Literacy lesson plans
Primary 4, term 2, weeks 16—20
Folk tales, fables and storyboards
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Introduction

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

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

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

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

Gbolahan K Daodu
Executive Chairman, Lagos State Universal Basic Education Board.
The literacy lesson plans help you teach reading, writing, grammar, speaking and listening. Each week focuses on either reading or writing.

Learning expectations

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

- **What all** pupils will be able to do.
- **What most** pupils will be able to do.
- **What some** pupils will be able to do.

Assessment

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

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

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

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

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

**Grammar**

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

**Comprehension**

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

**Reading**

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

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

**Shared writing**

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

**Guided writing**

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

**Independent writing**

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

**Brainstorm**

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

Ask questions, and as pupils reply, write their answers around the title to make a spider diagram.
Week 16: Folk tales

Weekly page
Primary 4, literacy lesson plans

Words/phrases

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

- feast
- palace
- wriggling
- battlefield
- contest
- custom
- survived
- buried
- sliding
- belonged
- porridge
- caterpillar

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:
- Answer questions about a folk tale.

Some pupils will be able to:
- Say some of the features of a folk tale.
Many years ago when Eyo III was ruling over all men and animals, he often invited his subjects to feasts at his palace. One day after the feast, the head ant got up and was shouting how he and his people were stronger than anyone. He was laughing at the worms and said they were poor wriggling things. The worms were very angry, so the king said that the best way to decide the question of who was stronger was for both sides to meet on the battlefield and have a contest. On the third day after the feast, everyone came to see the contest.

At sunrise the ants left their nest in thousands and millions, as is their custom. As they were marching close together they looked like a big brown band moving over the road. When they came to the battlefield, the big brown band spread out and the whole piece of ground was a mass of moving ants and small groups of struggling worms.

The ants were attacking the worms with their sharp mouths and the fight was soon over. The few worms who survived buried themselves out of sight. King Eyo decided that the ants were the winners, and ever since the worms have always been afraid and have lived underground. When they come to the surface after the rain they hide themselves underground if anything comes near, as they fear all people.

Long ago, there was no rain and the grass did not grow. The animals were all hungry. Snails only eat grass so they got weaker and weaker.

One day, a snail was sliding past an old lady’s house when it smelled porridge. “I'll go inside,” it thought. But nobody was there. The snail was so hungry that it climbed into the bowl and started to eat. But the porridge was so thick that the snail got stuck!

Soon the old woman came home and found the snail in her porridge! She was not angry because she understood the snail was hungry. When she put the snail on the ground outside she hadn’t cleaned the porridge off, so it could not move.

Soon caterpillar came along. “What’s the matter?” he asked. “Why are you covered with mud?” The snail did not want to tell his friend what had happened, so it said, “I'm playing a game and I must have this mud on me.”

The caterpillar crawled away. The poor snail was left with porridge inside its shell. Since that time, snails move very slowly and they always leave a trail that looks like porridge.
Week 16: Folk tales

Day 1: A folk tale

Learning outcomes

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

Blend and read some compound words.

Say how a folk tale is different from other stories.

Preparation

Before the lesson:

Write these compound words on the chalkboard: 'sunset', 'playground', 'weekend', 'grandson', 'paintbrush'.

Make two sets of these sentence flash cards: 'The ant gets up.', 'He says.', 'The worms are angry.', 'The ants leave the nest.'

Read How? Reading compound words, as shown below.

How? Reading compound words

Draw a box around the first word in the compound word.

Ask the class to blend the sounds for the first word.

Ask them to blend the sounds for the second word.

Ask them to read the compound word and explain its meaning.

Repeat this process with the other compound words.
Whole class teaching
Read all the words/phrases on the chalkboard and ask the pupils to say them with you.
Show the first three word/phrase flash cards and explain them.
Read and explain the story on the chalkboard, Why worms live underground.
Ask the pupils: ‘When does the story take place?’, ‘Who are the main characters?’ and ‘Do you think this story is true?’
Explain that this story is a folk tale that was told a long time ago and has been passed down the years by story tellers.

Grammar
Pair task
Ask the pairs to look at the verbs in the folk tale and say what tense they are in (past).
Remind them that verbs in the past often end in ‘ed’ but that some verbs are tricky.
Revise the past tense of the verb to be, ie: I was, you were.
Choose some pairs to say the past tense of to say and to come (said and came).
Explain the past tenses of to get and to leave (got and left).
Show the sentence flash cards and ask pairs to change the verbs into the past tense.

Supported group activities
Group A:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and 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:
Give these pupils a set of the sentence flash cards and ask them to write the sentences in the past tense in their exercise books.

Reading
15 minutes
Flash cards/Folk tale

Pair task
Ask the pairs to role play the snail.
Ask them to say how a folk tale is different from other stories they have read.
Ask the pairs, ‘What tense is a folk tale written in?’

Writing
10 minutes
How

Write ‘groundnut’ on the chalkboard and read it.
Ask the class if they can see two smaller words in ‘groundnut’, ie: ‘ground’ and ‘nut’.
Explain that words made up of two simple words are called ‘compound words’.
Teach How? Reading compound words, as shown left.
Write on the chalkboard, ‘At playtime we went outside in the sunshine to play football.’
Read and explain the sentence and ask some pupils to underline the compound words.

Spelling
Whole class teaching
Write ‘groundnut’ on the chalkboard and read it.
Ask the class if they can see two smaller words in ‘groundnut’, ie: ‘ground’ and ‘nut’.
Explain that words made up of two simple words are called ‘compound words’.
Teach How? Reading compound words, as shown left.
Write on the chalkboard, ‘At playtime we went outside in the sunshine to play football.’
Read and explain the sentence and ask some pupils to underline the compound words.

Grammar
15 minutes
Folk tale/Flash cards

Pair task
Ask the pairs to look at the verbs in the folk tale and say what tense they are in (past).
Remind them that verbs in the past often end in ‘ed’ but that some verbs are tricky.
Revise the past tense of the verb to be, ie: I was, you were.
Choose some pairs to say the past tense of to say and to come (said and came).
Explain the past tenses of to get and to leave (got and left).
Show the sentence flash cards and ask pairs to change the verbs into the past tense.

Supported group activities
Group A:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and 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:
Give these pupils a set of the sentence flash cards and ask them to write the sentences in the past tense in their exercise books.
By the end of the lesson, most pupils will be able to:

- Spell compound words by segmenting each small word.
- Talk about sections of a folk tale.

Before the lesson:
- Read *How? Folk tales*, as shown below.
- Have ready the *sentence flash cards* from Week 16, Day 1 (yesterday).

Remind the pupils that a folk tale is a story from long ago.

Tell them that storytellers went round villages to tell folk tales.

Remind them that folk tales have an introduction, a build-up, a problem and a resolution.

Explain that folk tales often have a moral message.
Whole class teaching

Ask the pupils to help you spell 'rainstorm' on the chalkboard.

Ask them, 'What smaller words can you hear in rainstorm?' (rain and storm)

Sound out 'rain' with them (r-ai-n) and write it on the chalkboard.

Sound out 'storm' (s-t-or-m) and write it next to 'rain'.

Dictate these words for the pupils to write in their exercise books: 'catfish', 'itself', 'farmyard' and 'himself'.

Ask if anyone remembers what we call these types of words (compound words).

Reading

Whole class teaching

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

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

Read the folk tale on the chalkboard, Why worms live underground, to the pupils.

Ask them to role play the folk tale.

Teach How? Folk tales, as shown left.

Pair task

Choose some pairs to find some verbs that end with 'ed' in the folk tale, Why worms live underground.

Remind the pupils that some verbs have tricky endings in the past tense.

Choose some pupils to change these sentences into the past tense:

- They get up.
- She gets up.
- He leaves.
- They say.
- I am.

Supported group activities

Groups A and B: Give these pupils a set of the sentence flash cards and ask them to write the sentences in the past tense in their exercise books.

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

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

Plenary

Ask the groups to discuss other reasons why they think worms live underground.

Choose one group to role play their idea for the class.
Choose some pupils to demonstrate the present tense, eg: I jump, I crawl, I laugh.

Remind them that the present continuous tense carries on happening, eg: I am crawling.

Give out the verb flash cards and choose some pupils to say them in the past tense.

Explain that when things carry on happening this is called the ‘past continuous tense’, eg: He was laughing.
Whole class teaching

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

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

Read and explain Why snails move slowly.

Ask the pupils: 'When does the story take place?'; 'Who are the main characters?' and 'Do you think this story is true?'

Ask if anyone can say what type of story this is (a folk tale).

Tell the pupils that folk tales often answer questions.

Supported group activities

Groups A and D:
Give each group a set of the verb flash cards and ask them to write them in the past continuous tense in their exercise books.

Group B:
Sit down with the pupils for guided reading. After the reading, ask them to draw thought bubbles for the ants at the beginning and 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.
How? Snail role play

Choose some pupils to role play different animals getting weaker. Choose some pupils to role play the snail finding and eating the porridge. Ask the pupils to make up speech for the old woman moving the snail. Ask them to role play the snail talking to the caterpillar. Ask the pupils to role play the ending of the story.

Learning outcomes

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

Read some high frequency compound words.

Write verbs in the past continuous tense.

Preparation

Before the lesson:


Read How? Snail role play, as shown below.

Write the heading ‘Past continuous’ on the chalkboard.

Have ready the verb flash cards.
### Spelling

**Pair task**

Teach the class how to read the compound words on the chalkboard, as shown in **How? Reading compound words** on Day 1.

Write ‘any’ on the chalkboard and ask the pairs to use it to make compound words, eg: anybody, anyone.

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

### Reading

**Whole class teaching**

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

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

Read **Why snails move slowly** in the Weekly page.

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

Ask the pupils to discuss how folk tales are different from other stories.

### Grammar

**Pair task**

Teach **How? Verb tenses** from Day 3 (yesterday).

Write, ‘he moves’ and ‘he marches’ on the chalkboard. Choose some pairs to come and write them in the past tense.

Remind them to add ‘ed’ and drop the ‘es’.

Choose some pairs to write them in the past continuous tense on the chalkboard.

Remind them to add ‘was’ and change the verb by adding ‘ing’, eg: he was moving.

### Reading

**Supported group activities**

**Group A:**

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

**Groups B and C:**

Give each group a set of the verb flash cards and ask them to write them in the past continuous tense.

**Group D:**

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for the ants at the beginning and end of the story.

### Plenary

**Whole class teaching**

Choose some pupils to role play the snail and the caterpillar moving.

Ask the class to say what they were doing using the past continuous tense, eg: ‘The caterpillar was wriggling.’
Week 16: Folk tales

Day 5: Features of folk tales

Learning outcomes

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

- Identify compound words in their reading.
- Say some of the features of a folk tale.

Preparation

Before the lesson:

- Make a set of word/phrase flash cards for each group.
- Read How? Comprehension, as shown below, and write the questions on flash cards.

Flash cards

How? Comprehension

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

- ‘What do snails eat?’ or ‘Why were the snails hungry?’
- ‘What did the old woman find in her porridge?’ or ‘What did she do?’
- ‘Why was the snail unable to move?’ or ‘What did the caterpillar do?’
- ‘What did the snail say after that?’ or ‘What happened at the end of the story?’
Group task

Read the words on the chalkboard and ask the groups to use each word to make a new compound word, eg: bedtime, bedroom, eyelid, eyeball.

Ask the groups to share their compound words with the class and write them on the chalkboard.


Group task

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

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

Read *Why snails move slowly* with the class.

Explain the meaning of a challenge and ask the class, ‘What was the challenge for the snail?’ (He had to clean the porridge off himself.)

Ask the class, ‘What was the challenge for the worms?’ (They had to fight the ants.)

Group task

Teach How? Comprehension, as shown left.

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

Remind the class that they have been reading folk tales.

Ask the groups to act out the challenge in *Why worms live underground*.

Pair task

Ask the pairs to say how folk tales are different from other stories.

(They answer questions, animals talk in them, they happened a long time ago and they are about challenges.)

Explain that these differences are called ‘features’.

Tell the pupils that different types of stories have different features.

Group task

Ask the groups to say some animals they know and write their ideas on the chalkboard, eg: birds, frogs, snakes.

Ask them to think of a question for a folk tale for some of their animals, eg: ‘Why does a frog jump?’, ‘Why do birds have feathers?’
Week 17: How Tortoise got his crooked shell

Words/Phrases
- famine
- crops
- starving
- search
- healthy
- suspicious
- forest
- warned
- pretended
- tricked
- crooked

Wow! Words
- terrible
- devastating
- weak
- sly
- cunning
- selfish
- kind
- generous
- delicious

Learning Expectations
By the end of the week:

All pupils will be able to:
Write some sentences about a folk tale.

Most pupils will be able to:
Rewrite a folk tale they have heard.

Some pupils will be able to:
Use wow! words and similes or compound words in their writing.
This pupil can:

Rewrite a folk tale.
Describe characters in a folk tale.
Use wow! words to make their writing more interesting.

Example of a pupil’s work

The crooked shell

A long time ago there was a terrible famine. The animals were getting weaker and thinner.

Tortoise was very shy and when he met Rabbit at the market he saw that he could trick her.

Rabbit was sweet, caring and thoughtful, so he took Tortoise to her home in the sky for a fine meal. Rabbit’s mother let down a long rope for them.

After a delicious meal Tortoise went home, but he was soon hungry again.

He went back to trick Rabbit’s mother into feeding him again.

Rabbit’s mother understood what Tortoise was doing and let him fall to the ground, broken.
A long time ago it had not rained for two years and there was a famine.

The crops were dying and the animals were starving.

Tortoise went to the market but there was no food there.
Whole class teaching

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

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

Choose some pupils to say how folk tales often begin, eg: ‘A long time ago’ or ‘Many years ago’.

Read the introduction in How? Introduction, as shown left, and ask the pupils to role play the story.

Write ‘How Tortoise got his crooked shell’ on the chalkboard.

Ask the pupils the questions shown below in brackets to help you complete each paragraph:

‘Long ago _____.’ (What had happened?)

‘The animals _____.’ (How did they feel? What did they look like? What were they doing?)

‘Tortoise _____.’ (Where did he go? What was he like?)

Ask the class to say some wow! words to describe Tortoise and write them on the wow! words wall.

Copy the story on to a piece of paper and keep for the next day.

Whole class teaching

Ask the pupils the questions shown below to help you complete each paragraph:

‘Long ago _____.’ (What had happened?)

‘The animals _____.’ (How did they feel? What did they look like? What were they doing?)

‘Tortoise _____.’ (Where did he go? What was he like?)

Ask the pupils to use ‘as’ in their speech.

Write ‘as light as a feather’ on the chalkboard and discuss its meaning.

Write these phrases on the chalkboard and ask the groups to complete them:

‘as quick as _____.’
‘as bright as _____.’
‘as hot as _____.’
‘as big as _____.’

Ask the pupils to complete the phrases in their exercise books.

Pair task

Tell the pupils that we often use animals as comparisons.

Write ‘as brave as a lion’ on the chalkboard.

Ask the pairs to say some animals to complete the following comparison:

‘as quiet as a _____.’

Choose some pairs to role play their comparison.

Grammar

15 minutes


Ask some pupils to point to the letter that does not make a sound, ie: ‘k’. Explain that we call this a ‘silent k’.

Choose some pupils to come and find silent ‘k’ words in the word search and ask them to read the words with you.

Word search

- d
- k
- n
- o
- t
- z
- c
- k
- k
- n
- o
- w
- l
- n
- n
- y
- w
- o
- e
- q
- i
- e
- n
- q
- w
- s
- d
- f
- e
- k
- n
- o
- c
- k
e
Tortoise met Rabbit, who was looking happy and healthy. Tortoise told lies so that Rabbit would help him, such as ‘My father is ill’. Rabbit knew that Tortoise could not be trusted. Rabbit agreed to help Tortoise and took him into the middle of the forest. Rabbit sang a song and a long rope came down from the sky.

How? Rabbit

By the end of the lesson, most pupils will be able to:
- Spell words containing a silent ‘k’ and a silent ‘b’.
- Write simple similes.

Before the lesson:
- Copy the shared writing from Week 17, Day 1 (yesterday) on to the chalkboard.
- Read How? Rabbit, as shown below.

Learning outcomes

Preparation

Week 17:
How Tortoise got his crooked shell

Day 2:
Tortoise and Rabbit
Whole class teaching

Choose some pupils to write these words on the chalkboard: ‘knee’, ‘knock’, ‘knot’.

Tell the pupils that a silent ‘k’ is only used before the letter ‘n’.

Choose pupils to sound out ‘thumb’ (th-u-m).

Ask if anyone can say the silent letter on the end (‘b’).

Choose some pupils to write these silent ‘b’ words on the chalkboard: ‘lamb’, ‘dumb’, ‘bomb’, ‘crumb’.

Whole class teaching

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

Read the shared writing you did with them on Week 17, Day 1 (yesterday).

Choose some pupils to role play the next part of the folk tale in How? Rabbit, as shown left.

Choose some pupils to say some wow! words to describe Tortoise and write them on the wow! words wall.

Ask the pupils the questions shown below in brackets to help you complete each paragraph and continue writing the folk tale:

‘He met Rabbit _____.’
(What did Rabbit look like? What kind of a person was she?)

‘Tortoise said, _____.’
(Discuss the lies he might have told to make Rabbit help him).

‘Rabbit was _____.’
(What was Rabbit thinking?)

‘Rabbit took him _____.’
(Where? What happened?)

Pair task

Read the sentences below and choose some pairs to suggest ideas to complete them.

Explain that when we compare things like this we call them ‘similes’:

‘Everywhere felt as hot as _____.’

‘The ground was as dry as _____.’

‘The song was as beautiful as _____.’

‘The rope came down as fast as _____.’

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

Group task

Ask each group to make up a song for Rabbit to make the rope come down from the sky.

Choose some groups to sing their songs for the class.

Write one of their songs under the shared writing done today.

Copy the writing on to a piece of paper and keep it for the next day.
Week 17: How Tortoise got his crooked shell

Day 3: Rabbit's mother

Learning outcomes

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

- Read words containing silent 'k' and silent 'b'.
- Suggest wow! words to make a story interesting.

Preparation

Before the lesson:

- Write these words on the chalkboard: 'knee', 'knife', 'knot', 'lamb', 'crumb', 'thumb', 'debt'.
- Read How? At the top of the rope, as shown below.
- Copy all the shared writing from Week 17, Days 1 and 2, (earlier this week) on to the chalkboard.

How? At the top of the rope

At the top of the rope was a room with a huge feast.

Rabbit's mother gave Tortoise food.

Tortoise went home but was soon hungry again.

He went back to the forest and pretended to be Rabbit. Rabbit's mother realised it was a trick. She cut the rope and Tortoise fell.
**Whole class teaching**

Write 'debt' and 'doubt' on the chalkboard, read them and explain their meaning to the pupils.

Ask the pupils, 'What is the silent letter in each word?' ('b').

Ask if anyone can say other silent 'b' words, eg: 'thumb'.

Explain that silent 'b' is found after an 'm' and before a 't'.

Read and explain the words on the chalkboard.

Ask the pupils to choose one or two words and draw pictures to explain each one.

**Flash cards/Shared writing**

Show the first nine word/phrase flash cards and make sure the pupils understand them.

Ask the pupils to help you read the shared writing you have done so far.

Tell them that they need some interesting words for their writing.

Ask the pairs to say some words to describe the famine in the story they are writing.

Write, 'How Tortoise got his crooked shell' in the middle of the chalkboard.

**Group task**

Tell the groups they are going to write the ending to the folk tale.

Explain that bad or weak people do not usually win problems in folk tales.

Ask the pupils to help you to role play the ending in How? At the top of the rope, as shown left.

Tell them they are going to brainstorm ideas for the end of the story.

Write the words on the wow! words wall.

**Brainstorm**

Tell the groups to discuss the following questions and write their ideas on the chalkboard:

- What was at the end of the rope?
- What did Rabbit's mother say and do?
- What did Tortoise do?
- What happened when he got home?
- How did he get the rope?
- How did Tortoise get his crooked shell?

**Group task**

Tell the groups to role play the ending to the story.

Choose some groups to show their role play to the class.

Tell the pupils that they will think about the story in more detail for the rest of the week.

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<td>25 minutes</td>
<td>10 minutes</td>
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</tbody>
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**Spelling**

Write 'debt' and 'doubt' on the chalkboard, read them and explain their meaning to the pupils.

**Shared writing**

Show the first nine word/phrase flash cards and make sure the pupils understand them.

**Brainstorm**

Tell the groups they are going to write the ending to the folk tale.

**Plenary**

Tell the groups to role play the ending to the story.
Learning outcomes

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

Spell words containing a silent ‘w’.

Write some sentences about a folk tale.

Preparation

Before the lesson:


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

Read How? A huge feast, as shown below.

Week 17: How Tortoise got his crooked shell

Day 4: The feast

Tortoise and Rabbit climbed the rope to a cloud shaped like a door.

Rabbit's mother had made a huge feast.

Tortoise ate so much that he went to sleep.

Rabbit wanted him to take food home for his family but Tortoise was too full to carry it.
### Whole class teaching

Write 'wriggle' on the chalkboard.

Ask if anyone can remember how to read it.

Choose a pupil to point to the silent letter ('w').

Read the words on the chalkboard with the pupils.

Ask them to notice where the silent ‘w’ is in the words (before the ‘r’).

Ask the class to count the sounds in each word, eg: wrap = r-a-p (3 sounds).

Dictate this sentence for the pupils to write in their exercise books:
‘I wrote the wrong sum.’

### Guided writing

**Show all of the words/phrases and ask the pupils to read them.**

**Explain the meaning of the last two words.**

**Tell the pupils that they are going to be writing about the feast from the middle of the story.**

**Ask the pupils to describe Tortoise eating the food at the feast.**

**Ask if anyone can think of a simile to describe Tortoise, eg: ‘His belly was as ______.’**

**Write their ideas on the wow! words wall.**

### Group task

Choose some pupils to help you role play
How? A huge feast, as shown left.

**Write the following sentences on the chalkboard:**
‘Tortoise and Rabbit climbed the rope to ______.’
‘Rabbit’s mother had made ______.’
‘Tortoise ate ______.’
‘Rabbit’s mother ______.’

**Ask the groups to look at the brainstorm from Week 17, Day 3 (yesterday) and the wow! words wall to complete each sentence.**

**Ask each group to say one of their ideas to the class.**

### Individual task

Remind the pupils to look at the wow! words wall and the word/phrases for ideas.

**Ask the pairs to discuss the beginning of the folk tale Why worms live underground from Week 16 (last week).**

**Let individual pupils start writing the beginning of their folk tale about Tortoise in their exercise books.**

**Remind them to use wow! words, similes and compound words.**

### Whole class teaching

Choose two or three pupils to read the beginning of their folk tale to the class.
Tortoise went home and had a rest. He was soon hungry again and went back to the forest. He pretended to be Rabbit and sang to make the rope come down. Rabbit’s mother saw Tortoise on the rope and cut the rope with a knife. Tortoise fell and he landed on a rock.

How? Ending

Learning outcomes

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

- Spell some words containing silent letters.
- Write the ending of a folk tale.

Preparation

Before the lesson:
Make a set of these missing letter word cards for each group and shuffle them well: 'nife', 'nock', 'riggle', 'rist', 'rong', 'lam', 'det', 'crum'.

Read How? Ending, as shown left.
Spelling

Group task
Remind the pupils that they have been learning about words with silent letters.
Give the groups a set of the missing letter word cards.
Tell the groups to arrange the words in sets of missing 'b', 'w' and 'k' silent letters.
Ask each group, in turn, to say one of their words and the missing letter and write it on the chalkboard.
Award points for correct answers and add up the scores to find the winning group.

Whole class teaching
Choose some pupils to write some of the words/phrases on the chalkboard as you say them.
Ask the pupils to say sentences using the words/phrases.
Choose some pupils to read and explain the words on the wow! words wall.
Remind the pupils of the folk tale they have written so far.
Choose some pupils to help you role play How? Ending, as shown left.

Guided writing

Group task
Ask the groups to discuss what happened to Tortoise after he fell and share their ideas with the class, e.g: he moved slowly and his shell was covered in cracks.
Write the following sentences on the chalkboard:
'Tortoise went home           .'
'When he was hungry again, he          .'
'Rabbit's mother           .'
'Tortoise fell           .'
Ask each group to say an idea to complete each sentence and write it in their exercise books.

Independent writing

Individual task
Ask the pupils to open their exercise books and look at the folk tale they started to write on Day 4.
Ask the pupils to complete the folk tale.
Write the following sentences on the chalkboard:
'Tortoise went home          .'
'When he was hungry again, he        .'
'Rabbit’s mother        .'
'Tortoise fell        .'
Invite some pupils to read their folk tale to the rest of the class.

Whole class teaching
Choose two or three pupils to read the beginning of their folk tale to the class.
Lesson title

Week 18:
Fables

Weekly page
Primary 4, literacy
lesson plans

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

dine
special
arrived
forelegs
chirping
complained
bored
responsibilities
fierce
exciting
ashamed
trust

Learning expectations
By the end of the week:

All pupils will be able to:
Retell a simple fable.

Most pupils will be able to:
Explain the message in a fable.

Some pupils will be able to:
Talk about a fable and how the characters could have behaved differently.
Grasshopper and Toad

Grasshopper and Toad were very good friends. One day Toad invited Grasshopper to eat at his house. The next day, before they sat down to eat, Toad washed his forelegs and asked Grasshopper to do the same. Grasshopper did so, and it made a loud noise. Toad said, “I cannot eat with that horrible noise.” So Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Toad complained bitterly. Grasshopper felt angry and ate nothing. Finally he said to Toad, “I invite you to my house for dinner tomorrow.” The next day, Toad arrived at Grasshopper’s house.

As soon as the meal was ready, Grasshopper washed his forelegs and asked Toad to do the same thing. Toad did so, and then hopped towards the food. “You had better go back and wash again,” said Grasshopper, “Your forelegs are dirty again.” Toad washed again, then hopped back to the table and bit into some food. Grasshopper said, “Please don’t put your dirty forelegs into the food. Go and wash them again.” Toad was furious. “You just don’t want me to eat with you!” he said. Grasshopper replied, “You are the one who started it yesterday.” From then on, they were no longer friends.

The boy who cried wolf

Joseph looked after the village goats, taking them to the hills every day to eat grass. He was happy because no one told him what to do. However, he soon grew bored. There was a large pack of wolves living in the hills that would often come down to the village and kill the goats. Joseph was fed up one day and decided to make something exciting happen. He ran down the hill towards the village. “Wolf! Wolf!” he cried, “Wolf! Help!” The villagers heard his cries and ran towards the hills. Joseph climbed up into a tree and watched. The villagers were shouting and waving sticks to frighten away wolves. Joseph laughed so much that he nearly fell out of the tree.

When everyone had gone, he climbed down and took the goats back to the village. The villagers were angry with him, but he told them it was a joke and they should be glad that the goats were safe. A few weeks later he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! He tried to scare them away, shouting and waving his arms. Running to the village, Joseph shouted, “Wolves! Help!” The villagers were angry and said, “You have played this trick too many times!”

Joseph was ashamed and went back to the hills. The goats had gone and all he could see was a mess of fur and blood. He sat down and cried, “Why did I do such a bad thing?”
Read and explain the meaning of the verb flash cards.

Ask the class, ‘What do we call this type of word?’ (verbs) and ‘What tense are they in?’ (present).

Write the suffix ‘ed’ needed to change these verbs into the past tense on the chalkboard.

Flash each verb card, ask the pupils to copy it into their exercise books and add ‘ed’.

Choose some pupils to read the new words they have written.

**Learning outcomes**

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

- Add ‘ed’ to spell new words.
- Say verbs in the past continuous tense.

**Preparation**

Before the lesson:

- Find or draw pictures of a grasshopper and a toad, and keep them for the week.
- Read How? Suffixes, as shown below.
- Write the heading ‘Past continuous’ on the chalkboard.

**How? Suffixes**

Read and explain the meaning of the verb flash cards.
Whole class teaching
Tell the pupils that this week they are going to learn about suffixes.
Explain that suffixes are letters we put on the end of words to change how the words are used.
Teach How? Suffixes, as shown left.

Reading
Read all of the words/phrases on the chalkboard and ask the pupils to say them with you.
Show the first three word/phrase flash cards and explain them to the class.
Show the pictures of a grasshopper and a toad and describe how these animals move.
Read the first half of the Grasshopper and Toad fable to the pupils.
Ask them: ‘Why was Grasshopper angry?’, ‘How did Toad behave?’

Grammar
Flash the first six verb flash cards and ask the pupils to say what tense they are.
Remind the class that we make the past continuous tense with the verb ‘was’ and the suffix ‘ing’.
Ask the pairs to think about the fable they have read so far and say sentences in the past continuous tense, eg: Toad was complaining.
Choose some pupils to write their sentences on the chalkboard.

Pair task
Flash cards/Pictures/Fable
15 minutes
Reading

Supported group activities
Group A:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

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:
Give each group a set of the verb flash cards and ask them to write them in the past continuous tense in their exercise books.

Pair task
Ask the pairs to role play Toad talking to Grasshopper.
Ask them to discuss how Toad should have treated a guest in his house.

Spelling
Tell the pupils that this week they are going to learn about suffixes.
Explain that suffixes are letters we put on the end of words to change how the words are used.
Teach How? Suffixes, as shown left.

Reading
Tell the pupils that this week they are going to learn about suffixes.
Explain that suffixes are letters we put on the end of words to change how the words are used.
Teach How? Suffixes, as shown left.

Grammar
Tell the pupils that this week they are going to learn about suffixes.
Explain that suffixes are letters we put on the end of words to change how the words are used.
Teach How? Suffixes, as shown left.

Plenary
Tell the pupils that this week they are going to learn about suffixes.
Explain that suffixes are letters we put on the end of words to change how the words are used.
Teach How? Suffixes, as shown left.

Flash cards/Pictures/Fable
15 minutes
Reading
Write 'care', 'like', 'invite' and 'dine' on the chalkboard.

Explain that when we add 'ed' to words ending in 'e', we first drop the 'e'.

Explain that the rules for adding 'ing' are the same as for adding 'ed'.

Ask the class to make new words by adding 'ing' and 'ed' to the verbs on the chalkboard.

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

Add 'ed' and 'ing' to words ending in 'e'.

Discuss a message in a fable.

Before the lesson:

On the chalkboard, write these verbs: 'invite', 'jump', 'wash', 'care', 'like', 'enjoy', 'look'.

Read How? Dropping the 'e', as shown below.
### Whole class teaching

Remind the class that they have been learning about the suffix ‘ed’.

Teach How? Dropping the ‘e’, as shown left.

### Reading

**Whole class teaching**

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

Read and explain the whole of the Grasshopper and Toad fable and ask some pupils to role play it.

Ask the pairs to discuss the message of this story.

Explain that stories with a message are called ‘fables’.

### Grammar

**Pair task**

Remind the pupils that they have been learning about verbs and different tenses.

Choose some pairs to find examples of the past tense in Grasshopper and Toad.

Ask some pairs to say the verb ‘to be’ in the present tense, ie: ‘I am’, ‘you are’.

Ask some pairs to say the verb ‘to be’ in the past tense, ie: ‘I was’, ‘you were’.

Explain that in the present and past continuous tenses, we need to use the verb ‘to be’.

### Supported group activities

**Groups A and B:**

Give each group a set of the verb flash cards and ask them to write them in their exercise books.

**Group C:**

Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

**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.

### Plenary

Choose some pairs to role play how Grasshopper should have treated a guest in his house.

Ask the class to give reasons for Grasshopper’s behaviour.

Ask some pupils to say the message in this fable.
Week 18: Fables

Day 3: The boy who cried wolf

Learning outcomes

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

- Say some rules for adding the suffixes ‘ed’ and ‘ing’.
- Read and understand some tricky past tense verbs.

Preparation

Before the lesson:

- Find, or draw a picture of wolves.
- Read How? Suffix rules, as shown below.

How? Suffix rules

Read and explain each verb flash card and give each group a set of cards.

Tell the groups to sort the cards into three piles, based on different suffix rules.

The piles are: ‘add ed/ing’, ‘drop the e’ and ‘double the consonant’.

Ask some pupils to write some of the words on the chalkboard, adding ‘ing’.

Tell each group to say one of their words with ‘ed’ and act it out.
Pair task
Ask the pairs the meaning of the first nine words/phrases on the chalkboard.
Show the picture of wolves and ask the pairs to say words to describe them.

Group task
Remind the class that some verbs have tricky past tenses.
Write on the chalkboard: 'goes', 'comes', 'runs' and ask the groups to change these verbs to the past tense.
Write 'decides', 'climbs', 'watches', 'laughs', on the chalkboard.
Ask them to look at the story and find these verbs in the past tense.
Choose some groups to say their answers to the class.

Supported group activities
**Groups A and D:**
Ask these groups to copy each verb off the chalkboard and write the past tense next to it. If there is time, ask them to write some sentences with their verbs.

**Group B:**
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

**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.

Whole class teaching
Choose some pupils to help you role play the first half of *The boy who cried wolf.*
Week 18: Fables

Day 4: Do not tell lies

Learning outcomes

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

1. Add 'ed' and 'ing' to words ending in 'y'.
2. Discuss how fables are different from other stories.

Preparation

Before the lesson:

Write these verbs on the chalkboard: 'cry', 'try', 'reply', 'hurry', 'enjoy', 'annoy', 'stay', 'play'.

Read How? Changing 'y' to 'i', as shown below.

How? Changing 'y' to 'i'

Read and explain the verbs on the chalkboard.

Ask some pupils to come and make new words by adding 'ing'.

Explain that if there is a consonant before the 'y', we change the 'y' to 'i' before adding 'ed'.

Choose some pupils to help you make the verbs past tense by adding 'ed'.

Week 18:

Fables

Day 4:

Do not tell lies

Learning outcomes

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

1. Add 'ed' and 'ing' to words ending in 'y'.
2. Discuss how fables are different from other stories.

Preparation

Before the lesson:

Write these verbs on the chalkboard: 'cry', 'try', 'reply', 'hurry', 'enjoy', 'annoy', 'stay', 'play'.

Read How? Changing 'y' to 'i', as shown below.

How? Changing 'y' to 'i'

Read and explain the verbs on the chalkboard.

Ask some pupils to come and make new words by adding 'ing'.

Explain that if there is a consonant before the 'y', we change the 'y' to 'i' before adding 'ed'.

Choose some pupils to help you make the verbs past tense by adding 'ed'.

Lesson title

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Whole class teaching
Ask the class to read out and explain the first nine words/phrases on the chalkboard.

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

Ask the pupils what happened in the story of The boy who cried wolf that they read yesterday.

Read the rest of the fable with the class and ask them to role play the beginning and the middle of the story.

Group task
Remind the class that they have been learning tricky past tense verbs.

Write on the chalkboard: ‘sees’, ‘gives’ and ‘knows’ and help the groups to change these verbs to the past tense, i.e.: ‘saw’, ‘gave’ and ‘knew’.


Discuss changing these verbs to the past tense.

Ask each group to share one of their changed verbs with the rest of the class.

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

Groups B and C:
Ask these groups to copy each verb off the chalkboard and write the past tense next to it. If there is time, ask them to write some sentences with their verbs.

Group D:
Sit down with the pupils for guided reading. After reading, ask them to draw thought bubbles for Grasshopper and Toad.

Plenary
Ask each group to say one thing they remember about The boy who cried wolf.

Ask the class the following questions:
‘How is this story like the story of Grasshopper and Toad?’

‘How are fables different from other stories?’

‘What are the messages in the fables we have read this week?’
Week 18: Fables

Day 5: Messages

Learning outcomes

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

Spell words ending in ‘ed’ and ‘ing’.

Answer questions about a fable.

Preparation

Before the lesson:

Write these word sums on the chalkboard:

- ‘wash + ed =’
- ‘clap + ing =’
- ‘cry + ed =’
- ‘hurry + ing =’
- ‘dine + ing =’

Read How? The ending, as shown below.

How? The ending

Choose some pupils to role play the following:

Joseph laughing under the tree.

Joseph sleeping and then waking to see the goats being chased by wolves.

Joseph trying to scare the wolves away.

Joseph with the villagers.

Joseph sitting down under the tree and crying.
Give each group a set of word/phrase flash cards.
Read some of the words and ask the groups to hold up the matching card.
Ask each group to say one thing they remember about the Grasshopper and Toad story.
Ask the class, 'Can anyone remember the message in the story?'
Ask each group to say one thing they remember about The boy who cried wolf story.
Read The boy who cried wolf with the class.
Teach How? The ending, as shown left.
Discuss the following questions with the whole class:
'Why was Joseph laughing?'
'What noise woke him up?'
'What did Joseph do to scare the wolves?'
'What did the villagers say to Joseph?'
'What happened to the goats?'
Tell pairs to answer the questions in their exercise books.
Discuss the following questions with the whole class:
'What do we call a story with a message?' (a fable).
Explain that fables were told long ago and often have animals who can talk in them.
Ask the pupils if they can remember other stories told long ago with talking animals (folk tales).
Choose some pupils to help you complete the word sums on the chalkboard.
Ask the pairs to discuss and say some of the rules they have learned for adding the suffixes 'ed' and 'ing'.
Dictate these words for the pupils to write in their exercise books: 'rubbed', 'hopping', 'enjoyed', 'liked', 'dined', 'tried', 'crying', 'hurried', 'played', 'washing'.
Ask the class, 'Can anyone remember the message in the story?'
Lesson title
Grade/Type of lesson plan
Weekly page
Primary 4, literacy lesson plans

Week 19:
Storyboards

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

- forest
- guest
- special
- noise
- impossible
- idea
- bleating
- chasing
- teeth
- believe
- trouble

Wow! words
- happy
- excited
- angry
- furious
- naughty
- enormous
- dangerous
- frightening

Learning expectations
By the end of the week:

- All pupils will be able to:
  - Draw a storyboard.

- Most pupils will be able to:
  - Write a small fable, using speech and thought bubbles.

- Some pupils will be able to:
  - Use wow! words and suffixes in their fable.
Assessment task

Example of a pupil’s work

Instructions:
1. Ask individual pupils to read their fable to you.
2. Ask individual pupils to describe one of the drawings in their fable.
3. Ask individual pupils to answer the following questions:
   - ‘What is the title of your fable?’
   - ‘How many different characters did you draw?’
   - ‘What is Joseph saying in your fable?’
   - ‘What message does your fable contain?’

This pupil can:
- Create a storyboard.
- Write speech bubbles.
- Use Wow! words to make their writing more interesting.

Example of a pupil’s work:

**My true friend**

If you help each other you are true friends!
**Week 19: Storyboards**

**Day 1: Grasshopper and Toad**

**Learning outcomes**

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

- Know when to use ‘to’ and ‘two’.
- Write a simple thought bubble.

**Preparation**

Before the lesson:

- Make large flash cards for the words ‘to’ and ‘two’.
- Read *How? Storyboards 1*, as shown below.
- Have ready two large pieces of paper.

How? Storyboards 1

Draw Grasshopper and Toad by a stream in the forest on the first piece of paper.

Draw a table with food at Toad’s house. Encourage the pupils to help you add details.

Ask the pupils to suggest ideas for speech bubbles for Toad and Grasshopper.

Ask them to discuss more ideas for speech bubbles for Toad.

Ask the pupils, ‘What was Grasshopper thinking?’
Whole class teaching

Tell the class, ‘Some words have the same sound but have different spellings and meanings. These words are called homophones.’

Flash the ‘to’ card, read it and say, ‘I go to school’.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the ‘two’ card, hold up two pens and say, ‘I have two pens’.

Tell the class to write ‘to’ and ‘two’ in their exercise books.

Ask them to draw pictures under the words to explain their meaning.

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

Ask some pupils to help you retell the fable Grasshopper and Toad from Week 18 (last week).

Choose some pupils to help you draw pictures on the large pieces of paper, as shown left in How? Storyboards 1.

Write all the pupils’ ideas in speech and thought bubbles on the pictures and keep them for the next day.

Tell the class, ‘Some words have the same sound but have different spellings and meanings. These words are called homophones.’

Flash the ‘to’ card, read it and say, ‘I go to school’.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the ‘two’ card, hold up two pens and say, ‘I have two pens’.

Tell the class to write ‘to’ and ‘two’ in their exercise books.

Ask them to draw pictures under the words to explain their meaning.

How? Storyboards 1

Tell the class, ‘Some words have the same sound but have different spellings and meanings. These words are called homophones.’

Flash the ‘to’ card, read it and say, ‘I go to school’.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the ‘two’ card, hold up two pens and say, ‘I have two pens’.

Tell the class to write ‘to’ and ‘two’ in their exercise books.

Ask them to draw pictures under the words to explain their meaning.

Tell the class, ‘Some words have the same sound but have different spellings and meanings. These words are called homophones.’

Flash the ‘to’ card, read it and say, ‘I go to school’.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the ‘two’ card, hold up two pens and say, ‘I have two pens’.

Tell the class to write ‘to’ and ‘two’ in their exercise books.

Ask them to draw pictures under the words to explain their meaning.

Tell the class, ‘Some words have the same sound but have different spellings and meanings. These words are called homophones.’

Flash the ‘to’ card, read it and say, ‘I go to school’.

Ask the pupils to say other places they go to and write some of their ideas on the chalkboard.

Flash the ‘two’ card, hold up two pens and say, ‘I have two pens’.

Tell the class to write ‘to’ and ‘two’ in their exercise books.

Ask them to draw pictures under the words to explain their meaning.
**Week 19: Storyboards**

**Day 2: Speech and thought bubbles**

**Learning outcomes**

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

- Use ‘to’, ‘two’ and ‘too’ correctly in their writing.
- Use question marks and exclamation marks correctly.

**Preparation**

Before the lesson:

- Write these sentences on the chalkboard: ‘Sabo has ____ pens’, ‘It is ____ hot’, ‘Sani went ____ school.’
- Have ready the storyboards from Week 19, Day 1, (yesterday) and two large pieces of paper.
- Read How? Storyboards 2, as shown below.

**How? Storyboards 2**

Ask the pupils to help you draw Toad in Grasshopper’s house, adding detail.

Ask them to help you draw Toad leaving the house on the second piece of paper.

Ask the pairs to role play Toad and Grasshopper talking at the meal.

Write their ideas in speech bubbles on the first picture.

Discuss what Grasshopper is thinking and write it in thought bubbles on the second picture.
### Whole class teaching

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

**Read the storyboards from Day 1, yesterday.**

**Ask some pupils to explain what happened next in the story.**

**Choose some pupils to help you draw pictures on the large pieces of paper, as shown left in How? Storyboards 2, steps 1 and 2.**

**Teach the class How? Storyboards 2, steps 3, 4 and 5, as shown left.**

**Encourage the pairs to add ideas of their own.**

**Ask the pairs to think of wow! words to describe how Toad felt.**

**Add their ideas to the wow! words wall.**

**Write 'two' on the chalkboard and say, 'This means the number'.**

**Write 'to' and explain that it is a preposition showing distance or time.**

**Write 'too' and explain that this means 'more' or 'as well as'.**

**Say, 'You make too much noise' and 'You can play too'.**

**Read the sentences on the chalkboard.**

**Ask each group to choose 'to', 'two' or 'too' to complete one of the sentences.**

**Ask the pupils to complete the sentences in their exercise books.**

### Flash cards/Storyboards/Paper

### Grammar

**Write '?' and '!' on the chalkboard and ask, 'What are these?'**

**Remind the class that a sentence must have correct punctuation. (A capital letter at the beginning and a full stop, question mark or an exclamation mark at the end.)**

**Ask the pupils to write these sentences correctly in their exercise books and put in the correct punctuation: 'why are you so rude' 'stop making that noise' 'i would like to come' 'will you eat with me'**
Week 19: Storyboards
Day 3: About Joseph

Learning outcomes
By the end of the lesson, most pupils will be able to:
- Use 'to', 'two' and 'too' correctly in their writing.
- Suggest words to describe a character's personality and emotions.

Preparation
Before the lesson:
- Make a set of 'two', 'too' and 'to' flash cards for each group.
- Read How? Wow! words brainstorm, as shown below.
- Have ready a large piece of paper for each group.

How? Wow! words brainstorm

Draw the outline of a body on a large piece of paper.
Ask the groups questions about Joseph and write their ideas around the body.
Ask the groups how Joseph was feeling and write their ideas inside the body.
Whole class teaching
Show the first nine word/phrase flash cards and make sure the pupils understand them.

Ask the class what they can remember about The boy who cried wolf.

Choose some pupils to help you role play the fable.

Tell the pupils that they are going to make their own storyboards for this fable.

Tell them they need to use wow! words to make their writing interesting.

Read and explain this week’s wow! words.

Brainstorm
Teach How? Wow! words brainstorm, as shown left.

Ask the groups the following questions:

‘Why did Joseph like playing tricks?’
‘What did the villagers think about Joseph?’
‘What did Joseph do when he saw the wolves?’
‘How did Joseph feel?’

Ask each group to say some of their ideas and write them on the chalkboard.

Pair task
Ask each pair to write some sentences about Joseph in their exercise books.

Remind them to use words from the wow! words brainstorm to help them.

Ask the pupils to check that they have used capital letters and full stops correctly.

Plenary
Choose some groups to read their sentences to the class.

Ask the groups to say some words to describe Joseph’s behaviour, eg: ‘sly’, ‘mean’, ‘cunning’.

Add their ideas to the wow! words brainstorm and keep it for the next day.
Learning outcomes

By the end of the lesson, most pupils will be able to:
- Use ‘their’ and ‘there’ correctly in their writing.
- Write a simple storyboard.

Preparation

Before the lesson:
- Have ready the wow! words brainstorm from Week 19, Day 3 (yesterday).
- Read How? Pictures 1, as shown below.

Day 4: The boy who cried wolf

Week 19: Storyboards

Lesson title

How? Pictures 1

Draw Joseph playing his trick on the chalkboard. Draw Joseph laughing at the villagers on the chalkboard. Ask some pupils to help you add details to each picture.
Whole class teaching
Write ‘their’ and ‘there’ on the chalkboard.
Tell the class that ‘their’ means belonging to them and ‘there’ means a place.
Explain that ‘there’ is also used when we say ‘there is’ and ‘there are’.
Write on the chalkboard, ‘The boys went ______ to see ______ friends.’
Choose some pupils to write in the missing words (‘there’ and ‘their’).
Dictate these sentences and ask the class to write them in their exercise books:
‘They got out their books,’ ‘Lami lives there.’

Guided writing
Whole class teaching
Explain that the pupils need to find words that will make their storyboards more interesting.
Read and explain the meaning of all the words/phrases on the chalkboard.
Teach How? Pictures 1, as shown left.

Independent writing
Individual task
Ask the pupils to draw their own picture of Joseph playing a different trick and laughing at the villagers in their exercise books.
Ask the pupils to draw two more characters.
Ask the pupils to draw a speech bubble for each character and write sentences in them.
Ask them to write some more sentences for the beginning of the fable.
Remind them to use the wow! words brainstorm from Week 19, Day 3 (yesterday), and the words/ phrases for ideas.

Group task
Tell the groups to role play one of the new tricks Joseph played.

How

10 minutes

15 minutes

30 minutes

5 minutes

Spelling

10 minutes

Guided writing

30 minutes

Independent writing

15 minutes

Plenary

5 minutes

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Week 19: Storyboards

Day 5: Joseph plays a trick

Learning outcomes

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

- Use some simple homophones correctly.
- Write speech bubbles with correct punctuation marks.

Preparation

Before the lesson:

- Make sets of flash cards for each group with these words: 'to', 'two', 'too', 'their' and 'there'.
- Read How? Pictures 2, as shown below.

How? Pictures 2

- Draw Joseph waking up as he sees the wolves chasing the goats.
- Draw Joseph going back up the hill to look for the goats.
- Ask some pupils to help you add details to each picture.
**Flash cards**

**Group task**

Give each group a set of flash cards.
Read and explain the meanings.
Read the following sentences and ask the groups to hold up the matching flash card:
- ‘They did their sums.’
- ‘There are fifty pupils in class.’
- ‘Bayo is aged two years.’
- ‘He ate too many sweets.’
- ‘Segun went to the market.’
Ask the groups to make up their own sentences using the flash cards and say them to the class.

**Spelling**

**Whole class teaching**

Choose some pupils to write some of the words/phrases on the chalkboard as you say them.
Ask some pupils to show the class their storyboards from Week 19, Day 4 (yesterday).
Tell the pupils they are going to make two more storyboards for the end of The boy who cried wolf.

**Guided writing**

Individual task

Ask the pupils to draw their own pictures for the ending of the story in their exercise books.
Ask the pupils to write sentences in each character’s speech bubble.
Ask the pupils to complete their fable with some more sentences.
Remind them to use the correct punctuation.
Tell them to use the wow! words brainstorm, and the words/phrases for ideas, and to use some of the suffixes they have learned.

**Independent writing**

Choose some pupils to explain the ending of the story.
Teach How? Pictures 2, as shown left.

**Individual task**

**Plenary**

**Group task**

Tell the groups to role play one of the new tricks Joseph played.

**Guided writing**

**Independent writing**

**How**

**Fable**

**Wow! words brainstorm**

**5 minutes**

**15 minutes**

**30 minutes**

**10 minutes**
Week 20: More fables

By the end of the week:
All pupils will be able to:
Retell a simple fable.

Most pupils will be able to:
Explain the message in a fable.

Some pupils will be able to:
Talk about a fable and how the characters could have behaved differently.

Words/phrases

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

- piece
- pond
- disappeared
- greedy
- lovely
- frowned
- share
- honey
- wool
- busy
- shared
- surprise
The greedy dog

A dog was walking along the path with a piece of meat in his mouth. He came to a big pond and stopped to drink. But he couldn’t drink because he was carrying meat in his mouth. Then he saw himself in the water. He thought, "The dog I can see has a bigger piece of meat than me!" So he dropped his meat and tried to bite the other dog. His own meat disappeared into the water and the greedy dog had to go home with no food.

Play-boy

Once upon a time, there was a little boy. He should have been a very happy little boy for he had many beautiful toys, a kind mother and father and a lovely home, but he was not happy. He cried when he had to go to bed, he frowned when he had to help his mother and he would not share his toys with his baby brother or his friends. He wanted to do nothing but play all day. Although he must have had a real name, no one ever thought of calling him anything but Play-boy.

One day, Play-boy said to himself, "I shall run far away into the woods where no one can find me. Then I can play all day." So he ran off towards the woods.

On the way to the woods, he saw a bee. "Buzz, buzz," said the bee. "Why do you buzz?" asked Play-boy. "I make honey for the farmer. The farmer sells the honey and then he is happy. So I am happy too. That’s why I buzz," said the bee.

As the boy ran on, he saw a cow. "Moo, moo," said the cow. "Why do you moo?" asked Play-boy. "I give milk to the children. Then the children are strong and happy. So I am happy too. That’s why I moo," said the cow.

Play-boy also saw a sheep. "Baa, baa," said the sheep. "Why do you baa?" he asked. "I give wool to the master. My master makes cloth out of the wool. He is happy, so I am happy. That’s why I baa," said the sheep.

Soon Play-boy began to think: The bee gives honey and so it is happy. The cow gives milk and so she is happy. The hen gives eggs and so she is happy. The sheep gives wool and it is happy.

"Oh," cried the little boy, "I want to give something too." He went back home. All that day, he was as busy as he could be. He helped his mother, cared for his baby brother and shared his toys with his friends. Much to the surprise of everyone, he neither frowned nor cried once during the whole day. His mother had a very big smile on her face. She was happy and the little boy was happy too. From that day on, no one ever called him Play-boy again.
Week 20: More fables

Day 1: The greedy dog

Learning outcomes
By the end of the lesson, most pupils will be able to:
- Use ‘hear’ and ‘here’ correctly.
- Say some of the features of a fable.

Preparation
Before the lesson:
Read How? Question tags, as shown below.

How? Question tags
Tell one pupil in each pair to role play the sentence, ‘The dog stopped to drink.’
Ask their partners to say a question tag, eg: ‘The dog stopped to drink, didn’t he?’
Repeat with, ‘He saw himself in the water.’
Choose some pairs to write their question tags on the chalkboard.
<table>
<thead>
<tr>
<th><strong>Whole class teaching</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Grammar</strong></th>
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<th><strong>Plenary</strong></th>
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<td>Choose some pupils to explain what a homophone is, and ask some pupils to give examples.</td>
<td>Read all the words/phrases on the chalkboard and ask the pupils to say them with you.</td>
<td>Explain that question tags are short questions at the end of sentences.</td>
<td>Read and explain Macmillan New Primary English 4, Exercise 2, page 66.</td>
<td>Read the <em>The greedy dog</em> again and ask the pairs, 'How do we know this is a fable?' (It happened a long time ago, an animal talks and there is a message in the story.) Ask the pairs to discuss the message of this fable and share their ideas with the class.</td>
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<td>Write ‘hear’ and ‘here’ on the chalkboard and explain the meanings.</td>
<td>Show the first three word/phrase flash cards and explain them.</td>
<td>Write on the chalkboard, ‘The dog was walking along the path, wasn’t he?’ Explain that if the main sentence is positive then the question tag will be negative, ie. include the short form of not – ‘n’t’.</td>
<td>Read and explain How? Question tags, as shown left.</td>
<td><strong>Pair task</strong></td>
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<td>Explain that ‘hear’ is easy to learn because it contains the word ‘ear’.</td>
<td>Read and explain <em>The greedy dog</em> fable on the chalkboard.</td>
<td>Teach How? Question tags, as shown left.</td>
<td>Ask the class, ‘What was the bigger piece of meat?’ and explain the meaning of ‘reflection’.</td>
<td><strong>Supported group activities</strong></td>
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<td>Write on the chalkboard: ‘I live ____.’ and ‘I can ____ a noise.’</td>
<td>Ask the pupils to role play the actions of the dog as you retell the story.</td>
<td>Ask the pupils to write ‘hear’ or ‘here’.</td>
<td>Ask the pupils to write ‘hear’ and ‘here’ in their exercise books and draw pictures under the words to explain their meaning.</td>
<td><strong>Group A:</strong> Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the dog in the story. <strong>Group B:</strong> Tell these pupils to choose three new words/phrases and draw each word in their exercise books, then play the matching game/snap game. <strong>Groups C and D:</strong> Ask these groups to complete Macmillan New Primary English 4, Exercise 2, page 66 in their exercise books.</td>
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<td>Choose some pupils to write in the missing ‘hear’ or ‘here’.</td>
<td>Ask the class, ‘What was the bigger piece of meat?’ and explain the meaning of ‘reflection’.</td>
<td>Write ‘can’t’, ‘doesn’t’, ‘aren’t’ and ‘couldn’t’ on the chalkboard and tell the pupils to use them at the beginning of the question tags.</td>
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**Spelling**

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Week 20: More fables

Day 2: Question tags

Learning outcomes

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

- Use 'hear', 'here', 'their' and 'there' correctly.
- Use question tags.

Preparation

Before the lesson:

- Make a set of 'hear', 'here', 'their' and 'there' flash cards for each group.
- Read *How? The greedy dog*, as shown below.

How? The greedy dog

Role play the dog walking along the path.

Ask the class to help you write thought bubbles for the dog on the chalkboard.

Role play the dog looking in the pond.

Ask the class to help you write speech bubbles for the dog.

Ask the class to help you draw the ending of the story.
Whole class teaching

Read the first three word/phrase flash cards and ask the pupils to say them with you.
Hold up the next three word/phrase flash cards and read them with the pupils, discussing what they mean.
Ask the pupils to say some things they remember about The greedy dog fable.
Teach How? The greedy dog, as shown left.
Choose some pupils to suggest ideas for thought bubbles for the dog at the end of the fable.

Supported group activities

Groups A and B:
Ask these groups to complete Macmillan New Primary English 4, Exercise 2, page 66 in their exercise books.

Group C:
Read and explain Macmillan New Primary English 4, page 66, Exercise 2 to the class.

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.
Learning outcomes

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

- Use some homophones correctly in sentences.
- Use adjectives and adverbs in sentences.

Preparation

Before the lesson:

Read How? Wow! words brainstorm, as shown below.

Day 3: Wow! words brainstorm

Lesson title

Week 20: More fables

How? Wow! words brainstorm

Draw the outline of a body on a large piece of paper.

Ask the groups, 'What did Play-boy do?'

Write the verbs they suggest around the body, eg: 'cried', 'frowned' and 'ran'.

Ask the pupils for adverbs to describe the verbs, and write these around the body.

Ask them to describe Play-boy, and write their adjectives inside the body.
Whole class teaching
Ask the pupils the meaning of the first six words/phrases on the chalkboard.
Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Write the first half of Play-boy, up to the part where he meets the cow, from the chalkboard.
Ask the class, ‘Why do you think Play-boy was unhappy?’
Choose some pupils to role play Play-boy with his family and friends.

Whole class teaching
Ask if anyone can say what a noun is and find one in the fable.
Ask them to find some adjectives in the fable.
Remind them that an adverb describes a verb and usually ends in ‘ly’.

Teach How? Wow! words brainstorm, as shown left.
Ask the groups to say some sentences about Play-boy using words in the wow! words brainstorm.

Reading
Ask the class if anyone can say what a noun is and find one in the fable.
Ask them to find some adjectives in the fable.
Remind them that an adverb describes a verb and usually ends in ‘ly’.

Teach How? Wow! words brainstorm, as shown left.
Ask the groups to say some sentences about Play-boy using words in the wow! words brainstorm.

Whole class teaching
Ask the pupils the meaning of the first six words/phrases on the chalkboard.
Show the next three word/phrase flash cards and read them with the pupils, discussing what they mean.

Read the first half of Play-boy, up to the part where he meets the cow, from the chalkboard.
Ask the class, ‘Why do you think Play-boy was unhappy?’
Choose some pupils to role play Play-boy with his family and friends.

Whole class teaching
Ask the class if anyone can say what a noun is and find one in the fable.
Ask them to find some adjectives in the fable.
Remind them that an adverb describes a verb and usually ends in ‘ly’.

Teach How? Wow! words brainstorm, as shown left.
Ask the groups to say some sentences about Play-boy using words in the wow! words brainstorm.

Supported group activities
Groups A and D:
Ask these groups to write some sentences about Play-boy in their exercise books. Remind them to use the words on the wow! words brainstorm.

Group B:
Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the greedy dog.

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.

Group task
Choose a group to say a sentence about Play-boy.
Tell them to use adjectives and adverbs.
Write any new words on the wow! words brainstorm and keep it for the next day.
**Week 20: More fables**

**Day 4: Play-boy**

**Learning outcomes**

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

- Choose the correct spelling for some common homophones.
- Write some sentences using adjectives and adverbs.

**Preparation**

Before the lesson:

- Read *How? Homophones bingo*, as shown below.
- Have ready the *wow! words brainstorm* from Day 3 (yesterday).

**How? Homophones bingo**

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

Ask each group to choose six homophones and write them on paper.

Say sentences with each of the homophones, eg: ‘I have two pens.’

Tell the groups to cross through the homophones if they are on their piece of paper.

When a group has ticked all their words, tell them to shout ‘Bingo!’
**Pair task**

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

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

Choose some pupils to act out the first part of the Play-boy fable.

Read the second part of Play-boy.

Ask the pairs:
- ‘Why were the animals happy?’
- ‘What did Play-boy learn from the animals?’

**Group task**

Ask the groups to find nouns and adjectives in the Play-boy story.

Ask each group to role play a different animal in the story.

Tell them to say a sentence using an adjective and an adverb, eg: ‘The kind sheep said, “Baa, baa,” happily.’

Read the words on the wow! words brainstorm from Week 20, Day 3 (yesterday).

Ask each group to say a sentence about Play-boy using some of the words.

**Supported group activities**

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

**Groups B and C:**
Ask these groups to write some sentences about Play-boy in their exercise books. Remind them to use the words on the wow! words brainstorm.

**Group D:**
Sit down with the pupils for guided reading. After reading, ask them to draw some speech bubbles for the greedy dog.

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**Whole class teaching**


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

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

- Use some common homophones correctly in their writing.
- Answer questions about a fable.

**Preparation**

Before the lesson:

- Make a set of word/phrase cards for each group.
- Read *How? Comprehension*, as shown below.

**Week 20: More fables**

**Day 5: A message for Play-boy**

**Learning outcomes**

- Use some common homophones correctly in their writing.
- Answer questions about a fable.

**Preparation**

Before the lesson:

- Make a set of word/phrase cards for each group.
- Read *How? Comprehension*, as shown below.

**How? Comprehension**

Ask each group to role play the answers to the following questions:

- ‘Why was the bee happy?’
- ‘What does the cow do for children?’
- ‘Why does the hen cluck?’
- ‘What does the sheep give to its master?’
Group task
Ask the groups to look at the fables on the chalkboard and find some homophones.
Choose some groups to write their homophones on the chalkboard, eg: 'piece', 'meat', 'to', 'wood'. Write these sentences on the chalkboard and ask the groups to complete them with homophones in their exercise books:
'I ______ the bell.'
'______ is a dog at the gate.'
'A ______ can sting.'
'He had ______ much to eat.'

Reading
Group task
Give each group a set of word/phrase flash cards.
Read some of the words and ask the groups to hold up the matching card.
The group to hold up the most matching cards wins.
Ask each group what they remember about the story Play-boy.

Comprehension
Group task
Teach How? Comprehension, as shown left.
Ask the groups:
'What did Play-boy decide to do when he had listened to all the animals?'
'Why was his mother happy?'
'How did Play-boy change in the story?'

Pair task
Tell the pupils to answer the following questions about the story in their exercise books:
'Choose one animal and say why it was happy.'
'What does the little girl do with the eggs?'
'How did the boy help his mother at the end of the story?'

Plenary
Whole class teaching
Ask the class to say how fables are different from other stories, ie: they have a message.
Ask if anyone can say the titles of the fables and the messages they have read in the last three weeks.
Ask the pupils, 'How are traditional stories and fables different from other stories?' (They were written long ago, animals can speak in them and they often have a challenge or a test.)
Credits
Many different stakeholders have contributed to the development and production of these lesson plans.

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

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

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