Literacy lesson plans
Primary 5,
term 2, weeks 16—20
Folk tales, adventure stories and playscripts
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term 2, weeks 16—20
Folk tales, adventure stories
and playscripts
Introduction

Good teaching can help learners achieve positive outcomes, even in difficult circumstances. But learners have little chance of making progress where the teaching is poor.

Throughout 2010 in Kaduna State, the Ministry of Education carried out baseline surveys to assess classroom teachers, headteachers and pupil learning outcomes. Sadly, the findings were alarmingly poor. It was clear that despite substantial inputs into education, the majority of teachers were themselves victims of an education system that was in a serious downward spiral.

Following this research, the State Ministry of Education, the State Universal Basic Education Board and local government education authorities, supported by the Education Sector Support Programme in Nigeria (ESSPIN), embarked on a series of reforms to strengthen schools.

To improve the teaching of basic literacy and numeracy in primary schools, Kaduna is introducing a carefully designed series of literacy and numeracy lesson plans for primary 1—5 teachers. These provide a step-by-step guide to teachers, while ensuring that teaching and learning become more exciting and children become active learners.

Alongside the lesson plans, structures and processes have been put in place so that teachers are continuously supported by the State School Improvement Team and specially-trained school support officers.

I am confident that these lesson plans will raise standards in our schools. I commend all those who have worked hard to produce these plans and train our teachers to use them, and I offer thanks to the UK Department for International Development (DFID) for its ongoing support for education reform in Kaduna State through its ESSPIN programme.

Professor Andrew Jonathan Nok
DSc, PhD, OON, FAS, NNOM
Honourable Commissioner of Education, Science and Technology, Kaduna State
The literacy lesson plans help you teach reading, writing, grammar, speaking and listening. Each week focuses on either reading or writing.

Learning expectations

Every pupil in the class will be at a different stage of understanding in literacy. The first page of each week identifies learning expectations for the week. These learning expectations are broken into three levels:

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

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

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

Assessment

Weeks 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.

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

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

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

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.
Grammar
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.

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.

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

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

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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.
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.
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.
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.

How? Matching opposites

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

- Say the opposite of some common words.
- Discuss a folk tale.

Before the lesson:


Lesson title

Learning outcomes

Preparation

Week 16: The boy who made wishes come true

Day 1: A folk tale

How? Matching opposites

Alphabet flash cards/
Opposite flash cards

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

Group task
Explain that the groups are going to find words that are opposites.
Demonstrate sitting down and standing up.
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.

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

Reading
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
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.

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
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?'

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<th>Time</th>
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Spelling
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
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?'
Lesson title

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.
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.

Pair task
Remind the pairs that they have learned how to put words 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.

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.
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.

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.
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.

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.

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

Reading
Grammar

Activities
10 minutes
15 minutes
10 minutes
20 minutes
5 minutes
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.
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'.

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.

Word/phrase cards/Drawings

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'.

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.

Names

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

Matching game/Snap game/Names

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:

- 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.
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.

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.

**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?'
Lesson title

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.

Sentences/Questions

- ‘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?’
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.

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

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.

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.
**Weekly page**

**Grade/Type of lesson plan**

**Primary 5, literacy lesson plans**

**Lesson title**

**Week 17:**

**Writing a folk tale**

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### 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.

### Words/Phrases

- 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

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

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**People busy long ago cockroaches disease chief wise woman decide agree promise disappear shocked disgusted long spiky legs dirty shouted warned explained cried**
**Assessment task**

**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.

**Example of a pupil’s work**

**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 now, 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.
**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.

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**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.

---

**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.
- Read the 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, e.g.: '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.

**Whole class teaching**
Write 'Folk tale' on the large piece of paper, asking the pupils the questions shown below to help you complete each paragraph:

Long ago, ____. (Where is the story set? Describe the setting).

Every day, ____. (What did the people and the children do? What were their homes like?)

Keep this shared writing for the next day.

**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.

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<td><strong>Group task</strong></td>
<td><strong>Whole class teaching</strong></td>
<td><strong>Group task</strong></td>
</tr>
<tr>
<td>Explain to the class, 'A prefix is a syllable that is added to the beginning of a word to change its meaning.'</td>
<td>Show the pupils the first three word/phrase cards, and read and explain them.</td>
<td>Write 'Folk tale' on the large piece of paper, asking the pupils the questions shown below to help you complete each paragraph:</td>
<td>Ask the groups to think of speech for the people as they do their work, go to school and live at home.</td>
</tr>
<tr>
<td>Write 'un' on the chalkboard and say, 'This changes the meaning of words to 'not'.'</td>
<td>Explain to the class that you are going to write a folk tale together.</td>
<td>Long ago, ____. (Where is the story set? Describe the setting).</td>
<td>Teach How? Introduction, picture 5, as shown left.</td>
</tr>
<tr>
<td>Give each group a set of spelling word cards and choose some pupils to read and explain them.</td>
<td>Choose some groups to say how folk tales often begin, e.g.: 'Many years ago', 'Once upon a time'.</td>
<td>Every day, ____. (What did the people and the children do? What were their homes like?)</td>
<td>Ask the groups to read their speech bubbles out to the class.</td>
</tr>
<tr>
<td>Say the words using this pattern: 'locked &gt; not locked &gt; unlocked'.</td>
<td>Discuss ideas for the setting and ask, 'Does the story take place in a busy town or a village?'</td>
<td>Teach How? Introduction, pictures 1—4, as shown left.</td>
<td><strong>Group task</strong></td>
</tr>
</tbody>
</table>
| Ask the pupils to write the words in their exercise books using the pattern. | Teach How? Introduction, pictures 1—4, as shown left. | **Group task** | Write on the chalkboard: Musa asked, "When are you going to market?"

Remind the groups about the rules for writing speech, i.e.: 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. |
Lesson title

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.
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.

Word/phrase cards/Shared writing/Wow! words display
Flash the first six word/phrase cards and make sure the pupils understand them. Read the shared writing from Week 17, Day 1 (yesterday).

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?)

Tell 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.

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 Zainab. "They bring disease," warned the doctor.

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

Spelling
20 minutes

Shared writing
15 minutes

Grammar
10 minutes

Plenary
10 minutes

Word/phrase cards/Shared writing/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.

Shared writing
20 minutes

How

Whole class teaching
15 minutes

Group task
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.
Lesson title

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.
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.’

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.

Plenary

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.

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.

Shared writing

Brainstorm

Spelling

15 minutes

Word/phrase cards/Shared writing/Pictures

15 minutes

15 minutes

25 minutes

25 minutes

Paper

5 minutes

5 minutes

Pictures

Pictures

Paper

How

Plenary

Whole class teaching

How

Word/phrase cards/Shared writing/Pictures

How

How

How

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.

Shared writing

Brainstorm

Spelling

15 minutes

Word/phrase cards/Shared writing/Pictures

15 minutes

15 minutes

25 minutes

25 minutes

Paper

5 minutes

5 minutes

Pictures

Pictures

Paper

How

Plenary

Whole class teaching

How

Word/phrase cards/Shared writing/Pictures

How

How

How

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.
Lesson title

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 getting rid of the cockroaches.

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.
### 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.

### 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.

### 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.

### 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.

### Group task


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.

### 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.

### Plenary

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.

**Schedule**

- **Spelling**
  - Group task
  - Whole class teaching

- **Guided writing**
  - Whole class teaching
  - Guided writing

- **Brainstorm**
  - Whole class teaching
  - Brainstorm

- **Independent writing**
  - Individual task
  - Independent writing

- **Plenary**
  - Whole class teaching
  - Plenary

**Activities**

- **Spelling**
  - 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.

- **Guided writing**
  - 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.

- **Brainstorm**
  - 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.

- **Independent writing**
  - 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.

- **Plenary**
  - 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

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.

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.

Lesson title

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.
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.

Give the groups 2—3 minutes to discuss sentences explaining what the wise woman did.

Encourage them to use the words in the wow! words display and around the pictures of the chief and the wise woman.

Tell the pupils to include speech, eg: The wise woman shouted angrily, "I will make all your animals disappear in my drum!"

Ask one or two groups to say sentences for the ending of the folk tale, eg: 'The wise woman forgave the chief, who was very sorry and frightened.'

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.

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.
<table>
<thead>
<tr>
<th>Grade/Type of lesson plan</th>
<th>Lesson Title</th>
</tr>
</thead>
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<td><strong>Weekly page</strong></td>
<td><strong>Week 18:</strong> The magic lake</td>
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<tr>
<td><strong>Primary 5, literacy</strong></td>
<td><strong>lesson plans</strong></td>
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<table>
<thead>
<tr>
<th>Words/phrases</th>
<th>Wow! words</th>
<th>Learning expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>dared</td>
<td>sadly</td>
<td>By the end of the week:</td>
</tr>
<tr>
<td>vulture</td>
<td>bravely</td>
<td>All pupils will be able to:</td>
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<tr>
<td>terrible</td>
<td>nervously</td>
<td>Talk about the stages in an adventure story.</td>
</tr>
<tr>
<td>cicadas</td>
<td>quietly</td>
<td>Most pupils will be able to:</td>
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<tr>
<td>discover</td>
<td>proudly</td>
<td>Answer questions about an adventure story.</td>
</tr>
<tr>
<td>encourage</td>
<td>quickly</td>
<td>Some pupils will be able to:</td>
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<tr>
<td>baboons</td>
<td>climbing carefully</td>
<td>Use adverbs and adjectival phrases as openers in sentences.</td>
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<tr>
<td>gazed</td>
<td>sighing gently</td>
<td></td>
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<tr>
<td>adventure</td>
<td>laughing happily</td>
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<td>famous</td>
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<td>brilliant</td>
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<tr>
<td>wondered</td>
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</table>
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.”

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!
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.
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?

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.

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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?”

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

**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.'
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<th>Grammar</th>
<th>Reading</th>
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<td>Whole class teaching</td>
<td>Whole class teaching</td>
<td>Group task</td>
<td>Supported group activities</td>
<td>Group task</td>
</tr>
<tr>
<td>Ask the pupils to say prefixes that make words mean the opposite ('un', 'dis' and 'im').</td>
<td>Read all of the words/phrases on the chalkboard and ask the pupils to say them with you.</td>
<td>Ask the groups to find time openers in The magic lake, eg: 'Since that time', 'Later'.</td>
<td>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.</td>
<td>Remind the class that it is important to use different openers to make their writing interesting.</td>
</tr>
<tr>
<td>Write the following words on the chalkboard and ask the pupils to notice and underline the prefix: 'mishear', 'misspell', 'misjudge'.</td>
<td>Show the first three word/phrase cards and explain them.</td>
<td>Explain that adverbs can also be used as openers.</td>
<td>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.</td>
<td>Ask the groups to say some time openers.</td>
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<tr>
<td>Explain that the prefix 'mis' makes words mean 'not correctly'.</td>
<td>Read and explain the first part of The magic lake.</td>
<td>Give each group a set of adverb opener flash cards and ask them to read and explain them.</td>
<td>Groups C and D: Ask these pupils to use an adverb opener to complete the sentences on the chalkboard in their exercise books.</td>
<td>Write the adverbs on a wow! words display and keep it for the next day.</td>
</tr>
<tr>
<td>Ask the pairs to add the correct prefix to the spelling words on the chalkboard in their exercise books.</td>
<td>Ask the pupils to describe the setting in the story, ie: the forest, the path, the sun, the lake.</td>
<td>Teach How? Adverb openers, as shown left.</td>
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<td>Spelling words</td>
<td>Word/phrase cards</td>
<td>How Adverb opener cards</td>
<td>Matching game/Snap game/Sentences</td>
<td>Wow! words display</td>
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<tr>
<td>10 minutes</td>
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<tr>
<td>Reading</td>
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Grammar

10 minutes

Supported group activities

Reading

10 minutes

Group task

Plenary

5 minutes

Wow! words display

Word/phrase cards

Adverb opener cards

Matching game/Snap game/Sentences

Spelling words

Spelling

Reading

Whole class teaching

Whole class teaching
Lesson title

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.
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).

Support 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.

Pair task
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.

Reading
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).

Teaching How? Thought bubbles
Groups A and B:
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’.

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’.

Spelling
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.

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).

Plenary
Group 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’.

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.
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.

Week 18: The magic lake
Day 3: Adjectival phrases

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.
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.

Word/phrase cards

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.

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.

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.

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.
Preparation

Before the lesson:
- Have ready the sentence flash cards from Week 18, Day 3 (yesterday).
- Read How? Story structure, as shown below.

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.

Lesson title

Day 4: An adventure story

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.
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.

Reading

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.'

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.'

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.

Plenary

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.
Lesson title

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.
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.'

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

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?'

Ask the groups to discuss and say some of the answers.

Write some of the groups' own wishes on the chalkboard.

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

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

Comprehension

Group task

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.
Weekly page
Primary 5,
literacy
lesson plans

Lesson
Life

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.
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 “____.”
Lesson Title

Week 19: Assessment

Primary 5, literacy lesson plans

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**

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**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.

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**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.
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 Musa.

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.

Plenary

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.

Word/phrase cards/ Writing frame

Shared writing

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.

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 Musa and Adamu, discussing what they are going to do.

Grammar

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 Musa and Adamu, discussing what they are going to do.

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.

Spelling

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.

Grammar

Remind the class that they need speech in their story.

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

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.
**Lesson title**

**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.
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.

Word/phrase cards/Shared writing/Writing frame
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.

Group task
Teach How? Shared writing, as shown left.
Write the following sentences on the chalkboard:
Shaking _____, Adamu asked, “_____?”
“I can hear _____,” cried Musa _____.
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.

Spelling
15 minutes

Shared writing
20 minutes

Grammar
15 minutes

Plenary
10 minutes
Lesson title

Week 19: Writing an adventure story

Day 3: Brainstorm

Learning outcomes

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.

Preparation

Before the lesson:

- 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?
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.

Shared writing

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).

Brainstorm

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'.

Group task

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

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

Plenary

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.
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.

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.

Spelling

Pair 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.

Teach How? Resolution, as shown left.

Individual task

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.

Plenary

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.
**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.
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.

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 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.

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.

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

Whole class teaching

Choose some pupils to read their stories to the class.

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

Ask the class to say some ideas for making stories interesting, e.g.: using adverbial phrases, speech, adjectives and adverbs.
Week 20: Adventure playscript

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.

Words/phrases:
- 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

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

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

Tens and Units bundles/
Number cards/Game
adventure
exciting
interesting
strange
thunder
howling
exhausted
terrified
shivering
upset
fearfully
silently

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

Make two flash cards for each word.

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

Make two flash cards for each word.
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.

(Take 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.)

---

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.)

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

Bayo: Stop! Can you hear that strange noise?

(Take 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.)

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Scene 2: In the forest

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.)

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

Bayo: Stop! Can you hear that strange noise?

(Take 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.)

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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.
**Lesson title**

**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.

**Week 20: Adventure playscript**

**Day 1:** Scene 1

**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.
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.

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, e.g. 'laughing loudly', 'smiling bravely'.

Pair task

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

Write examples of sentences on the chalkboard, e.g. '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.

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.

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

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

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.

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.

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.
Lesson title

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.
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.

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.

Ask the pupils to help you complete the shared writing for scene 2, as shown left in How? Scene 2.

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


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.


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.

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 can see...’ ‘I can hear...’ ‘I can smell...’
- Write some of their ideas in a brainstorm.

*Day 3*

*Lesson title*

**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 can see...’ ‘I can hear...’ ‘I can smell...’
- Write some of their ideas in a brainstorm.
**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 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.

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.

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**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.’

**Brainstorm**

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.

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**Spelling**

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.
Lesson title

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.
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.

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.

Group task
Explain that each group is going to discuss ideas for the first part of the final scene, scene 4.

Say, 'In this scene the children will leave the shelter.'

Ask each group to say a title for scene 4 and write it in their exercise books, eg: ‘Escape’, ‘Out of the forest’.

Teach How? Guided writing 1, scene 4, as shown left.

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.

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**
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.

**Preparation**
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?'
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.

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.

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.

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.

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. “What’s 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.

Guided writing

How

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

Shared writing/Rules

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

Rules

Ask each group to say one of the playscript rules.

Writing frames/Rules

Teach How? Guided writing 2, as shown left.

Independent writing

Plenary

Individual writing

15 minutes

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes

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. “What’s 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.

Guided writing

How

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

Shared writing/Rules

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

Rules

Ask each group to say one of the playscript rules.

Writing frames/Rules

Teach How? Guided writing 2, as shown left.

Independent writing

Plenary

Individual writing

15 minutes

10 minutes

15 minutes

10 minutes

15 minutes

10 minutes
Credits

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

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