



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**4**  
CLASS

**1**  
TERM



## Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

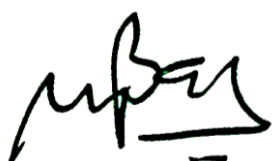
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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# Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
- 2  Teachers can use other textbooks alongside or instead of these lesson plans.
- 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
- 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
- 5  Quickly review what you taught last time before starting each lesson.
- 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
- 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
- 8  Use the board and other visual aids as you teach.
- 9  Interact with all pupils in the class – including the quiet ones.
- 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.



Learning outcomes






Teaching aids



Preparation

|   |                                     |                         |
|---|-------------------------------------|-------------------------|
| <b>Lesson Title:</b> Main Points of a Story | <b>Theme:</b> Reading Comprehension |                         |
| <b>Lesson Number:</b> L-04-001              | <b>Class/Level:</b> Class 4         | <b>Time:</b> 35 minutes |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to identify the main events of a story/passage.</p> |  | <p><b>Teaching Aids</b><br/>1. Story (at the end of the lesson plan)<br/>2. Drawing of a hoop and stick on the board</p> |  | <p><b>Preparation</b><br/>1. Write the story at the end of the lesson plan on the board.<br/>2. Draw a picture of a hoop and stick on the board.</p> |
|---|---|---|--|---|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What's the date today? Raise your hand to answer.
2. Write the date on the board.
3. **Ask:** What did you do in your school holidays? Raise your hand to answer.
4. Tell pupils that they are going to read a story and identify the main points.

### Introduction to the New Material (8 minutes)

1. Point to the drawing of the hoop and stick on board. **Say:** We play with a hoop. We roll a hoop.
2. **Say:** Let's read a story about a boy called Teteh and his hoop.
3. **Read** the story slowly and carefully. Do actions to help with understanding. Pupils listen and follow the story.
4. Explain any difficult words. Example: holidays – day or days when school or work is closed; early – in the first part of the day; suddenly – quickly and unexpectedly; quickly – fast; crash – bang into something or someone)
5. **Read** the story again. Ask pupils to do the actions with you.
6. **Read** the story a third time. Ask the pupils to join in with any parts they can remember.

### Guided Practice (10 minutes)

1. **Ask:** What are the important things to think about in a story? Raise your hands.
2. Pupils respond. Draw a question mark and a stick person on the side of the board.
3. **Ask:** Who are the people in the story? Raise your hands. (Answer: Teteh, his grandmother, his uncle, farmer, doctor, shopkeeper, nurse, cook, Teteh's sister)
4. **Ask:** Where are the people in the story? Raise your hands. (Answer: Bonthe)
5. **Ask:** When is the story happening? (Answer: Early in the morning)
6. Underline the word 'Teteh' in the story. **Say:** This is Teteh.
7. Point to the picture on the board. **Ask:** What did Teteh have? Raise your hand to answer. (Answer: hoop and stick)
8. Underline 'hoop and stick'. **Say:** Teteh had a hoop and stick. Pupils listen and repeat.
9. **Ask:** What did he do with the hoop and stick? Raise your hand. (Answer: Ran and sang)
10. Underline 'ran and sang'. Pupils listen and repeat.
11. **Ask:** Where did the hoop roll? Raise your hand. (Answer: down the hill)
12. Do an action for down. Underline 'down the hill.'
13. **Say:** The hoop rolled down the hill. Pupils listen and repeat.
14. **Ask:** What did the people do to try and catch the hoop? Raise your hand. (Answer: ran very fast)
15. Underline 'ran very fast'. **Say:** The people ran very fast. Pupils listen and repeat.



16. **Ask:** Who caught the hoop? Do an action for 'caught'. Raise your hand. (Answer: older sister with long legs)
17. Underline 'older sister with long legs'.
18. **Say:** Teteh's sister caught the hoop. Pupils listen and repeat.
19. **Ask:** What happened next? Raise your hand. (Answer: everyone crashed into the sister and she fell over)
20. Pupils underline 'Everyone crashed into her long legs' and 'fell over'. Do an action for fell over.
21. **Say:** Teteh's sister fell over. Pupils listen and repeat.
22. Explain the underlined words are the most important part of the story. They are the important things that happened.

### **Independent Practice** (12 minutes)

1. Ask pupils to open their exercise books. Tell pupils to write the title of the story and draw a picture of Teteh and his hoop and stick.  
Give pupils 3 minutes.
2. Ask pupils to write 5 short sentences about the story under your picture. Tell them to use the underlined words on the board to help them.
3. Give pupils 10 minutes.

### **Closing** (2 minutes)

1. Have a few pupils volunteer to read their sentences.
2. Praise pupils for their hard work.

[*STORY: TETEHE AND HIS HOOP*] by Karen Waterston.

It was the school holidays in Bonthe so there was no homework, no writing, no reading, no spelling. Teteh was very happy.

One day, Teteh got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. Teteh ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

Teteh's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said Teteh's sister as she fell over.

|   |                                     |                         |
|---|-------------------------------------|-------------------------|
| <b>Lesson Title:</b> Main Points of a Story: Practice | <b>Theme:</b> Reading Comprehension |                         |
| <b>Lesson Number:</b> L-04-002                        | <b>Class/Level:</b> Class 4         | <b>Time:</b> 35 minutes |

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|--|---|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to retell a story/passage with a focus on the main points or events.</p> |  <p><b>Teaching Aids</b><br/>1. Story: Teteh and his hoop at the end of the lesson plan<br/>2. Sentences - see preparation</p> |  <p><b>Preparation</b><br/>1. Write the story at the end of the lesson plan on the board.<br/>2. Write these sentences on the left-hand side of the board and cover them if you can.<br/>a. _____ had a _____ and stick.<br/>b. The hoop rolled down the _____.<br/>c. His sister caught the hoop. because she had _____ legs.<br/>d. She _____ when all the people ran into her.</p> |
|--|---|--|

**Opening (2 minutes)**

1. Greet the class. **Ask:** What's the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. Tell pupils they are going to retell the story of Teteh and his hoop.

**Introduction to the New Material (10 minutes)**

1. **Say:** Raise your hand if you remember the story from yesterday.
2. **Ask:** Who was the main person in the story? Raise your hand to answer. (Answer: Teteh.)
3. **Say:** Listen and read the story again. **Read** the story. Pupils listen and read.
4. Have different pupils to read the story. One sentence each.
5. **Say:** I am going to ask you some questions about the story. Raise your hand to answer.
6. **Ask:** What did Teteh have? (Answer: a hoop and a stick.)
7. **Write:** 'hoop' on the right-hand side of the board. Sound out the word as you write it.
8. **Ask:** What happened to the hoop? Raise your hand. (Answer: It rolled down the hill.)
9. **Write:** 'hill' under hoop.
10. **Ask:** What did everyone do? (Answer: Everyone ran after it.)
11. **Write** 'ran after it' under hill.
12. **Ask:** Who caught the hoop? (Answer: Teteh's sister.)
13. **Write** 'sister' underneath ran after it.
14. **Ask:** Why did she catch the hoop? (Answer: She has very long legs.)
15. **Write** 'long' under sister.
16. **Ask:** What happened to Teteh's sister? (Answer: She fell over because people crashed into her.)
17. **Write** 'fell over' under long.

**Guided Practice (9 minutes)**

1. Rub the story out. Point to the list of words. **Say:** Tell me the first important point. Raise your hand. (Answer: Teteh had a hoop.)

2. Have other pupils tell you the important points from the list of words on the right-hand side of the board.
3. Point to the sentences on the board **Say:** Let's fill in the gaps. Look at the sentences.
4. Have 5 pupils volunteer to come to the front. Give each pupil a piece of chalk.
5. Tell 1 pupil to write the word in the gap in sentence 1.
6. **Ask:** Is that right? Pupils show thumbs up for yes and thumbs down for no.
7. Continue with each pupil writing a word in the gap. The other pupils show if it is correct or not. (Answers: a. Teteh, hoop b. hill; c. long; d. fell over)

**Independent Practice** (12 minutes)

1. Erase the words in the gaps.
2. Put pupils in pairs.
3. **Say:** Tell your partner the main points of the story. One listen and one speak. Point to the list of words on the right-hand side of the board as a clue.
4. Give them 2 minutes and ask them to swap over speakers.
5. Have pupils write the complete sentences in their exercise books to retell the story. Remind them to use the words and sentences on the board to help them. Give pupils 6 minutes

**Closing** (2 minutes)

1. Have 1 or 2 pairs volunteer to retell the story.

[*STORY: TETEh AND HIS HOOP*] by Karen Waterston.

It was the school holidays in Bonthe so there was no homework, no writing, no reading, no spelling. Teteh was very happy.

One day, Teteh got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. Teteh ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

Teteh's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said Teteh's sister as she fell over.

|  |                                     |                         |
|--|-------------------------------------|-------------------------|
| <b>Lesson Title:</b> Questions about a Story: Who? What? | <b>Theme:</b> Reading Comprehension |                         |
| <b>Lesson Number:</b> L-04-003                           | <b>Class/Level:</b> Class 4         | <b>Time:</b> 35 minutes |

|   |   |  |
|---|---|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to understand how to ask questions in order to better understand a story.</p> |  <p><b>Teaching Aids</b><br/>1. Story Tete and his hoop at the end of the lesson plan.<br/>2. Questions - see preparation.</p> |  <p><b>Preparation</b><br/>1. Write the story on the board.<br/>2. Write these questions on the left-hand side of the board.<br/>a. Who had a hoop and stick?<br/>b. Who had long legs?<br/>c. What did the grandmother do?<br/>d. What did the sister catch?</p> |
|---|---|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What's the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer. **Write** the date on the board.
3. Draw a question mark on the board. **Ask:** What is this? (Answer: A question mark)
4. **Ask:** Why do we use it? (Answer: To show a question).
5. Explain that we use a question mark when we write. When we speak, we raise our voice tone at the end of the question. Demonstrate a raise in intonation. **Say:** What's your name? Where do you live?
6. **Say:** You are going to ask each other questions to help you to understand a story.

### Introduction to the New Material (8 minutes)

1. **Say:** Raise your hand if you remember the story about Tete. Pupils respond.
2. Put pupils into 4 groups – left-front of class, left-back of class, right-front of class and right-back of class.
3. **Say:** Group 1, your words are, Tete and farmer; Group 2, sister and doctor; Group 3, ran and grandmother; Group 4, hoop and uncle.
4. **Say:** Group 1. What are your words? (Answer: Tete and farmer)
5. Repeat this for the other groups to check they know their words.
6. **Say:** I will read the story. Raise your hands every time you hear your words.
7. **Read** the story. Pupils raise their hands when they hear their words.

### Guided Practice (9 minutes)

1. Point to the questions on the board. Ask the questions.
2. **Write** the answer next to the question.
  - a. Who had a hoop and stick? (Answer: Tete.) Draw a stick person next to 'who'.
  - b. Who had long legs? (Answer: Tete's sister.) Draw a stick person next to 'who'.
  - c. What did the grandmother do? (Answer: ran after the hoop.) **Write** 'action' next to 'what'.
  - d. What did the sister catch? (Answer: the hoop.) **Write** 'action' next to 'what'.
3. **Say:** We use 'Who' to ask about people. Underline 'Who'.
4. **Say:** We use 'What' to ask about an action or object. Underline 'What'.

5. **Ask:** What question word is for people? Raise your hand. (Answer: Who.)
6. **Ask:** What question word is for actions? Raise your hand. (Answer: What.)
7. **Ask:** Can you think of another 'who' or 'what' question? Raise your hand.
8. Help the pupils to form 1 question for each. **Write** them on the board (Example answers: Who crashed into Teteh's sister? What happened to the hoop?)

**Independent Practice** (13 minutes)

1. Erase 'Who' and 'What' from the questions on the board and replace them with a blank line.
2. Put pupils in pairs.
3. **Say:** Number yourselves 1 and 2.
4. **Say:** Number 1 ask the questions and number 2 answer. Put your hands up number 1.
5. **Ask:** Are you asking or answering? (Answer: asking.)
6. Point to the questions on the board and tell them to start. **Say:** Open your exercise books. Write the questions. Fill in the gaps with 'Who' or 'What'. You have 5 minutes.
7. **Say:** Discuss any other 'who' and 'what' questions and write them in your book. You have 5 minutes.
8. Have volunteers come to the front and read their new questions. Have the class answer them.

**Closing** (2 minutes)

1. **Ask:** What question word do we use for people? (Answer: Who.)
2. **Ask:** What question word do we use for things or actions? (Answer: What.)  
Praise pupils for their hard work.

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One day, Teteh got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. Teteh ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

Teteh's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said Teteh's sister.

|  |                                     |                         |
|--|-------------------------------------|-------------------------|
| <b>Lesson Title:</b> Questions about a Story: Where? When? | <b>Theme:</b> Reading Comprehension |                         |
| <b>Lesson Number:</b> L-04-004                             | <b>Class/Level:</b> Class 4         | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to ask questions in order to better understand a story.</p> |  | <p><b>Teaching Aids</b><br/>1. Story Tete and his hoop at the end of the lesson plan<br/>2. Questions - see preparation</p> |  | <p><b>Preparation</b><br/>1. Write the story on the board.<br/>2. Write these questions on the left-hand side of the board.<br/>a. Where does Tete live?<br/>b. Where did he run?<br/>c. When did the story happen?<br/>d. When did Tete get up?</p> |
|---|---|---|---|---|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What's the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** What question word do we use for people? Raise your hand. (Answer: Who.)
5. **Ask:** What question word do we use for actions or objects? Raise your hand. (Answer: What.)
6. **Say:** You are going to ask more questions about the story.

### Introduction to the New Material (8 minutes)

1. **Say:** Raise your hand if you remember the story about Tete? Pupils respond.
2. **Say:** We will all read 1 sentence each. Go around the class asking different pupils to read 1 sentence. Point to them and point to the first word of the sentence at the same time. If they cannot read the sentence, say it for them and ask them to repeat.
3. Repeat this as they will have found it fun. Try to get the pupils to say the sentences fast to get a better flow and meaning.

### Guided Practice (10 minutes)

1. Point to the questions on the board. **Ask** the questions.
2. **Write** the answer next to the question.
  - a. Where does Tete live? (Answer: Bonthe) **Write** 'place' next to 'where'.
  - b. Where did he run? (Answer: down the hill) **Write** 'place' next to 'where'.
  - c. When did the story happen? (Answer: in the school holidays) Draw a clock next to 'when'.
  - d. When did Tete get up? (Answer: early in the morning) Draw a clock next to 'when'.
3. **Say:** We use 'Where' to ask about people. Underline 'where'.
4. **Say:** We use 'When' to ask about an action or object. Underline 'when'.
5. **Ask:** What question word is for time? Raise your hand to answer. (Answer: when)
6. **Ask:** What question word is for places? Raise your hand to answer. (Answer: where.)
7. **Ask:** Can you think of another 'where' or 'when' question?
8. Help pupils to form 1 question for each.
9. **Write** them on the board (Example answers: When did Tete skip and run? Where did the hoop roll?)

### **Independent Practice** (12 minutes)

1. Erase 'where' and 'when' from the questions on the board and replace them with a blank line.
2. Put pupils in pairs.
3. **Say:** Number yourselves 1 and 2. Number 1 ask the questions and number 2 answer them. Put your hands up number 1.
4. **Ask:** Are you asking or answering? (Answer: asking.)
5. Point to the questions on the board and tell them to start.
6. **Say:** Open your exercise books. Write the questions. Fill in the gaps with 'where' or 'when'. You have 5 minutes.
7. **Say:** Discuss any other 'where' and 'when' questions and write them in your book. You have 5 minutes.
8. Have pupils volunteer to read their new questions. Have the class answer them.

### **Closing** (2 minutes)

1. **Ask:** What word do we use in a question for place? (Answer: Where)
2. **Ask:** What word do we use in a question for time? (Answer: When)
3. Praise pupils for their hard work.

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It was the school holidays in Bonthe so there was no homework, no writing, no reading, and no spelling. TeteH was very happy.

One day, TeteH got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. TeteH ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

TeteH's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said TeteH's sister.

|   |                                     |                         |
|---|-------------------------------------|-------------------------|
| <b>Lesson Title:</b> Questions about a Story: Why? How? | <b>Theme:</b> Reading Comprehension |                         |
| <b>Lesson Number:</b> L-04-005                          | <b>Class/Level:</b> Class 4         | <b>Time:</b> 35 minutes |

|   |   |   |
|---|---|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to ask questions in order to better understand a story.</p> |  <p><b>Teaching Aids</b><br/>1. Story Tete and his hoop (at the end of the lesson plan)<br/>2. Questions - see preparation</p> |  <p><b>Preparation</b><br/>Write these questions on the left-hand side of the board.</p> <ol style="list-style-type: none"> <li>Why did Tete have no homework?</li> <li>Why did the sister catch the hoop?</li> <li>How did the nurse run?</li> <li>How did the hoop roll?</li> </ol> |
|---|---|---|

### Opening (3 minutes)

- Greet the class. **Ask:** What's the weather like today? Raise your hand to answer.
- Ask:** What's the date today? Raise your hand to answer. **Write** the date on the board.
- Ask:** What question word do we use for people? Raise your hand to answer. (Answer: Who)
- Ask:** What question word do we use for actions? Raise your hand to answer. (Answer: What)
- Ask:** What question word do we use for places? Raise your hand to answer. (Answer: Where)
- Ask:** What question word do we use for time? Raise your hand to answer. (Answer: When)
- Ask:** What other question words can we use to ask questions about the story? (Answer: How and why)
- Tell pupils that today they will ask more questions to understand the story better.

### Introduction to the New Material (10 minutes)

- Say:** Raise your hand if you remember the story about Tete. Pupils respond.
- Say:** We have listened to the story lots of times now. It is time for you to tell me the story.
- Ask:** Who can tell me how the story starts? Raise your hand to answer. (Answer: Refer to the story at the end of the lesson plan.)
- Ask for volunteers to build up the story in the correct order. Try to get as much detail as possible but add in anything that was missed.

### Guided Practice (10 minutes)

- Point to the questions on the board. Ask the questions.
- Write** the answer next to the question.
  - Why did Tete have no homework? (Answer: school holidays) **Write** 'reason' next to 'why'.
  - Why did the sister catch the hoop? (Answer: she had long legs) **Write** 'reason' next to 'why'.
  - How did the nurse run? (Answer: quickly) **Write** 'what way' next to 'how'.
  - How did the hoop roll? (Answer: very fast) **Write** 'what way' next to 'how'.
- Say:** We use 'why' to ask about the reason. Underline 'why'.
- Say:** We use 'how' to ask about the way an action is done. Underline 'how'.
- Ask:** What question word is to find the reason? Raise your hand to answer. (Answer: why.)



6. **Ask:** What question word is about the way and action is done? Raise your hand to answer. (Answer: how.)
7. **Ask:** Can you think of another 'why' or 'how' question? Raise your hands.
8. Help the pupils to form 1 question for each. **Write** their questions on the board (Example answers: Why did the hoop roll away? How was everyone running?)

**Independent Practice** (10 minutes)

1. Erase 'how' and 'why' from the questions on the board and replace them with a blank line.
2. Put pupils in pairs.
3. **Say:** Number yourselves 1 and 2. Number 1 ask the questions and number 2 answer them. Put your hands up number 1.
4. **Ask:** Are you asking or answering? Raise your hand to answer. (Answer: asking)
5. Point to the questions on the board and tell them to start. **Say:** Open your exercise books. Write the questions. Fill in the gaps with 'how' or 'why'. You have 5 minutes.
6. **Say:** Discuss any other 'how' and 'why' questions and write them in your book. You have 5 minutes.
7. Have pupils volunteer to read their new questions. Have the class answer them.

**Closing** (2 minutes)

1. **Ask:** What question words have we learnt this week? Raise your hand to answer. (Answers: Who, what, where, when, why, how)
2. **Say:** Raise your hand if you enjoyed this story. Praise pupils for their hard work.

[*STORY: TETEH AND HIS HOOP*] by Karen Waterston.

It was the school holidays in Bonthe so there was no homework, no writing, no reading, and no spelling. TeteH was very happy.

One day, TeteH got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. TeteH ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

TeteH's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said TeteH's sister.

|                                   |                             |                         |
|-----------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Storytelling | <b>Theme:</b> Story telling |                         |
| <b>Lesson Number:</b> L-04-006    | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

|   |  |  |
|---|--|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to compose an original story from the beginning to the end.</p> |  <p><b>Teaching Aids</b><br/>1. Story at the end of the lesson plan made into a book<br/>2. Sentences - see preparation</p> |  <p><b>Preparation</b><br/>1. Make a book of the story at the end of the lesson plan. Use big pieces of paper. If not possible, write the story on the board using the same directions.<br/>2. Write these sentences on the board. This is <u>Fatou/Khady</u>. She is <u>10/12/14</u> years old. She likes <u>English/Science/Maths/History</u>. She is at <u>home/the market/in school</u>. She says, 'I am <u>tired/thirsty/hungry</u>.' I say, 'Have a <u>sleep/Fanta/oleleh</u>.'</p> |
|---|--|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** Do you like stories? What kind of stories? Raise your hand to answer. (Answer: funny, scary, serious, about animals, about people)
5. Tell pupils they are going to write a short story this week.

### Introduction to the New Material (10 minutes)

1. **Say:** Look at this book. Let's read it.
2. **Say:** Here is the title. This is the name of the author that means the writer. Here are the pages. Point to the title, author and page numbers.
3. Hold up the book. **Read** the story slowly. Point to the pictures.
4. **Say:** Let's read it again. **Read** the story again.
5. **Ask** questions to check that the pupils understand.
  - a. How old is Abu?
  - b. What does he like?
  - c. Where is he?
  - d. What is the weather like?
  - e. What is the problem?
  - f. What is the solution?
6. **Say:** Let's read again. **Read** the story again. Pupils read with you.
7. **Ask:** What do we need in a story? Raise your hand to answer. (Answer: Who – people/characters; Where – setting; What – situation/problem; What happens – the solution)

### Guided Practice (8 minutes)

1. **Say:** Let's make our own story.
2. Point to the sentences on the board. Tell pupils they will choose which word to use in the sentence. The words are underlined.
3. **Read** the sentences.  
This is Fatou/Khady.

She is 10/12/14 years old.  
 She likes English/Science/Maths/History.  
 She is at home/the market/in school.  
 She says, 'I am tired/thirsty/hungry.'  
 I say, 'Have a sleep/Fanta/oleleh.'

4. **Read** each sentence. Do actions for some of the words that the pupils might not understand.
5. Have a pupil volunteer to read each sentence out loud after you have read it. Have them make a choice on a word.

**Independent Practice** (12 minutes)

1. Put pupils in pairs.
2. **Say:** Read the sentences to each other. Choose one of the words to make the sentence for your story. Make sure all the sentences make sense together. Write your story into your exercise books.
3. Have pupils volunteer to come to the front and read their story. Give pupils who do not speak much, a chance to talk if they raise their hand.
4. **Ask** each reader, one of these questions: Who are your characters? What is the problem? What is the solution?




**Closing** (2 minutes)

1. **Say:** Well done. You are telling stories.
2. **Ask:** What do we need in a story? Raise your hand. (Answer: title, who, where and what)
3. Praise pupils for their hard work.

[EXAMPLE STORY: MY FRIEND] by Karen Waterston.

| Page no. | Part of the story            | Directions for pages of story book   |
|----------|------------------------------|--|
| Page 1   | Title and author Information | My friend by (Your Name)   |
| Page 2   | Who                          | Draw: A picture of Abu and Fatou. (write names underneath)<br>Text: This is Abu. He has short hair.<br>He is 15 years old. He likes Maths.<br>I am Fatou. I like skipping. |
| Page 3   | Where                        | Draw: A picture of a house in the sun.<br>Text: They are at Abu's home.<br>It is sunny.<br>It is hot.  |
| Page 4   | What happened                | Draw: A picture of a Fanta<br>Text: 'I am thirsty,' says Abu.<br>'Have a Fanta,' I say. 'Here you are.'<br>Abu says, 'Thank you.'<br>Everyone is happy.                    |

|                                 |                             |                         |
|---------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Characters | <b>Theme:</b> Story telling |                         |
| <b>Lesson Number:</b> L-04-007  | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

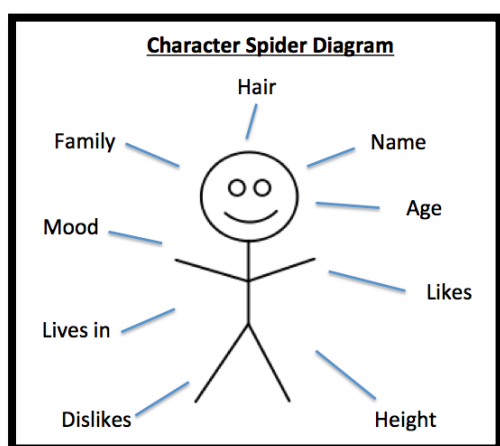
|   |  |   |                              |   |                            |
|---|--|---|------------------------------|---|----------------------------|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to describe major and minor characters in their own story. |  | <b>Teaching Aids</b><br>None |  | <b>Preparation</b><br>None |
|---|--|---|------------------------------|---|----------------------------|

**Opening (3 minutes)**

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** What is a character? Raise your hand to answer. (Answer: A person in a story or play.)
5. What was the character's name in the story yesterday? (Answer: Abu, Fatou or Khady. They may have made up their own name.)
6. Tell pupils that today they are going to describe characters in their own story.

**Introduction to the New Material (7 minutes)**

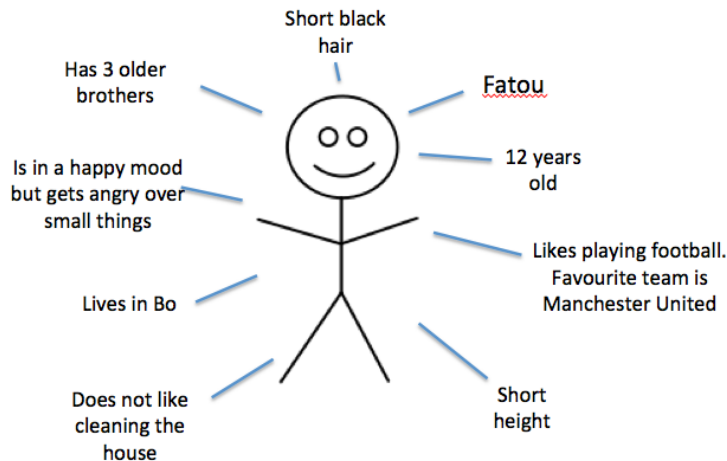
1. Draw a stick person in the centre of the board. Draw lines coming off the drawing.
2. **Say:** We need people in our story. We must describe the people. How would we describe our character? Raise your hands.
3. Point to the first line. **Ask:** What do we need to know first? Raise your hand to answer. (Answer: Name.)
4. **Write** 'name' at the end of the line.
5. Point to the next line. **Ask:** What might we need to know next? Raise your hand to answer. (Answer Age.)
6. **Write** 'age' at the end of the line.
7. Repeat for what they look like, what they are like as people etc. Keep adding to the spider diagram on the board.



**Guided Practice (8 minutes)**

23. Explain that a story can have more than 1 person in their story. There are usually one or more main characters, who have a major role in the story. For example in the story about Tete and his hoop, Tete was the main character. The other characters who play a small role in the story are called minor characters. For example, the grandmother and farmer were minor characters in Tete's story. Tell them to think about a few characters for their story – major and minor.
24. Map out 2 very different characters on the board using the character spider diagrams. Make it light-hearted so that pupils enjoy the characterisation. Add a lot of detail. (Example answers below.)

**Example Character Spider Diagram - Fatou**






**Independent Practice (13 minutes)**

1. **Say:** Write a character diagram for the main characters you might have in your story. You will be working on your story for the rest of the week. You will have the same characters. The notes you make will be useful throughout the week. You have 9 minutes.
2. Have pupils show you their character maps. **Say:** Very good. Well done. Good writing.
3. Put pupils in pairs. **Say:** Tell your partner about one of your characters.

**Closing (4 minutes)**

1. **Say:** Very good class. You have the characters for your story.
2. **Ask:** What is the name of your main character in the story? Raise your hand to answer.
3. **Ask:** How old is your character? Raise your hand to answer.
4. **Say:** Bring your story pages tomorrow.
5. Draw a picture of your friend in your story.
6. Praise pupils for their hard work.

|   |                             |                         |
|---|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Character's Challenges | <b>Theme:</b> Story telling |                         |
| <b>Lesson Number:</b> L-04-008              | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

|   |   |   |                              |   |                            |
|---|---|---|------------------------------|---|----------------------------|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to identify problems the character faces and explain how he/she can resolve them. |  | <b>Teaching Aids</b><br>None |  | <b>Preparation</b><br>None |
|---|---|---|------------------------------|---|----------------------------|

### Opening (2 minutes)

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Say:** Your character needs a story which is a situation or problem.
5. Tell pupils they are going to identify a problem and how to resolve it in their story.

### Introduction to the New Material (8 minutes)

1. **Say:** I have a problem. I am thirsty.
2. Do an action for thirsty. Tell pupils to repeat the sentence to check the pronunciation.
3. **Write:** Problem - I'm thirsty.
4. **Ask:** What do you do when you are thirsty? What is the solution? Raise your hand to answer. (Answer: have a Fanta, have a glass of water)
5. **Write:** Solution = have a Fanta.
6. Repeat with these problems.
  - Problem - I'm sick. (Example solution: go to the doctor)
  - Problem - I'm tired. (Example solution: go to bed)
  - Problem - I'm hungry. (Example solution: eat oleleh)
7. Model saying each sentence and ask groups of pupils to repeat them. Make sure that you ask different groups and do not go round the class one by one.

### Guided Practice (10 minutes)

1. Draw a stick person in the middle of the board. Ask the pupils to tell you about the person. Ask questions. Tell pupils to raise their hand to answer. (Example question: Is it a boy or girl? What's her name? How old is he/she? What does he/she like?)
2. Build up a character spider diagram by asking questions.
3. Tell the pupils that your character has lots of problems and we have to help him/her.
4. **Ask:** What do you think her problems might be? Raise your hand to answer.
5. Have the pupils give you as many problems as they can think of. Choose 2 or 3 of the most interesting problems. (Example answers: She forgot about the test today and did not study, he saw 50,000 Leones on the road and picked it up but does not know what to do with it)
6. **Ask:** What solutions can we have for these problems? Raise your hands. (Example answers: tried to study as much as she could in the 10 minutes before the test; gave the money to his uncle who is a police man)

7. Continue the discussion until you have some problems and solutions on the board. This will help with the next stage of the lesson.




**Independent Practice** (12 minutes)

1. **Say:** Write the problem and solution in your exercise books. Write full sentences. Make it as interesting as you can. You have 8 minutes.
2. Put pupils in pairs. Tell pupils to tell their partner about the characters they invented in the last lesson. Tell them to discuss what problems and solutions their characters could have in their stories. Give them 3 minutes.

**Closing** (3 minutes)

1. **Say:** Well done class. You are writing a story. We will keep writing the story throughout this week.
2. Have 2 or 3 pupils to volunteer to tell you the problem and solution for their story.
3. Praise pupils for their hard work.
4. **Say:** Bring your story pages tomorrow.

|                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Setting   | <b>Theme:</b> Story telling |                         |
| <b>Lesson Number:</b> L-04-009 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|---|---|---|--|---|--|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to describe the setting of the story. |  | <b>Teaching Aids</b><br>1. Pupils' stories from the last lessons<br>2. Book about 'My friend' prepared in Lesson 6 |  | <b>Preparation</b><br>Get book about 'My friend' prepared in Lesson 6. |
|---|---|---|--|---|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** Where are we now? Raise your hands. (Example answer: in the classroom/at school)
5. **Ask:** Where were you this morning? Raise your hands. (Example answer: at home)
6. **Ask:** Where will you go tonight? (Example answer: the park/grandma's house)
7. Tell pupils that these are places. Stories happen in places and we call these the settings. Tell pupils that today they will describe the setting of their stories.

### Introduction to the New Material (5 minutes)

1. **Ask:** Do you remember the story of 'My friend'? Pupils respond.
2. Show pupils the book cover. Point to the title and author's name.
3. **Ask:** What are these? Raise your hand.
4. Tell pupils you will ask them some questions. Tell them to raise their hands to answer.
5. **Ask:** Who were the characters? (Answer: Abu and Fatou.)
6. **Ask:** What was the problem? (Answer: Abu was thirsty.)
7. **Ask:** What was the solution? (Answer: Fatou gave him a Fanta.)
8. **Ask:** Where was Abu in the story? (Answer: at home)
9. **Ask:** What was the weather like? (Answer: sunny and hot)
10. **Ask:** What do we call this place and weather? (Answer: setting)
11. Explain that pupils will write a page about settings.

### Guided Practice (13 minutes)

1. Draw a building on the board. Do not say what this building is. Leave space around the building to draw more. Draw lines coming from the building to make a spider diagram.
2. **Ask:** What kind of building is this? Raise your hands. (Example answers: shop, house, school, office)
3. **Write** the different kinds of building shared by pupils.
4. Draw the sun shining.
5. **Ask:** What can we add to the setting? Raise your hand to answer. (Answer: the weather)
6. **Write** 'weather' under the picture of the sun.
7. **Ask:** What other weather can we have? (Example answers: rainy, cloudy).
8. Draw pictures for the other kinds of weather. (For example, clouds with rain)
9. Draw mountains in the background. **Ask:** What can we add to the setting? Raise your hands. (Answer: mountains)



10. **Write** 'scenery' under the mountains.

11. **Ask:** What other scenery can we have? Raise your hands. (Example answers: beach, forest, city).




**Independent Practice** (11 minutes)

1. **Say:** Close your eyes and think of a good setting for where your story will take place. You have 1 minute.
2. **Say:** Write 2-3 sentences about the setting. For example: The setting is a sweet shop in the city. It is raining and there is a traffic jam outside the shop. You have 8 minutes to think of the sentences and write them.
3. Ask pupils to draw a picture of their setting if they finish early.
4. Have pupils volunteer to tell you the settings for their story.

**Closing** (3 minutes)

1. Put pupils in pairs.
2. Tell pupils to tell their partner about the characters and the problems and solutions they wrote in the last lesson. Tell pupils to discuss what settings their characters will have in their stories.
3. **Say:** Bring your story pages tomorrow.
4. Praise pupils for their hard work.

|                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Plot      | <b>Theme:</b> Story telling |                         |
| <b>Lesson Number:</b> L-04-010 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to retell the main events that took place.</p> |  | <p><b>Teaching Aids</b><br/>1. Pupils' stories from the last lessons<br/>2. Storybook on 'My friend' made in Lesson 6</p> |  | <p><b>Preparation</b><br/>Get storybook on 'My friend' made in Lesson 6.</p> |
|---|--|---|---|---|--|

**Opening (4 minutes)**

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** How many characters are in your story? Raise your hands. (Example answer: 2)
5. Ask individual pupils to raise their hand and tell you what their setting is. Pupils answer.
6. Ask individual pupils to raise their hand and tell you their problem and solution in the story.
7. Tell pupils that today they are going to retell their story.

**Introduction to the New Material (6 minutes)**

1. **Write** 'My story' in a circle in the middle of the board.
2. **Ask:** What do we need in our story? Raise your hand to answer. (Answer: character, setting, problem, solution)
3. **Write** the words around the circle.
4. **Say:** This is the what, where, why, when and how of our story. Raise your hand if you remember the story 'My friend'.
5. Show pupils the book cover. Point to the tile and author's name. **Ask:** What are these? Raise your hand to answer.
6. Tell pupils that they need a title for their story because they will write their stories today.

**Guided Practice (16 minutes)**

1. Tell pupils to think of a title for their story and write it at the top of the page.
2. Remind pupils to look at the notes they made for the story in the last lessons.
3. **Ask:** How can you introduce your characters? Pupils respond.
4. **Write** on the board: This is \_\_\_\_\_ and this is \_\_\_\_\_.
5. Give pupils 2 minutes to think and write.
6. **Ask:** What can you write next? (Answer: setting)
7. **Write** on the board: They were at/in \_\_\_\_\_. It was \_\_\_\_\_.'
8. Give pupils 2 minutes to think and write.
9. **Ask:** What can you write next? (Answer: the problem)
10. Give pupils 3 minutes to write a sentence about the problem.
11. **Say:** Now write a sentence for the solution.
12. Give pupils 3 minutes to write a sentence about the solution.

13. Give pupils time to decorate their story or draw a picture of their story.
14. Remind pupils to write their name at the bottom of the story.
15. **Say:** You are an author. Write your name at the end of your story.




**Independent Practice** (8 minutes)

1. Put pupils in pairs.
2. **Say:** Read your story to your partner. You have 6 minutes.
3. Have 1 or 2 pupils come to the front of the class to read their stories to the other pupils. Talk about their work. **Say:** That is a very good story.

**Closing** (1 minute)

1. Tell pupils to read their stories to their families. Tell them to read them to the people at home or in the community.
2. Praise pupils for their hard work.

|                                |   |                         |
|--------------------------------|---|-------------------------|
| <b>Lesson Title:</b> Verbs     | <b>Theme:</b> Structure and Punctuation |                         |
| <b>Lesson Number:</b> L-04-011 | <b>Class/Level:</b> Class 4             | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to use different verbs in a paragraph describing a scene. |  | <b>Teaching Aids</b><br>Sentences at the end of the lesson plan |  | <b>Preparation</b><br>Write the sentences for My classroom (at the end of the lesson plan) on the board. |
|---|---|---|---|---|--|

### Opening (3 minutes)

1. Greet the class. **Ask:** What is the weather like today? Raise your hand to answer.
2. **Ask:** What's the date today? Raise your hand to answer.
3. **Write** the date on the board.
4. **Ask:** What can you see around you? Raise your hand to answer.
5. **Ask:** Where are we? Raise your hand to answer. (Answer: in the classroom.)
6. **Ask:** What are we doing? Raise your hand to answer. (Example answers: listening, talking, thinking)
7. Tell pupils that today they are going to use different verbs in a paragraph describing a scene.

### Introduction to the New Material (10 minutes)

1. Point to the paragraph on the board.
2. **Read** the title. **Read** the sentences.
3. Check pupils understand the meaning of the words. Do actions or translate the words into the local language to ensure understanding.
4. Ask pupils to volunteer to read the sentences.
5. **Ask:** What is a verb? Raise your hands to answer. (Answer: an action word, a doing word.)
6. Ask individuals to volunteer to come to the front and underline a verb. Check if the other pupils agree. (Answer: In the class the teacher writes and talks. The pupils sit and listen. The girls draw. The boys look out of the window.)
7. **Say:** Do the action for the verb 'talk'. Pupils do the action.
8. Repeat actions for these verbs: listen, write, sit, draw and look.

### Guided Practice (11 minutes)

1. Have a pupil to come to the front and draw a circle around the verbs ending in 's'. Check if the other pupils agree.
2. **Say:** Teacher is singular/one person. We add 's' at the end of the verb.
3. **Ask:** What other things does teacher do? (Example answers: reads, shouts, thinks)
4. **Write:** Singular = verb+s (Example: Teacher - reads, shouts, thinks)
5. **Say:** Pupils is plural/more than one. We do not put 's' after the verb.
6. **Ask:** What other things can the girls and boys do? Raise your hand to answer. (Example answers: sit, listen, draw, look, read, play)
7. **Write:** Plural = verb (Example: Pupils – play, read, listen draw)
8. Ask pupils to call out some verbs. If they cannot remember, do some actions to help pupils remember. For example, listen, point, look, write, read, shout, run, jump, sleep, sing.
9. **Write** the verbs in a list on one side of the board. Sound out the words as you write them.

10. **Say:** Let us practice adding verbs for singular and plural. I will read a sentence. Raise your hand to complete it using a verb in the correct form – with or without the ‘s’:
- The boy \_\_\_\_\_ the book. (Example answer: reads)
  - The dogs \_\_\_\_\_ with the ball (Example answer: play)
  - The teachers \_\_\_\_\_ at the pupils when they make a noise. (Example answer: shout)
  - The girls \_\_\_\_\_ at 9 o’clock at night. (Example answer: sleep)

**Independent Practice** (10 minutes)

- Say:** Open your exercise books. **Say:** Write ‘My classroom’ at the top of the page.
- Say:** Listen and write the sentences. Some sentences have blanks. Fill in the blanks with the correct form of a verb I give you.
- Dictate the sentences from the paragraph ‘My Classroom’ at the end of the lesson plan. Pupils listen and write. Tell pupils the verbs to use to fill the blanks (given in brackets/parentheses). Pause after each blank so that pupils can fill in the blank. Repeat sentences as needed.
- Have pupils volunteer to read the answers to the other pupils in the class.
- Write** the answers on the board. (Answers: tells, forgets, gets, sit, play)




**Closing** (1 minute)

- Tell pupils to make corrections to their sentences if needed.
- Praise pupils for their hard work.

[PARAGRAPH: MY CLASSROOM] by Karen Waterston.

In the class the teacher talks. The pupils sit and listen. The girls draw. The boys look out of the window. The teacher \_\_\_\_\_ (tell) the pupils to do their homework. One boy \_\_\_\_\_ (forget) to do this homework. He \_\_\_\_\_ (get) a punishment. After school, the pupils \_\_\_\_\_ (sit) in a bus and go home. A few pupils \_\_\_\_\_ (play) football after school.

|  |   |                         |
|--|---|-------------------------|
| <b>Lesson Title:</b> Difficult Spellings | <b>Theme:</b> Structure and Punctuation |                         |
| <b>Lesson Number:</b> L-04-012           | <b>Class/Level:</b> Class 4             | <b>Time:</b> 35 minutes |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to write out, categorise and revise difficult spellings.</p> |  | <p><b>Teaching Aids</b><br/>Table at the end of the lesson plan.</p> |  | <p><b>Preparation</b><br/>1. Draw a cloud on the board.<br/>2. Draw a flower on the board.</p> |
|---|--|---|--|--|--|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. Point to the cloud. **Ask:** What is this? **Write** 'cloud' under the picture. Sound out the word as you write it.
3. Point to the flower. **Ask:** What is this? **Write** 'flower' under the picture. Sound out the word as you write it.
4. Tell pupils that today they are going to learn some difficult spellings.

### Introduction to the New Material (9 minutes)

1. Point to the 2 pictures on the board. Ask which sounds are the same but have a different spelling? (Answer: 'ow' and 'ou'.)
2. Underline the letters in the words.
3. **Ask:** Do you know any other words with the 'ou' sound as in 'cloud' and 'flower'? Raise your hand to answer. (Example answers: sound, out, shout, house, about, loud, now, cow, how, down, town, clown.)
4. **Write** some of the words pupils tell you on the board.
5. Have pupils volunteer to come to the front and underline 'ou' and 'ow' and say the word.

### Guided Practice (11 minutes)

1. Divide the board into 2. **Write** the heading 'ow' at the top of the first column. **Write** the heading 'ou' at the top of the second column.
2. **Say** 'sound'. Ask pupils which column to write the word in. **Write** 'sound' in the second column.
3. **Say** 'out'. Ask pupils which column to write the word in. **Write** 'out' in the first column.
4. **Say** 'shout'. Ask pupils which column to write the word in.
5. This time have a pupil volunteer to come to the board and write 'shout' in the second column.
6. Repeat for these words: house, cow, how, down, town.
7. Have 6 pupils volunteer to come to the front of the class.
8. Give each pupil a word one by one: clown, brown, crown, mouse, down, cloud.  
Ask the other pupils help them to decide which column to write the words in. Ask the others to help them. (Answer: see end of the lesson plan)

### Independent Practice (11 minutes)

1. Ask pupils to write the title 'Spelling' in their exercise book.
2. **Say:** Copy the table on the board into your exercise books.
3. Give pupils 4 minutes to copy the table.
4. Put pupils in pairs.




5. **Say:** Write 3 sentences using the words in the table. Each sentence must have 2 of the words from the table.
6. Give pupils 6 minutes.
7. Have pupils volunteer to read their sentences to the rest of the class.

**Closing** (2 minutes)

1. **Ask:** How do you spell 'now'? Raise your hand to answer. (Answer: n-o-w.)
2. **Ask:** How do you spell 'down'? Raise your hand to answer. (Answer: d-o-w-n.)
3. Repeat with more words if there is time.
4. Praise pupils for their hard work.

| 'ou'  | 'ow'   |
|-------|--------|
| mouse | brown  |
| house | crown  |
| shout | gown   |
| about | now    |
| cloud | cow    |
| out   | how    |
| shout | down   |
| loud  | town   |
| flour | clown  |
| noun  | frown  |
| count | flower |
|       | shower |
|       | power  |
|       | drown  |

|                                  |   |                         |
|----------------------------------|---|-------------------------|
| <b>Lesson Title:</b> Punctuation | <b>Theme:</b> Structure and Punctuation |                         |
| <b>Lesson Number:</b> L-04-013   | <b>Class/Level:</b> Class 4             | <b>Time:</b> 35 minutes |

|  |  |   |
|--|--|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to use punctuation and capital letters correctly in an original composition.</p> |  <p><b>Teaching Aids</b><br/>None</p> |  <p><b>Preparation</b><br/>1. Write on the board: My friend is called Hawa. Where does she live?<br/>Help!<br/>2. Write these sentences on the board:<br/>we like mangoes<br/>what is your name<br/>fatima is reading<br/>(Do not put in any punctuation.)</p> |
|--|--|---|

### Opening (2 minutes)

1. Greet the class and write the date on the board.
2. Draw a question mark, a full stop and an exclamation mark on the board.
3. **Ask:** What are these? Raise your hand to answer.
4. Tell pupils that today they are going to check your punctuation and capital letters in your writing.

### Introduction to the New Material (10 minutes)

1. Read the sentence on the board: My friend is called Hawa. Where does she live? Help!
2. **Ask:** What punctuation is in these sentences? (Answers: capital letters, full stops, question mark, exclamation mark)
3. Underline the capital letters. Explain we use capital letters at the beginning of a sentence.
4. Point to the word 'Hawa'. **Ask:** Why is there a capital here? Raise your hand. (Answer: It is the name of a person.)
5. Circle the full stop. Explain we use a full stop at the end of a sentence.
6. Circle the question mark. **Ask:** Where do we use this? Raise your hands. (Answer: To show a question.)
7. Explain we know it is a question because there is a question word, a wh- word.
8. **Ask:** Who can remember the question words? Raise your hand to answer. (Answers: When/Who/Where/What/Why)
9. Read these sentences from the board: we like mangoes – what is your name – fatima is reading
10. Have a pupil volunteer to come to the front and put the punctuation in the first sentence.
11. **Ask:** Is this correct? Show me. Thumbs up (yes). Thumbs down (no). The rest of the pupils show thumbs up or down.
12. Repeat this with the other sentences. (Answers: We like mangoes. What is your name? Fatima is reading.)

### Guided Practice (10 minutes)



1. **Say:** I will read some sentences and questions. Write the sentences with the correct punctuation in your exercise books.
2. Read these sentences with the correct expressions to convey the punctuation marks. Repeat each sentence 3 times: It is sunny. Abu likes English. Where do you live? What is your name? Are there any clouds? Oh! I got hurt!
3. Pupils write the sentences with the correct punctuation.




**Independent Practice** (12 minutes)

1. Put pupils in pairs. **Say:** Show each other your sentences.
2. Pupils check each other's sentences for spelling and punctuation.
3. Give pupils 3 minutes.
4. While pupils are discussing, write the answers on the board. (Answers: It is sunny. Abu likes English. Where do you live? What is your name? Are there any clouds? Oh! I got hurt!)
5. Have pupils check their own work and make corrections. Give them 2 minutes.
4. Ask pupils to write 1 short sentence about the person sitting next to them. Tell pupils to make sure that their punctuation is correct. Give pupils 3 minutes.
5. Have a few pupils volunteer to write 1 of their sentences on the board. The other pupils check the punctuation.

**Closing** (1 minute)

1. **Say:** Show me a question mark in the air. Pupils draw a question mark in the air.
2. **Say:** Show me a full stop in the air. Pupils draw a full stop in the air.
3. **Say:** Show me an exclamation mark in the air. Pupils draw an exclamation mark in the air.
4. Praise pupils for their hard work.

|   |   |                         |
|---|---|-------------------------|
| <b>Lesson Title:</b> Nouns and Pronouns | <b>Theme:</b> Structure and Punctuation |                         |
| <b>Lesson Number:</b> L-04-014          | <b>Class/Level:</b> Class 4             | <b>Time:</b> 35 minutes |

|  |  |   |
|--|--|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to write sentences using nouns and pronouns.</p> |  <p><b>Teaching Aids</b><br/>Example sentences and practice sentences at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the example sentences and practice sentences (at the end of the lesson plan) on the board.<br/>2. Write the rules for pronouns on the board (see Introduction to New Material section)</p> |
|--|--|---|

**Opening (2 minutes)**

1. Greet the class and **write** the date on the board.
2. Point to a boy. **Ask:** He, she or it? Raise your hands. (Answer: he) Repeat for a girl and a chair.
3. Tell pupils that today they are going to write sentences using nouns and pronouns.

**Introduction to the New Material (10 minutes)**

1. **Ask:** What is a noun? Raise your hand to answer. (Answer: nouns are names of people, places and things.)
2. Point to the first example sentence on the board. **Read** the sentence or ask a pupil to read it.
3. **Ask:** Which words in the sentence are nouns? Raise your hand to answer. (Answer: Khady, Freetown, city)
4. Underline the nouns in the example sentences.
  - a. Khady lives in Freetown. Freetown is a big city. Freetown is noisy.
5. Repeat for the other 2 example sentences.
  - b. Khady likes eating. Khady likes mangoes. (Answers underlined)
  - c. Khady and David go to the market. Khady and David buy cassava. (Answers underlined)
6. Ask pupils to name some other nouns. Raise your hand to answer. Pupils answer.
7. Point to the rules for pronouns:
  - Male person → he
  - Female person → she
  - Male or female person talking about himself or herself → I
  - Place or thing → it
  - 2 or more people or things → they
  - 2 or more male or female people talking about themselves → we
8. **Say:** A male name is replaced with 'he'. For example, 'This is Mr. Kamara. He likes mangoes.'
9. **Say:** A female name is replaced with 'she'. For example, 'This is Mrs. Kamara. She is wearing a blue dress.'
10. **Say:** When a male or female talks about himself or herself replace their names with 'I'. For example, 'I am a teacher.'
11. **Say:** A thing or a place is replaced with 'it'. For example, 'Bo is a town in Sierra Leone. It is far from Freetown.'
12. **Say:** When someone is talking about 2 or more people, replace their names with 'they'. For example, 'Aminata and Amina are sisters. They go to school together.'

13. Give pupils 4 minutes to copy down the rules for pronouns into their exercise books.

**Guided Practice (10 minutes)**

1. Ask the pupils to look at the first example sentence. Erase the repetition of 'Freetown'.
2. **Say:** Freetown is a place. **Ask:** What can I write instead? Raise your hand. (Answer: It)
3. **Write** 'it' in the sentence instead of Freetown. For example: Khady lives in Freetown. It is a big city. It is noisy.
4. **Say:** Let's do another one. Point to the second sentence. Repeat with the other sentences on the board. (Answers: Khady likes eating. She likes mangoes. Khady and David go to the market. They buy cassava.)

**Independent Practice (11 minutes)**

1. Read the practice sentences on the board:
  - a. Edward likes studying. Edward wants to go to university.
  - b. Freetown is a big city. Freetown has many people.
  - c. The pupils are not studying today. The pupils want to go out and play.
  - d. You and I will go to the market on Saturday. You and I will have a lot of fun.
  - e. My name is Amina. Amina is very happy today.
  - f. Aminata likes to play football. Aminata is good at playing.
2. Point to the first sentence. **Say:** Edward likes studying. Edward wants to go to university. You have to replace the noun in the second sentence with a pronoun.
3. **Write** on the board: Edward likes studying. He wants to go to university.
4. Tell pupils that they must do this for the remaining sentences.

**Closing (2 minutes)**

1. Have 3 or 4 pupils volunteer to read their sentence to the other pupils in the class. Correct them if needed. (Answers: b. Freetown is a big city. It has many people. c. The pupils are not studying today. They want to go out and play. d. You and I will go to the market on Saturday. We will have a lot of fun. e. My name is Amina. I am very happy today. f. Aminata likes to play football. She is good at playing.
2. Point out that in sentence e., the 'is' changes to 'am' when Amina is replaced with 'I'.




[EXAMPLE SENTENCES]

- a. Khady lives in Freetown. Freetown is a big city. Freetown is noisy.
- b. Khady likes eating. Khady likes mangoes.
- c. Khady and David go to the market. Khady and David buy cassava.

[PRACTICE SENTENCES]

- a. Edward likes studying. Edward wants to go to university.
- b. Freetown is a big city. Freetown has many people.
- c. The pupils are not studying today. The pupils want to go out and play.
- d. You and I will go to the market on Saturday. You and I will have a lot of fun.
- e. My name is Amina. Amina is very happy today.
- f. Aminata likes to play football. Aminata is good at playing.

|  |   |                         |
|--|---|-------------------------|
| <b>Lesson Title:</b> Punctuation: Colon and Semi-colon | <b>Theme:</b> Structure and Punctuation |                         |
| <b>Lesson Number:</b> L-04-015                         | <b>Class/Level:</b> Class 4             | <b>Time:</b> 35 minutes |

|   |  |   |
|---|--|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to compare the use of the colon and the semi-colon.</p> |  <p><b>Teaching Aids</b><br/>Example and practice sentences at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the example and practice sentences at the end of the lesson plan on the board. Make sure to write them without the colons and semi-colons.<br/>2. Write on the board:<br/>a. In the classroom, there are these items: books, pens, pencils, rulers and pupils.<br/>b. Animata studies a lot; she will pass her exam.</p> |
|---|--|---|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What punctuation marks did we look at before? Raise your hand. (Answers: capital letters, full stops, exclamation marks and question marks.)
3. Draw a question mark, full stop and exclamation mark in the air to remind pupils.
4. Tell pupils that today they are going to study 2 other punctuation marks, a colon and semi-colon.

### Introduction to the New Material (10 minutes)

1. Read these sentences from the board:
  - In the classroom, there are these items: books, pens, pencils, rulers and pupils.
  - Animata studies a lot; she will pass her exam.
2. Underline the colon in the first sentence. Explain that this is a colon. We use it to introduce a list.
3. **Ask:** How many things are there in the classroom? Let's count the number of words in the sentence. Count the words in the first sentence with the pupils. 1, 2, 3, 4, 5.
4. **Say:** There are 5 words. This is a list. We use a colon to start the list.
5. Underline the semi colon in the second sentence. Explain this is a semi-colon. We use it when we join 2 sentences together that are connected. Studying hard is connected to passing an exam.
6. **Say:** Let's write a colon. What is the colon for? Raise your hand. (Answer: Lists.)
7. **Say:** Let's write a semi-colon. What is the semi-colon for? Raise your hand. (Answer: connecting sentences)

### Guided Practice (10 minutes)

1. Read the first practice sentence: a. I went to the market to buy these things - bananas, a ball, a chicken and a tree.
2. **Ask:** What punctuation does this need? Raise your hand. (Answer colon)
3. **Ask:** Why? Raise your hand. (Answer: to start a list)
4. **Ask:** Where do we put a colon and semi-colon in the first sentence? Raise your hand.
5. Give pupils a minute to think.

6. Repeat this step with the following sentences – ask which punctuation mark to use and why:
  - b. I want to see 3 cities in Sierra Leone Romankneh, Rokoray, Rogbin.
  - c. There are many foods I want to eat foofoo, piya, rice and okra.
  - d. You need to eat healthy food you'll get sick.
  - e. I ate so much I'm still really hungry.
7. Have a pupil volunteer to come to the board and put in the punctuation for each sentence. Ask the others if this is correct. (Answer: a. After 'Sierra Leone' there is a colon because it is a list. B. After 'eat' there is a colon because it is a list. c. After 'food' there is a semi-colon because the 2 parts of the sentence are connected. d. After 'much' there is a semi-colon because the 2 parts of the sentence are connected.)

### **Independent Practice** (12 minutes)

1. Point to the practice sentences on the board.
2. **Say:** Write the sentences with the colon and semi-colon in the right place.
3. Give pupils 8 minutes.
  - a. Have pupils volunteer to come to the front. Give each of them a piece of chalk. Ask them to add the punctuation. Check they have put the colon and semi-colon in the correct place. The other pupils can check their sentences. (Answers: a. My flag is: blue, red, green, yellow and orange. b. We didn't play well; we lost the game. c. The bell rang; the teacher walked into the classroom. d. I can see: 2 boys, 7 girls, 1 teacher and 4 books. e. She was very tired; she played football all day.

### **Closing** (1 minute)

1. **Say:** Show me a colon in the air. Pupils draw a colon in the air.
2. **Say:** Show me a semi-colon in the air. Pupils draw a semi-colon in the air.
3. Praise pupils for their hard work.




### [EXAMPLE SENTENCES]

- a. I went to the market to buy these things - bananas, a ball, a chicken and a tree.
- b. I want to see 3 cities in Sierra Leone Romankneh, Rokoray, Rogbin.
- c. There are many foods I want to eat foofoo, piya, rice and okra.
- d. You need to eat healthy food you'll get sick.
- e. I ate so much I'm still really hungry.

### [PRACTICE SENTENCES]

- a. My flag is blue, red, green, yellow and orange.
- b. We didn't play well we lost the game.
- c. The bell rang the teacher walked into the classroom.
- d. I can see 2 boys, 7 girls, 1 teacher and 4 books.
- e. She was very tired she played football all day.

|                                |                               |                         |
|--------------------------------|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Nouns     | <b>Theme:</b> Nouns and Verbs |                         |
| <b>Lesson Number:</b> L-04-016 | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|   |  |   |
|---|--|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to create different categories of nouns (people, animals places or things).</p> |  <p><b>Teaching Aids</b><br/>None</p> |  <p><b>Preparation</b><br/>1. Draw a table on the board. Write the headings, people, animals, places and things (see Introduction to New Material section).<br/>2. Write this sentence on the board: My mother and the monkey went to market on a motorbike.</p> |
|---|--|---|

**Opening (3 minutes)**

1. Greet the class and **write** the date on the board.
2. **Say:** We have different kinds of words. Last week we looked at verbs. What other types of words can you remember? Raise your hand to answer. (Example answer: nouns, pronouns, adjectives, adverbs.)
3. Tell pupils that today they are going to look at the different kinds of nouns.

**Introduction to the New Material (10 minutes)**

1. Read this sentence from the board: My mother and the monkey went to market on a motorbike.
2. **Ask:** Which word is the verb? Raise your hand to answer. (Answer: went)
3. **Ask:** Which words are the nouns? Raise your hands. (Answers: mother, monkey, market and motorbike)
4. **Ask:** What are nouns? Raise your hand to answer. (Answer: names of people, places and thing)
5. Have a pupil volunteer to come to the board and underline the nouns. Ask the other pupils to watch and tell if the nouns are marked correctly.
6. **Say:** We can put nouns into groups.
7. Point to the table on the board. Read the headings: people, animals, places and things.

| People | Animals | Places | Things |
|--------|---------|--------|--------|
|        |         |        |        |

8. **Ask:** Which column should the nouns in the sentence on the board go into? Raise your hand to answer.
9. Have 4 different pupils tell you where to write the nouns in the correct column of the table. (Answers: people-mother; animals-money; place-market; things-motorbike)

**Guided Practice (10 minutes)**

1. Ask pupils to copy the table in their exercise books. Give them 2 minutes.
2. **Write** on the board: sister, scarf, school, snake.
3. Ask pupils to put the words in the correct column of the table. Give pupils 3 minutes.
4. **Write** the words in the table. (Answers: people-sister; animals-snake; places-school; things-scarf)

5. **Ask:** Check your work. Did you put the nouns in the right column?
6. **Say:** These words all begin with letter 's'.
7. **Say:** Think of some nouns beginning with 'a'. Think of a person, animal, place and person.
8. Give pupils 3 minutes.
9. Ask pupils to raise their hand and tell you nouns and the category.
10. **Write** pupils words in the correct column of the table.




**Independent Practice** (10 minutes)

1. **Write** these letters on the board: b, f, t
2. Put pupils in pairs.
3. **Say:** Think of nouns for people, animals, places and things which start with the letters on the board. Write your words in the table. You have 7 minutes.
4. Have 3 or 4 pairs volunteer to share their words for each category. **Write** their words in the correct column in the table. (Example words: brother, bear, Bo, basket; farmer, fish, factory, food; teacher, tiger, town, table)

**Closing** (2 minutes)

1. **Ask:** What noun category is the word 'dog'? Raise your hands. (Answer: animal)
2. **Ask:** What noun category is the word 'Fatima'? Raise your hands. (Answer: people)
3. **Ask:** What noun category is this word 'cup'. Raise your hands. (Answer: things)
4. Praise pupils for their hard work.

|  |                               |                         |
|--|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Reading: Pronouns | <b>Theme:</b> Nouns and Verbs |                         |
| <b>Lesson Number:</b> L-04-017         | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|  |   |  |
|--|---|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to select pronouns from a passage.</p> |  <p><b>Teaching Aids</b><br/>1. Story (at the end of the lesson plan)<br/>2. Picture or drawing of a motorbike</p> |  <p><b>Preparation</b><br/>1. Write the story (at the end of the lesson plan) on the board. Do not underline the words.<br/>2. Bring or draw a picture of a very simple motorbike on the board.</p> |
|--|---|--|

**Opening (2 minutes)**

1. Greet the class and **write** the date on the board.
2. Ask questions about the market. Tell pupils to raise their hand to answer.
3. **Ask:** Do you go to market? What do you buy at the market?
4. **Ask:** Is a market 'he', 'she' or 'it'? Raise your hands. (Answer: it)
5. Tell pupils that today they are going to learn about pronouns.

**Introduction to the New Material (12 minutes)**

1. Point to the drawing of the motorbike. **Ask:** What is this? Raise your hand to answer.
2. Point to the story on the board. **Say:** I am going to read a story. Listen and read.
3. Read the story slowly and clearly. Point to the words as you read them.
4. **Read** the story again.
5. Explain the meaning of new words using pictures, actions or explanations in the local language.
6. Ask questions to check pupils understand the story. Tell pupils to raise their hand to answer.
7. **Ask:** Where are they going? (Answer: to the market)
8. **Ask:** Do they drive slowly? (Answer: no)
9. **Ask:** Do they drive fast? (Answer: yes)
10. **Ask:** How many people are on the motorbike? (Answer: mother, sister, teacher, farmer, Fatou, baby = 6.)
11. **Ask:** Why do they drive slowly at the end? (Answer: lots of people and things on the bike)
12. **Read** the story again.
13. **Say:** There are many pronouns in the story. Raise your hand if you can tell me some pronouns. (Answer: I, you, he, she, it, we, they)
14. Ask: What is the first pronoun in the text? Raise your hand (Answer: she)
15. Underline the first pronoun – 'she'.
16. **Ask:** Who is 'she'? Raise your hands. (Answer: mother)
17. **Say:** We use a pronoun instead of a repeating the person.

**Guided Practice (9 minutes)**

1. **Write** the table on the board.

| Singular (one) | Plural (more than one) |
|----------------|------------------------|
|                |                        |



2. Tell pupils to point to the correct column when you say the pronoun. **Write** the pronouns in the correct table as pupils answer)
3. **Say:** I. (Answer: Pupils point to the first column.)
4. **Say:** We. (Answer: Pupils point to the second column.)
5. **Say:** You. (Answer: Pupils point to the first column.)
6. **Say:** They. (Answer: Pupils point to the second column.)
7. **Say:** He. (Answer: Pupils point to the first column.)
8. **Say:** She. (Answer: Pupils point to the first column.)  
**Say:** It. (Answer: Pupils point to the first column.)
9. Ask pupils to copy the table in their exercise books. Give pupils 4 minutes.
10. **Say:** Mother. Guide pupils to say: She.
11. **Say:** Father. Guide pupils to say: He.
12. **Say:** Elephant. Guide pupils to say: It.
13. **Say:** Telephone. Guide pupils to say: It.
14. Point to yourself. Guide pupils to say: I
15. Point to a pupil. Guide pupils to say: You

#### **Independent Practice** (10 minutes)

1. **Say:** Look at the text on the board. Find all the pronouns in the text.
2. Give pupils 5 minutes.
3. Have 2 or 3 pupils come to the board and circle the pronouns in the text. Ask the other pupils to watch and tell if it is correctly circled.
4. Ask questions about the pronouns. (Example questions: Who is 'he'? Who are 'they'?)
5. **Read** the story line by line. Ask the pupils to stop you when you come to a pronoun. Check that they know which noun has been replaced each time.

#### **Closing** (2 minutes)




1. **Ask:** What are the pronouns? What do they do? Raise your hand. (Answer: I, you, he, she, it, we, they; they are used instead of some nouns; they are used instead of repeating the same noun)
2. Praise pupils for their hard work.

[*STORY: MY MOTHER AND HER MOTORBIKE*] by Karen Waterston.

My mother went to the market on an old motorbike. She drove very fast. While she was driving, she saw my sister. My sister jumped on the motorbike. They drove along past the new school. They looked at the school. The teacher waved.

'Stop!' shouted the teacher. He jumped on the motorbike with his books. They drove past the farm. 'Stop!' cried the farmer. She jumped on the motorbike with her chicken. They saw Fatou, the nurse. She was walking with her baby. 'Stop!' she said. She jumped on the motorbike with her baby. She had a bag. It was very big. They drove very slowly.

|                                     |                               |                         |
|-------------------------------------|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Reading: Nouns | <b>Theme:</b> Nouns and Verbs |                         |
| <b>Lesson Number:</b> L-04-018      | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to select different types of nouns in a passage.</p> |  | <p><b>Teaching Aids</b><br/>Story at the end of the lesson plan</p> |  | <p><b>Preparation</b><br/>Write the story (at the end of the lesson plan) on the board.</p> |
|---|--|---|---|---|---|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What is a noun? Raise your hands. (Answer: A noun names a person, place, animal or thing.)
3. **Ask:** Can you tell me some nouns that you can see now? Raise your hands. Pupils say things they can see in the classroom. (Example answers: desk, chair, teacher, room, door, floor, window, chalk, board)
4. Tell pupils that today they are going to find all the nouns in a story.

### Introduction to the New Material (8 minutes)

1. **Say:** Raise your hand if you can remember the story from the last lesson.
2. Tell pupils you are going to read the story again.
3. Read the story.
4. **Say:** This time you are going to read the story.
5. Have 6 pupils volunteer to read. Have them stand up and read different parts of the story as you point to the words. The other pupils listen and follow.
6. **Say:** There are lots of nouns in the story. A noun is a word that names a person, animal, place or thing.
7. Ask pupils to find 1 noun in the text for a person. Tell them to raise their hands to answer. (Example answer: mother)
8. Ask pupils to find 1 noun in the text for an animal. Tell them to raise their hands to answer. (Example answer: chicken)
9. Ask pupils to find 1 noun in the text for a place. Tell them to raise their hands to answer. (Example answer: market)
10. Ask pupils to find 1 noun in the text for a thing. Tell them to raise their hands to answer. (Example answer: motorbike)

### Guided Practice (10 minutes)

1. **Say:** I will read the story again. This time raise your hand when you hear a noun. I will stop. You will say the noun and the category.
2. **Read** the story. Pupils raise their hands when they hear a noun.
3. Point to different nouns in the text. **Say:** What kind of noun is this? Raise your hand. Pupils say if the noun is a person, animal, place or thing.

### Independent Practice (12 minutes)

1. Divide the board into 4 columns. **Write** 4 headings: people, animals, places, things.

2. Ask pupils to write the headings in their exercise books. Give pupils 1 minute.
3. Put pupils into pairs.
4. **Say:** Find all the nouns in the story. Put them in the correct column.
5. Give pupils 7 minutes
6. Have pupils raise their hand and tell you the nouns for the different categories.
7. **Write** the nouns under the correct heading on the board.

Answers:

| People  | animals | Places                  | Things                        |
|---|---------|-------------------------|-------------------------------|
| mother, sister,<br>teacher, farmer,<br>Fatou, nurse, baby | chicken | market. school,<br>farm | market, motorbike, books, bag |

### Closing (2 minutes)




1. **Ask:** What words did we learn about today? Raise your hands. (Answer: nouns)
2. **Ask:** What words did we learn about in the last lesson? Raise your hands. (Answer: pronouns)
3. Praise pupils for their hard work.

[STORY: MY MOTHER AND HER MOTORBIKE] by Karen Waterston.

My mother went to the market on an old motorbike. She drove very fast. While she was driving, she saw my sister. My sister jumped on the motorbike. They drove along past the new school. They looked at the school. The teacher waved.

'Stop!' shouted the teacher. He jumped on the motorbike with his books. They drove past the farm. 'Stop!' cried the farmer. She jumped on the motorbike with her chicken. They saw Fatou, the nurse. She was walking with her baby. 'Stop!' she said. She jumped on the motorbike with her baby. She had a bag. It was very big. They drove very slowly.

|                                     |                               |                         |
|-------------------------------------|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Reading: Verbs | <b>Theme:</b> Nouns and Verbs |                         |
| <b>Lesson Number:</b> L-04-019      | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|   |  |   |   |   |  |
|---|--|---|---|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to select examples of action verbs in a passage.</p> |  | <p><b>Teaching Aids</b><br/>Story at the end of the lesson plan</p> |  | <p><b>Preparation</b><br/>Write the story (at the end of the lesson plan) on the board. Do not underline the verbs in the story.</p> |
|---|--|---|---|---|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. Do actions for jump, drive, and wave.
3. **Ask:** What am I doing? Raise your hand to answer. Pupils say the verbs.
4. Tell pupils that today they are going to find action verbs in a story.

### Introduction to the New Material (10 minutes)

1. **Ask:** Do you remember what a verb is? Raise your hand to answer. (Answer: action or doing words)
2. Ask pupils to tell you some action verbs. **Write** the verbs they tell you on the board. (Example answers: run, read, kick)
3. **Say:** Raise your hand if you remember the story of the mother and the motorbike.
4. Have pupils volunteer to retell the story using their own words. Help them if necessary.
5. **Say:** I am going to read the story again.
6. **Read** the story.
7. **Say:** I am going to read the story again. This time raise your hand when you hear an action verb.
8. **Read** the story. Pupils raise their hands when they hear an action verb. (Answer: see underlined words in story at the end of the lesson plan)

### Guided Practice (7 minutes)

1. **Ask:** Who can tell me the first action verb in the story? Raise your hand to answer. (Answer: went)
2. Underline the first verb 'went' in story.
3. **Say:** This is the past tense of the action verb 'go'.
4. **Write** 'go-went' on the board.
5. **Ask:** Who can tell me the second verb in the story? Raise your hand to answer. (Answer: drove)
6. Underline the second verb 'drove' in story.
7. **Say:** This is the past tense of the action verb 'drive'.
8. **Write** 'drive-drove' on the board.
9. **Ask:** Who can tell me the third verb in the story? Raise your hand to answer. (Answer: was driving)
10. Underline the third verb 'was driving' in story.
11. **Say:** This is the past continuous of the action verb 'drive'.
12. **Write** 'drive-was driving' on the board.
13. **Ask:** Who can tell me the fourth verb in the story? Raise your hand to answer. ) (Answer: saw)
14. Underline the fourth verb 'saw' in story.

15. **Say:** This is the past tense of the action verb 'see'.
16. **Write** 'see-saw' on the board.
17. **Ask:** What are the verbs on the board? Raise your hands. (Answer: action verbs)

**Independent Practice** (12 minutes)

1. Put pupils in pairs.
2. **Say:** There are many more actions verbs in the story. Find the action verbs in the rest of the story. Write them in your exercise books. If you can, write the present form of the verb if the verb is simple past. You have 9 minutes.
3. Walk around and help pupils who are having difficulties.
4. Have pupils volunteer to tell you the verbs. (Answers: see underlined words in the story at the end of the lesson plan)

**Closing** (3 minutes)




1. **Ask:** What kind of verbs did we study today? Raise your hands to answer. (Answer: action verbs)
2. Ask pupils to give you some examples of action verbs. (Example answers: open, come, see, do)
3. Praise pupils for their hard work.

[STORY: MY MOTHER AND HER MOTORBIKE] by Karen Waterston.

My mother went to the market on an old motorbike. She drove very fast. While she was driving, she saw my sister. My sister jumped on the motorbike. They drove along past the new school. They looked at the school. The teacher waved.

'Stop!' shouted the teacher. He jumped on the motorbike with his books. They drove past the farm. 'Stop!' cried the farmer. She jumped on the motorbike with her chicken. They saw Fatou, the nurse. She was walking with her baby. 'Stop!' she said. She jumped on the motorbike with her baby. She had a bag. It was very big. They drove very slowly.

|  |                               |                         |
|--|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Categories of Nouns | <b>Theme:</b> Nouns and Verbs |                         |
| <b>Lesson Number:</b> L-04-020           | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to examine the categories of nouns in a passage.</p> |  | <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan)</p> |  | <p><b>Preparation</b><br/>Write the story (at the end of the lesson plan) on the board.</p> |
|---|--|---|---|---|---|

**Opening** (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Can you remember the different categories of nouns? Raise your hand to answer. (Answer: people, animals, places, things.) Pupils might not remember the different kinds of nouns. They might remember the different words, for example, mother, motorbike, monkey, market.
3. Tell pupils they are going to find different kinds of nouns in a passage.

**Introduction to the New Material** (7 minutes)

1. Divide the board into 4 columns. **Write** these headings on the board, one in each column: people, animals, places, things.
2. **Say:** We are going to put a word in each column.
3. **Ask:** What nouns for people do you know? Raise your hands. Pupils answer.
4. **Write** 2 or 3 nouns for people that pupils say in the table. (Example answers: people – mother, Anna, soldier)
5. Repeat step 3 for the other categories - animals, places and things. (Example answers: animals – cow, tiger, dog; places – Freetown, restaurant, beach; things – doll, egg, bottle)

**Guided Practice** (8 minutes)

1. Put in pairs. Tell each pair to choose a number from 1 to 4.
2. **Say:** Number 1s think of people; number 2s think of animals; number 3s think of places; number 4s think of things.
3. Tell each pair to think of as many words as possible for their kind of noun.
4. Give pupils 4 minutes to think of words.
5. Have different pairs raise their hand and tell you their nouns.
6. **Write** their nouns in the table.

**Independent Practice** (15 minutes)

1. Point to the story on the board. **Say:** Raise your hand if you remember the story of Tete and his hoop.
2. **Say:** Read the story on the board. Find the nouns. Write the nouns from the story in the correct column of the table in your exercise books.
3. Give them 10 minutes.
4. Have pupils raise their hand and tell you the nouns from the story and their categories.
5. **Write** the responses in the correct part of the table. (Answers: People - Tete, grandmother, uncle, farmer, shopkeeper, doctor, nurse, cook, sister; Places - school, Bonthe; Things - holiday, homework, hoop, stick, road, rock, hill, legs)

**Closing** (2 minutes)

1. **Ask:** What are the different categories of nouns? Raise your hands. (Answer: People, places, things, animals.)
2. Praise pupils for their hard work.

[*STORY: TETEH AND HIS HOOP*] by Karen Waterston.

It was the school holidays in Bonthe so there was no homework. TeteH was very happy.

One day, TeteH got up early. He got his hoop and stick and ran down the road. He sang and ran and ran and sang.

Suddenly, his hoop hit a rock. It jumped. The hoop rolled down the hill very fast. TeteH ran but he couldn't catch it.

'Oh no. Help!' he shouted.

The hoop rolled past his grandmother. She ran very fast but she couldn't catch it.

The hoop rolled past his uncle. He ran very fast but he couldn't catch it.

The hoop rolled past the farmer. She ran very fast but she couldn't catch it.




Then past the shop keeper, the doctor, the nurse and the cook.

'Stop the hoop!' everyone cried. They were running very quickly down the steep hill.

TeteH's older sister with long legs heard the shouts. She ran and ran and ran. Her legs were very, very long. Soon she caught the hoop.

She stopped. Everyone crashed into her long legs. 'Ouch' said TeteH's sister as she fell over.

|                                     |   |                         |
|-------------------------------------|---|-------------------------|
| <b>Lesson Title:</b> Letter Writing | <b>Theme:</b> Writing Letters and Invitations |                         |
| <b>Lesson Number:</b> L-04-021      | <b>Class/Level:</b> Class 4                   | <b>Time:</b> 35 minutes |

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|---|---|---|--|--|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to list and define the parts of a letter.</p> |  | <p><b>Teaching Aids</b><br/>Example letter (at the end of the lesson plan)</p> |  | <p><b>Preparation</b><br/>Write the letter (at the end of the lesson plan) on the board.</p> |
|---|---|---|--|--|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you write notes or letters? Have you ever received any letters or notes? Raise your hand to answer.
3. Tell pupils that today they are going to learn about the different parts of a letter.

### Introduction to the New Material (12 minutes)

1. Point to the letter on the board. **Ask:** What is this? (Answer: a letter)
2. Explain that the letter has different parts.
3. Point to the address. **Ask:** What is this? Raise your hands. (Answer: address)
4. Read the address. **Write** '1 – Address' next to it.
5. Point to the date. **Ask:** What is this? (Answer: Date)
6. Read the date. **Write** '2 – Date' next to it.
7. Point to 'Dear Mrs Kanu'. **Ask:** What is this? (Answer: Greeting)
8. Read the greeting. **Write** '3 – Greeting' next to it.
9. Point to the main part. **Ask:** What is this? (Answer: main part/body)
10. Read the sentences. **Write** '4 – Main part/body' next to it.
11. Point to the closing 'Best wishes'. **Ask:** What is this? (Answer: closing)
12. Read the closing. **Write** '5 - Closing' next to it.
13. **Say:** This is your name. Explain this is the writer's name. It is the signature and the name.
14. Read the name. **Write** '6 – Writer's name' next to it.
15. **Ask** questions to check pupils understand. Tell pupils to raise their hands to answer.
  - a. Who is the letter to? (Answer: Mrs. Kanu)
  - b. Where does she live? (Answer: 25 Jomo Kenyatta, Freetown)
  - c. When did she write the letter? (Answer: 25 May 2016)
  - d. Who is writing the letter? (Answer: Alfred Sankoh)
  - e. Why is he writing? (Answer: To say thank you)
16. **Read** each part of the letter. Say the name of the part of the letter and the number. Explain the parts of the letter in the local language if needed.

### Guided Practice (5 minutes)

1. **Ask:** What number is the date? **Say:** Show me on your fingers. Pupils hold up 2 fingers. Point to the word 'date' on the left side of the board.
2. **Ask:** What number is the greeting? **Say:** Show me on your fingers. Pupils hold up 3 fingers. Point to the word 'date' on the left side of the board.



3. Repeat this for the other parts of the letter. **Ask:** What number is the ..? Pupils show you the number on their fingers.

**Independent Practice** (13 minutes)

1. Ask pupils to copy the letter on the board in their exercise books.
2. Give pupils 6 minutes.
3. **Say:** Label the letter in your exercise books using the correct number and label, as written on the board. You have 5 minutes.

**Closing** (2 minutes)

1. **Ask:** What parts of a letter are there? Raise your hand to answer. (Answer: address, date, greeting, body, closing, your name)
2. Praise pupils for their hard work.

[LETTER]

Khady Black  
25 Jomo Kenyatta Road

Freetown

25 May 2016

Dear Mrs. Kanu,




Thank you very much for the cake. It is delicious. We will eat it tomorrow with the family.

See you soon.

Best wishes,

*Alfred Sankoh*

|  |   |                         |
|--|---|-------------------------|
| <b>Lesson Title:</b> Oral Descriptions | <b>Theme:</b> Writing Letters and Invitations |                         |
| <b>Lesson Number:</b> L-04-022         | <b>Class/Level:</b> Class 4                   | <b>Time:</b> 35 minutes |

|  |   |  |
|--|---|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to retell the details of an event, such as a birthday party or sports event.</p> |  <p><b>Teaching Aids</b><br/>1. Pictures or drawings on the board<br/>2. Short story at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Draw these pictures on the left of the board: a football, a sun, 3 stick people, banana akaras<br/>2. Write the sentence frames on the board: Yesterday I went _____. It was _____. I went with my friends. We _____ and _____. We ate _____.'</p> |
|--|---|--|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you like football? Do you play football? Raise your hand to answer.
3. Tell pupils that today they are going to tell a story about a party or match they went to.

### Introduction to the New Material (7 minutes)

1. **Say:** I am going to tell you about what I did yesterday.
2. Point to the pictures on the board as you **read** the story.
3. **Say:** I am going to ask you some questions. Raise your hand to answer.
4. **Ask:** Where did I go? (Answers: football match)
5. **Ask:** What was the weather like? (Answers: hot and sunny)
6. **Ask:** Who did I go with? (Answers: my friends)
7. **Ask:** What did we do? (Answer: jumped and shouted)
8. **Ask:** What did we eat? (Answer: banana akara)
9. **Read** the story again.
10. **Read** each sentence of the story.
11. Pupils listen and repeat.

### Guided Practice (10 minutes)

1. Read the sentence frames from the board: Yesterday I went \_\_\_\_\_. It was \_\_\_\_\_. I went with my friends. We \_\_\_\_\_ and \_\_\_\_\_. We ate \_\_\_\_\_.'
2. Point to the first sentence. **Ask:** What other places can we say here? Raise your hands to answer. Pupils say some places. (Example answers: to my friends' house; to the river; to the forest; fishing.)
3. **Write** 2 or 3 places on the board.
4. Point to the second sentence. **Ask:** What was the weather like? Raise your hand to answer. (Example answers: cloudy, rainy, cold, sunny, windy.)
5. **Write** 2 or 3 weather words on the board.
6. Point to the next sentence. **Ask:** What action verbs do you know? (Example answers: sing, dance, skip, run, hop, walk)
7. **Write** 2 or 3 verbs on the board.

8. Point to the last sentence. **Ask:** What food do you like? Pupils say food they like. (Example answers: cassava leaves, chips)
9. **Write** 3 food words on the board.

**Independent Practice** (15 minutes)

1. Put pupils in pairs.
2. **Say:** Tell each other about an event you went to. For example, a birthday party or a sports event. If you cannot think of an event you can also imagine one. Use the sentences and words on the board to help you. You can also use your own words. You have 4 minutes.
3. **Say:** Now write 5 sentences about your event. Use the sentence frames on the board to help you.
4. Give pupils 12 minutes.
5. Have 2 or 3 pupils read the sentences at the front of the class.

**Closing** (1 minute)

1. **Ask:** What are you going to do tomorrow? Raise your hands. Pupils answer.
2. Praise pupils for their hard work.

[*STORY: A FOOTBALL MATCH*]




Yesterday I went to a football match.

It was hot and sunny.

I went with my friends. We jumped and shouted.

We ate banana akaras.

|                                     |   |                         |
|-------------------------------------|---|-------------------------|
| <b>Lesson Title:</b> Letter Writing | <b>Theme:</b> Writing Letters and Invitations |                         |
| <b>Lesson Number:</b> L-04-023      | <b>Class/Level:</b> Class 4                   | <b>Time:</b> 35 minutes |

|  |   |   |
|--|---|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to write a short, informal letter.</p> |  <p><b>Teaching Aids</b><br/>Sentences at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the sentences (at the end of the lesson plan) on the board.<br/>2. Write on the board: Thank you for the ..... (put name of gift). I really liked it. I am sorry I cannot visit you because ..... (put reason why you cannot visit). I would like to invite you to come visit me in .... (put name of your town). We can ..... (put a fun activity you can do together).</p> |
|--|---|---|

**Opening (2 minutes)**

1. Greet the class and **write** the date on the board.
2. **Ask:** What did you do yesterday? Raise your hand to answer. Have different pupils respond.
3. Tell pupils that today they you are going to write short letters to friends and family.

**Introduction to the New Material (10 minutes)**

1. **Say:** Raise your hand if you can remember the different parts of a letter. Pupils say the parts they remember.
2. Draw a rectangle on the board. **Say:** I am going to ask you some questions. Raise your hand to answer.
3. Point to the top right of the rectangle. **Ask:** What do we write here? (Answer: address)
4. **Write** an address in the corner.
5. **Ask:** What do we write under the address? (Answer: date)
6. **Write** the date in the rectangle.
7. **Ask:** How do we begin a letter? (Answer: Dear...)
8. **Write:** Dear \_\_\_\_\_,
9. Explain that we put a comma after the name.
10. **Ask:** What is next? (Answer: the main part of the letter)
11. **Ask:** How do we end a letter? (Answer: Best wishes)
12. Explain that when we write to a friend, we can write 'Bye' or 'Love'.
13. **Write:** 'Bye' at the bottom of the rectangle.
14. **Ask:** What do we write at the end? (Answer: name)
15. **Write** your name on the left under 'Bye'.

**Guided Practice (8 minutes)**

1. Put pupil in pairs.
2. Point to the sentences on the board. **Say:** The start and the end of the sentences are in the wrong order. Match the beginning of the sentence with the end of the sentence. Write the correct sentences in your exercise books. You have 6 minutes.
3. Have pupils volunteer to come to the board and draw lines between the start of the sentence and the end of the sentence. Ask the other pupils to watch and say if it is correct.

**Independent Practice** (13 minutes)

1. **Say:** Write a short letter to your friend. Say 'thank you' for a gift your friend has sent you, say sorry that you cannot visit your friend, invite your friend to do something with you. First start with your friend's address, the date and the greeting. If you do not have an address you can use the address on the board. You have 4 minutes.
2. **Say:** Now write the main part of the letter. See the sentence frame on the board to help you.
3. Read and explain the sentence frame on the board: Thank you for the ..... (put name of gift). I really liked it. I am sorry I cannot visit you because ..... (put reason why you cannot visit). I would like to invite you to come visit me in .... (put name of your town). We can ..... (put a fun activity you can do together).
4. Give pupils 6 minutes to write the body of the letter.
5. **Say:** Now end the letter with the 'Bye!' or 'Love', and write your name under it. You have 2 minute.




**Closing** (2 minutes)

1. Have 1-2 pupils volunteer raise their hand to volunteer to read their letter.
2. Praise pupils for their hard work.

[EXAMPLE SENTENCES]

|                     |                                     |
|---------------------|-------------------------------------|
| Thank you for the   | come to the football match with me. |
| I'm sorry, I cannot | flowers. They are beautiful.        |
| Would you like to   | visit you. I am busy.               |

|  |   |                         |
|--|---|-------------------------|
| <b>Lesson Title:</b> Writing an Invitation | <b>Theme:</b> Writing Letters and Invitations |                         |
| <b>Lesson Number:</b> L-04-024             | <b>Class/Level:</b> Class 4                   | <b>Time:</b> 35 minutes |

|   |  |   |
|---|--|---|
|  <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to write an invitation to a friend. |  <b>Teaching Aids</b><br>None |  <b>Preparation</b><br>None |
|---|--|---|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you like going to watch football? Do you like going to your friend's house? Do you like birthday parties? Raise your hand to answer.
3. Tell pupils that today they are going to write an invitation to a friend. Explain what an invitation is if necessary.

### Introduction to the New Material (8 minutes)

1. **Ask:** What are the different parts of a letter? Raise your hand to answer. (Answer: the address, date, greeting, body of the letter, closing, signature and name)
2. **Say:** What kind of letter are you going to write? (Answer: invitation)
3. **Say:** The invitation is to a friend. An invitation is a letter you give someone to call them for an event. What could you invite a friend to? Raise your hand to answer. (Example answers: your house, a party, the football, a school play, a school concert)
4. **Say:** Would you like to...
5. **Write:** Would you like to ...
6. Explain this is how we invite somebody to do something.
7. **Write** the 3 endings on the board: come to my house? come to the football? come to my party?
8. **Say:** Repeat after me. Pupils listen and repeat each invitation 2 times.  
 Would you like to come to my house?  
 Would you like to come to the football with me?  
 Would you like to come to my party?

### Guided Practice (12 minutes)

1. **Say:** We are going write an invitation together.
2. **Ask:** Whom shall we invite? What shall we invite them to do?
3. **Say:** Think for a minute and then raise your hand to answer.
4. **Write** the best suggestions on the board.
5. **Ask:** What shall we write first? Raise your hand to answer. (Answer: address)
6. **Write** the address on the board.
7. **Ask:** What shall we write next? Raise your hand to answer. (Answer: date)
8. **Write** the date on the board.
9. **Ask:** What shall we write after that? Raise your hand to answer. (Answer: greeting)
10. **Write** the greeting on the board. (Dear.....)

11. **Ask:** What shall we write after that? Raise your hand to answer. (Answer: main body of the invitation)
12. **Write** 'Would you like to come to my birthday party? It is on 28 October, 2016 at 5pm at my house.
13. Explain that you need to give a date, time and place for the invitation.
14. **Ask:** What shall we write after that? Raise your hand to answer. (Answer: closing)
15. **Write** the closing on the board. (Bye!)
16. **Ask:** What shall we write after that? Raise your hand to answer. (Answer: name)
17. **Write** you name on the board.
18. **Read** the invitation letter when it is complete.




**Independent Practice** (12 minutes)

1. **Say:** Write an invitation to a friend. Use the letter on the board to help you. Think of a friend you want to write to and what you want to invite your friend to do.
2. **Ask:** What must you include? Raise your hand to answer. (Answer: The address, date, greeting, invitation, closing and name.)
3. **Ask:** What should you include in the main body? Raise your hand to answer. (Answer: date, time and place)
4. Give pupils 10 minutes.
5. Have 2 or 3 pupils volunteer to read their invitations.

**Closing** (1 minute)

1. Ask pupils what they learned to do today.
2. Praise pupils for their hard work.

|  |   |                         |
|--|---|-------------------------|
| <b>Lesson Title:</b> People and Trades | <b>Theme:</b> Writing letters and Invitations |                         |
| <b>Lesson Number:</b> L-04-025         | <b>Class/Level:</b> Class 4                   | <b>Time:</b> 35 minutes |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to explain different trades or occupations of people in the community.</p> |  | <p><b>Teaching Aids</b><br/>Multiple choice sentences (at the end of the lesson plan).</p> |  | <p><b>Preparation</b><br/>Write the multiple choice sentences (at the end of the lesson plan) on the board. Do not underline the answers.</p> |
|---|--|---|--|---|---|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What does your mother do? What does your father do? Raise your hand to answer.
3. Tell pupils that today they are going to learn about different jobs people in the community do.

### Introduction to the New Material (12 minutes)

1. Ask the pupils to hold their arms above their heads and make the shape of an A. **Say:** This is an 'A'.
2. Ask the pupils to make circles with their fingers and thumb and put them together and make the shape of a B. **Say:** This is a 'B'.
3. Ask the pupils to hold one arm above their heads in a curved way to make the shape of a C. **Say:** This is a 'C'.
4. Play a short game of A, B, C so that the pupils practice the letters.
5. **Say:** Let's remember the jobs people do. I will read a sentence. You show me the right answer, A, B or C.
6. Read the first sentence on the board. Point to it as you read it. Read the A, B, C answers.
7. Pupils make the shape for the correct answer.
8. Look around the class to check everyone is making the shape of a letter.
9. **Say:** The answer is... Raise your hand to answer. Pupils answer.
10. Repeat this for the other sentences. (Answers underlined in table)

### Guided Practice (5 minutes)

1. **Say:** This person works in hospital. This person looks after sick people. This person is very important in the community.
2. Ask pupils to guess which job you are speaking about. (Answer: doctor or nurse)
3. **Say:** This person works in a market. This person sells fruit and vegetables. This person works during the daytime.
4. Ask pupils to guess which job you are speaking about. (Answer: fruit and vegetable seller)

### Independent Practice (12 minutes)

1. **Say:** You are going to write a short paragraph about someone in your family. In your paragraph write about the job one of your family members does. If you do not know, use one of the jobs on the board and imagine.
2. **Write** on the board: (Name) is a ... He/She works in a ... He/She ...



3. **Say:** You can use these sentence frames to help you. For example, I will write one for my mother.
4. **Write:** Amina is a nurse. She works in a clinic. She goes to work at 7am and comes back at night. She wears a white dress to work.
5. Explain that pupils can include any information they want to about the job (e. g. where the person works, what the person does, what time the person works, what the person wears for the job).
6. Give pupils 8 minutes to write their paragraph.




**Closing** (4 minutes)

1. Have 1 or 2 pupils come to the front to read their paragraph.
2. Praise pupils for their hard work.

[MULTIPLE CHOICE SENTENCES]

| Occupation                      | A                    | B                    | C                 |
|---------------------------------|----------------------|----------------------|-------------------|
| A doctor works in a ...         | school               | <u>hospital</u>      | shop              |
| A tailor works in a ...         | <u>tailor's shop</u> | farm                 | restaurant        |
| A farmer works on a ...         | hairdresser's        | shop                 | <u>farm</u>       |
| A hairdresser works in a ...    | market               | <u>hairdresser's</u> | farm              |
| A teacher works in a ...        | <u>school</u>        | tailor's shop        | hospital          |
| A cook works in a ...           | farm                 | hospital             | <u>restaurant</u> |
| A stall holder works in the ... | tailors' shop        | <u>market</u>        | shop              |
| A shopkeeper works in a ...     | hairdresser's        | <u>shop</u>          | hospital          |

|  |  |                         |
|--|--|-------------------------|
| <b>Lesson Title:</b> Plural Nouns: -es | <b>Theme:</b> Nouns: Singular and Plural |                         |
| <b>Lesson Number:</b> L-04-026         | <b>Class/Level:</b> Class 4              | <b>Time:</b> 35 minutes |

|   |  |   |   |  |   |
|---|--|---|---|--|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to change singular nouns to plural by adding 'es'.</p> |  | <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan)</p> |  | <p><b>Preparation</b><br/>Write the story (at the end of the lesson plan) on the board.</p> |
|---|--|---|---|--|---|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Can you tell me a noun? Raise your hands. Pupils answer.
3. **Ask:** How do we make it plural noun? Raise your hands. (Answer: add 's')
4. **Say:** Let's remember some plurals.
5. Hold up 1 pen. **Say:** pen. Hold up 2 pens. **Say:** 2 pens. Say the 's' loudly.
6. Repeat with rulers and books.
7. Tell pupils that today they will change singular nouns to plural by changing the ending to 'es'.

### Introduction to the New Material (10 minutes)

1. Explain the meaning of the word 'sharp'.
2. Point to the story on the board. **Read** the story
3. Do actions as you read the story. Check pupils understand the words in the story. Explain any new words using the local language as required.
4. Explain that usually we add 's' to the end to make a plural.
5. **Ask:** Which nouns in the story are already plural? Raise your hands. (Answer: forks, spoons)
6. Explain that the plural of some words is different.
7. **Write** 'potato' on the board. **Say:** We add 'es' to make this plural. **Write** 'potatoes'.
8. **Write** 'box' on the board. **Say:** We add 'es' to make this plural. **Write** 'boxes'

### Guided Practice (10 minutes)

1. **Write** these words in a list on the board in a vertical list: potato, box, bus, church, glass, dish. Sound out each word as you write it. Emphasise the endings.
2. **Say:** We add 'es' to make these words plural.
3. **Ask:** What is the plural of bus? Raise your hand to answer. (Answer: Buses.)
4. **Write:** buses. **Say:** bus buses.
5. Repeat for the other words: potato-potatoes; box-boxes; bus-buses; church-churches; glass-glasses
6. Ask the pupils if they can see anything that these words have in common. Give them 2 minutes to decide.
7. Tell them that they nearly all have endings that are sounded out. ch, x, s. Potato is an odd-one-out and needs to be remembered. For nouns which end in 'o', we usually add 'es'.
8. Ask them to find one more example in the story. (Answer: dish-dishes.)

### Independent Practice (11 minutes)

1. **Say:** Open your exercise books. Write 'es' at the top of the page. Copy the list of singular and plural nouns that end with 'es'. You have 4 minutes.
2. Ask pupils to write 2 sentences. Tell pupils that each sentence must have at least 1 plural noun in it.
3. Give pupils 6 minutes.
4. Have a few pupils volunteer come to the front and read their sentences to the class.

**Closing** (1 minute)

1. **Ask:** What is the plural of box? (Answer: boxes)
2. **Ask:** What is the plural of glass? (Answer: glasses)
3. Praise pupils for their hard work.

[*STORY: THE BLUNT KNIFE*] by Karen Waterston.

Let me tell you a story. It is a story about a knife.

This knife was not very sharp. It could not cut a potato. It could not cut a leaf and it could not even cut a box. It stayed on the shelf. No-one used the knife.

The knife was very sad and lonely. 'I must be sharp. It is my job', thought the knife. 'I want to be with the forks and spoons in the kitchen. I want to join the party.'




So, the knife decided to go on the bus to the city. 'Where is the knife-sharpener?' asked knife.

'On the roof' said the man in the church. The knife went to the roof of the church. It saw the knife-sharpener and his family. The wife looked at the knife and said 'Come here, let me help you'. She sharpened the knife. It was sharp again.

At home, the knife started to cut. It cut a scarf. It cut a glass and even a dish but it did not cut the butterfly. The knife was happy again. The people were not!

What else can the knife cut?

|   |  |                         |
|---|--|-------------------------|
| <b>Lesson Title:</b> Plural Nouns: -ies | <b>Theme:</b> Nouns: Singular and Plural |                         |
| <b>Lesson Number:</b> L-04-027          | <b>Class/Level:</b> Class 4              | <b>Time:</b> 35 minutes |

|  |   |   |
|--|---|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to change nouns that end in 'y' to 'ies' to form the plural.</p> |  <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan)</p> |  <p><b>Preparation</b><br/>1. Write the story (at the end of the lesson plan) on the board.<br/>2. Write these words on the board: baby, city, family, party, fly, story, lady, lorry.</p> |
|--|---|---|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** How do we change 'bus' to make it plural? (Answer: add 'es')
3. **Say:** Tell me other nouns that we add 'es' to make the plural form. (Answer: church, box, bus, glass, potato)
4. Tell pupils that today they are going to learn more plural nouns.

### Introduction to the New Material (10 minutes)

1. Point to the story on the board. **Ask:** Do you remember the story from the last lesson? Raise your hand to answer.
2. **Say:** I am going to read the story again.
3. Read the story.
4. Remind pupils that usually we add 's' to make a plural.
5. **Ask:** Which nouns in the story are regular and end in 's' only? Raise your hand. (Answer: forks and spoons)
6. Underline the words in the story.
7. **Say:** Last lesson we added 'es' to some nouns to make plurals.
8. **Ask:** Which words were these? Raise your hands. (Answer: potato, box, bus, church, glass)
9. Underline the words in the story.
10. **Say:** Look at these words. Underline the words in the story: party, city, family, butterfly.
11. **Ask:** What is the last letter of these words? Pupils say: 'y'.
12. **Ask:** What is the letter before the 'y', a consonant or a vowel? Pupils say: consonant.
13. **Write** the underlined words in a list on the board: story, party, city, family, butterfly.
14. Point to the first word, 'story'.
15. **Write** 'stories'.
16. **Say:** For nouns which end in a consonant + 'y', change the 'y' to an 'i' and add 'es'. This makes the nouns ending in a consonant and 'y' plural.

### Guided Practice (10 minutes)

1. Point to the next word 'party'. **Write** 'parties'.
2. **Say:** We change the 'y' to an 'i' and add 'es'.
3. **Ask:** Who can come to the board and make the next word plural?
4. Have a pupil to come to the front. Give the pupil a piece of chalk. Ask him/her to write the plural of the word 'city'. The other pupils can help.

5. **Say:** We change the 'y' to an 'i' and add 'es'.
6. Repeat for the other words city, family, butterfly.
7. **Say:** These words end in a consonant and 'y'. We change these words into plurals by changing 'y' to 'i' and adding 'es'.

#### **Independent Practice** (10 minutes)

1. Read these words from the board: baby, city, family, party, fly, story, lady, lorry
2. Ask pupils to write the words in their exercise books.
3. Give pupils 2 minutes.
4. Put pupils in pairs.
5. **Say:** Write the plurals of these words. You have 5 minutes.
6. Have pupils raise their hand to tell you the plural nouns.
7. **Write** the answers on the board. (Answer: cities, families, parties, flies, stories, ladies, lorries)
8. Ask pupils to raise their hand if they can make a sentence with 1 of the words. **Write** the sentences on the board.

#### **Closing** (2 minutes)

1. **Ask:** What is the plural of butterfly and how do you spell it? (Answer: Butterflies.)
2. **Ask:** What is the plural of story and how do you spell it? Raise your hands. (Answer: Stories.)
3. Praise pupils for their hard work.

[STORY: THE BLUNT KNIFE] by Karen Waterston

Let me tell you a story. It is a story about a knife.

This knife was not very sharp. It could not cut a potato. It could not cut a leaf and it could not even cut a box. It stayed on the shelf. No-one used the knife.

The knife was very sad and lonely. 'I must be sharp. It is my job', thought the knife. 'I want to be with the forks and spoons in the kitchen. I want to join the party.'




So, the knife decided to go on the bus to the city. 'Where is the knife-sharpener?' asked knife.

'On the roof' said the man in the church. The knife went to the roof of the church. It saw the knife-sharpener and his family. The wife looked at the knife and said 'Come here, let me help you'. She sharpened the knife. It was sharp again.

At home, the knife started to cut. It cut a scarf. It cut a glass and even a dish but it did not cut the butterfly. The knife was happy again. The people were not!

What else can the knife cut?

|   |  |                         |
|---|--|-------------------------|
| <b>Lesson Title:</b> Plural Nouns: -ves | <b>Theme:</b> Nouns: Singular and Plural |                         |
| <b>Lesson Number:</b> L-04-028          | <b>Class/Level:</b> Class 4              | <b>Time:</b> 35 minutes |

|   |   |   |
|---|---|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to change singular to plural nouns using 'ves'.</p> |  <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan)</p> |  <p><b>Preparation</b><br/>1. Write the story (at the end of the lesson plan) on the board.<br/>2. Write these words on the board under List 1: leaf, shelf, roof, wife, scarf.<br/>3. Write these nouns on the board under List 2: knife, life, thief, leaf, scarf, roof.</p> |
|---|---|---|

### Opening (4 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What plural words did you learn last lesson? Raise your hand to answer. (Answer: stories, families, butterflies, parties, cities.) **Write** the words on the board.
3. **Ask:** Do you remember the rule? (Answer: For nouns ending in consonant + 'y', we change the 'y' to an 'i' and add 'es'.)
4. Tell pupils that today they are going to learn how to form more plural nouns.

### Introduction to the New Material (10 minutes)

1. Point the story on the board. Tell pupils that this is the story from the last lesson.
2. **Ask:** What is the story about? (Answer: A knife.)
3. **Say:** What is the last sound of the word 'knife'? (Answer: /f/) What is the plural of 'knife'? Raise your hand to answer.
4. **Say:** The plural of 'knife' is 'knives'. **Write** the 'knife-knives' on the board.
5. **Say:** Let's read the story again. Say 'stop' when there is a word with the sound 'f' at the end.
6. **Read** the story. Pupils say 'stop' when they hear the words: knife, leaf, shelf, roof, wife and scarf.
7. If pupils do not recognise words ending with a /f/ sound, stop and repeat the word 2 or 3 times.
8. **Write** 'knife' on the board.
9. Explain that this word ends in 'fe' but has a final /f/ sound.
10. Point to the words 'knife' and 'knives'
11. **Say:** knife-knives. Pupils repeat 3 times.
12. Explain that for nouns ending in a final /f/ sound, we change the 'f' to 'v' and add 'es'.

### Guided Practice (8 minutes)

1. **Ask:** Can you see any other nouns ending with an 'f' sound in the story? Raise your hands. Pupils say any nouns they can see which have a final 'f' sound.
2. Read the words on the board in List 1: leaf, shelf, roof, wife, scarf.
3. **Ask:** Who can change these words into plurals? Pupils raise their hands.
4. Have different pupils come to the board. Give them a piece of chalk. Pupils write the plurals. Other pupils watch and say if it is correct. (Answers: leaf-leaves; shelf-shelves; roof-rooves; wife-wives; scarf-scarves.)

### **Independent Practice** (12 minutes)

1. Read these nouns on the board from List 2: knife, life, thief, leaf, scarf, roof.
2. Explain any new words.
3. **Say:** Write 6 sentences. Each sentence must have 1 plural form of the nouns on the board.
4. Do an example on the board. **Write:** The leaves on the tree are very green.
5. Give pupils 8 minutes.
6. Have different pupils raise their hand and say the plural forms of the verbs. **Write** the answers on the board. (Answer: knives, lives, thieves, leaves, scarf, rooves)
7. Have 3 or 4 pupils read their sentences in front of the class.

### **Closing** (1 minute)

1. **Ask:** The plural of knife is ...? (Answer: knives)
2. Praise pupils for their hard work.

[*STORY: THE BLUNT KNIFE*] by Karen Waterston.

Let me tell you a story. It is a story about a knife.

This knife was not very sharp. It could not cut a potato. It could not cut a leaf and it could not even cut a box. It stayed on the shelf. No-one used the knife.

The knife was very sad and lonely. 'I must be sharp. It is my job', thought the knife. 'I want to be with the forks and spoons in the kitchen. I want to join the party.'




So, the knife decided to go on the bus to the city. 'Where is the knife-sharpener?' asked knife.

'On the roof' said the man in the church. The knife went to the roof of the church. It saw the knife-sharpener and his family. The wife looked at the knife and said 'Come here, let me help you'. She sharpened the knife. It was sharp again.

At home, the knife started to cut. It cut a scarf. It cut a glass and even a dish but it did not cut the butterfly. The knife was happy again. The people were not!

What else can the knife cut?

|  |  |                         |
|--|--|-------------------------|
| <b>Lesson Title:</b> Singular and Plural Nouns | <b>Theme:</b> Nouns: Singular and Plural |                         |
| <b>Lesson Number:</b> L-04-029                 | <b>Class/Level:</b> Class 4              | <b>Time:</b> 35 minutes |

|  |   |  |
|--|---|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to classify nouns that are singular and plural from a passage.</p> |  <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan)</p> |  <p><b>Preparation</b><br/>1. Write the story (at the end of the lesson plan) on the board.<br/>2. Write the table on the board (see Introduction to New Material section)<br/>3. Write these words on the board: baby, cup, half, watch, lady, pencil, class, ferry, wolf.</p> |
|--|---|--|

**Opening (3 minutes)**

1. Greet the class and **write** the date on the board.
2. **Ask:** What plural nouns did you learn last lesson? Raise your hand to answer. (Answer: knives, leaves, rooves, wives, scarves)
3. Tell pupils that today they are going to review all the different singular and plural nouns in the story.

**Introduction to the New Material (10 minutes)**

1. Point to the table on the board.

| Singular (1) | plural: s (2) | plural: es (3) | plural: ies (4) | plural: ves (5) |
|--------------|---------------|----------------|-----------------|-----------------|
|              |               |                |                 |                 |

2. Explain to pupils that you will say a noun from the story. They will hold up fingers to show which column the word should go in: 1 finger for column 1, 2 fingers for column 2, 3 fingers for column 3, 4 fingers for column 4, and 5 fingers for column 5.
3. **Say:** I am going to do an example. Knife. **Say:** Show me which column. Show me with your fingers. (Answer: 5 fingers)
4. **Ask:** What is the plural of 'knife'? Raise your hands. (Answer: knives)
5. **Write:** 'knives' in column 5.
6. Repeat for these words: potato, family, wife, city, fork, dish. (Answers: potatoes (Column 3), families (Column 4), wife (Column 5), city (Column 4), fork (Column 2), dish (Column 3))
7. **Write** the nouns in the table. Ask pupils to copy the table as you write.

**Guided Practice (10 minutes)**

1. Read these words from the board: baby, cup, half, watch, lady, pencil, class, ferry, wolf.
2. Have pupils volunteer to come to the board and write the plural words in the correct columns. Ask the other pupils to see and tell whether they have written the correct word in the right column.

Answers:

|          |           |            |            |
|----------|-----------|------------|------------|
| <b>s</b> | <b>es</b> | <b>ies</b> | <b>ves</b> |
|----------|-----------|------------|------------|



|                 |                    |                   |                  |
|-----------------|--------------------|-------------------|------------------|
| cups<br>pencils | watches<br>classes | ladies<br>ferries | halves<br>wolves |
|-----------------|--------------------|-------------------|------------------|

**Independent Practice** (11 minutes)

1. Tell pupils to read the beginning of the story again. Give them 2 minutes.
2. **Ask:** Which nouns are singular? Raise your hands. (Answers: knife, potato, leaf, box, shelf, job, party)
3. Underline the singular nouns in the story.
4. **Ask:** Which nouns are plural? Raise your hands. (Answers: forks, spoons)
5. Underline the plural nouns in the story.
6. Point to the underlined nouns in the text on the board. **Say:** Write the plural form of the singular nouns. Write the singular form of the plural nouns.
7. Give pupils 6 minutes.
8. Ask pupils to raise their hand to share answers. (Answers: singular to plural – knives, potatoes, boxes, shelves, jobs, parties; plural to singular – fork, spoon.)

**Closing** (2 minutes)




1. **Ask:** What did we learn today? Raise your hands. (Answer: how to make singular nouns plural and plural nouns singular)
2. Praise pupils for their hard work.

[STORY: *THE BLUNT KNIFE*] by Karen Waterston.

This knife was not very sharp. It could not cut a potato. It could not cut a leaf and it could not even cut a box. It stayed on the shelf. No-one used the knife.

The knife was very sad and lonely. 'I must be sharp. It is my job', thought the knife. 'I want to be with the forks and spoons in the kitchen. I want to join the party.'

|                                |  |                         |
|--------------------------------|--|-------------------------|
| <b>Lesson Title:</b> Retelling | <b>Theme:</b> Nouns: Singular and Plural |                         |
| <b>Lesson Number:</b> L-04-030 | <b>Class/Level:</b> Class 4              | <b>Time:</b> 35 minutes |

|  |  |  |        |         |            |        |            |       |          |         |
|--|--|--|--------|---------|------------|--------|------------|-------|----------|---------|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to retell the plot of an oral story.</p> |  <p><b>Teaching Aids</b><br/>Story at the end of the lesson plan)</p> |  <p><b>Preparation</b><br/>1. Practice reading the story (at the end of the lesson plan).<br/>2. Write these words in 2 columns.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 cake</td> <td style="width: 50%;">fingers</td> </tr> <tr> <td>2 potatoes</td> <td>thumbs</td> </tr> <tr> <td>3 balloons</td> <td>hands</td> </tr> <tr> <td>4 apples</td> <td>dresses</td> </tr> </table> | 1 cake | fingers | 2 potatoes | thumbs | 3 balloons | hands | 4 apples | dresses |
| 1 cake   | fingers  |  |        |         |            |        |            |       |          |         |
| 2 potatoes   | thumbs   |  |        |         |            |        |            |       |          |         |
| 3 balloons   | hands  |  |        |         |            |        |            |       |          |         |
| 4 apples   | dresses  |  |        |         |            |        |            |       |          |         |

**Opening (3 minutes)**

1. Greet the class and **write** the date on the board.
2. **Ask:** What did the knife cut in the story in the last lesson? Raise your hand. (Answer: a scarf, glass and dish.)
3. Tell pupils that today they are going to retell a story.

**Introduction to the New Material (10 minutes)**

1. Point to the words on the board. Read the words as you point. Ask the pupils to listen and repeat the words.
2. **Say:** I am going to tell you a story about a sharp knife.
3. Read the story. Point to the words on the board as you tell the story.
4. **Ask** questions to check the pupils understand the story. Tell pupils to raise their hands to answer a question.
  - a. Is the knife sharp? (Answer: Yes)
  - b. How do you know? (Answer: It cuts a lot of things)
  - c. Did the knife cut fingers? (Answer: No.)
  - d. How many balloons did the knife cut? (Answer: 3)
  - e. Why should you be careful of the knife and your fingers? (Answer: A sharp knife can cut your finger.)
5. Read the story again. Do actions for the words you can. Point to the words.
6. Read the story again. Pupils do the actions.

**Guided Practice (10 minutes)**

1. **Say:** Let's tell the story again.
2. **Read** the first line of the story: The knife was sharp again. It was very happy. One day there was a party.
3. Point to the words 'cake' and 'fingers' on the board. Ask pupils what the next part of the story is.
4. Point to the words 'potatoes' and 'thumbs' on the board. Ask pupils what the next part of the story is.
5. Point to the words 'balloons' and 'hands' on the board. Ask pupils what the next part of the story is.

6. Point to the words 'apples' and 'dresses' on the board. Ask pupils what the next part of the story is.
7. Read the last line of the story: Be careful of the sharp knife. Keep your fingers safe.
8. **Write** the first and last lines of the story on the board.

**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** Tell the story using the first and last lines of the story and the words on the board. One pupil tells the story and the other listens. Then change.
3. Give pupils 6 minutes.
4. Have 3 or 4 pairs volunteer to come to the front of the class and retell the story. Point to the words on the board to help them.

**Closing** (2 minutes)

1. **Ask:** What did we learn today? (Answer: to retell a story).
2. Praise pupils for their hard work.

[*STORY: THE KNIFE AT THE PARTY*] by Karen Waterston.

The knife was sharp again. It was very happy. One day there was a party.

The knife cut 1 cake but no fingers.

The knife cut 2 potatoes but no thumbs.




The knife cut 3 balloons but no hands.

The knife cut 4 apples but no dresses.

It was happy.

Be careful of the sharp knife. Keep your fingers safe.

|                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Poetry    | <b>Theme:</b> Oral Language |                         |
| <b>Lesson Number:</b> L-04-031 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to recite a poem and discuss the moral of the poem. |  | <b>Teaching Aids</b><br>Poem (at the end of the lesson plan) |  | <b>Preparation</b><br>Write the poem (at the end of the lesson plan) on the board. |
|---|---|---|--|---|--|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Did you wash your face yesterday? Was the water hot or cold? Did you get soap in your eyes? Raise your hands.
3. Tell pupils that today they are going to read a poem and talk about the lesson the poem teaches.

### Introduction to the New Material (7 minutes)

1. **Write** 'Germs' on the board.
2. **Ask:** Does anyone know what these are? Raise your hand to answer. (Answer: Tiny bugs in your body that make you ill.)
3. **Say:** We are going to read a poem about Bunty and germs.
4. Read the poem clearly and slowly but with expression.
5. Read the poem again.
6. **Ask:** Which words are new? Which words do you not understand? Explain the meanings. Draw a picture, do an action or explain in the local language. (Some possible new words: outside – in the open air like in a park or field; mud pies – cakes made with mud; clean – remove dirt; soap – thing used to clean with water; dream – thoughts and pictures you see when you sleep; chasing – running after; trouble – problem; bubbles – round ball made with water; worm – small animals found in the ground; scrub – rub hard to clean)

### Guided Practice (12 minutes)

1. Read the poem line by line using voices for the different characters. Pupils listen and repeat after you in different voices.
2. Erase these words: butterflies, pies, trouble, bubbles, germs, worms, cream, clean from the poem on the board.
3. Read the poem again pointing to the blank spaces. Stop at the spaces. Pupils say the words.
4. Erase these words: Bunty, Mother, king.
5. Read the poem again pointing to the blank spaces. Stop at the spaces. Pupils say the words.
6. Erase these words: soap, scrubs.
7. Read the poem again pointing to the blank spaces. Stop at the spaces. Pupils say the words.
8. **Ask** questions to check that pupils understand the story. It is important to ask what, where, why and how questions to help pupils think about the poem. Tell pupils to raise their hands to answer.
  - a. What does Bunty play with? (Answer: Butterflies and mud pies.)
  - b. Where does she play? (Answer: Outside.)
  - c. Is it dirty outside? (Answer: Yes.)

- d. What chased Bunty in her dream? (Answer: Germs.)
  - e. How did they go away? (Answer: The bubble army came.)
  - f. What did she do after that? (Answer: She used soap. She was clean.)
  - g. Why is it good to use soap? (Answers: To keep away germs and to stay healthy.)
9. **Say:** Germs can make us ill. It is very important to use soap and keep ourselves clean.

**Independent Practice** (12 minutes)

1. **Ask:** What do you think this poem means? Give pupils 1 minute to think.
2. Listen to pupils' ideas. (Answer: Keep clean or you will be sorry. We must wash. Germs make us sick.)
3. **Say:** Girls. Read the poem.  
Girls read the poem.
4. **Say:** Boys. Read the poem.  
Boys read the poem.
5. Put pupils in pairs.
6. **Say:** Practice reciting the poem. One pupil reads one line. The other pupil reads the next line.
7. Give pupils 6 minutes.
8. Have pairs volunteer to come to the front of the class and recite the poem. Encourage the other pupils to clap when they finish.

**Closing** (2 minutes)




1. Tell pupils you will ask them some questions. Tell them to raise their hands to answer.
2. **Ask:** What did you learn today? Did you like the poem? What does the poem teach us? (Answer: Keep clean or you will be sorry. We must wash. Germs make us sick.)
3. Praise pupils for their hard work.

[*POEM: BUNTY AND BUBBLES*] adapted by Karen Waterston from *Bunty and Bubbly* by Sorit Gupto

[www.africanstorybook.org](http://www.africanstorybook.org)

Bunty loves to play outside  
with butterflies and mud pies.  
Her mother says 'You must get clean',  
But Bunty cries 'I hate soap!  
I will not take a wash!  
One night she has a dream.  
The germs are here, chasing Bunty.  
The soap king is near.  
Bunty asks 'Can you help?' I'm in trouble.'  
'Go!' he tells his army of bubbles.  
The bubble army chase the germs.  
Now, Bunty does not play with worms.  
Instead she uses soap and cream  
and scrubs herself so very clean.

|                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Singing   | <b>Theme:</b> Oral Language |                         |
| <b>Lesson Number:</b> L-04-032 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
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|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to sing and discuss a song that teaches a lesson.</p> |  | <p><b>Teaching Aids</b><br/>Song (at the end of the lesson plan.)</p> |  | <p><b>Preparation</b><br/>Write the song (at the end of the lesson plan) on the board.</p> |
|---|---|---|---|---|--|

**Opening** (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you like singing? What songs do you like? What songs do you know in English? Raise your hands to answer.
3. Tell pupils that today they are going to sing a song.

**Introduction to the New Material** (12 minutes)

1. **Write:** 'share' on the board.
2. **Say:** To share means to happily give someone a part of something that is yours. For example, if I have a chocolate and I give you half, I am sharing it with you.
3. Do an action for 'share'.
4. Point to the song on the board. Read the song. Explain any words the pupils do not know. Do the action for 'share'. (Possible new words: every day – daily; care – to give someone love and attention; kind – someone who is caring and loving)
5. **Say:** Listen and sing along.
6. Sing the whole song so pupils can hear the tune. Do the actions.
7. **Say:** Do the actions with me. Pupils do the actions.
8. **Say:** Let's sing together. Sing each line together doing the actions.
9. Sing the song again together. Do the actions.

**Guided Practice** (10 minutes)

1. Put pupils in pairs.
2. **Ask:** What things do you share? Tell each other.
3. Give pupils 1 minute to tell each other.
4. Have pupils raise their hand to tell you things they share. (Example answers: food, games)
5. **Ask:** How do you feel when you share? Tell each other.
6. Give pupils 1 minute to tell each other.
7. Have pupils raise their hand to tell you how they feel. (Example answers: happy, kind, helpful)
8. **Ask:** Why is sharing good? Tell each other.
9. Give pupils 1 minute to tell each other.
10. Have pupils raise their hand to tell you why sharing is good. (Example answers: To make friends, not everyone has the same things, to be kind.)
11. **Ask:** Whom do you share with? Tell each other.
12. Give pupils 1 minute to tell each other.
13. Have pupils raise their hand to tell you things they share. (Example answers: friends, sister, brother)

14. **Say:** Sharing is very good. We can make friends. We can help each other. We can play with different things. We are good and kind.
15. **Write:** Sharing is very good. We can make friends. We can help each other. We can play with different things. We are good and kind.
16. **Say:** Let's sing the song again. **Sing** the song together.

**Independent Practice** (8 minutes)

1. **Say:** Draw a picture to show sharing. Write 2 sentences about sharing. You can use the words on the board to help you.
2. Give pupils 5 minutes.
3. Put pupils into pairs. **Say:** Describe your picture and read your sentences to your partner.
4. Give pupils 2 minutes.
5. Have 1 or 2 pupils raise their hand to share their sentences with the class.

**Closing** (3 minutes)

1. Ask pupils to Stand up and sing the song together.
2. Praise pupils for their hard work.

[*SONG: WE SHOULD SHARE*] by Tanya Cotter

[*Sing to a familiar tune or chant*]

This is the way we can share our things, share our things, share our things,

This is the way we can share our things, every day of our life.

One for me and one for you, one for me and one for you,

One for me and one for you, every day of our life.

If we share, we show we care, show we care, show we care,

If we share, we show we care, every day of our life.




If we share, we are good and kind, good and kind, good and kind,

If we share, we are good and kind, every day of our life.

We should try and share our things, share our things, share our things,

We should try and share our things, every day of our life.

|                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Poetry    | <b>Theme:</b> Oral Language |                         |
| <b>Lesson Number:</b> L-04-033 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|---|--|---|--|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to define lines, stanzas and verses in poetry.</p> |  | <p><b>Teaching Aids</b><br/>Poem at the end of the lesson plan</p> |  | <p><b>Preparation</b><br/>Write the poem (at the end of the lesson plan) on the board.</p> |
|---|--|---|--|---|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you remember the poem we learned before? **Ask:** Who was in the poem? Raise your hand to answer. (Answer: a friend)
3. Tell pupils that today they are going to learn about lines and verses in poetry.

### Introduction to the New Material (10 minutes)

1. Point to the poem. **Say:** I am going to read part of a poem. The title of the poem is Good and Bad Children. I will read the part about good children only.
2. Read the poem clearly and slowly.
3. Explain any new words. (Possible new words: brittle – something that breaks easily; stately – something or someone that is dignified and royal; sedately – calm and quiet; content – peaceful and happy with what you have; diet – something you eat; bewildering – confusing; innocent – someone who has not done anything wrong; honest – truthful; ancient – very, very long ago; sages – wise people)
4. **Say:** There are different parts/sections in the poem.
5. Point to the title. **Say:** This is the title. What is the title? Raise your hands. (Answer: Good and Bad Children.)
6. **Write** 'title' next to the title of the poem.
7. Read the first line: Children you are very little.
8. **Say:** This is a line. It is one line of the poem. There are many lines in a poem.
9. **Write** 'line' next to the first line.
10. Point to the first verse.
11. **Say:** These lines are the verse.
12. **Write:** Verse next to the first verse.
13. **Say:** A poem has a title, lines and verses in it.
14. Point to the title. **Say:** Title. Pupils listen and repeat.
15. Point to a line. **Say:** Line. Pupils listen and repeat.
16. Point to a verse. **Say:** Verse. Pupils listen and repeat.

### Guided Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** I will ask a question. I will give you 1 minute to think and work with your partner.
3. **Ask:** How many lines are there in the poem?
4. Give pupils 1 minute to think and work with their partner.
5. **Ask:** How many lines are there in the poem? Raise your hand to answer. (Answer: 12)



6. **Ask:** How many verses are there in the poem?
7. Give pupils 1 minute to think and work with their partner.
8. **Ask:** How many verses are there in the poem? Raise your hand to answer. (Answer: 3)
9. **Ask:** How many titles are there in the poem?
10. Give pupils 1 minute to think and work with their partner.
11. **Ask:** How many titles are there in the poem? Raise your hand to answer. (Answer: 1.)
12. **Ask:** What is the title? Raise your hands. (Answer: Good and Bad Children)
13. **Ask:** What is the second line of the poem?
14. Give pupils 1 minute to think and work with their partner.
15. **Ask:** What is the second line of the poem? Raise your hand to answer. (Answer: And your bones are very brittle.)
16. **Ask:** How does the third verse begin?
17. Give pupils 1 minute to think and work with their partner.
18. **Ask:** How does the third verse begin? Raise your hand to answer. (Answer: Happy hearts and happy faces.)

**Independent Practice** (10 minutes)

1. Divide the class into 2 groups – left side and right side.
2. **Say:** I will read each line. I will point to one group and that group should repeat the line.
3. Read each line of the poem clearly and slowly. Ask the left and right groups to repeat after you one at a time.
4. Ask pupils if they understand what lesson the poem teaches. (Answer: to be good children if they want to grow up to be great people.)

**Closing** (2 minutes)

1. Point to different parts of the poem (title, line and verse). Ask pupils what each part is.
2. Praise pupils for their hard work.




[*GOOD AND BAD CHILDREN: VERSES 1, 2 AND 3*] by Robert Louis Stevenson.

Children you are very little.  
 And your bones are very brittle.  
 If you would grow great and stately,  
 You must try to walk sedately.

You must still be bright and quiet.  
 And content with simple diet;  
 And remain, through all bewild'ring,  
 Innocent and honest children.

Happy hearts and happy faces.  
 Happy play in grassy places;  
 That was how in ancient ages,  
 Children grew to Kings and sages.

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|---------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Recitation | <b>Theme:</b> Oral Language |                         |
| <b>Lesson Number:</b> L-04-034  | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to read poems out loud taking note of punctuation. |  | <b>Teaching Aids</b><br>Poem (at the end of the lesson plan). |  | <b>Preparation</b><br>Write the poem (at the end of the lesson plan) on the board. |
|---|--|---|---|---|--|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Show me a question mark in the air. Pupils draw a question mark in the air.
3. **Ask:** When do we use it? Raise your hand. (Answer: To show a question.)
4. **Ask:** What other punctuation do you know? Raise your hand. (Example answers: colon, semi-colon, comma, full stop)
5. Tell pupils that today they will recite a poem and think about the punctuation.

### Introduction to the New Material (13 minutes)

1. Point to the poem. **Say:** Let's read the poem.
2. Read the poem together with the pupils.
3. **Say:** There are different punctuation marks in the poem.
4. Point to the speech marks. **Say:** These are speech marks. They show that someone is speaking. They show the words people say.
5. **Ask:** What does the mother say? Raise your hands. (Answer: You must get clean.)
6. **Ask:** What does Bunty say? Raise your hands. (Answer: I hate soap! I will not take a bath. Can you help? I'm in trouble!)
7. **Ask:** What does the king say? Raise your hands. (Answer: Go!)
8. Point to the exclamation marks. **Read:** I hate soap!
9. Explain that we use the exclamation mark when we shout or we are surprised or we are angry.
10. **Read** the line in strong voice. Pupils listen and repeat in a strong voice.
11. **Ask:** Where is the next exclamation mark? Raise your hands. (Answer: I will not take a bath!)
12. **Say:** 'I will not take a bath!' in a strong voice. Pupils listen and repeat in a strong voice.
13. Point to the question mark. **Read:** Can you help?
14. **Say:** This is a question. We make our voice go up at the end of a question.
15. **Say:** Repeat after me. Can you help? Pupils repeat with a raised tone of voice at the end.

### Guided Practice (8 minutes)

1. Read each line of the poem clearly and slowly but with expression. Make the punctuation marks stand out when you read. Pupils listen and repeat.  
Divide the class into 2 groups – Left and Right. Gesture to each group when it is their turn to read. Group Left reads the first verse. Group Right reads the second verse. Group Left reads the fourth verse. Group Right reads the final verse.
2. Have the groups read the poem again. Group Right reads the first verse. Group Left reads the second verse. Group Right reads the fourth verse. Group Left reads the final verse. Make sure pupils pay attention to punctuation.

### **Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. Tell them to read the poem to each other. Tell them to use the punctuation. Tell them that they can act the different parts if they want to.
3. Give pupils 6 minutes.
4. Have 3 or 4 pairs volunteer to read the poem at the front of the class. Encourage the other pupils to clap when they finish reading.

### **Closing** (2 minutes)

1. **Say:** Show me a question mark in the air. Pupils draw a question mark in the air.
2. **Say:** Show me an exclamation mark in the air. Pupils draw an exclamation mark in the air.
3. Praise pupils for their hard work.

[POEM: *BUNTY AND BUBBLES*] adapted by Karen Waterston from *Bunty and Bubbly* by Sorit Gupto  
[www.africanstorybook.org](http://www.africanstorybook.org)




Bunty loves to play outside  
with butterflies and mud pies.

Her mother says 'You must get clean'  
But Bunty cries 'I hate soap!  
I will not take a bath!'

One night she has a dream.  
The germs are here, chasing Bunty.  
The soap king is near.  
Bunty asks 'Can you help? I'm in trouble.'  
'Go!' he tells his army of bubbles.

The bubble army chase away the germs.  
Now, Bunty doesn't play with worms.  
Instead she uses soap and cream  
and scrubs herself very, very clean.

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|--------------------------------|-----------------------------|-------------------------|
| <b>Lesson Title:</b> Dictation | <b>Theme:</b> Oral Language |                         |
| <b>Lesson Number:</b> L-04-035 | <b>Class/Level:</b> Class 4 | <b>Time:</b> 35 minutes |

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|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to write out sentences given by dictation. |  | <b>Teaching Aids</b><br>Dictation sentences (at the end of the lesson plan) |  | <b>Preparation</b><br>None |
|---|--|---|---|---|----------------------------|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Show me a question mark. Pupils draw the punctuation marks in the air.
3. Show me an exclamation mark. Pupils draw the punctuation marks in the air.
4. Show me a full stop. Pupils draw the punctuation marks in the air.
5. Show me speech marks. Pupils draw the punctuation marks in the air.
6. **Say:** Today you are going to write sentences which I will dictate to you.

### Introduction to the New Material (8 minutes)

1. **Write** the sentences on the board:  
 'Go away!' he shouted.  
 'I am so happy,' he sang.
2. Read the words. Check pupils understand the meaning of the words.
3. **Say:** Look at the punctuation. What punctuation can you see? Raise your hands. (Answer: speech marks, capital letters, commas, exclamation mark.)
4. **Say:** Look where they are. What is around the words that are actually said? (Answer: Speech marks.) Look at the pattern.
5. Draw the pattern on the board: '\_\_\_\_\_,!' he shouted.

### Guided Practice (12 minutes)

1. **Say:** Write the title 'Dictation and Punctuation' in your exercise books.
2. **Say:** Write the sentences I will read to you in your exercise books. They are different from the sentences on the board but they have the same words. Do not worry about punctuation. Just write the words you hear. I will repeat each sentence 3 times.
3. **Read** the first 3 sentences at the end of the lesson. **Read** each sentence slowly and clearly. Stop after each sentence. Repeat the sentence 3 times.
4. Give pupils time to write.
5. **Say:** Now, work with a partner. Check your sentences. Write in the correct punctuation.
6. Give pupils 5 minutes.
7. **Write** the sentences on the board without any punctuation.
8. Have pupils volunteer to come to the board and write the punctuation.

### Independent Practice (10 minutes)

1. **Say:** Write these 3 sentences.
2. Read the next 3 sentences slowly and clearly. Stop after each sentence. Repeat the sentence 3 times.

3. Give pupils time to write.
9. **Say:** Work alone. Check your sentences. Write in the correct punctuation.
10. Give pupils 5 minutes.
11. **Write** the sentences on the board without any punctuation.
12. Have pupils volunteer to come to the board and write the punctuation.




**Closing** (2 minutes)

1. **Ask:** What punctuation marks have you learned today? Raise your hand. (Answer: comma, full stop, question mark, exclamation mark, speech marks.)
2. **Ask:** What else did you do today? Raise your hands to answer. (Answer: dictation)
3. Praise pupils for their hard work.

[DICTATION SENTENCES]

1. 'Go and wait outside!' they shouted.
2. 'Can I come in and sit down?' he asked.
3. 'What are you doing?' they replied.
4. 'I cannot find my bike. Where is it?' he asked.
5. 'Help. Please save us!' we cried.
6. 'I really like my school. Do you like your school?'

|                                  |                              |                         |
|----------------------------------|------------------------------|-------------------------|
| <b>Lesson Title:</b> Punctuation | <b>Theme:</b> Writing Skills |                         |
| <b>Lesson Number:</b> L-04-036   | <b>Class/Level:</b> Class 4  | <b>Time:</b> 35 minutes |

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|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to use punctuation marks when writing original sentences.</p> |  <p><b>Teaching Aids</b><br/>Sentences (at the end of the lesson plan)</p> |  <p><b>Preparation</b><br/>1. Write the sentences (at the end of the lesson plan) on the board.<br/>2. Write the sentences on the board (without punctuation):<br/>a. hello said lucy<br/>b. where are you going asked sorie<br/>c. to the market i want to buy oranges carrots cassava and beans</p> |
|---|---|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** When do we use a full stop? Raise your hands. (Answer: at the end of sentences)
3. **Ask:** When do we use a semi-colon? Raise your hands. (Answer: to connect 2 parts of a sentence)
4. Tell pupils that today they are going to use punctuation marks in their own sentences.

### Introduction to the New Material (10 minutes)

1. Point to the sentences. Read the sentences.
2. Point to the speech marks in the dialogue. **Ask:** What are these? (Answer: speech marks)
3. **Ask:** When do we use them? Raise your hands. (Answer: They show us that someone is talking.)
4. Point to the dialogue. **Ask:** Who is speaking? (Answer: Tete and Khady)
5. Draw speech marks in the air. Pupils draw speech marks in the air.
6. Point to the question mark. **Ask:** What is this? Raise your hands. (Answer: a question mark)
7. **Say:** We use a question mark to ask a question.
8. Draw a question mark in the air. Pupils draw a question mark in the air.
9. Point to full stop. **Ask:** What is this? Raise your hands. (Answer: a full stop)
10. **Say:** We use a full stop at the end of the sentence.
11. Draw a full stop in the air. Pupils draw a full stop in the air.
12. Point to the comma. **Say:** This is a comma. We use commas in a list.
13. Draw a comma in the air. Pupils draw a comma in the air.
14. **Say:** Read the sentences silently to yourself. Give pupils 2 minutes to read.
15. **Ask:** What did Khady see? (Answer: a bird, a cloud, a rainbow and a tiger)
16. **Say** the answer and draw comma sign in the air between each word as you read the list.
17. **Ask:** How many things did she see? (Answer: 4)
18. Point to the exclamation mark. **Say:** This is an exclamation mark. We use this when we are surprised or angry.
19. **Ask:** Why did Tete say: 'What! A tiger!?' (Answer: because there are no tigers in Sierra Leone so he is surprised)
20. Draw an exclamation mark in the air. Pupils draw an exclamation mark in the air.
21. Ask pupils to write the symbols and words in their exercise books as you write them on the board.

22. **Write** the punctuation symbols on the board and what they are next to each:

- a. Speech marks – ‘ \_\_\_ ’
- b. Full stop - .
- c. Comma - ,
- d. Question mark - ?
- e. Exclamation mark - !

**Guided Practice** (10 minutes)

1. Read the sentences on the board:
  - a. hello said lucy
  - b. where are you going asked sorie
  - c. to the market i want to buy oranges carrots cassava and beans
2. **Ask:** Where do we write the punctuation? **Say:** Think for a few minutes.
3. Give pupils 2 minutes.
4. **Ask:** How do we punctuate the first sentence? Raise your hands.
5. Have a volunteer come to the board and punctuate the first sentence. Ask the other pupils if the sentence is correct.
6. Repeat for the other sentences. (Answers: see end of the lesson plan.)
7. **Say:** Write the sentences with the correct punctuation.
8. Give pupils 5 minutes to write and punctuate the sentences.

**Independent Practice** (11 minutes)

1. Put pupils in pairs.
2. **Say:** Write a short dialogue of 2-3 lines. Use correct punctuation.
3. Give pupils 7 minutes.
4. If possible, walk around and look at pupils' work. Correct any punctuation mistakes you see.
5. Have 1 or 2 pupils write their dialogues on the board. Ask other pupils if the punctuation is correct.

**Closing** (1 minute)

1. **Ask:** When do we use a full stop? (Answer: at the end of a sentence)
2. **Ask:** When do we use a comma? (Answer: in a list)
3. Praise pupils for their hard work.

[SENTENCES]

‘What can you see out of the window?’ asked Teteh.




‘I can see a bird, a cloud, a rainbow and a tiger.’

‘What! A tiger!’ exclaimed Teteh.

[ANSWERS FOR GUIDED PRACTICE ACTIVITY]

- a. ‘Hello,’ said Lucy.
- b. ‘Where are you going?’ asked Sorie.
- c. ‘To the market. I want to buy oranges, carrots, cassava and beans.’

|                                |                              |                         |
|--------------------------------|------------------------------|-------------------------|
| <b>Lesson Title:</b> Spellings | <b>Theme:</b> Writing Skills |                         |
| <b>Lesson Number:</b> L-04-037 | <b>Class/Level:</b> Class 4  | <b>Time:</b> 35 minutes |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to spell difficult words. |  | <b>Teaching Aids</b><br>List of difficult words |  | <b>Preparation</b><br>Prepare a list of 6 difficult words for your class. |
|---|---|---|---|---|---|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** How do you spell 'Wednesday'? Raise your hands. Choose a pupil to spell the word.
3. **Ask:** How do you spell 'Tuesday'? Raise your hands. Choose a pupil to spell the word.
4. Tell pupils that today they are going to spell some difficult words.

### Introduction to the New Material (9 minutes)

1. **Write** 'friend' on the board.
2. **Say:** Look at this word. It is 'friend'. Remember the word.
3. Wait 30 seconds.
4. Cover the word with your hand.
5. **Say:** Write the word in your exercise book.
6. Keep your hand on the board and the word covered.
7. When pupils finish writing the word, take your hand away.
8. **Say:** Check your spelling.
9. Pupils check their spelling and correct any mistakes.
10. Erase the word.
11. Repeat for some of these words: thirteen, Wednesday, science, hairdresser, stories, soap, catch, thirsty.  
**You can choose other words that your pupils find difficult to spell.**
12. **Say:** This activity is called 'Look, cover, write, check.' It is useful to help you with writing and spelling.

### Guided Practice (9 minutes)

1. Draw a table with 2 columns on the board. Ask the pupils to copy the table in their exercise books.
2. **Write** 6 words that you know your pupils find difficult in column 1.
3. Ask pupils to write the words in column 1 of the table in their exercise books.
4. Give pupils 2 minutes.
5. **Say:** Use 'look, cover, write, check' to learn the spellings. First look at the word in column 1. Then, cover the word. Then, write the word in column 2. Finally, check if your spelling is correct.
6. **Say:** Work alone. Look at the words in column 1. Cover the words. Write the words in column 2. Finally, check you have spelled the word correctly.
7. Give pupils 5 minutes.






**Independent Practice** (13 minutes)

1. Tell the pupils to look back through their exercise books and find difficult words to spell.
2. **Say:** Find 6 difficult words to spell. Write the words in column 1 of your table.
3. Give pupils 4 minutes.
4. **Say:** Work alone. Now, look, cover, write and check.
5. Give pupils 3 minutes.
6. Put pupils in pairs.
7. **Say:** Show your partner your list of difficult words. First one pupil should ask the other pupil spellings of the words. Then the second pupils should ask the spelling of the words.
8. Give pupils 4 minutes.
9. Have pupils volunteer to tell you some of their difficult words.

**Closing** (1 minute)

1. Ask pupils to spell 'goodbye'. **Write** the spelling on the board.
2. Praise pupils for their hard work.

|                                |                              |                         |
|--------------------------------|------------------------------|-------------------------|
| <b>Lesson Title:</b> Writing   | <b>Theme:</b> Writing Skills |                         |
| <b>Lesson Number:</b> L-04-038 | <b>Class/Level:</b> Class 4  | <b>Time:</b> 35 minutes |

|   |   |   |  |   |  |
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|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to write descriptive sentences.</p> |  | <p><b>Teaching Aids</b><br/>Something green like a leaf or a green coloured paper.</p> |  | <p><b>Preparation</b><br/>1. Find a green coloured object like a leaf or paper.<br/>2. Draw a big basket on the board. Write this sentence under it: This is a basket.</p> |
|---|---|---|--|---|--|

### Opening (1 minute)

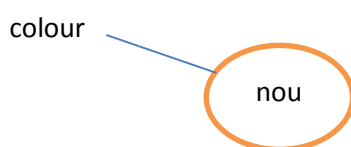
1. Greet the class and **write** the date on the board.
2. **Say:** Let's remember some words.
3. Hold up something green. **Ask:** What colour is this? Pupils answer together.
4. Do an action for 'big'. **Ask:** What is this? Pupils say together: big.
5. Tell pupils that today they are going to write descriptive sentences.

### Introduction to the New Material (9 minutes)

1. Point to the picture of the big basket on the board. Read this sentence from the board: This is a basket.
2. **Ask:** How can we describe this basket? Raise your hand to answer. (Example answers: big, flat, round, deep, useful, colourful.)
3. **Say:** These are adjectives. They tell us more information about the basket.
4. **Write:** This is a big, round basket.
5. Point out the comma between the 2 adjectives. Explain we use the comma when we list adjectives.
6. **Say:** We can add more words.
7. **Write:** This is a useful basket.
8. Ask pupils to tell you a person, place, animal or object. (Example answers: mother, mountain, dog, pencil)
9. **Write** the person, place, animal or object on the board.
10. Ask pupils to tell you some adjectives to describe the word. (Example answer: pencil – red, long, thin, sharp)
11. **Write** the adjectives on the board.
12. **Write** a sentence about the word using the adjectives on the board. (Example answer: This is a long, sharp pencil.)

### Guided Practice (12 minutes)

1. Draw a circle in the middle of the board. Write the word 'noun' in the centre of the circle.
2. Ask pupils to do the same in their exercise books.
3. Tell pupils that there are many adjectives to describe colour.
4. Draw a line from the circle to the left of the circle. **Write** the word 'colour'.



5. **Ask:** What colours do you know? What other adjectives to describe colour do you know? Raise your hands.
6. **Write** the words pupils tell you around the word 'colour'. (Example answers: red, blue)
7. Draw another line from the circle and **write** 'size'.
8. Ask the pupils what adjectives they know for size.
9. **Write** the adjectives pupils tell you around the word 'size' (Example answers: small, big).
10. Draw another line from the circle and **write** 'age'.
11. Ask the pupils what adjectives they know for age.
12. **Write** the adjectives pupils tell you around the word 'age' (Example answers: young, new, 5 years old).
13. Draw another line from the circle and **write** 'material'.
14. Explain that material is something a thing is made of. For example, a table is made from wood.
15. Ask the pupils what adjectives they know for material.
16. **Write** the adjectives pupils tell you around the word 'material' (Example answers: wood, cloth).
17. Draw another line from the circle and **write** 'opinion'.
18. Explain that an opinion is something you think about something. For example, you can think that a dress is beautiful.
19. Ask the pupils what adjectives they know for 'opinion'.
20. **Write** the adjectives pupils tell you around the word 'opinion'. (Example answers: tasty, fun, pretty).




#### **Independent Practice** (12 minutes)

1. **Say:** Apple. Write 2 sentences to describe an apple.
2. Give pupils 4 minutes.
3. **Say:** Sun. Write 2 sentences to describe the sun.
4. Give pupils 4 minutes.
5. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class.

#### **Closing** (1 minute)

1. **Say:** You are writing descriptive sentences. Practice writing more sentences about people, places, objects and animals at home.
2. Praise pupils for their hard work.

|                                  |                              |                         |
|----------------------------------|------------------------------|-------------------------|
| <b>Lesson Title:</b> Punctuation | <b>Theme:</b> Writing Skills |                         |
| <b>Lesson Number:</b> L-04-039   | <b>Class/Level:</b> Class 4  | <b>Time:</b> 35 minutes |

|  |  |  |
|--|--|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to use punctuation marks to read sentences fluently.</p> |  <p><b>Teaching Aids</b><br/>Dialogue at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the dialogue (at the end of the lesson plan) on the board.<br/>2. Think of 2-3 difficult words for spelling.<br/>3. Draw the table on the board (see Introduction to New Material section).</p> |
|--|--|--|

**Opening** (3 minutes)

1. Greet the class and **write** it on the board.
2. **Say** a difficult word. Ask pupils to raise their hands to spell it. **Write** the word on the board.
3. Repeat with 1 or 2 difficult spellings.
4. Tell pupils that today they are going to use punctuation marks to help them to read sentences fluently.

**Introduction to the New Material** (13 minutes)

1. Point to the dialogue on the board.
2. **Read** the dialogue in a boring voice without the correct breaks, expression and fluency.
3. Check the pupils understand the meaning of the words.
4. Point to the question mark. **Say:** Look. This is a question mark. We raise our voice with a question mark. Listen.
5. **Say:** Is anyone there? Make sure your voice goes up at the end. Pupils listen and repeat.
6. Point to the exclamation mark. **Say:** Look. This is an exclamation mark. We express our emotion - surprise, anger, excitement. Listen.
7. **Say:** No! in a strong voice. Pupils repeat.
8. Point to the last exclamation mark. **Say:** Look at the exclamation mark. We say Great! like this.
9. **Say:** Great! in an excited voice. Pupils listen and repeat.
10. Point to the commas. **Say:** These are commas. We use commas in a list. We pause at a comma. Listen.
11. **Say:** Me, my friend, my brother, my sister and my fish. Pupils repeat.
12. Point to the 2 full stops. Explain that when we see a full stop our voice goes down and we stop. We take a breath. This is the end of the sentence.
13. Read the lines of the dialogue to show pupils. Pupils listen and repeat.
14. Explain that we use punctuation to make the story interesting.
15. Point to the table on the board and read it out.

| full stop        | comma                      | exclamation mark          | question mark            |
|------------------|----------------------------|---------------------------|--------------------------|
| stop and breathe | stop for a very short time | strong voice with emotion | voice goes up at the end |

### **Guided Practice** (7 minutes)

1. Read the dialogue. Do actions and use your voice to show the punctuation marks.

A: Hello. Is anyone there? (action: knock on the door)

B: No!

A: Is anyone there? (shout)

B: No!

A: Is anyone there? (quietly)

B: Yes. Me, my friend, my brother, my sister and my fish. (quietly)

A: Great! Let's have a party. (loudly and excited)

2. **Say:** Girls, you are A. Boys, you are B. Read the dialogue.
3. The boys and girls read the dialogue with actions and voice.
4. **Say:** Boys, you are A. Girls you are B. Read the dialogue.
5. The boys and girls read the dialogue with actions and voice.

### **Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** One pupil is A. The other pupil is B. Practice the dialogue.
3. Give pupils 5 minutes.
4. Have 5-6 pairs volunteer to act out the dialogue.

### **Closing** (2 minutes)

1. **Ask:** What punctuation did we study today? (Answers: question mark, exclamation mark, comma and full stop.)
2. Tell pupils to look for punctuation marks in the classroom, in their books, at home and in the community. Tell them to practice reading with fluency.
3. Praise pupils for their hard work.

[*DIALOGUE: IS ANYONE THERE?*] by Karen Waterston.

A: Hello. Is anyone there?

B: No!

A: Is anyone there?




B: No!

A: Is anyone there?

B: Yes. Me, my friend, my brother, my sister and my fish.

A: Great! Let's have a party.

|                                |                              |                         |
|--------------------------------|------------------------------|-------------------------|
| <b>Lesson Title:</b> Pronouns  | <b>Theme:</b> Writing Skills |                         |
| <b>Lesson Number:</b> L-04-040 | <b>Class/Level:</b> Class 4  | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to use pronouns in an original passage. |  | <b>Teaching Aids</b><br>Pictures on the board |  | <b>Preparation</b><br>Draw 3 stick people on the board. Write: me, my brother, my sister under the pictures. |
|---|---|---|---|---|--|

**Opening (2 minutes)**

1. Greet the class and **write** the date on the board.
2. Choose a difficult word for pupils to spell. Ask pupils to raise their hands to spell the difficult word. Repeat this with 2 or 3 difficult words.
3. Tell pupils that today they are going to practice writing.

**Introduction to the New Material (10 minutes)**

1. Draw 3 columns on the board with the headings only – pronoun, verb, object/thing or verb (see below).
2. **Ask:** What is a pronoun? Raise your hand to answer. (Answer: A word that can take the place of the noun in a sentence.)
3. **Write** 'I' in column 1. **Ask:** What other pronouns do you know? Raise your hands. Pupils answer. (Example answers: you, he, she, it, my, we they) **Write** the pronouns in a list in column 1.
4. In column 2, write the verbs 'have/has'. **Ask:** What other verbs do you know? Raise your hands. Pupils say verbs. (Example answers: like/likes, go/goes, play/plays) **Write** pupil's verbs in column 2.
5. In column 3, write 'football'. **Ask:** What things do you like? Raise your hands. Pupils answer. (Example answers: cake, papaya, singing, reading) **Write** pupils' answers in column 3.
6. **Ask:** What do you have?
7. **Write:** brother, sister, a football, a school bag and other responses in column 3.
8. Explain we can have other things.
9. **Ask:** What do you play?
10. **Write:** football, games, music and other responses in column 3.

Example table:

| Pronoun  | Verb  | Object/Thing or Verb   |
|--|---|--|
| I/you/ he/she/it/my<br>brother/sister/ we/<br>they | have/has<br>like/likes<br>enjoy/enjoys<br>dislike<br>play/plays | (a/an/some) cake, papaya, brother, sister,<br>football, music, English, Mathematics, rice,<br>beans<br>sing(ing) ,read(ing), play(ing), learn(ing)<br>etc. |

**Guided Practice (10 minutes)**

1. **Say:** We are going to build some sentences using the table on the board.

2. Point to the table on the board. Point to 'I' in column 1. Point to 'like' in column 2. Point to 'singing' in column 3.
3. **Write:** I like singing.
4. Point to the drawing of your sister.
5. **Say:** This is my sister. Let's build a sentence about my sister.
6. Have pupils build a sentence with you using the words in the table. Point to the words in each column.
7. **Write** the sentence. (Example answer: She likes cake.)
8. **Say:** Look. We use 'she' because it is a girl. We use 's' at the end of the verb for simple present sentences when we say 'he', 'she' or 'it'.
9. Point to the drawing of your brother. **Say:** This is my brother. Let's form a sentence about my brother.
10. Have pupils build a sentence with you using the words in the table. Point to the words in each column.
11. **Write** the sentence. (Example answer: He plays football.)
12. **Say:** Look. We use 'he' because it is a boy. We use 's' at the end of the verb for simple present sentences when we say 'he', 'she' or 'it'.
13. Read the sentences on the board again. Pupils listen and repeat.




#### **Independent Practice** (12 minutes)

1. **Write** on the board:  
This is my ...  
His/Her name is....  
He/She...  
These are my ...  
Their names are ...  
They ...
2. **Say:** Draw 2 stick people in your exercise books. Write the names of some family members next to the pictures.
3. **Say:** Write 3-4 sentences about your family. Use the sentence frames on the board to help.
4. Give pupils 8 minutes.
5. Have pupils volunteer to read out their passages.

#### **Closing** (1 minute)

1. **Ask:** What do you like doing? Raise your hands. Pupils answer in a full sentence. (Example answer: I like dancing)
2. **Ask:** What does your father do? Raise your hands. Pupils answer in a full sentence. (Example answer: My father plays the guitar.)
3. **Say:** Practice writing more sentences about your family members and friends.
4. Praise pupils for their hard work.

|                                |                               |                         |
|--------------------------------|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Pronouns  | <b>Theme:</b> Parts of Speech |                         |
| <b>Lesson Number:</b> L-04-041 | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

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|---|--|---|---|---|---|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to make sentences of their own using pronouns. |  | <b>Teaching Aids</b><br>Jumbled sentences at the end of the lesson plan |  | <b>Preparation</b><br>Write the jumbled sentences (at the end of the lesson plan) on the board. |
|---|--|---|---|---|---|

### Opening (2 minutes)

1. Greet the class and **write** the day on the board.
2. Ask pupils some questions about which people do things at their home. Tell pupils to raise their hands.
3. **Ask:** Who cooks in your house? Who cleans the house? Who goes to work?
4. **Say:** Today you are going to make sentences of your own using pronouns.

### Introduction to the New Material (9 minutes)

1. **Say:** We are going to review some pronouns.
2. Point to yourself. **Say:** I. Pupils say: I.
3. Do an action for 'you'. Pupils say: you.
4. Point to a boy pupil. **Say:** He. Pupils say: he.
5. Point to a girl pupil. **Say:** She. Pupils say: she.
6. Point to the board. **Say:** It. Pupils say: it.
7. Point to the whole class. **Say:** We. Pupils say: we.
8. Point to a girl and a boy pupil. **Say:** They. Pupils say: they.
9. **Write:** We learn English every day.
10. Point to the pronoun. **Say:** We start a sentence with a person, place or thing.
11. Point to the verb. **Say:** Then we write the verb.
12. Point to the rest of the sentence. **Say:** Then we write the rest of the sentence.
13. **Write:** Dennis lives near me. Dennis is my best friend.
14. Point to the second 'Dennis' in the sentence. **Say:** We can use 'he' here.
15. Erase the second 'Dennis' and write 'He'.
16. **Write:** Lucie is a pupil in my class. Lucie sits next to me.
17. Point to the second 'Lucie'. **Ask:** What can we write instead of Lucie? Raise your hand. (Answer: she)
18. Erase the second 'Lucie' and write 'She'.
19. Explain that we often use pronouns to avoid repeating the same noun.

### Guided Practice (10 minutes)

1. Point to the jumbled sentences on the board. Explain the words are not in the right order.
2. **Say:** Write the sentences in the right order in your exercise books.
3. Give pupils 5 minutes.
4. Have pupils volunteer to read the sentences in the right order.
5. **Write** the sentences on the board:
  - Mohamed drives a car.



- The pupils like English.
  - My mother fetches water every day.
6. Underline 'Mohamed' in the first sentence.
  7. **Say:** I am going to write another sentence about Mohamed.
  8. **Ask:** How can I start the sentence? Raise your hands. (Answer: He)
  9. Underline 'The pupils' in the second sentence.
  10. **Say:** I am going to write another sentence about the pupils.
  11. **Ask:** How can I start the sentence? Raise your hands. (Answer: They)
  12. Underline 'My mother' in the third sentence.
  13. **Say:** I am going to write another sentence about my mother.
  14. **Ask:** How can I start the sentence? Raise your hands. (Answer: she)

**Independent Practice** (13 minutes)

1. Put pupils in pairs.
2. Tell pupils to write 1 more sentence for each of the people in the Guided Practice: Mohamed, the pupils and mother.
3. **Say:** Start your sentence with a pronoun.
4. **Write** an example on the board: Mohamed drives a motorbike. He drives every day.
5. Give pupils 6 minutes.
6. Tell pupils to work alone.
7. **Say:** Write 2 sentences; write 1 sentence with the pronoun 'I' and 1 sentence with the pronoun 'we'.
8. Give pupils 3 minutes.
9. Have 3 or 4 pupils volunteer to read their sentences.

**Closing** (1 minute)

1. Ask pupils what they have learned today.
2. Praise pupils for their hard work.




[JUMBLED SENTENCES]

drives car a Mohamed

English like the pupils

water fetches my mother every day

|   |                               |                         |
|---|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Verb Tenses in a Passage | <b>Theme:</b> Parts of Speech |                         |
| <b>Lesson Number:</b> L-04-042                | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

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|---|---|---|---|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to identify different verb tenses in a passage.</p> |  | <p><b>Teaching Aids</b><br/>Letter at the end of the lesson plan.</p> |  | <p><b>Preparation</b><br/>Write the letter (at the end of the lesson plan) on the board. Underline the words as in the letter.</p> |
|---|---|---|---|---|--|

**Opening (3 minutes)**

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you have family in another town? Raise your hands.
3. **Ask:** Do you visit family in other villages and towns? Raise your hands.
4. Tell pupils that today they are going to read a letter and find different verbs in it.

**Introduction to the New Material (10 minutes)**

1. Point to the letter on the board.
2. **Say:** This is a letter from Tete. He has written a letter to his grandmother. I am going to read the letter.
3. **Read** the letter clearly and slowly. Point to the words as you read them.
4. Check pupils understand the words. Explain words, draw a picture or do an action to help pupils understand.
5. **Say:** Let's read the letter together. Pupils read with you.
6. **Say:** There are a lot of different verbs in the letter.
7. Point to the first underlined verb, 'learned'. **Ask:** Is it past, present or future? Raise your hands. (Answer: past)
8. **Ask:** How do you know? (Answer: It ends in -ed.)
9. Point to the underlined verbs 'am learning'. **Ask:** Is this past, present or future? Raise your hands. (Answer: present)
10. **Say:** We know it is present because there is 'am' which is present.
11. Point to the underlined verbs 'will help'. **Ask:** Is this past, present or future? Raise your hands. (Answer: future)
12. **Ask:** How do you know? (Answer: There is 'will'.)
13. Repeat for other past, present and future verbs in the letter.

**Guided Practice (10 minutes)**

1. **Say:** Look at the underlined words in the letter. I am going to read the letter again. When I see a verb, I will stop. Show me 1 finger if the verb is in the past, 2 fingers if the verb is in the present and 3 fingers if the verb is in the future.
2. **Read** the letter. Stop at the first underlined verb 'learned'.
3. **Say:** Show me. Pupils hold up 1 finger.
4. Continue for the other underlined verbs.
5. **Read** the letter again. Pupils again show 1 finger for past, 2 fingers for present and 3 fingers for future.

### **Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** One pupil says a verb from the letter. The other pupil shows 1, 2 or 3 fingers for past, present or future. Then change roles.
3. Give pupils 6 minutes.
4. Have a pupil volunteer to come to the front of the class. The pupil says a verb. The class show their fingers for past, present or future.

### **Closing** (2 minutes)

1. **Ask:** What did you do yesterday? Raise your hands. (Example answer: I went to play in the park.)
2. **Ask:** What will you do after school? Raise your hands. (Example answer: I will do my homework).
3. Correct pupils if they are not using the correct tense.
4. Praise pupils for their hard work.

[LETTER: DEAR GRANNY] by Karen Waterston.

Dear Granny,

I am sorry I have not written for a long time.

Last month, I learned a lot at school. I played football with my friends and we ate so much oleleh, I was sick.




Now, I am learning English at school. We are writing poems in English.

Next week I will help my father in the fields. I will be tired so I will eat a lot of oleleh but I will not be sick!

See you soon.

Teteh

|   |                               |                         |
|---|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Verb Tenses in our Sentences | <b>Theme:</b> Parts of Speech |                         |
| <b>Lesson Number:</b> L-04-043                    | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to write sentences in the past, present and future tenses.</p> |  | <p><b>Teaching Aids</b><br/>Table at the end of the lesson plan.</p> |  | <p><b>Preparation</b><br/>Write the table (at the end of the lesson plan) on the board. <b>Do not</b> write any verbs in the table.</p> |
|---|--|---|--|---|---|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What kind of verbs did we find in the letter in the last lesson? Raise your hands. (Answer: past, present and future.)
3. Tell pupils that today they are going to write sentences in the present, past and future tenses.

### Introduction to the New Material (12 minutes)

1. Point to the table on the board. Point to the 3 columns. **Say:** There are 3 columns. The first is past, the second is present and third is future.
2. **Say:** I will read the letter. Listen to the letter. Decide which column to put the verbs in. Do not write. Listen, look at the table and think.
3. Read the letter slowly and clearly.
4. Read the letter again. This time, stop at the first underlined verb. Ask pupils which column the verb needs to go in.
5. **Write** the verb 'learned' in the first column. Repeat for all the verbs in the letter.

### Guided Practice (10 minutes)

1. Point to the table on the board. Point to the 'past' column.
2. Ask pupils to raise their hand if they can make a sentence with 1 of the pronouns and 1 of the simple past verbs. Guide pupils to give you a complete sentence (Example answer: Yesterday we ate rice.)
3. **Write** the sentence on the board.
4. Repeat with another pupil.
5. Point to the 'present' column.
6. Ask pupils to raise their hand if they can make a sentence with 1 of the pronouns and 1 of the verbs. Guide pupils to give you a complete sentence (Example answer: Now we are learning English.)
7. **Write** the sentence on the board.
8. Repeat with another pupil.
9. Point to the 'future' column.
10. Ask pupils to raise their hand if they can make a sentence with 1 of the pronouns and 1 of the verbs. Guide pupils to give you a complete sentence (Example answer: Tomorrow we will be at school.)
11. **Write** the sentence on the board.
12. Repeat with another pupil.
13. Read the sentences on the board. Pupils listen and repeat.

### Independent Practice (10 minutes)

- Write:**
  - Yesterday I \_\_\_\_\_
  - Now I \_\_\_\_\_.
  - Tomorrow I \_\_\_\_\_ .
- Say:** Write 3 sentences. Write 1 sentence about yesterday. Write 1 sentence about now. Write 1 sentence about tomorrow. Use the sentence frames to help you. Use the verbs in the table or use other verbs you know.
- Give pupils 8 minutes.
- Have 3 or 4 pupils read their sentences to the class.

### Closing (1 minute)

- Ask:** What did you do yesterday? Raise your hands. Pupils answer. (Example answer: I ate ice cream.)
- Ask:** What will you do tomorrow? Raise your hands. Pupils answer. (Example answer: I will go to the park.)
- Praise pupils for their hard work.

[LETTER: DEAR GRANNY] by Karen Waterston.

Dear Granny,

I am sorry I have not written for a long time.

Last month, I learned a lot at school. I played football with my friends and we ate so much oleleh, I was sick.

Now, I am learning English at school. We are writing poems in English.

Next week I will help my father in the fields. I will be tired so I will eat a lot of oleleh but I will not be sick!




See you soon.

Teteh

[TABLE]

| Past      | Present        | Future        |
|-----------|----------------|---------------|
| I learned | I am learning  | I will help   |
| I played  | We are writing | I will be     |
| we ate    |                | I will eat    |
| I was     |                | I will not be |

|  |                               |                         |
|--|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Verb Tense and Pronouns | <b>Theme:</b> Parts of Speech |                         |
| <b>Lesson Number:</b> L-04-044               | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|  |  |   |
|--|--|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to match the pronouns that go with the verb tense.</p> |  <p><b>Teaching Aids</b><br/>2 tables at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the 2 tables at the end of the lesson plan on the board.<br/>2. Write the Guided Practice sentences on the board (see Guided Practice section).<br/>3. Write the Independent Practice sentences on the board (see Independent Practice section).</p> |
|--|--|---|

**Opening (2 minutes)**

1. Greet the class and **write** the date on the board.
2. Point to a girl. **Ask:** She or he? Pupils say together: she.
3. Point to a boy. **Ask:** She or he? Pupils say together: he.
4. Tell pupils that today they are going to match pronouns and verbs.

**Introduction to the New Material (9 minutes)**

1. Point to table 1 on the board. **Say:** We are going to review the verb 'be'. Listen and repeat.
2. **Say:** I am happy. Pupils repeat.
3. **Say:** You are thirsty. Pupils repeat.
4. **Say:** He is tired. Pupils repeat.
5. Repeat for all the pronouns.
6. **Ask:** What kind of word is happy, tired and hungry in column 3? Raise your hands. (Answer: an adjective, a describing word.)
7. Point to table 2. **Say:** Remember we put '-s' on the end of the verb for 'he', 'she' and 'it'.
8. Underline the 's' in 'likes' and 'plays'.

**Guided Practice (11 minutes)**

1. Point to the Guided Practice sentences on the board:  

|                 |                           |                      |
|-----------------|---------------------------|----------------------|
| _____ am tired. | _____ goes to the market. | _____ play football. |
| _____ is happy. | _____ like oleleh.        | _____ are cold.      |
2. **Ask:** What words can we write in the gaps? Raise your hands. (Answer: pronouns)
3. Do an example with the pupils. **Ask:** What can we write in the first gap? Raise your hands. (Answer: I)
4. Put pupils in pairs.
5. **Say:** Write the sentences in your exercise books. Complete the sentences with a pronoun. Sometimes there is only 1 right answer and sometimes there is more than 1 right answer.
6. Give pupils 8 minutes.
7. Ask pupils to raise their hand and share answers.
8. **Write** the answer on the board and ask pupils to check their work. (Answers: I am tired. She/He goes to the market. We/You/They play football. She/He is happy. We like oleleh. You/We/They are cold.)

**Independent Practice (11 minutes)**

1. Point to the Independent Practice sentences on the board.

\_\_\_\_\_ am happy.      \_\_\_\_\_ runs to school.  
\_\_\_\_\_ is big.      \_\_\_\_\_ like banana arakas.  
\_\_\_\_\_ helps mother.      \_\_\_\_\_ drinks water.

2. **Say:** Work alone. Here are some more sentences. Write them in your exercise book and complete them with a pronoun.
3. Give pupils 10 minutes.

**Closing (2 minutes)**

1. Ask pupils to raise their hand and share answers.
2. **Write** the answer on the board and ask pupils to check their work. (Answer: I am happy. He/she runs to school. He/she/it is big; I /we/you/they like banana akaras. He/she/it helps mother. He/she/it drinks water.)
3. Praise pupils for their hard work.




[TABLE 1]

|           |     |         |
|-----------|-----|---------|
| I         | am  | sad     |
| you       | are | happy   |
| she/he/it | is  | tired   |
| we        | are | hungry  |
| you       | are | thirsty |
| they      | are | tall    |

[TABLE 2]

|               |             |
|---------------|-------------|
| I/you/we/they | like/play   |
| She/he/it     | likes/plays |

|                                       |                               |                         |
|---------------------------------------|-------------------------------|-------------------------|
| <b>Lesson Title:</b> Continuous Tense | <b>Theme:</b> Parts of Speech |                         |
| <b>Lesson Number:</b> L-04-045        | <b>Class/Level:</b> Class 4   | <b>Time:</b> 35 minutes |

|  |  |  |
|--|--|--|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to communicate orally and in writing using the present continuous tense.</p> |  <p><b>Teaching Aids</b><br/>None</p> |  <p><b>Preparation</b><br/>None</p> |
|--|--|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. Do an action (e.g. writing). **Say:** I am writing.
3. Do another action (e.g. jumping) **Say:** I am jumping.
4. Repeat with other verbs (e.g. eating, drinking, sleeping, listening, walking)
5. Tell pupils that today they are going to talk and write to each other using the continuous tense, that is words that end with 'ing'.

### Introduction to the New Material (10 minutes)

1. **Say:** We are going to review some action words. I will say a sentence. You do the action. We are clapping. Do the action and say the sentence.
2. Pupils do the action and say: We are skipping.
3. **Write** 'skip' on the board.
4. **Say:** We are eating. Do the action and say the sentence.
5. Pupils do the action and say: We are eating.
6. **Write** 'eat' on the board.
7. Repeat with the verbs: cook, sleep, work.
8. **Say:** Raise your hand if you can tell me another action word that you know.
9. **Write** the verbs pupils tell you on the board on the board. (Example answers: dance, talk, sit)
10. **Write** some sentences on the board: I am eating. You are skipping. He is sleeping. We are cooking. They are walking.
11. Point to 'am', 'are', 'is' in the sentences. Point to the verbs ending in 'ing'. **Say:** We use the verb 'be' and the 'ing' form of the verb to say what is happening now.

### Guided Practice (10 minutes)

1. **Read** the verbs on the board. Ask pupils to do the action.
2. Explain you will do some of the actions and pupils have to guess what you are doing.
3. Do an action. (e.g. sleep) **Ask:** What am I doing?
4. The pupils guess your actions. Guide pupils to say: You are ...ing. (Example answer: You are sleeping)
5. Repeat with 2 more action verbs. (e.g. read, drink)
6. Repeat step 6 with 4 or 5 different pupils.






### **Independent Practice** (10 minutes)

1. **Write** on the board: What are you doing? I am ...ing.
2. Put pupils in pairs.
3. **Say:** The first pupil does an action. The second pupil asks 'What are you doing?' The first pupil answers using the present continuous. Then change.
4. Do an example. Ask a pupil to volunteer to help you. Do an action (e.g. clap). Guide the pupil to ask, 'What are you doing?' Say, 'I am clapping.'
5. Give pupils 5 minutes.
6. **Say:** Now write down any 2 sentences you said using the present continuous tense.
7. Have pupils volunteer to read their sentences to the class.

### **Closing** (2 minutes)

1. **Ask:** What are you doing now? Raise your hands. Pupils answer. (Example answer: I am studying.)
2. Ask pupils what they have learned today.
3. Praise pupils for their hard work.

|  |                                    |                         |
|--|------------------------------------|-------------------------|
| <b>Lesson Title:</b> Characters: Actions | <b>Theme:</b> Comparing Characters |                         |
| <b>Lesson Number:</b> L-04-046           | <b>Class/Level:</b> Class 4        | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to compare the actions of one character to the other. |  | <b>Teaching Aids</b><br>Story at the end of the lesson plan |  | <b>Preparation</b><br>Draw the table (without the answers) on the board (table in Introduction to New Material section). |
|---|---|---|---|---|--|

**Opening (3 minutes)**

1. Greet the class and **write** the date on the board.
2. Ask pupils what their different family members are doing at the moment. Tell pupils to raise their hands to answer.
3. **Ask:** What is your sister doing at the moment? (Example answer: My sister is studying in school.)
4. **Ask:** What is your father doing now? (Example answer: My father is working in the field.)
5. **Say:** Tell pupils that today they are going to compare the actions of different characters.

**Introduction to the New Material (10 minutes)**

1. Point to the table on the board. Ask pupils to copy it in their exercise books.

| Character | cooking | playing football | planting carrots | fixing the bicycle |
|-----------|---------|------------------|------------------|--------------------|
| mother    | Yes     |                  |                  |                    |
| Hawa      |         |                  |                  |                    |
| Lucy      |         |                  |                  |                    |
| Abu       |         |                  |                  |                    |
| Teteh     |         |                  |                  |                    |
| father    |         |                  |                  |                    |

2. **Say:** I am going to read the beginning of the story. Listen, look at the table and decide what each person in the story is doing. Read the first scene slowly and clearly. Pupils listen.
3. **Say:** I am going to read the beginning of the story again. Write 'Yes' in the correct box of the table.
4. Point to the table. **Say:** Mother is cooking, so we write 'Yes' in the box 'mother' and 'cooking'
5. Read scene 1 again. Pause after each sentence so that pupils can write 'Yes' in the column.
6. Put pupils in pairs. **Say:** Show your table to your partner. Is it the same? Give pupils 3 minutes.
7. Have pupils volunteer to tell you where to write 'Yes'.
8. **Write** 'Yes' in the correct boxes in the table and ask pupils to correct their work. (Answers in table below)

| Character | cooking | playing football | planting carrots | fixing the bicycle |
|-----------|---------|------------------|------------------|--------------------|
|           |         |                  |                  |                    |

|        |     |     |     |     |
|--------|-----|-----|-----|-----|
| mother | Yes |     |     |     |
| Hawa   |     | Yes |     |     |
| Lucy   |     | Yes |     |     |
| Abu    |     |     | Yes |     |
| Teteh  |     |     | Yes |     |
| father |     |     |     | Yes |

### Guided Practice (8 minutes)

- Write** these sentences on the board.
  - The mother is cooking \_\_\_ Lucy is playing football.
  - Lucy \_\_\_ Hawa are playing football.
- Say:** In the first sentence they are doing different things.
- Write** 'but' in the blank space in sentence a.
- Read the sentence. **Say:** in the second sentence they are doing the same thing. We say 'and'.
- Write** 'and' in the blank space in sentence b.
- Read the sentence. **Say:** Tell me about the mother and Abu. Raise your hands. Choose a pupil to say the sentence.
- Write** the sentence on the board: Mother is cooking but Abu is planting carrots.
- Say:** Tell me about Abu and Teteh. Raise your hands. Choose a pupil to say the sentence.
- Write** the sentence on the board: Abu and Teteh are planting carrots.

### Independent Practice (10 minutes)

- Put pupils in pairs. **Say:** Use the table on the board. Write 3 sentences comparing what the different characters are doing. Use 'but' and 'and'. Use the sentences on the board to help you.
- Have pupils volunteer to read their sentences. Ask the other pupils to listen, look at the table and check if the sentence is correct.

### Closing (2 minutes)

- Have pupils volunteer to read their sentences. Ask the other pupils to listen, look at the table and check if the sentence is correct.
- Praise pupils for their hard work.

[A STORY: HELPING MOTHER] by Karen Waterston.

Scene 1: At home




The family is at home. Mother is cooking in the kitchen. Hawa and Lucy are playing football. Abu and Teteh are planting carrots in the garden. Father is fixing the bicycle. Nobody is helping mother.

'Please will you go to the market?' she asked her children.

The children said, 'No, we are very busy.'

'OK. I will go to the market!' she shouts. She is very tired.

|  |                                    |                         |
|--|------------------------------------|-------------------------|
| <b>Lesson Title:</b> Characters: Changes | <b>Theme:</b> Comparing Characters |                         |
| <b>Lesson Number:</b> L-04-047           | <b>Class/Level:</b> Class 4        | <b>Time:</b> 35 minutes |

|  |   |   |
|--|---|---|
|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to examine how the character changes throughout the story.</p> |  <p><b>Teaching Aids</b><br/>Story at the end of the lesson plan</p> |  <p><b>Preparation</b><br/>1. Write the story Helping Mother (at the end of the lesson plan) on the board or on a wall chart.<br/>2. Write the table (without the answers) on the board (see Guided Practice section).</p> |
|--|---|---|

**Opening (1 minute)**

1. Greet the class and **write** the date on the board.
2. Tell pupils that today they are going to look how characters change throughout a story.

**Introduction to the New Material (8 minutes)**

1. **Say:** I am going to read the first scene from story we read in the last lesson. Read the story from the beginning slowly and clearly. Do actions to help the pupils understand the story.
2. Read the story again slowly and clearly. Point to the words on the board. Pupils listen and read silently.
3. Check pupils understand the story. If necessary, read the story again. Do actions, draw pictures or explain new words in the local language. (Possible new words: farmer – person who grows crops in the field; sharp – with pointy edges; granny – grandmother; pocket – place in clothes to put small things; clouds – white fluffy things in the sky; puddle – small pool of water on the ground; hungry – to feel like eating food)

**Guided Practice (12 minutes)**

1. Point to the table on the board.

|          | before | middle | after |
|----------|--------|--------|-------|
| mother   |        |        |       |
| children |        |        |       |

2. Ask questions about the story. Tell pupils to raise their hands to answer a question.
3. **Ask:** How does the mother feel at the beginning of the story? (Answer: tired) **Write** 'tired' in the table.
4. **Ask:** How do the children feel at the start of the story? (Example answer: did not feel like helping mother) **Write** 'did not feel like helping mother' in the table.
5. **Ask:** How does the mother feel in the middle of the story? (Answer: sad) **Write** 'sad' in the table.
6. **Ask:** How do the children feel in the middle of the story? (Answer: hungry) **Write** 'hungry' in the table.
7. **Ask:** How does the mother feel at the end of the story? (Answer: happy) **Write** 'happy' in the table.

8. **Ask:** How do the children feel at the end of the story? (Answer: happy) **Write** 'happy' in the table.
9. Explain how the mother and children change in the story. Point to the words. (Answers below)

|          | before                           | middle | after |
|----------|----------------------------------|--------|-------|
| mother   | tired                            | sad    | happy |
| children | did not feel like helping mother | hungry | happy |

**Independent Practice** (12 minutes)

- Say:** Draw a picture of the mother at the start and end of the story. You have 3 minutes.
- Say:** Draw a picture of the children at the start and end of the story. You have 3 minutes.
- Say:** Write 2 sentences about how the mother felt at the start and end of the story. Write 2 sentences about how the children felt at the end of the story. You have 6 minutes.

**Closing** (2 minutes)

- Have 3 or 4 pupils volunteer to read their sentences to the rest of the class. Praise pupils.

[A STORY: HELPING MOTHER] by Karen Waterston.

SCENE 1

The family is at home. Mother is cooking in the kitchen. Hawa and Lucy are playing football. Abu and Teteh are planting carrots in the garden. Father is fixing the bicycle. Nobody is helping mother.

'Please can you go to the market?' she asked her children.

They said 'No, we are very busy.'

'OK. I will go to the market!' she shouts. She is tired.

SCENE 2

Mother goes to the market. She bought eggs from the old farmer. She put the eggs on her head.

She bought meat from the butcher with a sharp knife. She put the meat in her bag.

She bought salt from the old granny. She put the salt in her pocket.

SCENE 3




She looked up at the sky. She saw black clouds. She ran home very quickly. She was very tired. On the way, she stepped in a big, black puddle. She fell over. The eggs broke. The meat fell in the water. The salt was wet. She was very sad.

She went home. Hawa, Lucy, Abu and Teteh were very hungry but there was no food.

The next day the children went to the market. They bought eggs, meat, salt and 6 sweets, one for each of them and one for their mother. They gave the sweet to their mother. She hugged them and cooked them a big dinner. Everyone was happy. Now, they help their mother.

Who is the last sweet for?

|   |                                    |                         |
|---|------------------------------------|-------------------------|
| <b>Lesson Title:</b> Drama: Market Scenes | <b>Theme:</b> Comparing Characters |                         |
| <b>Lesson Number:</b> L-04-048            | <b>Class/Level:</b> Class 4        | <b>Time:</b> 35 minutes |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to act a scene with dialogues with a partner.</p> |  | <p><b>Teaching Aids</b><br/>1. Dialogue at the end of the lesson plan.<br/>2. Story at the end of the lesson plan.</p> |  | <p><b>Preparation</b><br/>Write the dialogue (at the end of the lesson plan) on the board.</p> |
|---|---|---|--|---|--|

**Opening** (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What is a play? Raise your hand. (Example answer: A play is a performance or acting out of a story.)
3. **Ask:** Do you make up plays with your friends? Raise your hands to answer.
4. Tell pupils that today they are going to act out a short play.

**Introduction to the New Material** (12 minutes)

1. **Ask:** Do you remember the story about helping mother? Raise your hands.
2. **Say:** I am going to read the scene at the market again.
3. Read scene 2: at the market, 2 times
4. Explain that in a play there are characters. They say words and do actions.
5. **Ask:** What characters are there in this scene? Raise your hands. (Answers: Mother, farmer, butcher, old granny.)
6. Point to the dialogue. **Say:** This is what they say.
7. Read the dialogue 2 times.
8. Check pupils understand the words.
9. **Say:** Let's read it again.
10. Read and do actions for each character. For example: the butcher does an action for chopping meat. The mother does an action for putting the eggs on her head.
11. Read the dialogue again. The pupils do actions.

**Guided Practice** (10 minutes)

1. Divide the class into 4 groups – left front, left back, right front, right back.
2. **Say:** Left front: You are the old granny. Left back: You are the butcher with the sharp knife. Right front: You are the farmer. Right back: You are the tired mother.
3. Point to the different parts of the dialogue and tell groups which parts they are going to say.
4. Ask pupils to look at their group's lines and plan how they are going to say them.
5. Give pupils 3 minutes.
6. Gesture when it is a group's turn to speak. Each group reads their own lines and does the actions.
7. Encourage pupils to use their voice. For example, a strong voice for the butcher, a tired voice for the mother, an old voice for the granny.

**Independent Practice** (9 minutes)

1. **Say:** Now the groups will change. Right front: You are the old granny. Right back: You are the butcher with the sharp knife. Left front: You are the farmer. Left back: You are the tired mother.
2. Point to the different parts of the dialogue and tell groups which parts they are going to say.
3. Ask pupils to look at their group's lines and plan how they are going to say them.
4. Give pupils 3 minutes.
5. Gesture when it is a group's turn to speak. Each group reads their own lines and does the actions.
6. Encourage pupils to use their voice. For example, a strong voice for the butcher, a tired voice for the mother, an old voice for the granny.

**Closing** (2 minutes)

1. **Ask:** Do you like acting? Raise your hands. Pupils answer.
2. Tell pupils they can make a story of their own to act with their friends.
3. Praise pupils for their hard work.

[*DIALOGUE*] by Karen Waterston.

Mother: Can I have 12 eggs, please?  
 Old farmer: Here you are.  
 Mother: Can I have some meat, please?  
 Butcher: Here you are.  
 Mother: Can I have some salt, please?  
 Old granny: Here you are.  
 Mother: Thank you.

[*STORY: HELPING MOTHER*] by Karen Waterston.

**Scene 2: At the market**




The mother goes to the market.

She bought eggs from the old farmer. She put the eggs on her head.

She bought meat from the butcher with a sharp knife. She put the meat in her bag.

She bought salt from the old granny. She put the salt in her pocket.

|                                |                                    |                         |
|--------------------------------|------------------------------------|-------------------------|
| <b>Lesson Title:</b> Drama     | <b>Theme:</b> Comparing characters |                         |
| <b>Lesson Number:</b> L-04-049 | <b>Class/Level:</b> Class 4        | <b>Time:</b> 35 minutes |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to dramatise a familiar story. |  | <b>Teaching Aids</b><br>Story (at the end of the lesson plan) |  | <b>Preparation</b><br>Write the story at the end of the lesson plan on the board. |
|---|--|---|---|---|---|

### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you remember the story about helping mother? Raise your hands if you remember.
3. Tell pupils that today they are going to dramatise the story.

### Introduction to the New Material (5 minutes)

1. Read the story. Pupils listen and follow.
2. **Say:** Count how many characters there are in the play. Listen carefully.
3. Read the story. Pupils count the characters.
4. **Ask:** How many characters are there? Raise your hands. (Answer: 9.)
5. **Ask:** What are the characters names? Raise your hands. (Answer: Mother, Hawa, Lucy, Abu, Teteh, father, farmer, butcher, old granny.)
6. **Ask:** Where all does the story happen? Raise your hands. (Answer: Home and the market.)
7. **Ask:** How many scenes are there? Raise your hands. (Answer: 3.)

### Guided Practice (8 minutes)

1. **Say:** There are 3 scenes in the play. Point to the board. Let us the 3 scenes. Read after me, with expression.
2. Read scene 1. Read the story sentence by sentence. Read with expression and act out the characters. Pupils listen and repeat.
3. Read scene 2. Read the story sentence by sentence. Read with expression and act out the characters. Pupils listen and repeat.
4. Read scene 3. Read the story sentence by sentence. Read with expression and act out the characters. Pupils listen and repeat.

### Independent Practice (18 minutes)

1. Put pupils in pairs.
2. **Say:** Choose 1 of the scenes. Practice reading the story. Practice reading with expression. Act out the characters. Pay attention to punctuation.
3. Give pupils 10 minutes to practice.
4. Have 2 pairs of volunteers to come to the front of the class and act out scene 1.
5. Have 2 pairs of volunteers to come to the front of the class and act out scene 2.
6. Have 2 pairs of volunteers to come to the front of the class and act out scene 3.
7. Ask all the other pupils to clap at the end of each scene.

### Closing (2 minutes)

1. **Ask:** Where did mother put the eggs? Raise your hands. (Answer: on her head)



2. **Ask:** Where did mother put the salt? Raise your hands. (Answer: in her pocket)
3. Praise pupils for their hard work. Tell them what good actors they are.

[A STORY: *HELPING MOTHER*] by Karen Waterston.

#### SCENE 1

The family is at home. Mother is cooking in the kitchen. Hawa and Lucy are playing football. Abu and Teteh are planting carrots in the garden. Father is fixing the bicycle. Nobody is helping mother.

'Please can you go to the market?' she asked her children.

They said 'No, we are very busy.'

'OK. I will go to the market!' she shouts. She is tired.

#### SCENE 2

Mother goes to the market. She bought eggs from the old farmer. She put the eggs on her head.

She bought meat from the butcher with a sharp knife. She put the meat in her bag.

She bought salt from the old granny. She put the salt in her pocket.

#### SCENE 3




She looked up at the sky. She saw black clouds. She ran home very quickly. She was very tired. On the way, she stepped in a big, black puddle. She fell over. The eggs broke. The meat fell in the water. The salt was wet. She was very sad.

She went home. Hawa, Lucy, Abu and Teteh were very hungry but there was no food.

The next day the children went to the market. They bought eggs, meat, salt and 6 sweets, one for each of them and one for their mother. They gave the sweet to their mother. She hugged them and cooked them a big dinner. Everyone was happy. Now, they help their mother.

Who is the last sweet for?

|   |                                    |                         |
|---|------------------------------------|-------------------------|
| <b>Lesson Title:</b> Subject–Verb Agreement | <b>Theme:</b> Comparing Characters |                         |
| <b>Lesson Number:</b> L-04-050              | <b>Class/Level:</b> Class 4        | <b>Time:</b> 35 minutes |

|   |  |   |  |   |  |
|---|--|---|--|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to explain subject-verb agreement.</p> |  | <p><b>Teaching Aids</b><br/>3 sets of sentences at the end of the lesson plan.</p> |  | <p><b>Preparation</b><br/>Write the 3 sets of sentence (at the end of the lesson plan) on the board.</p> |
|---|--|---|--|---|--|

### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** I am happy. Pupils say: I am happy.
3. **Say:** You are happy. Pupils say: You are happy.
4. **Say:** He is happy. Pupils say: He is happy.
5. **Say:** She is happy. Pupils say: She is happy.
6. **Say:** It is happy. Pupils say: It is happy.
7. **Say:** We are happy. Pupils say: We are happy.
8. **Say:** They are happy. Pupils say: They are happy.
9. **Say:** These are all the different forms of the verb ‘be’.
10. Tell pupils that today they are going to learn more about how verbs change in sentences.

### Introduction to the New Material (10 minutes)

1. Point to the first sentence: The mother goes to the market.
2. **Ask:** Is this past, present or future? Raise your hands. (Answer: present)
3. Erase ‘The mother’. **Write** ‘We’.
4. Explain we need to change the verb to match the person.
5. Change ‘goes’ to ‘go’ in the sentence. (New sentence: We go to the market)
6. Point to the second sentence: She shouts.
7. **Ask:** Is this past, present or future? (Answer: present.)
8. Erase ‘she’ in the second sentence. **Write** ‘I’.
9. Change ‘shouts’ to ‘shout’. (New sentence: I shout)
10. Point to the third sentence: She bought eggs.
11. **Ask:** Is this past, present or future? (Answer: past)
12. Erase ‘She’. **Write** ‘You’.
13. **Ask:** Is the sentence right or wrong? Raise your hands. (Answer: right)
14. Explain that for the simple past the verb always stays the same.
15. Point to the fourth sentence: I will go to the market.
16. **Ask:** Is this present, past or future? (Answer: future)
17. Erase ‘I’. **Write** ‘They’.
18. **Ask:** Is it this sentence right or wrong? (Answer: right)
19. Explain that for future with ‘will’ the verb after ‘will’ stays the same.

### Guided Practice (10 minutes)

1. Point to the second set of sentences on the board.
2. **Say:** Read the first sentence. Pupils read: We go home.

3. Point to the 'He...' after it. **Ask:** How will the sentence change if 'We' changes to 'He'? Raise your hand. (Answer: He goes home)
4. **Write** the answer on the board.
5. Say: Now do the other 2 sentences on your own. You have 5 minutes.
6. Have pupils volunteer to read out the answers.
7. **Write** the answers on the board and ask pupils to check their work. (Answers: b. We play football. c. They like English.)

### **Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. Point to the third set of sentences. Complete the sentences with the right verb. Read the sentence carefully because some of the sentences are past, some are present and some are future.
3. Give pupils 8 minutes.

### **Closing** (2 minutes)

1. Have pupils volunteer to read their sentences.
2. **Write** the answers on the board and ask pupils to check their work. (Answers: a. We always run fast. b. They played football yesterday. c. He likes English very much. d. You will watch TV tomorrow. e. She is happy today.)
3. Praise pupils for their hard work.

### [SENTENCES 1]

- a. The mother goes to the market.
- b. She shouts.
- c. She bought eggs.
- d. I will go to the market.




### [SENTENCES 2]

- a. We go home. He ...
- b. I play football. We ...
- c. She likes English. They ...

### [SENTENCES 3]

- a. We always \_\_\_\_ (run) fast.
- b. They \_\_\_\_ (play) football yesterday.
- c. He \_\_\_\_ (like) English very much.
- d. You \_\_\_\_ (watch) TV tomorrow.
- e. She \_\_\_\_ (be) happy today.

|  |                                      |                         |
|--|--------------------------------------|-------------------------|
| <b>Lesson Title:</b> Subject-Verb Agreement in Reported Speech | <b>Theme:</b> Subject-Verb Agreement |                         |
| <b>Lesson Number:</b> L-04-051                                 | <b>Class/Level:</b> Class 4          | <b>Time:</b> 35 minutes |

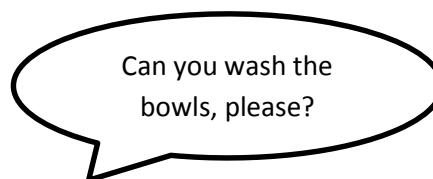
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|--|--|--|
|  <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to use reported speech in sentences with subject-verb agreement. |  <b>Teaching Aids</b><br>Drawings on the board - see preparation. |  <b>Preparation</b><br>Draw on the board: a girl, a woman's face, a man's face. |
|--|--|--|

### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the picture of the girl on the board. **Say:** She is Aminata.
3. Point to the picture of the woman's face. **Ask:** Who do you think is this? Raise your hands. (Answer: Aminata's mother).
4. Point to the picture of the man's face. **Ask:** Who do you think is this? Raise your hands. (Answer: Aminata's father).
5. Tell pupils that today they are going to write some sentences.

### Introduction to the New Material (12 minutes)

1. Draw a speech bubble next to the woman's face.
2. **Write** the question in the speech bubble:
3. Explain that the words in the speech bubble are what Aminata's mother says.
4. Point to the words and ask pupils to read the question: Can you wash the bowls, please? Check pupils understand what this means (pupils can do the action).
5. Read the question: Can you wash the bowls, please?
6. **Write:** She asked her to wash the bowls.
7. Explain that we use 'she' because Aminata's mother is a woman. Explain that we use 'her' because Aminata is a girl.
8. Draw a speech bubbles next to the man's face.
9. **Write** the question in the speech bubble: Can you get some water, please?
10. Ask pupils to read the question. Check they understand the question.
11. **Read** the question: Can you get some water, please?
12. **Write:** He asked her to get some water.
13. Explain that we use 'he' because Aminata's father is a man. Explain that we use 'her' because Aminata is a girl.
14. **Write** and explain the structure: She / He asked (person) to \_\_\_\_\_.



### Guided Practice (10 minutes)

1. Draw another face on the board.
2. **Ask:** Is this a mother or a father? Pupils choose.
3. Draw 3 speech bubbles around the face.

4. **Ask:** What is the mother / father saying? Raise your hands. Pupils suggest 2 questions with 'Can you ...?' (Example answers: Can you cut some vegetables? Can you sweep the room?)
5. **Write** the questions in the speech bubbles.
6. Read a question (Example answer: Can you sweep the room?).
7. **Write:** (She / He) asked me to sweep the room.
8. Ask pupils to say what the sentence means.
9. Read another question (Example answer: Can you cut some vegetables?).
10. **Ask:** What is the sentence? Write the sentence with pupil's help. (Answer: She / He asked me to cut some vegetables.)




**Independent Practice** (10 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Draw a face and a speech bubble. You have 2 minute.
3. **Say:** Write a question in the speech bubble with 'Can you ...?'
4. Give pupils 2 minute.
5. **Say:** Write a sentence with 'He/She asked me ..'
6. Give pupils 2 minute.
7. Have 5-6 pupils volunteer to read their sentence.

**Closing** (1 minute)

1. Ask pupils what they have learned today.
2. Praise pupils and say goodbye.

|  |                                      |                         |
|--|--------------------------------------|-------------------------|
| <b>Lesson Title:</b> Subject of a Sentence | <b>Theme:</b> Subject-Verb Agreement |                         |
| <b>Lesson Number:</b> L-04-052             | <b>Class/Level:</b> Class 4          | <b>Time:</b> 35 minutes |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to use the verb and the subject to match sentence frames.</p> |  | <p><b>Teaching Aids</b><br/>1. Passage (at the end of the lesson plan).<br/>2. Practice sentences at the end of the lesson.</p> |  | <p><b>Preparation</b><br/>1. Write the passage at the end of the lesson plan on the board.<br/>2. Write the practice sentences at the end of the lesson.</p> |
|---|---|---|---|---|--|

### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.  
Tell pupils to stand up. **Say:** Listen, and do the actions.
2. **Say:** Wash the bowls. Pupils do the action at their desks.
3. Repeat with these phrases: sweep the yard, wash your hands, cut the vegetables, look after the baby.
4. Tell pupils that today they are going to read and write some sentences.

### Introduction to the New Material (9 minutes)

1. Explain that the passage on the board is from a diary. If pupils do not know what a diary is, explain that it is a book where some people like to write about their day.
2. Point to the date. Explain that when people write in their diaries, they write the date.
3. Point to the words 'Dear diary'. Explain that people sometimes write this when they write in their diaries.
4. Read the passage slowly and clearly.
5. **Ask** questions about the passage. Guide pupils to raise their hands and answer.
  - a. Where is the writer? (Answer: At Mamie's house.)
  - b. How did she get there? (Answer: She came by bus.)
  - c. How was the journey and how did she feel? (Answer: It was hot and she was tired.)
  - d. What did she do this morning? (Answer: She went to the beach.)
  - e. Where is she now? (Answer: She is at home.)
  - f. What is Mamie doing? (Answer: She's playing with her brother)
  - g. What does Mamie's brother like? (Answer: He likes football.)
6. Read the passage again.

### Guided Practice (10 minutes)

1. **Write** on the board: \_\_\_\_\_ am at Mamie's house. Point to the gap.
2. **Ask:** Which word can go here? Raise your hands. (Answer: I).
3. Explain that the subject 'I' is the only subject that can go with the verb 'am'.
4. **Write** on the board: Now \_\_\_\_\_ are at home. Point to the gap.
5. **Ask:** Which word can go here? Raise your hands. (Example answers: you, we, they, Mamie and Musa)
6. Explain that the subjects 'you', 'we' and 'they' can go with the verb 'are'.

### Independent Practice (10 minutes)

1. Point out the practice sentences on the board:
  - a. \_\_\_\_\_ is playing with her brother. (Example answers: She, He, It, Mamie, Musa, the dog)
  - b. \_\_\_\_\_ was very tired. (Example answers: I, He, She, It, Musa, Mamie, The dog)
  - c. \_\_\_\_\_ were on the bus. (Example answers: You, We, They, 2 women, 2 men)
  - d. \_\_\_\_\_ walked along the beach. (Example answers: I, You, She, He, It, We, They)
  - e. \_\_\_\_\_ will write more tomorrow. (Example answers: I, You, She, He, It, We, They)
  
2. **Say:** Complete the sentence frames on the board. Write the complete sentences in your exercise book. You must complete each sentence with a person. You have 8 minutes.

**Closing** (3 minutes)

1. Have pupils volunteer to read their sentences to the class. Write the answers on the board. Ask pupils to check their work.
2. Praise pupils for their hard work.

[PASSAGE: DEAR DIARY] by Kim Ashmore.

Monday, 29<sup>th</sup> March.

Dear diary,

I am at Mamie's house. I came by bus yesterday. It was hot, and I was very tired. 2 women were on the bus and they looked after me. Then Mamie met me at the bus station.




This morning we walked along the beach. Now we are at home. Mamie's mother cooked rice and stew. She asked me to help her. Mamie is playing with her little brother now. He loves football.

I will write more tomorrow.

[PRACTICE SENTENCES]

- a. \_\_\_\_\_ is playing with her brother.
- b. \_\_\_\_\_ was very tired.
- c. \_\_\_\_\_ were on the bus.
- d. \_\_\_\_\_ walked along the beach.
- e. \_\_\_\_\_ will write more tomorrow.

|                                       |                                      |                         |
|---------------------------------------|--------------------------------------|-------------------------|
| <b>Lesson Title:</b> Verbs in Writing | <b>Theme:</b> Subject-Verb Agreement |                         |
| <b>Lesson Number:</b> L-04-053        | <b>Class/Level:</b> Class 4          | <b>Time:</b> 35 minutes |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to use verbs correctly to agree with the subject when writing.</p> |  | <p><b>Teaching Aids</b><br/>Passage (at the end of the lesson plan)</p> |  | <p><b>Preparation</b><br/>Write the passage at the end of the lesson plan on the board (with gaps).</p> |
|---|--|---|---|---|---|

**Opening** (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** What month is it? Pupils say the month.
3. **Ask:** What was last month? Raise your hand to answer.
4. **Ask:** What's next month? Raise your hand to answer.
5. Tell pupils that today they are going to read and write some sentences.

**Introduction to the New Material** (12 minutes)

1. Explain that the passage on the board is from a letter. Point to the date. Explain that when people write letters, they write the date at the top.
2. Begin reading the letter slowly and clearly. Stop at the first gap.
3. **Ask:** Which person can go in the gap? Point to the verb 'am' after the gap. Which subject can go with this verb? Raise your hands.
4. Let pupils suggest answers. Do not say if they are right or wrong. Do not give the answer.
5. Continue reading the letter.
6. Stop at each gap. At each gap, ask which person can go there. Point to the verb after the gap. Let pupils suggest answers. Do not say if they are right or wrong. Do not give the answer.
7. When you reach the end, ask questions about the letter. Tell pupils to raise their hands to answer.
  - a. Who is the letter for? (Answer: It's for Mamie)
  - b. Who wrote the letter?( Answer: Kumba)
  - c. Who is Kumba?(Answer: She is Mamie's friend)
  - d. Why did Kumba write the letter? (Answer: To say thank you, she stayed with Mamie)
  - e. Did she enjoy her stay with her friend? (Answer: Yes)

**Guided Practice** (5 minutes)

1. Read the 'Passage with Answers' version at the end of the lesson plan.
2. Point to each gap and ask pupils to say the words. (Answers: I, my, he, your, your, they, you)
3. Read the completed letter again one line at a time. Pupils repeat every line.

**Independent Practice** (12 minutes)

1. **Say:** Write the sentences from the letter in your exercise books. Complete the gaps. You have 10 minutes. Work alone.

**Closing** (4 minutes)



1. Have pupils volunteer to read their complete sentences. Fill in the answers. Ask pupils to check their work. (Answers: see 'Passage with Answers' at the end of the lesson)
2. Praise pupils for their hard work.

[PASSAGE: THANK YOU LETTER] by Kim Ashmore.

Saturday, 3<sup>rd</sup> April.

Dear Mamie,

This is just a short letter to tell you \_\_\_\_\_ am home now. I arrived safely in Makeni at 2pm this afternoon. \_\_\_\_\_ father met me at the bus station. \_\_\_\_\_ was very happy to see me.

I enjoyed my stay with you. \_\_\_\_\_ little brother is very funny, and \_\_\_\_\_ friends are very kind. \_\_\_\_\_ were very helpful when I lost my shoes. My parents asked me to say thank you. We hope that \_\_\_\_\_ will come here next holiday.

Thank you so much for letting me stay with you and your family.

Your friend,

Kumba.

[PASSAGE WITH ANSWERS]

Dear Mamie,

This is just a short letter to tell you I am home now. I arrived safely in Makeni at 2pm this afternoon. My father met me at the bus station. He was very happy to see me.




I enjoyed my stay with you. Your little brother is very funny, and your friends are very kind. They were very helpful when I lost my shoes. My parents asked me to say thank you. We hope that you will come here next holiday.

Thank you so much for letting me stay with you and your family.

Your friend,

Kumba.

|  |                                      |                         |
|--|--------------------------------------|-------------------------|
| <b>Lesson Title:</b> Person (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ) | <b>Theme:</b> Subject-Verb Agreement |                         |
| <b>Lesson Number:</b> L-04-054   | <b>Class/Level:</b> Primary 4        | <b>Time:</b> 35 minutes |

|   |   |   |                              |   |   |
|---|---|---|------------------------------|---|---|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to show how first person, second person and third person agree with the verb. |  | <b>Teaching Aids</b><br>None |  | <b>Preparation</b><br>1. Write the sentences from the Introduction to New Material section on the board.<br>2. Draw the table on the board (see Introduction to New Material section) |
|---|---|---|------------------------------|---|---|

### Opening (2 minutes)

1. Greet pupils and **write** the date on the board. **Say:** Stand up. Listen, and do the actions I say.
2. **Say:** Swim. Pupils do the action at their desks. Repeat with these verbs: eat, sleep.
3. **Write** the verbs on the board. Explain that these words are 'verbs'. They describe actions.
4. Tell pupils that today we are going to learn more about verbs.

### Introduction to the New Material (8 minutes)

1. Read the sentences on the board:
  - I sleep.
  - You sleep.
  - He / my father / Musa sleeps.
  - She / my mother / Mamie sleeps.
  - It / the dog sleeps.
  - We sleep.
  - They / my parents / Musa and Mamie sleep.
2. Explain that these sentences are in the present tense - the verb 'sleep' either ends with 's' or not. Underline the word 'sleeps' in the sentences. Point to the table on the board:

|                                    | <b>1st person – start with me</b> | <b>2nd person – talk about someone in front of me</b> | <b>3rd person – talk like I am telling you something that is happening.</b> |
|------------------------------------|-----------------------------------|---|---|
| <b>Pronouns/noun – one person</b>  | I, me, my, mine                   | you, your, yours                                      | he, his, she, her, it   |
| <b>Pronouns/noun – many people</b> | we, us                            | you all   | their, theirs, them, they   |

3. **Say:** When we talk about ourselves using words like we, us, I, me, my, mine we are talking in the first person. **Say:** When we talk about someone in front of me using words like you, your, yours we are talking in the second person. **Say:** When we talk like we are telling someone what is happening using words like he, his, she, her, it, their, theirs, we are talking in the third person. The verb has the ending 's' when we use it with the 3<sup>rd</sup> person for one thing or person (he/she/it). For all other pronouns we use the verb without the 's'.
4. **Say:** When we talk about one person/thing it is called 'singular'. When we talk about more than one person/thing we call it 'plural'. **Write:** One person/thing – singular. Many people/things – plural.

### Guided Practice (15 minutes)

1. Read: I sleep. **Ask:** Is this sentence in first, second or third person? (Answer: first person) **Say:** It is in first person because I am talking about myself.
2. **Ask:** Does the verb 'sleep' have an 's' at the end? (Answer: no)

3. **Ask:** When I say 'I sleep' how many people am I talking about? (Answer: one person). **Write** next to the sentence 'I sleep' – first person, singular.
4. **Ask:** Can someone tell me other sentences which are in first person? (Answers: We sleep.) **Ask:** In the sentence 'We sleep.' are we talking about one person or many people? (Answer: many people) **Write** next to the sentence 'We sleep.' – first person, plural.
5. **Say:** Notice there is no 's' at the end of the word 'sleep' for sentences in first person when we talk about one person or more than one.
6. Read: You sleep. **Ask:** Is this sentence in first, second or third person? (Answer: second person) **Say:** It is in second person because I am talking about someone else who is in front of me.
7. **Ask:** Does the verb 'sleep' have an 's' at the end? (Answer: no)
8. **Ask:** When I say 'You sleep' how many people am I talking about? (Answer: one person). **Write** next to the sentence 'You sleep' – second person, singular.
9. **Ask:** Can someone tell me other sentences which are in second person? (Answers: You all sleep.) **Ask:** In the sentence 'You all sleep.' are we talking about one person or many people? (Answer: many people) **Write** next to the sentence 'You all sleep.' – second person, plural.
10. **Say:** Notice there is no 's' at the end of the word 'sleep' for sentences in second person when we talk about one or many people or things.
11. Read: He sleeps. **Ask:** Is this sentence in first, second or third person? (Answer: third person) **Say:** It is in third person because I am not talking about you or me, but someone else, and I am talking like I am telling you what is happening.
12. **Ask:** Does the verb 'sleep' have an 's' at the end? (Answer: yes)
13. **Ask:** When I say 'He sleeps' or 'My father sleeps.' how many people am I talking about? (Answer: one person). **Write** next to the sentence 'He / my father / Musa sleeps.' – third person, singular.
14. **Ask:** Can someone tell me other sentences which are in third person? (Answers: She / my mother / Mamie sleeps. It / the dog sleeps. Musa and Mamie sleep.) **Write** next to these sentences – 'She / my mother / Mamie sleeps' and 'It / the dog sleeps.' – third person, singular.
15. **Ask:** In the sentence 'Musa and Mamie sleep.' are we talking about one person or many people? (Answer: many people) **Write** next to the sentence 'Musa and Mamie sleep.' – third person, plural.

### **Independent Practice** (9 minutes)




1. **Say:** Let us make some sentences using the verb 'eat'. Show thumbs up if you think we should complete the sentence with 'eat' and thumbs down if it should be 'eats'.
2. Read the following sentences. **Write** the correct answer after pupils answer.
 

|                             |                              |
|-----------------------------|------------------------------|
| a. I ... (Answer: eat)      | e. Aminata... (Answer: eats) |
| b. We... (Answer: eat)      | f. He...(Answer: eats)       |
| c. You.... (Answer: eat)    | g. They... (Answer: eat)     |
| d. You all... (Answer: eat) |                              |
3. **Say:** Only the sentences e. and f. use 'eats' because they are in third person and talking about more than one person or thing. **Say:** Copy the sentences into your exercise books.

### **Closing** (1 minute)

1. **Ask:** When we talk about one person or thing what is it called? (Answer: singular)
2. **Ask:** When we talk about more than one person or thing what is it called? (Answer: plural)

|                                      |                                      |                         |
|--------------------------------------|--------------------------------------|-------------------------|
| <b>Lesson Title:</b> Retell Passages | <b>Theme:</b> Subject-Verb Agreement |                         |
| <b>Lesson Number:</b> L-04-055       | <b>Class/Level:</b> Class 4          | <b>Time:</b> 35 minutes |

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|---|---|---|---|---|---|
|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to retell a passage read. |  | <b>Teaching Aids</b><br>Passage (at the end of the lesson plan) |  | <b>Preparation</b><br>Write the passage at the end of the lesson plan on the board. |
|---|---|---|---|---|---|

### Opening (3 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** What is the month? Raise your hands. **Write** the month on the board.
3. **Ask:** What is the year? Raise your hands. **Write** the year on the board.
4. Ask pupils to say the date.
5. Tell pupils that today they are going to read a passage.

### Introduction to the New Material (10 minutes)

1. Remind pupils that the passage on the board is from a diary. If pupils do not know what a diary is, remind that it is a book where people write about their day.
2. Point to the date. Remind pupils that when people write in their diaries, they write the date.
3. Point to the words 'Dear diary'. Remind pupils that people sometimes write this when they write in their diaries.
4. Tell pupils that you will point to the words but you will not speak. Explain that they will read the passage silently.
5. Point to the words. Pupils read silently.
6. **Ask** questions about the passage. Tell pupils to raise their hands to answer.
  - a. Where is the writer? (Answer: At Mamie's house)
  - b. What did she lose? (Answer: She lost her shoes)
  - c. Who helped her? (Answer: Mamie's friends)
  - d. Where did they look? (Answer: In the house, verandah and yard)
  - e. How did she feel? (Answer: She was worried)
  - f. Where were the shoes? (Answer: Mamie's brother was wearing them)
  - g. What is she doing now? (Answer: She is sitting with Mamie's family)
  - h. What is Mamie doing? (Answer: She is dancing)
  - i. When will the writer go home? (Answer: Tomorrow)

### Guided Practice (8 minutes)

1. Explain that the writer of the diary is a girl called Kumba.
2. **Write** on the board: This morning, Kumba ....
3. Guide pupils to say: This morning, Kumba lost her shoes.
4. **Write:** Mamie's friends ....
5. Guide pupils to say: Mamie's friends helped her.
6. **Write:** They looked ....
7. Guide pupils to say: They looked in the house, on the verandah and in the yard.
8. **Write:** Mamie was ....
9. Guide pupils to say: Mamie was worried.

10. **Write:** They found ...
11. Guide pupils to say: They found the shoes.
12. **Write:** Mamie's little brother ...
13. Guide pupils to say: Mamie's little brother was wearing them.
14. Repeat until pupils can say the sentences.

**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** Retell the story. You can use the phrases on the board. Take turns.
3. After 4 minutes, clap and ask pupils to switch roles.

**Closing** (4 minutes)

1. Have 3-4 pupils volunteer to retell the story in front of the class.
2. Praise pupils for their hard work.

[PASSAGE: DEAR DIARY] by Kim Ashmore.

Friday, 2<sup>nd</sup> April.

Dear diary,




This is my last day at Mamie's house.

This morning, I lost my shoes. Mamie's friends were here, and they helped me. We looked everywhere. We looked in the house, we looked on the verandah, and we looked in the yard. I was so worried. They found them. Mamie's little brother was wearing them!

Now I am sitting with Mamie's family. They are singing, and Mamie is dancing.

I am going home tomorrow. I will be sad, but I will be happy to see my family.

|  |                                 |                         |
|--|---------------------------------|-------------------------|
| <b>Lesson Title:</b> Reading Enjoyment | <b>Theme:</b> Writing and Verbs |                         |
| <b>Lesson Number:</b> L-04-056         | <b>Class/Level:</b> Primary 4   | <b>Time:</b> 35 minutes |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to read out a grade-level text with expression.</p> |  | <p><b>Teaching Aids</b><br/>Story (at the end of the lesson plan).</p> |  | <p><b>Preparation</b><br/>1. Write the story at the end of the lesson plan on the board.<br/>2. Draw a snail on the board.</p> |
|---|---|---|--|---|--|

### Opening (4 minutes)

1. Greet pupils and **write** the day on the board.
2. Point to the picture of the snail on the board. **Ask:** What is this? Pupils answer.
3. Talk about snails. Ask pupils to raise their hands to answer.
4. **Ask:** What does the snail carry on its back? (Answer: a shell)
5. **Ask:** What do snails eat? (Answer: grass and plants)
6. **Ask:** How do snails move? (Answer: very slowly)
7. **Ask:** How do you know when a snail has moved across something? (Answer: It leaves a trail.)
8. Tell pupils that today they are going to read a story about a snail.

### Introduction to the New Material (10 minutes)

1. Read the story slowly and clearly.
2. Explain the story as you read it. Use actions (e.g. smelled, climbed, got stuck, covered, crawled), pictures (e.g. caterpillar) or explain (e.g. long ago). Use different voices for the character's speech.
3. **Ask:** Who are the main characters? Raise your hands. (Answer: snail, old woman, caterpillar)

### Guided Practice (8 minutes)

1. **Ask:** How does a snail move? Raise your hands to answer. Pupils say: It slides slowly.
2. Tell pupils to show with one finger how a snail moves slowly.
3. Tell pupils to imagine sliding up and into a bowl of porridge.
4. Pupils move at finger like it is the snail.
5. Tell pupils to imagine the old woman seeing the snail in her porridge.
6. Tell pupils to do the actions and make the expression.
7. **Ask:** How does a caterpillar move? Raise your hands to answer. (Answer: It wriggles).
8. Tell pupils to wriggle like a caterpillar.
9. Read the story again. Pupils do the actions as you tell the story.

### Independent Practice (10 minutes)

1. Explain that when we read stories, we learn new words, and we learn more about English. Explain that we can also enjoy reading stories. We do not need to worry if we do not understand every word, and we can have fun.
2. **Say:** Get into pairs. Read out the story from the board to each other using actions and expressions. Make different voices to make the reading more fun. You have 8 minutes.
3. After 4 minutes clap and tell pupils to switch roles in their pairs.

### Closing (3 minutes)




1. **Ask:** What is the name of your favourite story? Raise your hands to answer.
2. Praise pupils for their hard work.

[STORY: *WHY SNAILS MOVE SLOWLY*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 16

Long ago, there was no rain and the grass did not grow. The animals were all hungry. One day, a snail was sliding past an old woman's house when it smelled porridge. 'I'll go inside,' it said. Nobody was there. It climbed into the bowl and started to eat. But the porridge was very thick, and the snail got stuck. Soon the old woman came home and saw the snail in her porridge. She was not angry because she knew the snail was hungry.

She put the snail on the ground outside, but she didn't clean the porridge off. The snail could not move. Soon caterpillar came along. 'What's the matter?' he asked. 'Why are you covered in mud?' The snail did not want to tell his friend about the porridge so it said, 'I'm playing a game, and I must have this mud on me.' The caterpillar crawled away. The poor snail had porridge inside its shell. Since that time, snails move very slowly and they always leave a trail that looks like porridge.

|   |                                 |                         |
|---|---------------------------------|-------------------------|
| <b>Lesson Title:</b> Lexical/Main Verbs | <b>Theme:</b> Writing and Verbs |                         |
| <b>Lesson Number:</b> L-04-057          | <b>Class/Level:</b> Class 4     | <b>Time:</b> 35 minutes |

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|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to identify and use lexical/main verbs.</p> |  <p><b>Teaching Aids</b><br/>None</p> |  <p><b>Preparation</b><br/>1. Write these sentences on the board:<br/> _____ climbed into the bowl.<br/> _____ saw the snail in her porridge.<br/> _____ started to eat.<br/> _____ came home.<br/> _____ smelled porridge.<br/> _____ came along.<br/> _____ put the snail on the ground outside<br/> 2. Write these verbs on the board: climbed, saw, crawled, started, came, smelled, came, put.</p> |
|---|--|--|

### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** Can you remember the main characters from the story about the snail? Raise your hands to answer. (Answer: snail, the old woman, caterpillar).
3. **Write** the characters on the board: Snail, The old woman, Caterpillar.
4. Tell pupils that today we are going to write sentences using words from the story.

### Introduction to the New Material (11 minutes)

1. Tell pupils that you will write a sentence from the story on the board.
2. Point to this sentence on the board: \_\_\_\_\_ climbed into the bowl.
3. Point to the gap. **Ask:** Who is the character? Raise your hands. (Answer: snail)
4. **Write:** 'Snail' in the gap.
5. Repeat with these sentences:

|  |                         |
|--|-------------------------|
| _____ saw the snail in her porridge.       | (Answer: The old woman) |
| _____ crawled away.                        | (Answer: Caterpillar)   |
| _____ started to eat.                      | (Answer: Snail)         |
| _____ came home.                           | (Answer: The old woman) |
| _____ smelled porridge.                    | (Answer: Snail)         |
| _____ came along.                          | (Answer: Caterpillar)   |
| _____ put the snail on the ground outside. | (Answer: The old woman) |
6. Read the first sentence: Snail climbed into the bowl.
7. **Ask:** How many words are there in this sentence? Raise your hands. (Answer: 5)
8. **Ask:** Which word is the verb? Raise your hands. (Answer: climbed).
9. Underline 'climbed'.
10. Repeat with all the sentences. Underline these verbs: saw, crawled, started, came, smelled, came, put.
11. **Ask:** What tense are these verbs? Past, present, or future? Raise your hands. (Answer: past)



### **Guided Practice** (7 minutes)

1. **Write** 'climbed' on the board.
2. **Ask:** Can you say a sentence using this verb? **Say:** Think for a minute.
3. Have pupils volunteer to say their sentences. (Example answer: I climbed a tree.)
4. **Write** the sentence on the board.
5. Explain that we can use pronouns with most verbs in the past tense: I, you, he, she, it, we, they.
6. Give examples. **Write** the examples on the board. (E.g. My friend climbed a tree. We climbed a tree.)
7. **Write** 'saw' on the board.
8. **Ask:** Can you say a sentence using this verb? Tell them they can use any pronoun or noun.
9. **Write** the sentence on the board. Example: We saw a butterfly yesterday.




### **Independent Practice** (11 minutes)

1. Point to these verbs on the board: climbed, saw, crawled, started, came, smelled, came, put.
2. **Say:** Write 1 sentence for each of the verbs. Remember all the sentences will be in past tense.
3. Give pupils 10 minutes.

### **Closing** (4 minutes)

1. Ask different pupils to read 1 of their sentences.
2. Ask pupils what they learned today.

|   |                                 |                         |
|---|---------------------------------|-------------------------|
| <b>Lesson Title:</b> Writing Descriptions | <b>Theme:</b> Writing and Verbs |                         |
| <b>Lesson Number:</b> L-04-058            | <b>Class/Level:</b> Class 4     | <b>Time:</b> 35 minutes |

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|  | <b>Learning Outcomes</b><br>By the end of the lesson, pupils will be able to write a simple descriptive paragraph. |  | <b>Teaching Aids</b><br>Picture of a window on the board |  | <b>Preparation</b><br>Draw a window on the board. |
|---|--|---|--|---|---|

### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Say:** Look outside the window.  
**Ask:** What can you see? Raise your hands to answer.
3. Tell pupils that today they are going to write a short description about something.

### Introduction to the New Material (11 minutes)

1. Point to the picture of the window on the board.
2. **Say:** Imagine you are looking through a window of a house. You are looking inside the house. Close your eyes.
3. **Ask:** What can you see? Raise your hands. Pupils make suggestions. Encourage pupils to use their imagination.
4. **Write** 3 or 4 key words on the board (Example answers: a woman selling fruit, a mountain).
5. Repeat with these questions:
  - a. What can you smell? (Example answers: smell of fruit, smell of fresh air)
  - b. What can you hear? (Example answers: woman talking loudly, water flowing)
6. Choose words that pupils suggest and **write** complete sentences on the board. Examples: I can see a mountain. I can smell the fresh air. I can hear water flowing.
7. Point to the first sentence.
8. **Ask:** Can you give me some words to describe the mountain? Raise your hands. (Example answers: big, white)
9. **Write** full sentences on the board: It is big. It is white.
10. Point to the second and third sentences. Ask pupils to say more about the smells and the sounds.
11. **Write** more sentences on the board.  
Examples: I can see a mountain. It is big. It is white. I can smell the fresh air. It is cold. It is smelling like flowers. I can hear the water flowing. It is a flowing down the hill.
12. Read the sentences. Check pupils understand them. Pupils listen and repeat the sentences.

### Guided Practice (5 minutes)

1. Explain that these sentences describe the same thing – a view through a window. Explain that they can go together to make a paragraph.
2. **Say:** A paragraph has more than one sentence. The sentences are about the same thing.
3. Explain that the sentences on the board are simple. Explain that we can put the sentences together to make a paragraph.

4. **Say:** Let us add some more sentences to this paragraph. Use your imagination. Raise your hand to answer.
5. **Write** the sentences on the board. (Example answers: Children are playing near the river. Some women are filling water from the river. The sun is setting.)
6. Read the sentences.
7. **Say:** We have written a paragraph.




**Independent Practice** (10 minutes)

1. **Write** the sentence frames on the board. Explain that the sentences are about a view from a window.
  - I can see \_\_\_\_\_.
  - I can smell \_\_\_\_\_.
  - I can hear \_\_\_\_\_.
2. Tell pupils to complete the sentences on the board.
3. Give them 3 minutes.
4. Tell pupils to write more sentences to describe what they can see, smell and hear. They can put some of the sentences together to make a paragraph.
5. Give pupils 5 minutes.

**Closing** (7 minutes)

1. Have 3-4 pupils volunteer to read their paragraph to the other pupils in the class.
2. Encourage the other pupils to clap when the pupils finish reading.
3. Ask pupils what they have learned today.

|  |                                 |                         |
|--|---------------------------------|-------------------------|
| <b>Lesson Title:</b> Auxiliary/Helping Verbs | <b>Theme:</b> Writing and Verbs |                         |
| <b>Lesson Number:</b> L-04-059               | <b>Class/Level:</b> Class 4     | <b>Time:</b> 35 minutes |

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|  <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to identify and use auxiliary/helping verbs.</p> |  <p><b>Teaching Aids</b><br/>Sentence frames - see preparation</p> |  <p><b>Preparation</b><br/>Write these sentence frames on the board 2 times.</p> <ol style="list-style-type: none"> <li>I did not _____ yesterday.</li> <li>I will _____ tomorrow.</li> <li>I am _____ ing now.</li> <li>I could not _____ when I was a baby.</li> </ol> |
|--|---|--|

### Opening (2 minutes)

- Greet pupils and **write** the day on the board.
- Ask:** Can you tell me 3 words related to snails? Raise your hands. (Example answers: slow, slide, trail).
- Tell pupils that today they are going to write more sentences using words from the story.

### Introduction to the New Material (14 minutes)

- Write** on the board: porridge / the / smelled / snail.
- Explain that these words make a sentence but they are in the wrong order.
- Ask:** What is the first word? Raise your hands. (Answer: The)
- Ask:** What is the next word? Raise your hands. (Answer: snail).
- Ask:** What is the next word? Raise your hands. (Answer: smelled)
- Ask:** What is the next word? Raise your hands. (Answer: porridge)
- Write** the sentence on the board: The snail smelled porridge.
- Repeat with this sentence: not / grass / grow / the/ did. (Answer: The grass did not grow.)
- Repeat with this sentence: inside / will / go / I. (Answer: I will go inside.)
- Point to the sentence: The snail smelled porridge.
- Ask:** How many verbs are there? Raise your hands (Answer: 1)
- Ask:** What is the verb? Raise your hands. (Answer: smelled). Underline the verb 'smelled'.
- Repeat with this sentence: The old woman came home. (Answer: the verb is 'came')
- Explain that all sentences must have at least 1 verb.
- Point to the sentence: The grass did not grow.
- Ask:** How many verbs are there? (Answer: 2)
- Ask:** What are the verbs? Raise your hands. (Answer: did, grow).
- Underline the words 'did' and 'grow'.
- Explain that sometimes sentences have more than 1 verb. They have helping verbs. Explain that to make a simple past negative sentence or a question, we use the helping verb 'did'. Explain that to make a future sentence, we need the helping verb 'will'.

### Guided Practice (6 minutes)

- Point to sentence a. on the board: I did not \_\_\_\_\_ yesterday.
- Ask:** Is this the past, present or future? Raise your hands. (Answer: past).
- Ask pupils to raise their hand to complete the sentence (Example answer: I did not cook yesterday.)

4. **Write** it on the board.
5. Point to sentence b. on the board: I will \_\_\_\_\_ tomorrow.
6. **Ask:** Is this the past, present or future? Raise your hands. (Answer: future).
7. Ask pupils to raise their hand to complete the sentence (Example answer: I will go to school tomorrow.)
8. **Write** it on the board.
9. Point to sentence c. on the board: I am \_\_\_\_\_ing now.
10. **Ask:** Is this the past, present or future? Raise your hands. (Answer: present).
11. Explain that this tense describes what is happening now which is why we have the 'ing'.
12. Ask pupils to raise their hand to complete the sentence (Example answer: I am learning English now.)
13. **Write** it on the board.
14. Point to sentence d. on the board: I could not \_\_\_\_\_ when I was a baby.
15. **Ask:** Is this the past, present or future? Raise your hands. (Answer: past).
16. Explain that this describes something you were not able to do in the past.
17. Ask pupils to raise their hands to complete the sentence (Example answer: I could not run when I was a baby).
18. **Write** it on the board.
19. **Read** the sentences. Pupils listen and repeat. Ask pupils to say what each sentence means.




#### **Independent Practice** (9 minutes)

1. Point to the second set of sentence frames on the board.
  - a. I did not \_\_\_\_\_ yesterday.
  - b. I will \_\_\_\_\_ tomorrow.
  - c. I am \_\_\_\_\_ing now.
  - d. I could not \_\_\_\_\_ when I was a baby.
2. **Say:** Complete the sentences with your own ideas. Write the sentences in your exercise books.
3. Give pupils 7 minutes.

#### **Closing** (4 minutes)

1. Have 5-6 pupils volunteer to read one of their sentences.
2. Ask pupils what they have learned today.
3. Praise pupils for their hard work.

|                                       |                                 |                         |
|---------------------------------------|---------------------------------|-------------------------|
| <b>Lesson Title:</b> Parts of a Story | <b>Theme:</b> Writing and Verbs |                         |
| <b>Lesson Number:</b> L-04-060        | <b>Class/Level:</b> Class 4     | <b>Time:</b> 35 minutes |

|   |  |   |   |   |  |
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|  | <p><b>Learning Outcomes</b><br/>By the end of the lesson, pupils will be able to tell a story from beginning, middle and end using simple sentences.</p> |  | <p><b>Teaching Aids</b><br/>1. Story (at the end of the lesson plan)<br/>2. Picture of a snail on the board</p> |  | <p><b>Preparation</b><br/>1. Draw a snail on the board.<br/>2. Write the sentence starters on the board (see Guided Practice section).</p> |
|---|--|---|---|---|--|

### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Write** on the board: Why snails move slowly. Check pupils understand what it means. Remind pupils that they have read the story before.
3. Tell pupils that today they are going to tell a story.

### Introduction to the New Material (10 minutes)

1. Read the story slowly and clearly.
2. **Ask:** What can you remember about the beginning of the story? To help pupils, do actions, draw pictures and ask questions. When you ask questions, make sure pupils raise their hands.  
When was it? (Answer: long, long time ago)  
Was there rain? (Answer: no)  
Were the animals hungry? (Answer: yes)  
What was the snail doing? (Answer: sliding past an old woman's house)  
What did it smell? (Answer: porridge)  
Who was there? (Answer: no one)
3. **Ask:** What can you remember about the middle of the story? To help pupils, do actions, draw pictures and ask questions.  
What did the snail do? (Answer: climbed into the porridge bowl and started to eat)  
How was the porridge? (Answer: very thick)  
Did the snail get stuck? (Answer: yes)  
Did the old woman come home? (Answer: yes)  
What happened? (Answer: she took the snail out and put him on the ground)
4. **Ask:** What can you remember about the end of the story? To help pupils, do actions, draw pictures and ask questions.  
Who came along? (Answer: a caterpillar)  
What did the caterpillar say? (Answer: Why are you covered in mud?)  
What did the snail say? (Answer: I'm playing a game, and I must have this mud on me.)  
Where was the porridge? (Answer: inside the shell of the snail)  
What do snails do now? (Answer: leave a trail that looks like porridge)

### Guided Practice (10 minutes)

1. Read the sentence starters on the board. Pause after each. Ask pupils to suggest words to add. Write one suggestion for each sentence:  
Long ago, there was \_\_\_\_\_. (Example answer: Long ago, there was no rain.)

- The animals were \_\_\_\_\_. (Example answer: ... hungry)
- One day, a snail was \_\_\_\_\_. (Example answer: ... sliding past an old woman's house)
- He saw some \_\_\_\_\_. (Example answer: ... porridge)
- He climbed \_\_\_\_\_. (Example answer: ... into the porridge)
- The porridge was \_\_\_\_\_ and he \_\_\_\_\_. (Example answer: ... thick...got stuck).
- The old woman came back. She put \_\_\_\_\_. (Example answer: ... the snail on the ground outside)
- Caterpillar came. He said. 'Why \_\_\_\_\_?' (Example answer: ... are you covered in mud?)
- Snail said, 'I must \_\_\_\_\_.' (Example answer: ... have this mud on me)
- The snail had porridge \_\_\_\_\_. (Example answer: ... inside his shell)
- Now, snails move \_\_\_\_\_. (Example answer: ... very slowly)

2. **Read** the sentences. Pupils listen and repeat.

### **Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** Now tell the story to each other from the beginning to the end using the sentence starters on the board to help you. You have 10 minutes. Take turns to tell and listen to the story.
3. After 5 minutes clap to tell the pupils to switch roles.

### **Closing** (3 minutes)

1. Have 1 or 2 pairs tell the story in front of the class. Encourage the other pupils to listen. Encourage them to clap at the end.
2. Praise pupils for their hard work.

[*STORY: WHY SNAILS MOVE SLOWLY*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 16.

Long ago, there was no rain and the grass did not grow. The animals were all hungry. One day, a snail was sliding past an old woman's house when it smelled porridge. 'I'll go inside,' it said. Nobody was there. It climbed into the bowl and started to eat. But the porridge was very thick, and the snail got stuck. Soon the old woman came home and saw the snail in her porridge. She was not angry because she knew the snail was hungry.

She put the snail on the ground outside, but she didn't clean the porridge off. The snail could not move. Soon caterpillar came along. 'What's the matter?' he asked. 'Why are you covered in mud?' The snail did not want to tell his friend about the porridge so it said, 'I'm playing a game, and I must have this mud on me.' The caterpillar crawled away. The poor snail had porridge inside its shell. Since that time, snails move very slowly and they always leave a trail that looks like porridge.











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Leh Wi Learn (2016). "*English, Class 04, Term 01, lesson plan.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745068.

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Archived on Zenodo: April 2020.

DOI: 10.5281/zenodo.3745068

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