



Literacy lesson plans

Primary 5,  
term 3, weeks 21—25

Descriptive poetry, rhyming couplets  
and acrostic poems

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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 lists 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 22 and 24 include an assessment task (on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

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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 pupils to try to sound out words before they spell them.

## Grammar

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

## Comprehension

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

## Reading

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

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

## Shared writing

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

## Guided writing

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

## Independent writing

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

## Brainstorm

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

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

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

Primary 5,  
literacy  
lesson plans

## Week 21:

Weather poems

### Words/phrases

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

roofs  
stream  
tomorrow  
growing  
quiet  
washed  
horrid  
scatters  
country  
blowy  
toss  
hurray

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Read and discuss a poem.

**Most pupils will be able to:**

Use adjectives to describe nouns.

**Some pupils will be able to:**

Explain why they like, or do not like, windy days.

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

### Waiting for the rain

The sun shines hot  
on the roofs in the town,  
The birds are quiet,  
the grass is brown.  
Behind the cars, the dust  
flies high.  
The trees are grey,  
the stream is dry.  
Tomorrow will be the same  
again – or will it rain?

The ground is cold  
as we walk to school,  
The road is muddy  
and the air is cool.  
The trees and grass are  
growing green,  
The world has been  
washed and clean.  
Tomorrow will be the same  
again – or will it rain?

### Windy days

People in the town all say,  
"What a horrid, windy day!"  
How it blows the dust around,  
Scatters papers on the ground!

People in the country say,  
"What a lovely, blowy day!"  
Tall trees toss their heads on high  
When the wind comes racing by.

As for me, I shout, "Hurray!"  
When the wind comes out to play.



## Week 21: Weather poems

### Day 1: Waiting for the rain

#### Learning outcomes

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

Use 'hear' and 'here'  
correctly in sentences.

Read and illustrate  
a poem.

#### Preparation

**Before the lesson:**

Make two large **flash cards** for the  
words 'hear' and 'here'.

Read **How? Illustrations for a poem**,  
as shown below, and find a large piece  
of **paper** for each group.

#### How? Illustrations for a poem



Tell each group  
to draw a picture  
to explain two  
different lines from  
the poem:



lines one and two,



lines three and four,



lines six and seven,



and lines eight  
and nine.



15 minutes | Flash cards

## Spelling

### Whole class teaching

Write on the chalkboard 'I hear the wind.' and read it to the class.

Explain, 'Words that sound the same but have different spellings and meanings are called homophones.'

Ask a pair to point to the homophone on the chalkboard, ie: 'hear'.

Show the **flash cards** and explain that 'hear' is to do with sounds and 'here' is about a place.

Ask some pairs to say sentences for each word and ask the class to point to the correct flash card.

15 minutes | **How** | Word/phrase cards/Poem/Paper

## Reading

### Group task

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

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

Read the poem **Waiting for the rain** to the class.

Ask the pupils to say what we call this type of writing.

Remind the class that a poem uses words to express feelings and ideas.

Give each group a **large piece of paper** and teach **How? Illustrations for a poem**, as shown left.

10 minutes

## Grammar

### Group task

Remind the pupils that a noun is the name of a person, place or thing and that adjectives describe nouns.

Ask the groups to look at their pictures and write on the nouns.

Ask the groups to say the nouns and write them on the chalkboard.

Ask the groups to say adjectives to describe each noun, eg: hot sun, dusty roof, quiet birds.

Keep the group pictures for the next day.

15 minutes | Textbook/Matching game/Snap game/Poem

## Reading

### Supported group activities

**Group A:**  
Sit down with these pupils for guided reading. After the reading, ask the pupils to find and read other poems in the **textbook**.

**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 groups to find nouns from **Waiting for the rain** and write adjectives before each one in their exercise books.

5 minutes | Poem

## Plenary

### Whole class teaching

Ask the class to read **Waiting for the rain** with you.

Choose some pupils to underline the words that rhyme, and explain that poems often contain rhymes.

Ask the class if they can remember other types of poems that they have learned about, ie: shape poems, nonsense poems and list poems.

## Week 21: Weather poems

## Day 2: Describing the weather

### Learning outcomes

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

Identify words that are  
homophones.

Read and discuss  
a poem.

### Preparation

**Before the lesson:**

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

Make a set of **homophone flash cards**  
for each group: 'meet', 'meat', 'bee',  
'be', 'know', 'no', 'knew', 'new', 'hear', 'here',  
'right', 'write', 'for' and 'four'.

Have ready the group **pictures** from  
Week 21, Day 1 (yesterday).

### How? Homophone matching game



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



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



Tell the pupils to  
turn the cards  
back if they are not  
homophones.



Tell them to keep  
the cards if they  
are homophones.



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

15 minutes

How

Flash cards

## Spelling

### Group task

Remind the groups that they are learning about homophones.

Tell the groups to say sentences for the words 'hear' and 'here'.

Ask the groups to say any other homophones they remember.

Show each **homophone flash card** and ask different groups to read and explain them.

Teach **How? Homophone matching game**, as shown left.

10 minutes

Word/phrase cards/  
Poem

## Reading

### Pair task

Read the first three words/phrases on the chalkboard, choosing some pairs to say them with you.

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

Ask the pupils to read **Waiting for the rain** with their partners.

Ask the pairs the following questions:

'What is the weather like in the first part?'

'How do you know?'

'What is the weather like in the second part?'

'Did it rain in the poem?'

'How do you know?'

10 minutes

Poem/  
Pictures

## Grammar

### Group task

Ask the groups to explain the meaning of nouns and adjectives.

Choose some groups to underline the nouns in the **poem** on the chalkboard.

Ask the groups to look at the **pictures** they drew on Day 1 (yesterday) and say some adjectives to describe them.

15 minutes

Poem/Textbook/  
Matching game/Snap game

## Reading

### Supported group activities

**Groups A and B:** Ask these groups to find nouns from **Waiting for the rain** and write adjectives in front of each one in their exercise books.

**Group C:** Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

**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**.

10 minutes

Poem

## Plenary

### Whole class teaching

Choose some pairs to point to the words that rhyme in **Waiting for the rain**.

Remind the pairs that for words to rhyme they need to contain sounds that are the same, eg: 'town' and 'brown' have the 'ow' sound and 'high' and 'dry' have the long 'i' sound.

Explain that sections of poems are called 'verses' and ask, 'Which line is repeated in each verse?'

## Week 21: Weather poems

## Day 3: Rhythm

### Learning outcomes

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

Use 'two', 'to' and 'too'  
correctly in sentences.

Read a poem with  
a regular rhythm.

### Preparation

**Before the lesson:**

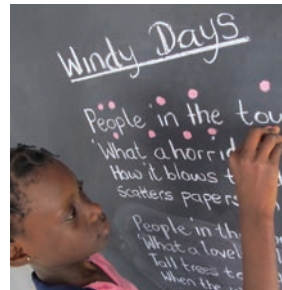
Read **How? Windy days**, as  
shown below.

Copy the **sentences** from the  
grammar activity, shown right, on to  
the chalkboard.

### How? Windy days



Read the poem  
'Windy days'.



Ask the pupils  
to help you count  
the syllables in  
each line.



Ask the pupils to  
clap a regular beat  
as they read the  
poem with you.



Choose some  
pupils to help you  
draw a windy day  
in the town on  
the chalkboard.



Choose some  
pupils to help you  
draw a windy day  
in the country  
on the chalkboard.

15  
minutes

## Spelling

### Group task

Write these sentences on the chalkboard:  
'It is too hot today.'  
'I have two brothers.'  
'It is time to go to school.'

Choose a group to underline the words that sound the same.

Say, 'Some homophones can have three or more different spellings.'

Explain that 'two' is a number, 'too' means 'more than is needed or wanted' or 'as well as' and 'to' is a preposition.

Ask the groups to write their own sentences for the different spellings in their exercise books.

10  
minutes

How

## Reading

### Whole class teaching

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

Read and explain the next three words/phrases with the pupils.

Explain that poems often have a regular rhythm.

Teach **How? Windy days**, as shown left.

15  
minutes

Poem/  
Sentences

## Grammar

### Whole class teaching

Remind the pupils that an adjective is a word that describes a person, place or thing.

Read the poem **Windy days** with pupils.

Choose some pupils to underline the adjectives.

Read out the following **sentences** on the chalkboard and ask the pupils to add an adjective:

'The ground is \_\_\_\_ as we walk to school.'  
(Eg: cold, wet)

'The road is \_\_\_\_.'  
(Eg: muddy)

'The trees are \_\_\_\_.'

'It is a \_\_\_\_ windy day.'

'The air is \_\_\_\_.'

15  
minutes

Sentences/Textbook/  
Matching game/Snap  
game/

## Reading

### Supported group activities

**Groups A and D:**  
Ask these groups to complete the **sentences** with the missing adjectives in their exercise books.

**Group B:**  
Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

**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

Poem

## Plenary

### Whole class teaching

Read the poem **Windy days** with the class, clapping out the rhythm.

Choose different pairs to read and clap out each line of the poem.

# Week 21: Weather poems

## Day 4: Windy days

### Learning outcomes

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

Spell 'two', 'too' and 'to'  
correctly.

Use adjectives  
to describe nouns.

### Preparation

**Before the lesson:**

Make a set of **flash cards** for 'two', 'too'  
and 'to' for each group.

Read **How? Weather adjectives**,  
as shown below.

Write the **sentences** for the grammar  
activity from **Week 21, Day 3** (yesterday)  
on the chalkboard.

### How? Weather adjectives



Ask the groups to  
say what happens on  
a windy day.



Tell each group  
to role play  
walking to school  
on a windy day.



Ask the groups  
to say adjectives  
to describe  
a windy day.



Tell each group  
to role play  
walking to school  
on a rainy day.



Ask the groups to  
say adjectives to  
describe a rainy day.



15 minutes | Flash cards

## Spelling

### Whole class teaching

Give each group a set of **flash cards** and remind them of the meaning of 'two', 'too' and 'to'.

Read out the following sentences and ask the groups to hold up the matching card:

'Last week Funmi was two years old.'

'The soup was too spicy.'

'The book belongs to Bayo.'

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

10 minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Choose some pairs to read **Windy days** and ask them these questions:

'How do the town people feel about a windy day?'

'Why don't they like a windy day?'

'How do country people feel about a windy day?'

'Why do they like a windy day?'

15 minutes | **How** | Sentences

## Grammar

### Group task

Teach **How? Weather adjectives**, as shown left.

Read out the **sentences** on the chalkboard and ask each group to say an adjective to complete one of the sentences.

15 minutes | Matching game/  
Snap game/ Sentences/  
Textbook

## 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:

Ask these groups to complete the **sentences** with the missing adjectives in their exercise books.

#### Group D:

Sit down with these pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

5 minutes | Poem

## Plenary

### Pair task

Tell one pupil in each pair to read what the town people say and the other to read what the country people say in the poem **Windy days**.

Tell the pairs to read the last part together.

Choose some pairs to read the poem to the class.



## Week 21: Weather poems

## Day 5: Comprehension

### Learning outcomes

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

Match homophones  
correctly.

Answer questions about  
a poem.

### Preparation

**Before the lesson:**

Read **How? Sounds the same**, as  
shown below.

Have ready the **homophone flash  
cards** from **Week 21, Day 2**, enough for  
the pupils to have one each.

Copy the comprehension **sentences**,  
shown right, on to the chalkboard.

### How? Sounds the same



Give each pupil  
a homophone  
flash card.



Tell the pupils to  
find a partner with  
a word that sounds  
the same.



Check that the  
pupils have found  
the correct partner.



Ask the pairs to  
write their two words  
in sentences.

15  
minutes

How

Flash cards

10  
minutes

Word/phrase cards/  
Poems

25  
minutes

Sentences

Poems

10  
minutes

## Spelling

### Whole class teaching

Read and explain the **homophone flash cards**.

Teach **How? Sounds the same**, as shown left.

## Reading

### Group task

Give each group two of the **word/phrase cards**.

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

Ask the groups to say sentences using the words/phrases.

Read the two poems you have read this week, **Waiting for the rain** and **Windy days**.

Ask the groups to say any rhyming words they hear.

## Comprehension

### Pair task

Read out the following **sentences** on the chalkboard to the class:

'When are the birds quiet?'

'What are the trees like before the rain?'

'What happens to the cars before the rain comes?'

'What does the wind do in the town?'

'What does the wind do in the country?'

Ask the pairs to discuss the questions and look for the answers in the **poems**.

Choose some pairs to say their ideas to the rest of the class.

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

## Plenary

### Whole class teaching

Ask the pupils to walk around the class.

If they like windy days, tell them to go to the left of the classroom.

If they do not like windy days, tell them to go to the right of the classroom.

Choose some pupils to say why they do, or do not, like windy days.

## Weekly page

# Primary 5, literacy lesson plans

## Week 22:

# My weather poem

### Words/phrases

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

poured  
drenching  
strangely  
humid  
silently  
drizzle  
drifting  
monsoon  
hazy  
whistling  
coughing

### Wow! words

pitter patter rain  
chilly winds  
sailing across  
the sky  
slowly drifting  
cloudy and hazy  
happy holidays  
dry and dusty  
colours of  
the rainbow

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Identify rhyming couplets.

**Most pupils will be able to:**

Write a rhyming couplet.

**Some pupils will be able to:**

Write a short poem with rhyming couplets.

Write this **rhyming couplet poem** on the chalkboard and leave it there for the week.

### Rhyming couplets

One dark night sleeping  
happily in my bed,  
Thunder crashed loudly  
above my head,  
The rain came down,  
All around the town,  
The wind whistled strangely,  
all around,  
A tree broke suddenly,  
falling to the ground,  
Water poured heavily  
down the wall,  
On to the ground,  
quickly drenching all.

Write the following on the chalkboard as a guide for pupils' writing on day 4.

### Couplet writing frame 1

Harmattan is coming,  
dust is flying,  
\_\_\_\_\_  
The sky looks brown,  
\_\_\_\_\_  
The streams are dry,  
\_\_\_\_\_.

Write the following on the chalkboard as a guide for pupils' writing on day 5.

### Couplet writing frame 2

The wind is \_\_\_\_\_ and  
strong, \_\_\_\_\_.  
\_\_\_\_\_ clouds and dust  
all around, \_\_\_\_\_.

Grade/  
Type of lesson plan

Lesson  
title

**Weekly page**

**Primary 5,  
literacy  
lesson plans**

**Week 22:**

**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 an individual pupil to:

1  
Read their poem from Week 22, Day 5 on the Harmattan.

2  
Underline the adjectives and adverbs used in their poem.

3  
Answer the following questions about their poem:

'What is the down side of what is happening in the poem?'

'What are the positive things happening in the poem?'

## Example of a pupil's work

### This pupil can:

Choose words that rhyme to write a poem.

Use the correct layout to write a poem.

Underline adverbs and adjectives in a poem.

### Harmattan

Harmattan is coming, dust is flying,  
The big, strong wind is really trying.

Everywhere I look, I see brown, misty sky  
It comes again every year, and I think 'why?'

But it does make me happy to see this  
wind appear,  
It means something nice will soon be here.

Soon this dusty wind will bring the lovely  
rain,  
And this means the sun will soon show again.

## Week 22: My weather poem

### Day 1: Rhyming couplets

#### Learning outcomes

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

Say some words that rhyme.

Arrange rhyming couplets  
to make a poem.

#### Preparation

Before the lesson:

Make sets of **spelling flash cards**  
for each group: 'moan', 'coat', 'goal',  
'vote', 'bone', 'pole'.

Read **How? Arranging rhyming couplets**,  
as shown below, and prepare sets  
of **rhyming couplet flash cards** for each  
group, based on the couplets on this  
week's weekly page.

#### How? Arranging rhyming couplets



Read and explain  
the rhyming couplet  
flash cards.



Shuffle the sets of  
rhyming couplet  
flash cards and give  
each group a set.



Tell the groups  
to find flash cards  
that rhyme.



Choose some  
groups to read some  
of their rhyming  
couplets to the class.



Tell the groups to  
arrange the couplets  
to make a poem.



15  
minutes

Flash cards

## Spelling

### Group task

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

Ask some groups to read the words.

Remind the groups that 'oa' and 'o-e' make the same sound.

Explain: 'A rhyme is when two words contain a sound that is the same. The sound may have a different spelling.'

Ask the groups to say words that rhyme from the spelling flash cards and write them in their exercise books, eg: 'moan' and 'bone'.

20  
minutes

Wow! word cards

## Shared writing

### Whole class teaching

Show the pupils the first three words/phrases and explain them.

Show the first three **wow! word cards**, and read and explain them.

Write these wow! words on a **wow! words wall** in the classroom and keep it for the next day.

How

Flash cards

### Group task

Explain that rhyming couplets are two lines of poetry with a rhyming word at the end of each line.

Teach **How? Arranging rhyming couplets**, as shown left, using the **rhyming couplet flash cards**.

Ask each group to read their poems.

15  
minutes

## Grammar

### Group task

Remind the groups that action words are called 'verbs'.

Tell the groups to find the verbs in the rhyming couplet poem they have just made, eg: sleeping, crashed, poured.

Explain that adverbs describe verbs and ask some groups to find the adverbs in the poem, eg: happily, loudly.

Tell the groups to write the adverbs in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Write these verbs on the chalkboard: 'wash', 'walk', 'sleep', 'brush', 'talk' and 'write'.

Read the verbs to the class and choose some pairs to role play the verbs in the following ways: quickly, slowly, heavily, lightly, loudly, softly, gently.

## Week 22: My weather poem

## Day 2: Adjectives and adverbs

### Learning outcomes

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

Find rhyming words.

Use adjectives and adverbs  
to make their writing more  
interesting.

### Preparation

**Before the lesson:**

Have ready the **rhyming couplet  
flash cards** and the **wow! words wall**  
from Week 22, Day 1 (yesterday).

Have ready a large piece of **paper**  
for shared writing.

Read **How? Building a sentence**,  
as shown below.

### How? Building a sentence



Say, 'Let's start with  
a noun.'



Ask the pupils to  
add adjectives.



Ask, 'What was  
the wind doing?'  
and ask the pupils  
to add verbs.



Ask the pupils to  
add adverbs to  
describe how the  
wind was moving.

15  
minutes

## Spelling

### Pair task

Ask the pairs to say words that rhyme with bone, eg: phone, moan.

Repeat with goat and cake.

Write the following words on the chalkboard:  
'true', 'show', 'rain', 'lake',  
'loud', 'cane', 'cloud',  
'wake', 'know', 'grew'.

Choose some pairs to read the words and point to words that rhyme, eg: 'true' and 'grew'.

Tell the pairs to write the rhyming words in their exercise books.

20  
minutes

Word/phrase cards/  
Flash cards/Wow! words wall

## Shared writing

### Group task

Show the first six **word/phrase cards** and choose some groups to say them with you.

Read and explain the last five **wow! word cards** and write them on the **wow! words wall**.

Ask the groups to arrange the **rhyming couplet flash cards** to make a poem.

Choose some groups to read their poems to the class.

Paper/  
Wow! words wall

Write the following first couplet lines on the **paper**, leaving spaces for the second lines:

'Here it comes again,'  
'Looking way up high,'  
'I feel very lazy,'  
'I want to know,'

Ask the groups to help you add second lines using the **wow! words wall** to make rhyming couplets eg: Here it comes again,  
Pitter patter of rain.  
Looking way up high,  
Clouds sailing across the sky.

Keep these shared writing couplets for the next day.

15  
minutes

How

## Grammar

### Pair task

Teach **How? Building a sentence**, as shown left.

Write the following sentences on the chalkboard and read them with the class:

'The \_\_\_\_ wind was blowing \_\_\_\_.'

'The \_\_\_\_ rain came \_\_\_\_.'

'The \_\_\_\_ sun was shining \_\_\_\_.'

Tell the pairs to say the sentences, adding adjectives and adverbs to make them more interesting.

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

10  
minutes

Couplets

## Plenary

### Group task

Ask the groups to read the **shared writing couplets**.

Ask each group to say words that rhyme with again, high and know.

## Week 22: My weather poem

## Day 3: Harmattan brainstorm

### Learning outcomes

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

Identify rhyming words for  
poetry writing.

Contribute ideas to  
a poetry brainstorm.

### Preparation

**Before the lesson:**

Have ready the **wow! words wall**  
and the **shared writing couplets** from  
Week 22, Day 2 (yesterday).

Read **How? Harmattan brainstorm**,  
as shown below.

### How? Harmattan brainstorm



What do you see?



What do you hear?  
Add some adverbs.



How do you feel?



What do you do?

15  
minutes

## Spelling

### Whole class teaching

Remind the pupils that some sounds have different spellings.

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

Write the following words on the chalkboard: 'high', 'sky', 'water', 'later', 'clear', 'here', 'cash', 'wash', 'though', 'slow', 'head', 'bead'.

Choose some pairs to read the words and point to words that rhyme, eg: true and grew.

Tell the pairs to write the rhyming words in their exercise books.

10  
minutes

## Shared writing

### Whole class teaching

Ask some pupils to read the first six words/phrases on the chalkboard and say what they mean.

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

Ask the pupils to read and explain words on the **wow! words wall**.

Choose some pupils to read out the **shared writing couplets**.

Word/phrase cards/  
Wow! words wall/Couplets

30  
minutes

## Brainstorm

### Group task

Explain that the groups are going to think of ideas for their own poem about the dry season.

Write 'Harmattan' in the middle of the chalkboard.

Ask the groups questions about the Harmattan and write their ideas, as shown left in **How? Harmattan brainstorm**.

Tell the groups to use the **brainstorm** to write three sentences about the Harmattan in their exercise books.

How

Brainstorm

5  
minutes

## Plenary

### Whole class teaching

Ask the groups to look at the **brainstorm**.

Ask each group to choose a word from the brainstorm and say a word that rhymes with it, eg: high rhymes with why, sigh, lie and sky.

Keep the brainstorm for the next day.

Brainstorm

## Week 22: My weather poem

## Day 4: Harmattan rhyming couplets

### Learning outcomes

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

Find rhyming words in  
a word search.

Write a rhyming couplet.

### Preparation

**Before the lesson:**

Copy the **word search**, shown in today's  
spelling activity, on to the chalkboard.

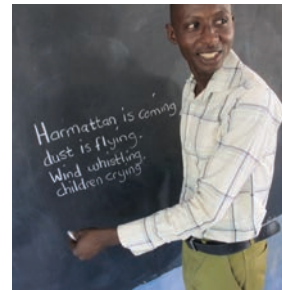
Have ready the **wow! words wall** and the  
**brainstorm** from Week 22, Day 3 (yesterday).

Read **How? Guided writing 1**, as shown  
below, and write the **Couplet writing  
frame 1**, from this week's weekly page,  
on the chalkboard.

### How? Guided writing 1



Read the first line  
and ask the groups  
to say words that  
rhyme with flying.



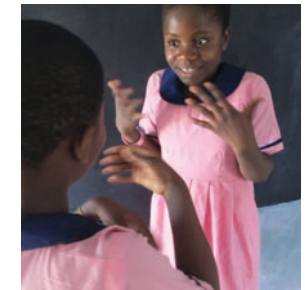
Use ideas from  
the brainstorm for  
the second line,  
eg: Wind whistling,  
children crying.



Repeat for the  
next rhyming  
couplet, eg: Run  
from the town.



Repeat, eg: Brown,  
dusty sky.



Encourage the groups  
to say different  
ideas but do not  
write them on the  
chalkboard.

15  
minutes

Word search

20  
minutes

Word/phrase cards

How

Brainstorm/Word search/  
Wow! words wall

15  
minutes

Couplets

10  
minutes

## Spelling

### Whole class teaching

Choose some pupils to find and write 'flying' and the two words that rhyme with it in the **word search** on the chalkboard.

Ask them to find and write 'brown' and the two words that rhyme with it.

Ask them to find and write 'dry' and the three words that rhyme with it.

Word search

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

## Guided writing

### Whole class teaching

Ask the pupils to read the first nine words/phrases on the chalkboard and say what they mean.

Show the class all the **word/phrase cards** and explain them.

### Group task

Read the words from the **brainstorm** and explain that the pupils are going to write rhyming couplets about the Harmattan.

Explain that they can use the **word search**, the **brainstorm**, the words/phrases and the **wow! words wall** to help with their ideas.

Teach **How? Guided writing 1**, as shown left.

## Independent writing

### Individual task

Ask the pupils to write the title 'Hamattan' in their exercise books.

Tell them to write the first line of the first **rhyming couplet** underneath and try to write their own second line.

Ask the pupils to then write the second rhyming couplet and the third rhyming couplet with their own rhyming second lines.

## Plenary

### Whole class teaching

Tell the pupils to share their writing with the person next to them.

Choose some pupils to read their favourite lines to the class.



## Week 22: My weather poem

## Day 5: Harmattan weather poem

### Learning outcomes

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

Identify rhyming words.

Complete a short rhyming  
poem about the Harmattan.

### Preparation

Before the lesson:

Have ready the **brainstorm**  
and **wow! words wall** from Week 22,  
Day 4 (yesterday).

Read **How? Guided writing 2**, as shown  
below, and write the **Couplet writing  
frame 2**, from this week's weekly page,  
on the chalkboard.

### How? Guided writing 2



Ask the groups to  
think of adjectives  
to complete another  
line of the poem.



Write their ideas  
on the wow! words  
wall.



Ask the groups  
to discuss ideas for  
the next line, eg:  
Bringing sand,  
whistling a song.



Choose a pupil to  
write adjectives for  
another couplet.



Choose different  
pupils to continue  
adding adjectives.

15  
minutes

## Spelling

### Pair task

Choose some pairs to read the rhyming words they have written in their exercise books this week.

Write these words on the chalkboard: 'flying', 'brown', 'dry', 'strong', 'around', 'feet'.

Ask some pupils to read and explain these words.

Tell the pairs to say a rhyming word for each word to their partner.

Choose some pupils to say the rhyming words in sentences.

20  
minutes

Word/phrase cards/  
Wow! words wall

## Guided writing

### Whole class teaching

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

Read the **wow! words wall** with the pupils.

Ask the pupils to point out words/phrases that could be used in their Harmattan poem.

How

Poem

### Group task

Read the Harmattan **poem** from yesterday with the pupils.

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

15  
minutes

Brainstorm/  
Wow! words wall

## Independent writing

### Individual task

Ask the pupils to complete the rhyming couplets on the chalkboard under the Harmattan couplets they wrote yesterday in their exercise books.

Tell them to add their own adjectives in the first line and write their own rhyming second line.

Remind the pupils to use the **brainstorm**, the words/phrases and the **wow! words wall** to help with their ideas.

10  
minutes

## Plenary

### Whole class teaching

Ask some pupils to share their poems with the class.

Choose some other pupils to role play the actions as the poems are read.

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 23:

# Sing a song

### Words/phrases

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

people  
city  
umbrellas  
pours  
singly  
crowd  
nothing  
grumpy  
hurry  
neighbourliness  
good deed  
while

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Identify rhyming words in a poem.

**Most pupils will be able to:**

Add rhyming lines to a poem.

**Some pupils will be able to:**

Say how two poems are different.

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

'Neighbourliness' taken from Nigeria Primary English 5, page 65, copyright Learn Africa Plc.

Write the following on the chalkboard as a guide for pupil's writing on day 3.

## Neighbourliness

She is sick, she is thin,  
No one will go in.  
Her children are sad  
And I know this is bad.

I think that maybe  
I'll take them some tea.  
And I could go round  
And sweep their compound.

I could play with the boys  
And give them some toys.  
One good deed each day  
Is the best neighbour way.

But one thing above all,  
Will make me feel tall.  
I'll stay for a while  
And make them all smile.

## Sing a song of people

Sing a song of people,  
Walking fast or slow,  
People in the city,  
Up and down they go.

People with their hats on,  
Going in the doors,  
People with umbrellas,  
When it rains and pours.

People walking singly,  
People in a crowd,  
People saying nothing,  
People talking loud.

People laughing, smiling,  
Grumpy people too,  
People who just hurry,  
And never look at you!

Sing a song of people,  
Who like to come and go,  
Sing of city people,  
You see but never know.

## Sing a song of children

Sing a song of children,  
Playing \_\_\_\_\_,  
Children at our school,  
Children \_\_\_\_\_.

Children reading stories,  
Maths \_\_\_\_\_,  
Children in the playground,  
Let's see what they can  
\_\_\_\_\_.

Children reading, writing,  
Learning \_\_\_\_\_,  
Running out of school,  
When \_\_\_\_\_.

## Week 23: Sing a song

## Day 1: Opposites

### Learning outcomes

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

Identify homophones  
for 'see', 'four' and 'made'.

Identify words that  
are opposites in a text.

### Preparation

**Before the lesson:**

Write the **sentences** from the  
spelling task, shown opposite,  
on to the chalkboard.

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

### How? Opposites role play



Ask each group  
to help you  
write descriptions  
about the people  
from the poem.



Choose one  
group to role play  
a description  
from verse one.



Ask another  
group to role play  
people behaving  
in an opposite way.



Draw an opposite  
chart on the chalk-  
board.



Repeat with more  
role plays for the  
different descriptions.

15 minutes | Sentences

## Spelling

### Whole class teaching

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

Read the following **sentences** and ask some pupils to point to the homophones:

'The maid was sweeping.'

'Fish swim in the sea.'

'Tunde went shopping for his mother.'

Ask some pupils to say other spellings for the homophones, ie: made, see and four.

Ask the pupils to write sentences for these other spellings in their exercise books.

10 minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read and explain the first four verses of **Sing a song of people** to the class.

Ask:

'What type of writing is this?'

'What can you remember about poems?' (They express ideas, sometimes rhyme, they have verses)

Choose different groups to role play the people in each verse.

10 minutes

How

## Grammar

### Whole class teaching

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

20 minutes | Textbook/Matching game/  
Snap game

## Reading

### Supported group activities

#### Group A:

Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

#### Group B:

Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the **matching game/snap game**.

#### Groups C and D:

Tell these pupils to make an opposites chart in their exercise books and write in opposite descriptions from the poem.

5 minutes | Poem

## Plenary

### Whole class teaching

Read all the verses of **Sing a song of people** to the class.

Read the final verse again.

Ask the class, 'What is the poet saying about people in the city?' (eg: they are too busy to make friends)

## Week 23: Sing a song

## Day 2: Adverbs

### Learning outcomes

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

Identify the different  
spellings and meanings  
of some common  
homophones.

Find opposites for adverbs.

### Preparation

**Before the lesson:**

Make large **homophone flash  
cards**: 'here', 'two', 'meet', 'be', 'weak',  
'not', 'for', 'maid'.

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

### How? Adverbs



Choose some pairs  
to underline the  
verbs in the poem.



Ask some pairs  
to circle the adverbs.



Ask the pairs  
to suggest adverbs  
for some of the  
other verbs.



Ask the pairs to  
complete an opposite  
adverbs chart  
on the chalkboard.



Remind pupils how  
they completed the  
opposite descriptions.



15 minutes | Flash cards

## Spelling

### Group task

Read and explain the **homophone flash cards**.

Give each group two different homophone flash cards.

Ask the groups to write sentences for each homophone in their exercise books.

Ask the groups to say another spelling for their homophones and write them on the chalkboard, eg: 'hear', 'to'.

Tell the groups to write sentences for the other spellings of their homophones.

10 minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Ask the class to read the poem **Sing a song of people**.

Clap a regular beat as you read the poem together, ie:

Sing (clap) a (clap) song (clap) of (clap) people (clap, clap)

Walking (clap, clap) fast (clap) or (clap) slow (clap).

10 minutes | **How**

## Grammar

### Pair task

Write these words on the chalkboard: 'fast', 'up', 'quietly' and remind the pairs that they are adverbs.

Say, 'Adverbs describe verbs.'

Ask the pairs to say the opposite for each adverb, ie: slowly, down, loudly.

Explain that 'slow' and 'loud' are used in the poem so that they will rhyme with other words.

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

20 minutes | Textbook/Matching game/  
Snap game

## Reading

### Supported group activities

#### Groups A and B:

Tell these pupils to make an opposites chart in their exercise books and write in opposite descriptions from the poem.

#### Group C:

Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

#### Group D:

Tell these pupils to choose three words/phrases and draw a picture for each of them, then play the **matching game/snap game**.

5 minutes | Poem

## Plenary

### Whole class teaching

Choose some pupils to find the rhyming words in **Sing a song of people**.

Ask, 'Which lines have rhyming words?' (eg: lines two and four).

Read the poem with the class.

## Week 23: Sing a song

## Day 3: Rhyming words

### Learning outcomes

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

Use homophones correctly  
in a written sentence.

Find rhyming words for  
a class poem.

### Preparation

**Before the lesson:**

Write these **homophones** on the  
chalkboard: 'blue', 'blew', 'week', 'weak'.

Read **How? A rhyming poem**,  
and write the **verses** with the missing  
words from this week's weekly page,  
on the chalkboard.

### How? A rhyming poem



Read the first  
verse and ask the  
groups to say  
ideas to complete  
each line.



Tell them to make  
the end words  
rhyme, eg: in the sun  
and, having fun.



Repeat with the  
next verse, eg:  
and science too,  
and do.



Repeat with the  
third verse, eg: how  
to spell, and they  
hear the bell.



Rub out the  
words that have  
been inserted.

15 minutes | Homophones

## Spelling

### Pair task

Ask the pairs to say some homophones they know.

Choose some pairs to write the different spellings for their homophones on the chalkboard.

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

Write these sentences on the chalkboard:

'Yesterday, the wind \_\_\_\_.'

'The sky is \_\_\_\_.'

'Seven days make a \_\_\_\_.'

'The man is ill and \_\_\_\_.'

Ask the pairs to complete the sentences in their exercise books using the correct homophone.

10 minutes | Word/phrase cards/  
Poem

## Reading

### Pair task

Choose some pairs to explain the first six words/phrases on the chalkboard.

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

Read **Sing a song of people** with the class.

Ask some pairs to underline the rhyming words.

Tell the pairs to say as many words as they can that rhyme with 'slow', eg: go, no, show, toe, blow.

Repeat with 'too'.

15 minutes | How

## Grammar

### Whole class teaching

Explain that you are going to help the class to write their own poem.

Teach **How? A rhyming poem**, as shown left.

15 minutes | Verses/Textbook/  
Matching game/Snap game

## Reading

### Supported group activities

**Groups A and D:** Tell these pupils to complete the **verses** on the chalkboard to make their own poems.

**Group B:** Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

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

5 minutes

## Plenary

### Whole class teaching

Choose some pupils from groups A and D to read the poems they have written. Ask the class to notice the rhyming words.

## Week 23: Sing a song

## Day 4: Neighbourliness

### Learning outcomes

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

Match homophones  
and write a sentence  
spelling the homophone  
correctly.

Find rhyming words  
in a poem.

### Preparation

**Before the lesson:**

Read **How? Homophone pairs**,  
as shown below, and make enough  
**homophone flash cards** for each  
pupil to have one: 'be', 'bee', 'meet',  
'meat', 'weak', 'week', 'not', 'knot', 'four',  
'for', 'hear', 'here', 'maid', 'made'.

Write the **verses** with the missing  
words from **Week 23, Day 3** (yesterday)  
on the chalkboard.

### How? Homophone pairs



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



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



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



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



Ask the pupils to write  
their homophone  
in a sentence in their  
exercise books.

10  
minutes

How

Flash cards

## Spelling

### Pair task

Teach **How? Homophone pairs**, as shown left, using the **homophone flash cards**.

15  
minutes

Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read and explain the poem **Neighbourliness**.

Ask some pupils to point to words that rhyme.

Ask, 'Which lines rhyme?' (ie: the first and second, and the third and fourth)

Choose some pupils to read different verses from Neighbourliness.

15  
minutes

Verses

## Grammar

### Group task

Remind the class that adjectives describe nouns and ask the groups to point to adjectives they can see in the poem.

Write some of the adjectives on the chalkboard and ask the groups to find opposite adjectives, eg: sick and well, thin and fat.

Remind the class that they were writing a class poem yesterday.

Read the **verses** on the chalkboard and ask the groups to say ideas to complete the lines.

15  
minutes

Matching game/  
Snap game/Verses/  
Textbook

## Reading

### Supported group activities

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

**Groups B and C:**  
Tell these pupils to complete the **verses** on the chalkboard to make their own poems.

**Group D:**  
Sit down with the pupils for guided reading. After reading, ask the pupils to find and read other poems in the **textbook**.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils from groups B and C to read the poems they have written.

Ask the class to notice the rhyming words.

## Week 23: Sing a song

## Day 5: Comprehension

### Learning outcomes

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

Choose the correct  
spelling for some common  
homophones.

Answer questions about  
a poem.

### Preparation

**Before the lesson:**

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

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

### How? Comprehension



Ask each group  
to discuss and role  
play the answer  
to one of these  
questions:



What do people do  
in the city?



Why do you think  
people never  
look at you in  
the city?



What can the  
neighbour do  
to help the sick  
woman?



What is the best  
thing a neighbour  
can do?



15  
minutes

Word search

## Spelling

### Whole class teaching

Choose some pairs to find the following homophones in the **word search**: meet, see, week, made, blew, be, not, here, for.

Tell them to write the homophones on the chalkboard as they find them.

Ask the pairs to write a different spelling next to each homophone.

Word search

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

10  
minutes

Sentences

## Reading

### Pair task

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

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

' \_\_\_\_ in the \_\_\_\_ walk fast or slow.'

'Use \_\_\_\_ when it rains.'

'People walk \_\_\_\_ or \_\_\_\_ in a crowd.'

'A \_\_\_\_ every day makes a good neighbour.'

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

25  
minutes

How

Poems/  
Questions

## Comprehension

### Group task

Ask each group to read out a verse from **Sing a song of people**.

Ask each group to read a verse from **Neighbourliness**.

Ask the groups to say how these poems are different, eg: in the first poem people are often too busy to look at you but in the second poem we learn how important it is to help our neighbour.

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

Tell the groups to answer the **questions** in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read out their answers to the questions and ask the class to say if they are correct.

Ask the pupils, 'What have we been reading this week?'

Ask them to discuss words that are used to make poems more interesting (adverbs and adjectives).



## Weekly page

# Primary 5, literacy lesson plans

## Week 24:

# Acrostic poems

### Words/phrases

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

explaining  
educating  
respects  
sensible  
cheerful  
exciting  
children  
joyful  
noisy  
laughing  
climbing  
dancing

### Wow! words

amazing  
helpful  
patient

### Learning expectations

By the end of the week:

**All pupils will be able to:**

Set out an acrostic poem correctly.

**Most pupils will be able to:**

Say some adjectives and verbs to describe children.

**Some pupils will be able to:**

Write a short acrostic poem about children.

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

Write each line of this **acrostic poem** on flash cards, enough for each group on Day 1.

## Teacher

Talking  
Explaining  
Asking questions  
Caring  
Helping  
Educating children  
Ready for life

## Friend

Fun to be with  
Respects me  
Is kind to me  
Enjoys playing  
Nice and caring  
Does not hurt me

Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

# Primary 5, literacy lesson plans

## Week 24:

# 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 an individual pupil to:

- 1 Read their poem from Week 24, Day 5.
- 2 Explain what makes this poem an acrostic poem.
- 3 Underline all of the adjectives and adverbs in their poem.

## Example of a pupil's work

### This pupil can:

Write an acrostic poem.

Underline adverbs and adjectives in a poem.

#### Children

Come to school joyfully  
Help each other carefully  
Interested in each others' lives  
Like to play happily  
Drink Juice eagerly  
Run around the playground actively  
Every child can be my faithful friend  
Never give up on learning new, exciting things

## Week 24: Acrostic poems

## Day 1: Arranging an acrostic poem

### Learning outcomes

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

Spell the homophones  
'your' and 'you're' correctly.

Understand the layout  
of an acrostic poem.

### Preparation

**Before the lesson:**

Have ready a set of shuffled **flash cards**  
for each line of the **poem Friend**.

Make sure the **acrostic poem Teacher**,  
from this week's weekly page, is written  
on the chalkboard.

Read **How? Arranging an acrostic  
poem**, as shown below.

### How? Arranging an acrostic poem



Tell the groups to  
place the flash  
cards face up on  
their desks.



Ask each group  
to read and  
explain a different  
flash card.



Ask a pupil to write  
'FRIEND' vertically  
on the chalkboard.



Tell the groups to  
arrange the flash  
cards so that  
'friend' can be  
read vertically.



Choose groups  
to say the lines  
and write them on  
the chalkboard.

15  
minutes

## Spelling

### Whole class teaching

Choose some pupils to write some homophones they have learned on the chalkboard.

Write on the chalkboard 'You're going to see your grandmother.'

Ask the pupils to say the difference between 'you're' and 'your' (your means 'belonging to you' and you're is the short form of 'you are').

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

15  
minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

Read all of the words/phrases on the chalkboard with the pupils.

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

Read and explain **Teacher**.

Explain that this is a special type of poem and ask the pupils to say how it is different from other poems they have read.

Ask, 'Can you see a word hidden in the poem?'

25  
minutes

How

## Guided writing

### Group task

Explain to the groups that they are going to write an acrostic poem called 'Friend'.

Teach **How? Arranging an acrostic poem**, as shown left.

Tell the groups to use the flash cards to write an acrostic poem about a friend in their exercise books.

5  
minutes | Poems

## Plenary

### Whole class teaching

Ask the class to read the **Teacher** and **Friend** poems.

Explain that when writing an acrostic poem you can use words, phrases or sentences.

## Week 24: Acrostic poems

## Day 2: Friends

### Learning outcomes

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

Spell 'wear' and 'where'  
correctly in sentences.

Contribute ideas for an  
acrostic poem.

### Preparation

**Before the lesson:**

Read **How? Friends acrostic poem**,  
as shown below.

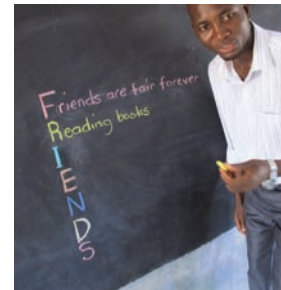
### How? Friends acrostic poem



Write 'FRIENDS'  
vertically on  
the chalkboard.



Ask the pupils to  
help you write  
ideas about friends  
that begin with 'f'.



Ask: 'What do  
your friends do that  
begins with "r"?''



'Where do your  
friends go? Start the  
sentence with 'I'.



Continue, asking  
for ideas for lines  
starting with 'E', 'N',  
'D' and 'S'.



15  
minutes

## Spelling

### Pair task

Write these sentences on the chalkboard and ask the pairs to read them:  
'Where do you live?'  
'I wear a shirt.'

Ask the pairs to underline the homophones in both sentences.

Choose some pairs to say the meaning of 'wear' and 'where'.

Write these sentences on the chalkboard:  
'This is \_\_\_\_ I live.'  
'Please \_\_\_\_ a hat.'  
' \_\_\_\_ is my book?'

Ask the pairs to complete the sentences using 'where' or 'wear' in their exercise books.

25  
minutes

How

Word/phrase  
cards/Poem

## Shared writing

### Whole class teaching

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

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

Read **Teacher** with the pupils.

Explain that they are going to help you write your own acrostic poem about friends.

Teach **How? Friends acrostic poem**, as shown left.

Poem/  
Wow! words wall

Read the **acrostic poem** you have written with the class.

Read and explain the wow! words.

Explain that these words are adjectives that can be used to describe friends.

Ask the pairs to say other adjectives to describe friends and write them on a **wow! words wall**, eg: 'kind', 'happy', 'caring', 'sensible', 'cheerful'.

Try to add some of the wow! words to the shared writing poem.

15  
minutes

Wow! words wall

## Grammar

### Pair task

Ask the pairs to say verbs to describe what they do with friends, eg: play football, talk.

Write on the chalkboard:  
'My friend is \_\_\_\_.'  
'We like to \_\_\_\_.'

Ask the pairs to complete the sentences in their exercise books using adjectives and verbs.

Tell the pairs to try to write their own sentences about what they do with their friends using adjectives from the **wow! words wall**.

5  
minutes

Poem/  
Wow! words wall

## Plenary

### Group task

Ask some pairs to read their sentences to the class.

Read the **shared writing acrostic poem** and choose some pupils to underline the adjectives.

Keep the poem and the **wow! words wall** for the next day.

## Week 24: Acrostic poems

## Day 3: Brainstorm chart

### Learning outcomes

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

Use 'by', 'buy' and 'bye' correctly.

Say adjectives, verbs and adverbs to describe children.

### Preparation

**Before the lesson:**

Have ready the **acrostic poem Friends** and the **wow! words wall** from Week 24, Day 2 (yesterday).

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

### How? Brainstorm chart



Write three sections for adjectives, verbs and adverbs on the paper.



Ask each group to say adjectives to describe children and write them in the chart.



Tell them to use words from the words/phrases and wow! words wall.



Ask each group to say verbs about children and write them in the chart.



Ask each group to say adverbs to describe the verbs.

15  
minutes

## Spelling

### Whole class teaching

Write the following sentences on the chalkboard and ask the pupils to read them:

'I went to buy some bread.'

'I walk by the market on my way home.'

'Tola said, "Bye" to her family.'

Choose some pupils to underline the words that sound the same.

Explain that 'by' means 'near' or 'through', 'buy' is a verb and 'bye' is the short form of 'goodbye'.

Ask the pupils to say some sentences for by, buy and bye.

10  
minutes

Word/phrase cards/  
Poem

## Shared writing

### Whole class teaching

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

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

Read the **acrostic poem Friends**, written on Day 2 (yesterday).

Tell the class they are going to gather ideas for another acrostic poem called 'Children'.

Choose some pupils to underline the adjectives that could be used to describe children in the words/phrases list on the chalkboard.

Ask some pupils to point to verbs in the word/phrases list.

25  
minutes

How

## Brainstorm

### Group task

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

Remind the class that they can make adverbs by adding 'ly' to adjectives.

Remind the pupils that if the adjective ends in 'l' they also add 'ly' so joyful becomes joyfully.

Explain that if the adjective ends in 'y' they change the 'y' to 'i' and add 'ly' so noisy becomes noisily.

Write these adjectives on the chalkboard and ask the groups to write them as adverbs in their exercise books: 'quiet', 'loud', 'joyful', 'happy', 'noisy', 'cheerful'.

10  
minutes

Brainstorm/  
Wow! words wall

## Plenary

### Group task

Choose some groups to write their adverbs in the **brainstorm chart**.

Ask the other groups to check they are spelled correctly.

Read the words on the **wow! words wall**.

Ask the groups to choose any wow! words that describe children and add to the brainstorm chart.

Keep the chart for the next day.

## Week 24: Acrostic poems

## Day 4: Children

### Learning outcomes

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

Use some common  
homophones correctly in  
written sentences.

Write some lines for an  
acrostic poem.

### Preparation

**Before the lesson:**

Have ready the **brainstorm chart**  
and the **wow! words wall** from Week 24,  
Day 3 (yesterday).

Read **How? Children acrostic poem**,  
as shown below.

### How? Children acrostic poem



Write 'CHIL' and  
ask the pupils for  
ideas for each line  
of the poem.



Ask, 'What verbs,  
adjectives or adverbs  
starting with "c"  
describe children?'



Write their ideas  
on the chalkboard.



Ask, 'Can you say  
a phrase describing  
a child beginning  
with "c"?''



Repeat this process  
for the next three  
lines, building up  
the poem.

15  
minutes

## Spelling

### Group task

Write 'your', 'wear' and 'by' on the chalkboard.

Choose some groups to write different spellings for each word on the chalkboard, ie: 'you're', 'where', 'buy', 'bye'.

Ask different groups to say what each word means.

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

Choose some groups to write one of their sentences on the chalkboard and ask the class to say if they have spelled the homophone correctly.

25  
minutes

Brainstorm

How

## Guided writing

### Pair task

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

Remind the class that they have been gathering ideas for an acrostic poem about children and read the **brainstorm chart**.

Ask the pairs to role play verbs that begin with 'c', eg: climbing, crawling.

Add these verbs to the brainstorm chart.

15  
minutes

Brainstorm/  
Wow! words wall

## Independent writing

### Individual task

Rub out all the ideas for the acrostic poem on the chalkboard.

Tell the pupils to write 'CHIL' vertically in their exercise books.

Ask the pupils to write a phrase for each letter.

Remind them to look at the **brainstorm chart** and the **wow! words wall**.

Go round the class helping the pupils and encouraging them to use interesting verbs, adjectives and adverbs.

5  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read different lines they have written.

Write their lines on the chalkboard and ask the class if they have any ideas to improve them, eg: by adding some adverbs.

## Week 24: Acrostic poems

## Day 5: An acrostic poem

### Learning outcomes

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

Identify the correct  
spelling for a homophone  
in a sentence.

Write a short acrostic poem.

### Preparation

**Before the lesson:**

Write the following **homophones**  
on the chalkboard: 'your', 'you're',  
'bye', 'buy', 'by', 'where', 'wear', 'blue',  
'blew', 'their', 'there', 'too', 'two', 'to'.

Read **How? Homophones bingo**,  
as shown below.

Have ready some **large pieces  
of paper**.

### How? Homophones bingo



Tell the pairs to  
draw a grid in their  
exercise books  
with six sections.



Tell each pair to  
write any six  
homophones in  
the chart.



Say sentences with  
each of the homo-  
phones, eg: 'Where  
are you going?'



Tell the pairs to  
cross through the  
homophone if it  
is in their charts.



When a pair has  
crossed all their  
words, tell them to  
shout, 'Bingo!'



15  
minutes

How

Homophones

20  
minutes

Brainstorm

15  
minutes

Brainstorm/  
Wow! words wall

10  
minutes

Paper

## Spelling

### Pair task

Choose some pairs to read and explain the **homophones** on the chalkboard.

Teach **How? Homophones bingo**, as shown left.

Check that the pairs choose the correct spelling for the homophones as you say the sentences.

## Guided writing

### Whole class teaching

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

Explain that they are going to finish writing their acrostic poem about children.

Read the **brainstorm chart** with the class.

Choose some pairs to role play verbs beginning with 'd', 'r' and 'e' that children do, eg: dancing, reading, eating.

Ask, 'Can anyone say an adjective beginning with "n" to describe a child?'

Write 'DREN' vertically on the chalkboard and ask the pairs for ideas for each line.

Remind them to use phrases beginning with the letter for each line.

Write their ideas on the chalkboard.

Encourage them to use adjectives, verbs and adverbs to start each line, eg: Enjoying the day, Noisily playing.

## Independent writing

### Individual task

Rub out all the ideas for the acrostic poem on the chalkboard.

Tell the pupils to open their exercise books to where they wrote the first four lines of their acrostic poem yesterday.

Ask them to write 'DREN' vertically underneath.

Tell the pupils to write a phrase for each letter.

Remind them to look at the **brainstorm chart** and the **wow! words wall**.

Go round the class, encouraging the pupils to use interesting verbs, adjectives and adverbs.

## Plenary

### Whole class teaching

Choose some pupils to read their acrostic poems to the class.

Ask the class to notice any interesting adjectives, verbs or adverbs.

After the lesson, write some of their poems on **large pieces of paper** and display them in the classroom.



Grade/  
Type of lesson plan

Lesson  
title

## Weekly page

**Primary 5,  
literacy  
lesson plans**

## Week 25:

**More poems**

### Words/phrases

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

tide  
creeps  
load  
hands  
rusty  
spreads  
maybe  
bright  
even if  
fog  
at least  
draught

### Learning expectations

**By the end of the week:**

**All pupils will be able to:**

Write lines for an adverb poem.

**Most pupils will be able to:**

Use a writing frame to write a poem.

**Some pupils will be able to:**

Discuss the meaning of a poem.

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

'Slowly' taken from a poem by James Reeves. 'Go and open the door' taken from a poem by Miroslav Holub.

Write the following on the chalkboard as a guide for pupils' writing on day 4.

Write the following on the chalkboard as a guide for pupils' writing on day 5.

## Slowly

Slowly the tide creeps  
up the sand,  
Slowly the sun rises  
across the land,  
Slowly the cows cross  
the dusty road,  
Slowly the old man lifts  
his heavy load.

Slowly the hands move  
around the clock,  
Slowly the key turns in  
the rusty lock,  
Slowly moves the tortoise –  
but slowest of all,  
The snail trail spreads  
on the old grey wall.

## Go and open the door

Go and open the door.  
Maybe outside there's a tree,  
or a wood, a garden,  
or a beautiful lake.

Go and open the door.  
Maybe a bird is singing.  
Maybe you will see a face,  
or a smile, or bright eyes,  
or a picture.

Go and open the door.  
If there is fog it will clear.

Go and open the door.  
Even if there is only darkness,  
Even if there is only the  
wind blowing,  
even if nothing is there,  
go and open the door.  
At least there will be  
a draught.

## Verse 1

Go and open the door,  
Maybe you will see  
\_\_\_\_\_.  
Maybe \_\_\_\_\_,  
Or \_\_\_\_\_,  
Or \_\_\_\_\_.

## Verse 2

Even if it is \_\_\_\_\_,  
Even if it feel \_\_\_\_\_,  
Even if there are \_\_\_\_\_,  
At least they \_\_\_\_\_.

# Week 25: More poems

# Day 1: Slowly

## Learning outcomes

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

Use the suffix 'ly' to  
make adverbs.

Read and discuss a poem.

## Preparation

**Before the lesson:**

Make a set of **adjective flash cards**  
for each group: 'slow', 'sad',  
'quick', 'angry', 'happy', 'easy', 'careful',  
'cheerful', 'painful'.

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

### How? Illustrating a poem



Read the first line  
of the poem slowly.



Choose a pupil  
to draw a picture  
on the chalkboard  
to explain it.



Read the second  
line slowly.



Choose another  
pupil to draw a  
picture to explain it.



Repeat this process  
until all the lines have  
been illustrated.

15  
minutes

Flash cards

25  
minutes

How

Word/phrase cards/  
Poem

15  
minutes

5  
minutes

## Spelling

### Group task

Remind the groups that they can add endings called 'suffixes' to words to change how the words are used.

Read and explain the **adjective flash cards**.

Ask, 'How can we change these adjectives into adverbs?' (add 'ly')

Ask a group to say the rule for words ending in 'y', ie: change the 'y' to 'i' and add 'ly'.

Give each group a set of adjective flash cards and ask them to change them into adverbs in their exercise books.

## Reading

### Whole class teaching

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

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

Tell the class they are going to read a poem called 'Slowly'.

Ask the pupils to say some things that move or happen slowly.

Read the poem **Slowly** with the class.

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

Read the poem **Slowly** again and ask the pupils to say what they notice.

Choose some pairs to underline the rhyming words in the poem.

Ask:

'Which word is repeated?'

'What type of word is slowly?'

Explain that by repeating the word 'slowly' the poet makes us feel how very slow everything is.

## Grammar

### Group task

Ask some groups to say adverbs to describe the different ways we can move, eg: quickly, happily.

Ask some groups to say adverbs to describe the different ways we can talk, eg: loudly, quietly.

Write their adverbs on the chalkboard.

Ask the groups to write some sentences, using the adverbs.

## Plenary

### Whole class teaching

Ask the class if they can say anything they like about the poem, eg: the words used, the rhymes, the list of things moving slowly.

# Week 25: More poems

# Day 2: Quickly

## Learning outcomes

## Preparation

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

Use the suffix 'ness' to make nouns from adjectives.

Write some lines for an adverb poem.

**Before the lesson:**

Write these words on the chalkboard: 'kind', 'fit', 'ugly', 'sad', 'happy', 'silly', 'lovely'.

Have ready a large piece of paper to make a Wow! words wall.

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

### How? Quickly



Ask each group to say an animal and role play it moving quickly.



Make a wow! words wall and ask the groups to say verbs for their animals.



Ask the groups to help you write a line for each animal.



Ask, 'Where does the snake slide?' 'Where does the rat run?'



Tell the groups to try to use adjectives.

15 minutes | Words

## Spelling

### Whole class teaching

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

Ask, 'What type of words are these?' (adjectives)

Explain, 'We can use the suffix "ness" to change these adjectives into nouns.'

Ask the pupils to write the nouns next to the adjectives, eg: 'kind – kindness'.

Remind the class that if the word ends in 'y' they need to change it to 'i' and add 'ness', eg: 'ugly – ugliness'.

Ask the pupils to write the adjectives and nouns in their exercise books.

10 minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

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

Ask:

'What do you notice about the rhymes in this poem?'

'What do you notice about the adverb?'

Choose some pupils to point to adjectives in the poem, eg: 'rusty'.

30 minutes | **How** | Paper

## Shared writing

### Whole class teaching

Explain to the groups that they are going to write a class poem called 'Quickly'.

Teach **How? Quickly**, as shown left, using the **large piece of paper**.

### Group task

Tell the groups to write 'Quickly' and the name of an animal in their exercise books.

Ask them to write a sentence describing how it moves.

Tell them to then write 'Quickly' and a different animal on a new line underneath and write a sentence describing how it moves.

5 minutes

## Plenary

### Whole class teaching

Choose two or three groups to read their lines to the class.

## Week 25: More poems

## Day 3: Go and open the door

### Learning outcomes

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

Make nouns and adverbs  
by adding the suffixes 'ness'  
and 'ly'.

Contribute ideas for  
a poem.

### Preparation

**Before the lesson:**

Copy the **suffix chart**, as shown opposite,  
on to the chalkboard.

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

### How? Open the door



Before the lesson  
draw a picture  
of children playing,  
birds and a lake  
on the chalkboard.



Draw a door on  
paper and tape  
it over the picture  
so it can open.



Open the door  
and ask the pairs  
to say the nouns  
they can see.



Write the nouns  
and ask the pairs  
to say adjectives to  
describe them.



Discuss other things  
they might see  
and write their  
ideas on a wow!  
words wall.



15 minutes | Chart

## Spelling

### Whole class teaching

Choose some pairs to read and explain the adjectives in the **suffix chart**.

Ask, 'How can we change these adjectives into nouns and adverbs?'

Choose some pairs to write the nouns and adverbs in the suffix chart.

Suffix chart

Adjective	Noun	Adverb
Sad		
Kind		
Happy		
Nasty		
Tidy		

10 minutes | Word/phrase cards/  
Poem

## Reading

### Whole class teaching

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

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

Read the poem **Go and open the door** with the pupils.

Choose some pupils to point to the lines and words that are repeated.

Explain, 'In a poem you can use different ways to write about your ideas and thoughts.'

Explain, 'We have read poems that use rhymes, repetition, interesting words and acrostics.'

30 minutes | **How** | Paper/  
Wow! words wall

## Shared writing

### Group task

Teach **How? Open the door**, as shown left, using the **large piece of paper**.

Ask the pairs to list in their exercise books all the things they might see through a door.

Ask them to try to use adjectives to describe them.

Encourage the pairs to use words from the **wow! words wall**.

5 minutes | Poem

## Plenary

### Whole class teaching

Choose some pairs to read different verses of **Go and open the door**.

Ask if anyone can say the message in the poem.

Explain, 'The poem is encouraging us to open the door to opportunities and accept changes.'

Say, 'The poem also says it may not be easy but we will always gain something from trying.'

## Week 25: More poems

## Day 4: Maybe you will see

### Learning outcomes

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

Use words with the  
suffix 'ful'.

Use a writing frame to  
write a verse for a poem.

### Preparation

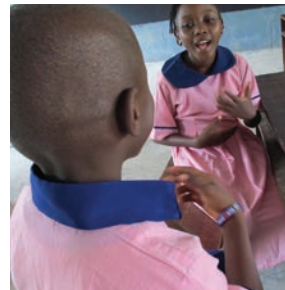
Before the lesson:

Write these **words** on the chalkboard:  
'care', 'help', 'use', 'cheer', 'harm', 'pain',  
'colour', 'hope'.

Read **How? Verse 1** and copy the **writing  
frame**, from this week's weekly page,  
on to the chalkboard, as shown below.

Have ready the **wow! words wall** from  
Week 25, Day 3 (yesterday).

### How? Verse 1



Ask the groups to  
discuss some things  
they wish they  
could see and do.



Ask the groups to  
say their ideas  
and write them on  
the chalkboard.



Discuss adjectives  
to describe their  
ideas and write  
them on the wow!  
words wall.



Ask the groups  
to say ideas to  
complete each  
line in the writing  
frame.



Explain that they  
can use adjectives  
and phrases.

15 minutes | Words

## Spelling

### Whole class teaching

Remind the class that adding the suffix 'ful' makes an adjective that means 'full of'.

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

Choose some pupils to make adjectives by adding 'ful' to each word.

Write these sentences on the chalkboard:

'The cut on my leg is \_\_\_\_.'

'Be \_\_\_\_ when you cross the road.'

Ask the pupils to complete the sentences in their exercise books using adjectives ending in 'ful'.

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

## Guided writing

### Whole class teaching

Choose some pupils to read and explain the **word/phrase cards**.

Read **Go and open the door** to the class.

Explain that they are going to write the first verse for their own poem.

Teach **How? Verse 1**, as shown left.

15 minutes | Writing frame

## Independent writing

### Individual task

Rub out the pupils' ideas but keep the **writing frame**.

Tell the pupils to write, 'Go and open the door' in their exercise books.

Tell them to use the writing frame to complete the first verse underneath.

Encourage the pupils to describe their ideas using adjectives.

Go round the class, helping the pupils to lay out the poem correctly.

5 minutes | Wow! words wall

## Plenary

### Whole class teaching

Choose some pupils to read their verse to the class.

Ask the class to notice any adjectives.

Add them to the **wow! words wall** and keep it for the next day.

## Week 25: More poems

## Day 5: Write a poem

### Learning outcomes

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

Use words with the  
suffix 'less' in sentences.

Write alternative verses  
for a poem they have read.

### Preparation

**Before the lesson:**

Write the **words** from Week 25,  
Day 4 (yesterday) on the chalkboard.

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

Have ready the **wow! words wall** from  
Week 24, Day 4 (yesterday).

### How? Verse 2



Discuss problems  
opening the door  
and write the  
ideas on the wow!  
words wall.



Ask: 'Why do some  
people not want  
to open the door?'



'What might people  
not want to find  
when they open  
the door?'



'Why should people  
open the door if  
they are not sure  
what they will find?'



Ask the pupils to  
say ideas to complete  
the writing frame  
for the second verse.

15 minutes | Words

### Spelling

#### Group task

Explain that adding the suffix 'less' makes an adjective that means 'with no'.

Read the words on the chalkboard.

Choose some pupils to make adjectives by adding 'less' to each word.

Give each group two different adjectives ending in 'less' and tell them to write them in sentences in their exercise books.

Ask each group to read their sentences and ask the other groups if they are correct.

10 minutes | Poem

### Reading

#### Group task

Read the last six words/phrases.

Ask each group to say sentences for two of the words.

Read the poem **Go and open the door** with the class.

Ask the groups:

'What are the good things in the poem that might be outside the door?'

'What are the bad things?'

15 minutes | How | Wow! words wall

### Writing

#### Whole class teaching

Tell the pupils that they are going to complete the poem they started to write yesterday.

Teach **How? Verse 2**, as shown left.

Read and explain the words on the **wow! words wall** to the class.

15 minutes | Writing frame/ Wow! words wall

### Independent writing

#### Individual task

Ask the pupils to find the first verse they wrote on Day 4 (yesterday) in their exercise books.

Tell them to use the **writing frame** to complete the second verse underneath.

Go round the class, encouraging the pupils to use the **wow! words wall** and their own ideas.

5 minutes

### Plenary

#### Whole class teaching

Choose two pupils to read their completed poems to the class.

Ask the class to notice any words that are repeated and any interesting adjectives.

Ask the class to say some of the different types of poems they have learned about, ie: rhyming poems, adverb poems, poems with repeating lines.

## Credits

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