



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

**Folk tales, adventure stories  
and playscripts**

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## 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:

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

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

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

### Assessment

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

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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.

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

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

## Spelling

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

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

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

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 16:

**The boy who  
made wishes  
come true**

### Words/phrases

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

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

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Talk about a folk tale.

**Most pupils will be able to:**

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

**Some pupils will be able to:**

Arrange words in alphabetical order to the third letter.



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

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

### The boy who made wishes come true – part 1

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

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

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

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

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

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

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

### The boy who made wishes come true – part 2

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

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

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

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

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

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

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

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

## Week 16: The boy who made wishes come true

### Day 1: A folk tale

#### Learning outcomes

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

Say the opposite of some  
common words.

Discuss a folk tale.

#### Preparation

**Before the lesson:**

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

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

#### How? Matching opposites



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



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



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



Continue until  
all the cards are  
used up.



The winner is  
the pupil with the  
most cards.



15  
minutes

How

Opposite flash  
cards

10  
minutes

Word/phrase cards

10  
minutes

Alphabet flash cards/  
Opposite words

20  
minutes

Matching game/  
Snap game/Opposite  
flash cards

5  
minutes

## Spelling

### Group task

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

Demonstrate sitting down and standing up.

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

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

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

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

## Reading

### Whole class teaching

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

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

Ask, 'What type of story is this?'

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

## Grammar

### Group task

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

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

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

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

## Reading

### Supported group activities

#### Group A:

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

#### Group B:

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

#### Groups C and D:

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

## Plenary

### Whole class teaching

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

Ask:

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

'Where do the characters live?'

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

## Week 16: The boy who made wishes come true

## Day 2: Alphabetical order

### Learning outcomes

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

Spell the opposites of some  
common words.

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

### Preparation

**Before the lesson:**

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

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

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

### How? Role play part 1



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



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



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



Role play Umeh  
talking to the elders.

10  
minutes

## Spelling

### Group task

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

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

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

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

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

15  
minutes

How

## Reading

### Whole class teaching

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

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

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

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

Word/phrase  
cards

10  
minutes

## Grammar

### Pair task

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

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

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

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

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

20  
minutes

Opposite flash cards/  
Matching game/Snap game

## Reading

### Supported group activities

#### Groups A and B:

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

#### Group C:

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

#### Group D:

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

5  
minutes

Drawings

## Plenary

### Group task

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

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

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

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

Keep the drawings for the next day.

# Week 16: The boy who made wishes come true

## Day 3: Characters

### Learning outcomes

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

Change a sentence  
so that it has an opposite  
meaning.

Put words in alphabetical  
order to the third letter.

### Preparation

Before the lesson:

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

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

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

### How? Opposite sentences



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



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



Choose some pairs to  
change the noun.



Tell some pairs to  
change the verb  
and the preposition.



Repeat with the other  
sentences.

15  
minutes

How

## Spelling

### Pair task

Write the following sentences on the chalkboard:

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

'The mean, thin boy walked slowly.'

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

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

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

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

10  
minutes

Word/phrase cards/  
Drawings

## Reading

### Whole class teaching

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

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

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

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

10  
minutes

Names

## Grammar

### Pair task

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

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

Femi, Tade, Tunde,  
Paul, Kehinde

Kemi, Kayode, Koyejo,  
Kolade, Kunle

Lamide, Lola, Lara,  
Lydia

Fadeke, Foluke, Fesobi,  
Funke, Fatokun

20  
minutes

Matching game/  
Snap game/Names

## Reading

### Supported group activities

#### Groups A and D:

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

#### Group B:

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

#### Group C:

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

5  
minutes

## Plenary

### Whole class teaching

Ask the pupils to walk around the classroom.

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

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

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

Repeat with a different number.

## Week 16: The boy who made wishes come true

### Day 4: Challenges

#### Learning outcomes

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

Say the opposite of some  
common words.

Talk about the challenges  
in a story.

#### Preparation

**Before the lesson:**

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

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

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

#### How? Role play part 2



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



the elders refusing  
to pay,



Umeh leading  
the children to  
the river,



the elders shouting  
to Umeh,



the celebration.



15  
minutes

Opposite flash cards

## Spelling

### Group task

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

Ask the pupils to read the words with you.

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

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

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

10  
minutes

How

Word/phrase  
cards

## Reading

### Whole class teaching

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

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

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

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

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

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

10  
minutes

Names

## Grammar

### Pair task

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

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

Choose eight pupils to write their names on the chalkboard.

Ask the pairs to say them in alphabetical order.

Repeat with the names of eight different pupils.

20  
minutes

Matching game/  
Snap game/Names

## Reading

### Supported group activities

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

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

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

5  
minutes

## Plenary

### Whole class teaching

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

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

'What are the challenges?'

'How does the writer build up our interest?'

'What do we learn about the characters?'

# Week 16:

## The boy who made wishes come true

# Day 5:

## Comprehension

### Learning outcomes

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

Say and spell common opposite words.

Answer questions about a story.

### Preparation

**Before the lesson:**

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

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

### How? Comprehension drawing



'What was the problem when the rain came?'



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



'What happened to the rats?'



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



'What did Umeh want the money for?'

15  
minutes

## Spelling

### Individual task

Explain that you are going to have a class quiz.

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

off  
new  
stop  
hot  
night  
happy  
dry  
high

Give the pupils time to think about each answer.

Discuss the answers.

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

10  
minutes

Sentences

## Reading

### Whole class teaching

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

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

'Father found \_\_\_\_\_ rats in his car.'

'Umeh played a \_\_\_\_\_.'

'The rats \_\_\_\_\_ when they heard the music.'

'Umeh could use the money to build a \_\_\_\_\_.'

'The elders \_\_\_\_\_ to pay Umeh.'

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

25  
minutes

How

Questions

## Comprehension

### Group task

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

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

Ask the pupils to discuss the answers to the questions.

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

10  
minutes

## Plenary

### Whole class teaching

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

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 17:

# Writing a folk tale

### Words/phrases

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

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

### Wow! words

shocked  
disgusted  
long spiky legs  
dirty  
shouted  
warned  
explained  
cried

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Write some sentences for a folk tale.

**Most pupils will be able to:**

Write speech for characters in a folk tale.

**Some pupils will be able to:**

Write a challenge and a resolution for a folk tale.

## Assessment task

## Example of a pupil's work

### Instructions:

Ask the individual pupils to complete these tasks.

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

2  
Explain the second challenge in their folk tale.

3  
Explain the resolution in their folk tale.

### This pupil can:

Write a challenge and resolution in a folk tale.

Speak clearly and use appropriate intonation when reading aloud.

Answer questions about their folk tale.

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

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

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

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

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

## Week 17: Writing a folk tale

### Day 1: Introduction

#### Learning outcomes

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

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

Contribute ideas  
for the beginning of  
a folk tale.

#### Preparation

**Before the lesson:**

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

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

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

#### How? Introduction



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



Choose some  
groups to role play:  
people working,



children at school,



people at home.



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



15 minutes | Spelling word cards

## Spelling

### Whole class teaching

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

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

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

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

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

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

## Shared writing

### Group task

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

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

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

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

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

15 minutes | Speech bubbles

## Grammar

### Group task

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

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

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

10 minutes

## Plenary

### Group task

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

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

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

## Week 17: Writing a folk tale

## Day 2: The challenge

### Learning outcomes

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

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

Write speech for a story.

### Preparation

**Before the lesson:**

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

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

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

### How? Cockroaches



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



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



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



Ask them to role  
play the meeting  
with the chief.



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

15 minutes | Spelling cards

## Spelling

### Group task

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

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

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

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

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

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

## Shared writing

### Group task

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

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

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

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

### Whole class teaching

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

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

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

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

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

15 minutes | Shared writing

## Grammar

### Group task

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

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

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

"The cockroaches are everywhere," said Lamide.

"They bring disease," warned the doctor.

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

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

## Plenary

### Whole class teaching

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

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

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

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

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

## Week 17: Writing a folk tale

## Day 3: Brainstorm

### Learning outcomes

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

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

Contribute ideas for  
a folk tale.

### Preparation

**Before the lesson:**

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

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

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

### How? Brainstorm



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



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



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



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



Role play the  
resolution and  
the ending.

15  
minutes

## Spelling

### Pair task

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

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

Write the following sentences on the chalkboard:

'All the rats \_\_\_\_\_.'

'Do not \_\_\_\_\_ school rules.'

'The elders \_\_\_\_\_ with each other.'

'The elders were \_\_\_\_\_ with the boy.'

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

15  
minutes

Word/phrase cards/  
Shared writing/Pictures

## Shared writing

### Whole class teaching

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

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

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

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

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

25  
minutes

How

Paper

## Brainstorm

### Group task

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

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

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

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

5  
minutes

Pictures

## Plenary

### Whole class teaching

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

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

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

## Week 17: Writing a folk tale

## Day 4: The build-up

### Learning outcomes

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

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

Write some sentences  
for a folk tale.

### Preparation

**Before the lesson:**

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

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

### How? The build-up



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



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



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



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



10  
minutes

## Spelling

### Group task

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

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

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

Tell them to write sentences for some of the words.

15  
minutes

Shared writing/  
Word/phrase cards/Pictures

## Guided writing

### Whole class teaching

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

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

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

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

15  
minutes

How

Brainstorm/  
Speech bubbles

## Brainstorm

### Whole class teaching

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

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

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

15  
minutes

## Independent writing

### Individual task

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

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

'The chief travelled \_\_\_\_\_.'

'He asked \_\_\_\_\_.'

'The wise woman replied, "\_\_\_\_\_":'

'The next day, \_\_\_\_\_.'

Encourage the pupils to use interesting words and speech.

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

5  
minutes

## Plenary

### Whole class teaching

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

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

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

## Week 17: Writing a folk tale

## Day 5: Final challenge and resolution

### Learning outcomes

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

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

Write a challenge and  
a resolution in a folk tale.

### Preparation

**Before the lesson:**

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

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

### How? Challenge and resolution



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



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



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



Write speech for,  
and role play,  
different resolutions.



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

15  
minutes

## Spelling

### Group task

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

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

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

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

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

20  
minutes

How

## Guided writing

### Group task

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

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

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

Wow! words display/  
Pictures

20  
minutes

## Independent writing

### Individual task

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

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

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

5  
minutes

## Plenary

### Group task

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

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

## Weekly page

# Primary 5, literacy lesson plans

## Week 18:

# The magic lake

### Words/phrases

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

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

### Wow! words

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

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Talk about the stages in an adventure story.

**Most pupils will be able to:**

Answer questions about an adventure story.

**Some pupils will be able to:**

Use adverbs and adjectival phrases as openers in sentences.

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

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

### The magic lake – part 1

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

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

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

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

### The magic lake – part 2

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

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

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

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

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

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

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

Fifteen years later the friends met in Lagos.

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

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

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

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

Grade/  
Type of lesson plan

Lesson  
title

**Weekly page**

**Primary 5,  
literacy  
lesson plans**

**Week 18:**

**Assessment**

### Assessment task

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

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

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

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

### Instructions:

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

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



### Pupil's reading task

#### Can the pupil:

Read aloud clearly conveying meaning using intonation?

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

Make use of punctuation so reading aloud is more interesting?

### The magic lake – part 2 extract

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

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

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

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

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

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

# Week 18: The magic lake

## Day 1: Openers

### Learning outcomes

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

Add the correct prefix  
to make words mean the  
opposite.

Use adverbs as openers  
in sentences.

### Preparation

**Before the lesson:**

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

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

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

### How? Adverb openers



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



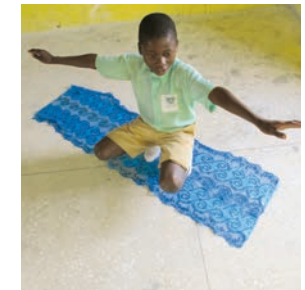
Ask them to role  
play, 'Bravely, Lola  
looked for snakes.'



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



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



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

15  
minutes

Spelling words

## Spelling

### Whole class teaching

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

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

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

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

10  
minutes

Word/phrase cards

## Reading

### Whole class teaching

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

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

Read and explain the first part of The magic lake.

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

10  
minutes

How

Adverb opener  
cards

## Grammar

### Group task

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

Explain that adverbs can also be used as openers.

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

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

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

20  
minutes

Matching game/  
Snap game/Sentences

## Reading

### Supported group activities

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

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

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

5  
minutes

Wow! words display

## Plenary

### Group task

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

Ask the groups to say some time openers.

Ask the groups to say some adverb openers.

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

## Week 18: The magic lake

## Day 2: Characters and setting

### Learning outcomes

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

Read and understand  
words with the prefix 're'.

Talk about the characters  
and the setting in a story.

### Preparation

**Before the lesson:**

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

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

### How? Thought bubbles



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



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



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



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



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

15  
minutes

## Spelling

### Pair task

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

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

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

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

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

10  
minutes

How

## Reading

### Group task

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

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

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

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

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

Word/phrase  
cards/Thought  
bubbles

10  
minutes

## Grammar

### Group task

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

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

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

Wow! words display

20  
minutes

## Reading

### Supported group activities

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

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

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

Sentences/Matching game/  
Snap game

5  
minutes

## Plenary

### Pair task

Ask the pupils to discuss the scene at the lake.

Choose pupils to explain what the children saw.

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

## Week 18: The magic lake

## Day 3: Adjectival phrases

### Learning outcomes

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

Read and understand  
words with the prefix 'pre'.

Say some sentences  
using adjectival phrases.

### Preparation

**Before the lesson:**

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

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

### How? Adjectival phrases



Ask the groups  
to role play the  
first sentence.



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



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



Repeat this process  
with the other  
sentences.



Write the new  
sentences and  
underline the  
adjectival phrases.



10  
minutes

## Spelling

### Whole class teaching

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

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

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

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

Read and explain the words with the pupils.

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

10  
minutes

Word/phrase cards

## Reading

### Whole class teaching

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

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

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

Read the whole story of The magic lake.

15  
minutes

How

## Grammar

### Group task

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

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

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

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

20  
minutes

Sentence cards/  
Matching game/Snap game

## Reading

### Supported group activities

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

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

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

5  
minutes

## Plenary

### Whole class teaching

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

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

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

## Week 18: The magic lake

## Day 4: An adventure story

### Learning outcomes

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

Add prefixes to root words  
to make new words.

Identify the different stages  
in an adventure story.

### Preparation

**Before the lesson:**

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

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

### How? Story structure



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



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



the climax when the  
lake speaks,



the resolution  
when the lake replies  
to the children,



the ending when  
the children meet up  
years later.

15  
minutes

## Spelling

### Whole class teaching

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

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

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

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

Choose some pairs to say the new words in sentences.

10  
minutes

Word/phrase cards

## Reading

### Whole class teaching

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

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

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

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

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

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

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

10  
minutes

How

## Grammar

### Group task

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

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

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

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

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

20  
minutes

Matching game/  
Snap game/Sentence cards

## Reading

### Supported group activities

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

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

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

5  
minutes

## Plenary

### Whole class teaching

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

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

# Week 18: The magic lake

## Day 5: Comprehension

### Learning outcomes

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

Add prefixes to root words  
to make new words.

Answer questions about  
an adventure story.

### Preparation

**Before the lesson:**

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

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

### How? Prefix challenge



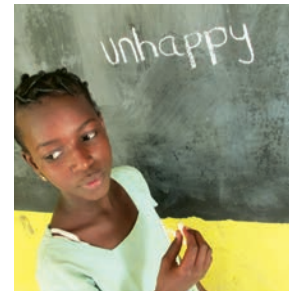
Read the first root  
word.



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



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



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



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

15  
minutes

How

Prefix cards

10  
minutes

30  
minutes

5  
minutes

## Spelling

### Group task

Remind the class that they have been learning about prefixes.

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

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

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

## Reading

### Pair task

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

Read and explain the wow! words.

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

## Comprehension

### Group task

Read The magic lake with the groups.

Write the following questions on the chalkboard:

'Who knew about the magic lake?'

'How did the path help the children?'

'What did the children see at the lake?'

'What did Sheri ask for?'

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

Read and explain the questions.

## Plenary

### Whole class teaching

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

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 19:

# Writing an adventure story

### Words/phrases

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

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

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Say some ideas for an adventure story.

**Most pupils will be able to:**

Write speech for characters in a story.

**Some pupils will be able to:**

Write the resolution and ending for an adventure story.



## Writing frame

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

### Paragraph 1

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

### Paragraph 2

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

### Paragraph 3

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

### Paragraph 4

Exhausted, the boys lay on the floor \_\_\_\_\_.

### Paragraph 5

The boys stayed \_\_\_\_\_.

### Paragraph 6

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

### Paragraph 7

Safely home again, Paul said "\_\_\_\_\_".

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 19:

# Assessment

### Assessment task

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

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

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

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

### Instructions:

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

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

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

3  
Why did Joe want new football boots?

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

## Example of a pupil's work

### This pupil can:

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

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

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

## Week 19: Writing an adventure story

### Day 1: Shared writing

#### Learning outcomes

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

Read and explain words  
with the prefix 'sub'.

Contribute ideas for  
the introduction to  
an adventure story.

#### Preparation

Before the lesson:

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

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

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

#### How? Adding speech



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



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



fishing in the lake,



climbing the rocks.

15  
minutes

## Spelling

### Whole class teaching

Ask the class to say some prefixes they have learned.

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

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

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

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

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

20  
minutes

Word/phrase cards/  
Writing frame

How

## Shared writing

### Whole class teaching

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

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

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

Read out **writing frame paragraph 1**.

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

Ask the class to check that the words make sense.

### Group task

Remind the class that they need speech in their story.

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

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

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

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

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

15  
minutes

Shared writing/  
Wow! words display

## Grammar

### Group task

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

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

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

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

10  
minutes

Shared writing/  
Wow! words display

## Plenary

### Pair task

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

Choose some pairs to describe where they might go.

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

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

# Week 19: Writing an adventure story

## Day 2: The challenge

### Learning outcomes

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

Read and explain words  
with the prefix 'trans'.

Write sentences containing  
adverbs and speech.

### Preparation

**Before the lesson:**

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

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

### How? Shared writing



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



Write their ideas  
in sentences.



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



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



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



15  
minutes

## Spelling

### Whole class teaching

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

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

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

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

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

20  
minutes

Word/phrase cards/  
Shared writing/Writing frame

How

## Shared writing

### Whole class teaching

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

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

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

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

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

Ask the class to check that the words make sense.

15  
minutes

## Grammar

### Group task

Write the following sentences on the chalkboard:

Shaking \_\_\_\_\_, Yemi asked, "\_\_\_\_\_?"

"I can hear \_\_\_\_\_," cried Paul \_\_\_\_\_.

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

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

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

10  
minutes

Shared writing

## Plenary

### Group task

Read the **shared writing**.

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

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

Choose some groups to share their ideas with the class.

Keep the shared writing for the next day.

# Week 19: Writing an adventure story

## Day 3: Brainstorm

### Learning outcomes

### Preparation

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

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

Contribute ideas to an adventure story brainstorm.

**Before the lesson:**

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

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

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

### How? Brainstorm



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



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



What did the boys see when they went outside?



How did the boys get home?



How did the boys feel when they got home?

15  
minutes

Prefix words

## Spelling

### Whole class teaching

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

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

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

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

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

15  
minutes

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

## Shared writing

### Whole class teaching

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

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

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

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

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

25  
minutes

How

## Brainstorm

### Group task

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

Explain that the boys find a shelter in the forest.

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

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

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

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

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

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

5  
minutes

Wow! words display

## Plenary

### Whole class teaching

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

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

## Week 19: Writing an adventure story

## Day 4: Resolution

### Learning outcomes

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

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

Write a resolution  
to an adventure story.

### Preparation

**Before the lesson:**

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

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

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

### How? Resolution



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



Choose some pairs  
to write speech  
bubbles for the boys.



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



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

15  
minutes

## Spelling

### Pair task

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

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

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

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

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

20  
minutes

Shared writing/  
Writing frames

How

## Guided writing

### Whole class teaching

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

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

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

15  
minutes

Writing frames/  
Brainstorm/Wow! words  
display

## Independent writing

### Individual task

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

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

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

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

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

10  
minutes

## Plenary

### Whole class teaching

Ask the class to check their writing carefully.

Encourage the pupils to add speech and interesting openers.

Choose some pupils to read their stories to the class.

## Week 19: Writing an adventure story

## Day 5: The ending

### Learning outcomes

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

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

Write the ending for an  
adventure story.

### Preparation

**Before the lesson:**

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

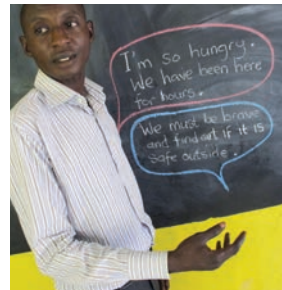
Copy the **writing frame paragraphs**  
**5, 6 and 7** from this week's weekly page  
on to the chalkboard.

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

### How? The ending



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



Write some of  
their speech on the  
chalkboard.



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



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



15  
minutes

## Spelling

### Group task

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

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

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

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

20  
minutes

Wow! words display/  
Shared writing

## Guided writing

### Group task

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

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

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

Read the shared writing and ask:

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

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

How

Brainstorm/  
Writing frame

### Pair task

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

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

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

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

15  
minutes

Writing frames/  
Wow! words display/  
Brainstorm

## Independent writing

### Individual task

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

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

Encourage the pupils to use speech and interesting sentence openers.

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

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read their stories to the class.

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

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



Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 20:

# Adventure playscript

### Words/phrases

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

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

### Wow! words

loud crack in the sky  
heavy footsteps  
heart thumping  
running swiftly

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Make up dialogue for a playscript.

**Most pupils will be able to:**

Write some irregular past tenses.

**Some pupils will be able to:**

Write scenes for a playscript with dialogue and stage directions.

## Scene 1: Outside school

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

**Tunde:** I like to play outside all day.

**Kehinde:** Let's have an adventure.

**Bayo:** Where can we go?

**Taiwo:** \_\_\_\_\_

**Kehinde:** \_\_\_\_\_

**Tunde:** \_\_\_\_\_

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

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

**Taiwo:** No one goes in the forest.

**Kehinde:** Why?

**Tunde:** \_\_\_\_\_

**Bayo:** \_\_\_\_\_

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

## Scene 2: In the forest

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

**Bayo:** Stop! Can you hear that strange noise?

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

**Taiwo:** It sounds like \_\_\_\_\_

**Kehinde:** \_\_\_\_\_

**Tunde:** \_\_\_\_\_

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

(Make noises for the thunder and the rain.)

**Taiwo** (panting): Run!

**Tunde:** \_\_\_\_\_

**Kehinde:** \_\_\_\_\_

**Bayo:** \_\_\_\_\_

**Kande:** We must hide.

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

## Playscript rules:

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

Write in scenes.

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

Each speech starts on a new line.

No speech marks.

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

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

# Week 20: Adventure playscript

## Day 1: Scene 1

### Learning outcomes

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

Shorten words with  
an apostrophe.

Contribute ideas for  
a playscript.

### Preparation

**Before the lesson:**

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

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

### How? Past tense



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



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



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



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

15  
minutes

## Spelling

### Pair task

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

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

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

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

20  
minutes

Word/phrase cards/  
Paper

## Shared writing

### Whole class teaching

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

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

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

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

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

Rules/  
Shared writing

### Group task

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

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

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

15  
minutes

How

## Grammar

### Pair task

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

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

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

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

10  
minutes

Shared writing

## Plenary

### Group task

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

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

Ask the groups to act out scene 1.

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

Keep the shared writing for the next day.

## Week 20: Adventure playscript

## Day 2: Scene 2

### Learning outcomes

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

Use an apostrophe to  
shorten words.

Act out parts in a simple  
playscript.

### Preparation

Before the lesson:

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

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

### How? Scene 2



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



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



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



Try to include stage  
directions.



Role play running  
to the shelter  
and complete  
scene 2.

15  
minutes

## Spelling

### Whole class teaching

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

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

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

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

20  
minutes

Word/phrase cards/  
Shared writing/Rules

## Shared writing

### Whole class teaching

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

Read and explain the next three word/phrase cards.

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

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

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

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

How

15  
minutes

## Grammar

### Pair task

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

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

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

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

10  
minutes

Paper/Wow! Words  
display/Shared writing

## Plenary

### Group task

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

Tell the groups to make the sound effects.

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

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

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

## Week 20: Adventure playscript

### Day 3: Scene 3

#### Learning outcomes

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

Write shortened forms of  
words using an apostrophe.

Write a short scene for  
a playscript.

#### Preparation

**Before the lesson:**

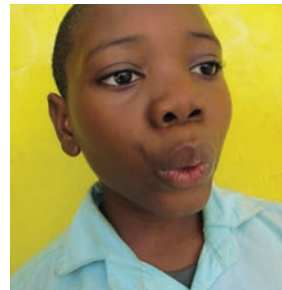
Have ready the **shared writing** from  
earlier this week, the **wow! words display**  
and the **playscript rules**.

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

#### How? Scene 3



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



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



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



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



Write some of  
their ideas  
in a brainstorm.



15 minutes | Shared writing

## Spelling

### Pair task

Explain that we often shorten words when we speak.

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

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

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

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

10 minutes | Word/phrase cards/  
Shared writing

## Shared writing

### Group task

Arrange the class in groups of six.

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

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

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

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

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

30 minutes

How

## Brainstorm

### Group task

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

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

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

Rules

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

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

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

Go round and help each group in turn.

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

5 minutes | Shared writing/  
Paper

## Plenary

### Whole class teaching

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

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

Try to include adverbs for stage directions.

Keep this shared writing for the next day.

## Week 20: Adventure playscript

## Day 4: Scene 4

### Learning outcomes

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

Use an apostrophe to  
show possession.

Write a short scene  
with stage directions for  
a playscript.

### Preparation

**Before the lesson:**

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

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

### How? Guided writing 1, scene 4



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



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



'How do they leave  
the shelter?'



'What are they  
worried about?'

15  
minutes

## Spelling

### Whole class teaching

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

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

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

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

20  
minutes

Word/phrase cards/  
Shared writing/Rules

How

## Guided writing

### Whole class teaching

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

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

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

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

Check that scenes 1—3 follow these rules.

15  
minutes

Writing frames/  
Rules

## Independent writing

### Individual task

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

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

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

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read their playscripts to the class.

Ask the class to notice the stage directions.

# Week 20: Adventure playscript

# Day 5: The adventure play

## Learning outcomes

## Preparation

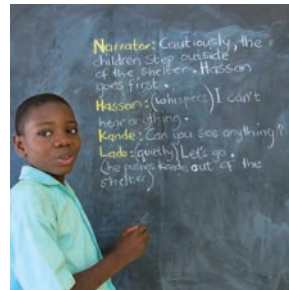
**By the end of the lesson, most pupils will be able to:**  
Use contraction and possessive apostrophes in their writing.  
Write and act out scenes from a playscript.

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

### How? Guided writing 2



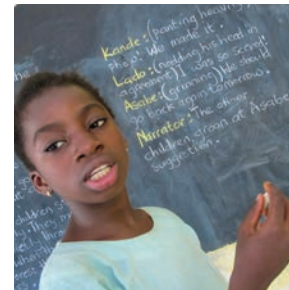
Ask the groups: 'How do the children leave the shelter?'



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



'What happens to the children at the end?'



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

15  
minutes

## Spelling

### Pair task

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

Write the following sentences on the chalkboard:

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

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

Ask the pairs to say where apostrophes are needed.

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

20  
minutes

Word/phrase cards

How

Shared writing/  
Rules

## Guided writing

### Group task

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

Write the following sentences on the chalkboard:

I want an \_\_\_\_\_ adventure.

"I can hear a \_\_\_\_\_ noise," Tunde shouted.

Bayo, \_\_\_\_\_ with cold, went into the shelter.

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

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

15  
minutes

Writing frames/  
Rules

## Independent writing

### Individual task

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

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

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

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

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

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

10  
minutes

## Plenary

### Group task

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

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

## Credits

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