting  
fierce  
warriors  
millipedes

#### Wow! words

generous  
patient  
jealous  
grumpy  
lazy  
clever  
cunning  
boastful

#### Learning expectations

By the end of the week:

**All pupils will be able to:**

Retell parts of a folk tale.

**Most pupils will be able to:**

Retell a folk tale and understand its message.

**Some pupils will be able to:**

Create detailed character descriptions and use a variety of sentence types in their writing.



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

### The tortoise and the drum – part 1

Once upon a time, a king owned a magical drum. Whenever he beat upon it, a feast appeared. The king often shared his wealth, and everyone was content.

The magic of the drum depended on the owner never stepping on a fallen branch; if he did, nothing but trouble would come to the owner of the drum.

One day, Tortoise climbed a tree to collect palm nuts for his family. "There's never any end to my work," he complained. Tortoise had begun to feel sorry for himself, and he had begun to envy the king.

As he was working, one of his nuts fell to the ground and, down below, a woman heard it fall. She turned, picked it up and ate it.

"I work hard all day, every day and now you've stolen my family's food. I must report you to the king as a thief," Tortoise said angrily.

"I am so sorry," she said, "I am the king's wife, but if you wish to make a complaint, I will take you to the palace."

Together they went to see the king.

"I'm so sorry," said the king, "Let us make it up to you. Take whatever you like from the palace."

### The tortoise and the drum – part 2

Tortoise was very greedy so he wandered around the palace for hours, sniffing this, touching that, and just as the sun was setting, he stopped in front of the drum. "I'll take that drum," he said. The king was a man of his word, so he gave Tortoise the drum. But he didn't tell him about its secrets.

Tortoise hurried home. "We're rich!" he cried.

"Show us how it works," his children begged. Tortoise beat the drum, and a fabulous table of food appeared.

Tortoise stopped working and grew fat and lazy. He was always boasting about his wealth. One day as he was walking along, he tripped on a stick.

Back home, tired and hungry, he beat his drum, but the magic powers were gone. Instead of a feast, dozens of fierce warriors ran into the house and attacked Tortoise.

"We will come back every time you beat the drum," they screamed.

Terrified, Tortoise gathered his family and raced to the riverbank. There they hid, and there they have lived ever since, feasting on fallen fruits, on slugs and millipedes and on snails and worms.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 15:

# Assessment

### Assessment task

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

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

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

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

### Instructions:

1  
Ask individual pupils to read their character profile to you from Week 15, Day 5.

2  
Ask the pupils to answer the following questions about their character profile:  
'Which words have you used to describe Tortoise's appearance?'

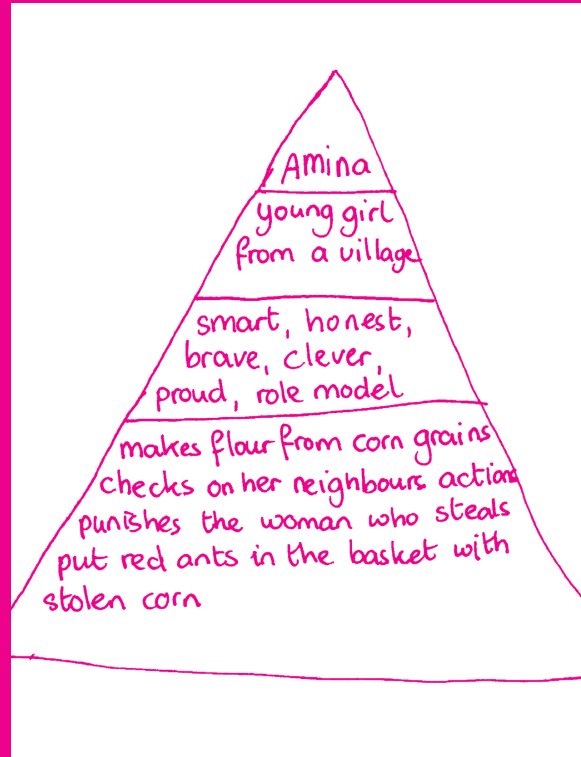
'Where have you described Tortoise's character?'

3  
Discuss the story from Week 14 and ask individual pupils to write a character pyramid for Amina.

## Example of a pupil's work

### This pupil can:

Write a character pyramid as a tool to describe a character.



# Week 15: The tortoise and the drum

# Day 1: Describing characters

## Learning outcomes

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

Read words where 'le'  
sounds like 'ul'.

Identify character  
description in a story.

## Preparation

**Before the lesson:**

Draw large outlines of Tortoise  
and the king on card.

Copy *The tortoise and the drum*  
part 1, from this week's weekly page,  
on to the chalkboard.

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

### How? Role play part 1



Choose some pupils  
to role play: The  
king with the drum,



the king sharing  
his wealth,



Tortoise collecting  
the nuts,



the king's wife  
and Tortoise,



Tortoise and the king.

15  
minutes

## Spelling

### Whole class teaching

Write the following words on the chalkboard and read them out to the class: 'middle', 'needle', 'beetle', 'little', 'bottle', 'table'.

Ask the pupils to split the words into syllables, eg: nee-dle, ta-ble.

Ask the pupils if they notice anything about the vowels in the first syllable of each word (short vowels are followed by two consonants, eg: mi-ddle but long vowels are followed by one consonant, eg: nee-dle).

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

20  
minutes

Word/phrase cards/  
Folk tale

How

## Shared writing

### Whole class teaching

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

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

Read out and explain **The tortoise and the drum part 1**.

### Pair task

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

15  
minutes

## Grammar

### Pair task

Ask the pairs to say sentences about Tortoise using a compound sentence, eg: 'Tortoise was angry because the queen had stolen his food.'

Ask the pairs to say sentences about the king, eg: 'The king was generous because he shared his wealth with everyone.'

Tell the pairs to write some compound sentences about the king and Tortoise in their exercise books.

10  
minutes

Card outlines

## Plenary

### Pair task

Explain the meanings of the first four wow! words and ask the pairs to say which word describes which character.

Write the wow! words in the correct **card outlines**.

## Week 15: The tortoise and the drum

## Day 2: Learning more about characters

### Learning outcomes

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

Read two-syllable words  
containing 'le'.

Use relative clauses to  
explain the actions  
of characters in a story.

### Preparation

**Before the lesson:**

Have ready a set of 'le' flash cards  
for each group: 'middle', 'needle',  
'beetle', 'little', 'bottle', 'table', 'candle',  
'apple', 'noodle', 'fable'.

Read **How? Role play part 2**, as shown  
below, and have ready the **card outlines**  
from Week 15, Day 1 (yesterday).

### How? Role play part 2



Choose some pupils  
to role play: Tortoise  
at the palace,



Tortoise with  
the drum,



Tortoise tripping,



the fierce warriors,  
and Tortoise running  
to the riverbank.



Ask the class to help  
you write words  
to describe Tortoise  
and the king.

15 minutes | Flash cards

## Spelling

### Whole class teaching

Give each group a set of 'le' flash cards.

Remind the groups that, in these words, short vowels are followed by two consonants and long vowels are followed by one consonant.

Ask the groups to sort the cards into sets of long vowel and short vowel words by counting how many consonants there are in the first syllable.

Choose some groups to read the words and ask the class if they are correct.

Explain the meaning of the words.

20 minutes | Word/phrase cards/  
Folk tale

## Shared writing

### Whole class teaching

Read the first three words/phrases with the class.

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

Read and explain **The tortoise and the drum part 2** to the class.

How | Card outlines

### Pair task

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

Read and explain the last four wow! words and ask the pupils to help you to write them in the correct **card outlines**.

15 minutes | Card outlines

## Grammar

### Pair task

Explain that adding clauses starting with 'who' gives extra information about a character.

Write on the chalkboard:

'Tortoise, who \_\_\_\_\_, stopped working.'

'The king, who \_\_\_\_\_, gave the drum to Tortoise.'

'The king, who \_\_\_\_\_, did not tell the secret.'

'Tortoise, who \_\_\_\_\_, raced to the riverbank.'

Ask the pairs to complete the clauses, using words from the **card outlines**, and say complex sentences, eg: 'Tortoise, who was lazy, stopped working.'

10 minutes

## Plenary

### Pair task

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

Explain that this type of clause is called a 'relative clause'.

Remind the pairs to use commas to separate the relative clause from the main clause in each sentence.

## Week 15: The tortoise and the drum

## Day 3: Character pyramids

### Learning outcomes

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

Spell words with two  
syllables that end in 'le'.

Contribute to a character  
pyramid.

### Preparation

Before the lesson:

Have ready the 'le' flash cards  
for each group from Week 15, Day 2  
(yesterday).

Read **How? A character pyramid**,  
as shown below, and make two **large  
card pyramids** with four rows, or draw  
them on to the chalkboard.

### How? A character pyramid



Write 'Tortoise'  
at the top  
of the pyramid.



Ask the pupils to  
help you to  
describe Tortoise's  
appearance on  
the next row.



Write words to  
describe Tortoise's  
character on the  
next row.



Ask the pupils to  
say some of the  
things Tortoise did  
for the final row.



Repeat the process  
to complete a  
character pyramid  
for the king.



15 minutes | Flash cards

## Spelling

### Whole class teaching

Give each group a set of 'le' cards and ask them to take turns reading each word.

Remind the pupils that the 'le' sounds like 'ul'.

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

'I lit a candle in the middle of the table.'

'I saw a little beetle eating an apple.'

Ask some pupils to write the sentences on the chalkboard and ask the class to say if they are correct.

20 minutes | Word/phrase cards/  
Folk tale

## Shared writing

### Whole class teaching

Flash the first six word/phrase cards and ask the pupils to read them.

Read and explain the next three words/phrases.

Read both parts of **The tortoise and the drum.**

Ask the groups to say what they think the king and Tortoise looked like, eg: The king was tall and wore beautiful robes. Tortoise had a hard shell and a big fat body.

Ask the groups to draw pictures of the king and Tortoise in their exercise books.

20 minutes | How | Character pyramids

## Brainstorm

### Whole class teaching

Tell the pupils that they are going to brainstorm ideas about the characters using character pyramids.

Teach **How? A character pyramid**, as shown left.

### Group task

Ask the groups to write some sentences to describe what the king and Tortoise looked like under the pictures in their exercise books.

Tell them to use some of the words on the **character pyramids**.

5 minutes | Character pyramids

## Plenary

### Whole class teaching

Explain that we can learn about the character of a person from their actions.

Ask the pupils to say something that Tortoise and the king do and what that tells us about their character, eg: 'The king did not tell Tortoise the secret of the drum' tells us that the king is clever and cunning.

Write their character words on the **character pyramids** and keep them for the next day.

# Week 15: The tortoise and the drum

## Day 4: Tortoise

### Learning outcomes

### Preparation

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

**Before the lesson:**

Read and spell two-syllable words ending with 'el' and 'al'.

Make a set of the following **flash cards** for each group: 'towel', 'tunnel', 'squirrel', 'angel', 'total', 'final', 'local', 'petal'.

Use a character pyramid to write a character profile.

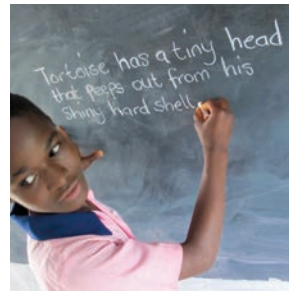
Make sure that your **wow! words wall** is on display.

Read **How? Character profile**, as shown below, and copy the **writing frame**, shown in the pictures, on to the chalkboard.

### How? Character profile



Tell the pupils to look at the Tortoise character pyramid for ideas to begin writing a profile.



Tell them to use the words to describe Tortoise's appearance.



Ask them to write a sentence explaining what Tortoise did and why.



Ask them to add a relative clause to describe his character.



Ask them to add a relative clause describing his actions.

15 minutes | Flash cards

20 minutes | Word/phrase cards/  
Folk tale/Character pyramid

How

15 minutes | Writing frame/Character  
pyramid/Wow! words wall

10 minutes

## Spelling

### Whole class teaching

Read and explain the **flash card words**.

Give each group a set of the flash cards.

Ask, 'What do you notice about the end of the words?' ('el' and 'al' make the same sounds as 'le').

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

## Guided writing

### Whole class teaching

Show the first nine **word/phrase cards** and ask the pupils to read them.

Explain the meaning of the last three words/phrases.

Choose some pupils to help you to retell **The tortoise and the drum**.

Read the **character pyramid** for Tortoise and ask the pupils, 'What did Tortoise do that shows he was grumpy?'

Repeat with other character words, eg: angry, jealous, lazy, boastful.

Explain that a 'character profile' is a description of a person and how they behave.

Teach **How? Character profile**, as shown left.

## Independent writing

### Individual task

Ask the pupils to use the **writing frame** to write sentences to describe Tortoise in their exercise books.

Remind them to use words from the **character pyramid** and the **wow! words wall**.

## Plenary

### Whole class teaching

Ask some pupils to read out their character profiles.

Ask the class to notice when they use compound and complex sentences.

## Week 15: The tortoise and the drum

## Day 5: The king

### Learning outcomes

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

Read and spell two-  
syllable words ending in  
'le', 'el' and 'al'.

Write a character profile,  
using compound  
and complex sentences.

### Preparation

**Before the lesson:**

Have ready the **character pyramid**  
for the king from Week 15, Day 3.

Read **How? Spelling relay**, as shown  
below, and have ready a set of the  
'le', 'el' and 'al' **word flash cards** used  
this week.

### How? Spelling relay



Tell each group to  
make a line in front  
of the chalkboard.



Read out the  
words on the flash  
cards.



Ask pupils from  
each group to spell  
the words on  
the chalkboard.



Ask the groups  
to check that  
the lists are spelled  
correctly.



Ask the groups  
to underline the 'le'  
words.

15  
minutes

How

Flash cards

20  
minutes

Folk tale

Character pyramid

15  
minutes

Character pyramid/  
Wow! words wall

10  
minutes

## Spelling

### Group task

Ask the pupils to read the words on the 'le', 'el' and 'al' **flash cards**.

Ask them to say what they notice about the ends of the words.

Teach **How? Spelling relay**, as shown left.

## Guided writing

### Group task

Choose a pupil from each group to write some of the words/phrases on the chalkboard as you say them.

Choose a group to act out **The tortoise and the drum**.

Ask the groups if they can remember the name of this type of story (a folk tale).

Ask the groups to discuss what the message in the story could be, eg: share your good fortune, wealth may not last forever, pride comes before a fall.

Remind the class that a character profile is a description of a person and how they behave.

Explain that they are going to write a character profile for the king.

Teach **How? Character profile**, as shown on Week 15, Day 4 (yesterday).

Use the **character pyramid** for the king and ask the pupils for ideas to describe the king instead of Tortoise.

## Independent writing

### Individual task

Ask pupils to write sentences describing the king in their exercise books.

Ask them to try to add some more sentences of their own.

Encourage them to use compound and complex sentences.

Remind them to use words from the **character pyramid** and the **wow! words wall**.

## Plenary

### Whole class teaching

Ask some pupils to read out their character profiles of the king.

Ask the class, 'What would you do if you had a magic drum?'

## 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 2015.



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