



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

4
CLASS

3
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.

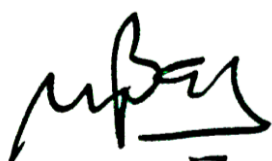
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

Lesson Title: Reported Speech	Theme: Grammar/Structure: Reported Speech, Prefixes, Suffixes, Word parts	
Lesson Number: L-04-121	Class/Level: Class 4	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use reported speech in role play.	 Teaching Aids Story: 'Lost in the forest' (at the end of the lesson plan)	 Preparation Write the story at the end of the lesson plan on the board.
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Raise your hands if you had a good holiday. Ask 1-2 pupils what they did in the holiday.
3. Tell pupils that today they are going to read a story about 2 friends.

Introduction to the New Material (13 minutes)

1. Point to the story on the board. **Say:** We are going to read a story about Zinab and Kumba.
2. Read the story. Do actions to help pupils understand the meaning.
3. Explain any new words. (Possible new words: later – after some time, dark – without light, frightened – scared, so am I – me also)
4. Read the story again. Ask pupils to do the actions with you. Check pupils understand the words.
5. Have 2 girl pupils volunteer to be Zinab and Kumba. Ask them to come to the front of the class and read the story.
6. Draw the speech bubble on the board. Write Zinab's words in the speech bubble.

I want to play in the forest.

7. **Ask:** Who said this? Raise your hand to answer. (Answer: Zinab)
8. Draw another speech bubble on the board. Write Kumba's words in the speech bubble.

I want to go home.

9. **Ask:** Who said this? Raise your hand to answer. (Answer: Kumba)
10. **Write** this sentence next to Zinab's speech bubble: Zinab said she wanted to play in the forest.
11. **Write** this sentence next to Kumba's speech bubble: Kumba said she wanted to go home.
12. Explain to pupils that when we tell somebody else what someone says we change 'I' to 'he' or 'she' and we change the verb from simple present to simple past.

Guided Practice (11 minutes)

1. Read the story again.
2. **Ask:** Who said 'I'm frightened.'? Raise your hands. (Answer: Zinab)
3. **Write** on the board: Zinab said ...
4. **Say:** Raise your hand if you can finish the sentence. Guide pupils to say 'she was frightened'.
5. Have a pupil volunteer to come to the board and write the complete sentence. (Answer: Zinab said that she wanted to play in the forest.)

6. **Ask:** Who said 'Shh...I can hear voices.'? Raise your hand to answer. (Answer: Kumba)
7. **Write** on the board: Kumba said ...
8. **Say:** Raise your hand if you can finish the sentence. Guide pupils to say 'she could hear voices'.
9. Have a pupil volunteer to come to the board and write the complete sentence. (Answer: Kumba said that she could hear voices.)
10. **Ask:** Who said 'It's my mother and father.'? Raise your hand to answer. (Answer: Zinab)
11. **Write** on the board: Zinab said ...
12. **Say:** Raise your hand if you can finish the sentence. Guide pupils to say 'it was her mother and father'.
13. Have a pupil volunteer to come to the board and write the complete sentence. (Answer: Zinab said that it was her mother and father.)
14. **Say** each sentence on the board. Pupils listen and repeat.

Independent Practice (9 minutes)

1. **Write** 'Zinab' on the board.
2. Draw another speech bubble. In the speech bubble **write** these sentences: I live near the forest. I live with my parents. Kumba is a true friend.
3. **Say:** Write 3 sentences about Zinab. Start each sentence with 'Zinab said ...'
4. Give pupils 7 minutes to write.
5. Have 2 or 3 pupils volunteer to read their sentences. **Write** the sentences on the board. Ask pupils to correct their work. (Answers: Zinab said she lived near the forest. Zinab said she lived with her parents. Zinab said Kumba was a true friend.)

Closing (1 minute)

1. **Ask:** When we say what someone else says what happens to the verb? Raise your hand. (Answer: It is in the past tense.)
2. Praise pupils for their hard work.

[*LOST IN THE FOREST*] by Deborah Avery.

Zinab said, 'I want to play in the forest!'

Kumba said, 'All right!'

Later in the forest ...

Kumba said, 'It's very dark in the forest. I want to go home.'

Kumba said, 'I'm frightened!'




Zinab said, 'So am I.'

Kumba said, 'Shh... I can hear voices.'

Zinab said, 'It is my mother and father!'

Zinab shouted, 'Mother! Father! Here we are!' said Zinab.

Lesson Title: Reported Speech	Theme: Grammar/Structure: Reported Speech, Prefixes, Suffixes, Word parts	
Lesson Number: L-04-122	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to construct complex sentences using reported speech.</p>	 <p>Teaching Aids None</p>	 <p>Preparation Write these questions on the board: What is your name? Where do you live? Do you have any brothers or sisters? What will you study today?</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. Ask pupils if they remember Zinab and Kumba from the last lesson.
3. **Ask:** What is the simple past of these verbs: be, live, have, like? Raise your hand. (Answers: was/were, lived, had, liked)
4. Tell pupils that today they are going to ask and answer questions and learn how to tell someone what someone else said.

Introduction to the New Material (12 minutes)

1. Ask a boy and a girl to help you with this activity.
2. **Ask** the boy: What is your name? The boy replies: My name is (e.g. Mustapha).
3. **Say:** He said his name was (name of pupil e.g. Mustapha).
4. **Write** the sentence on the board. Underline 'he', 'his' and 'was'.
5. **Ask** the girl: What is your name? The girl replies: My name is (e.g. Mina).
6. **Say:** She said her name was (name of pupil e.g. Mina).
7. **Write** the sentence on the board. Underline 'she', 'her' and 'was'.
8. **Ask** the boy: Where do you live? The boy replies: I live in.... (e.g. Bo).
9. **Say:** He said he lived in (name of place e.g. Bo).
10. **Write** the sentence on the board. Underline 'he' and 'lived'
11. **Ask** the girl: Do you have any brothers and sisters? The girl replies: I have(e.g. 2) brothers and sisters.
12. **Say:** She said she had (number of brothers and sisters e.g. 2).
13. **Write** the sentence on the board. Underline 'she' and 'had'.
14. **Ask** the boy: Will you study Mathematics today? The boy replies: I will/will not study Mathematics today.
15. **Say:** He said he would (not) study Mathematics that day.
16. **Write** the sentence on the board. Underline 'he', 'would' and 'that day'.
17. Explain that 'will' changes to 'would' and 'today' changes to 'that day' when we report what someone else says.
18. **Write:** will → would
today → that day

Guided Practice (9 minutes)

1. **Write** this sentence on the board: I like music.
2. **Write** on the board: She said ...
3. Have a pupil volunteer to complete the sentence. (Answer: She said she liked music.)
4. **Write** this sentence on the board: I will study Science today.
5. **Write** on the board: He said ...
6. Have a pupil volunteer to complete the sentence. (Answer: He said he would study Science that day.)
7. **Write** this sentence on the board: I am happy today.
8. **Write** on the board: He said ...
9. Have a pupil volunteer to complete the sentence. (Answer: He said he was happy that day.)
10. **Read** the sentences. Ask pupils to listen and repeat the sentences.
11. Remind pupils of the words that change - pronouns (I, he, she), verbs (simple present changes to simple past and 'will' to 'would', today change to that day)




Independent Practice (10 minutes)

1. Read these questions on the board: What is your name? Where do you live? Do you have any brothers or sisters? What will you study today?
2. Put pupils in pairs.
3. **Say:** Ask each other the questions. Write your partner's answers in their exercise books.
4. Give pupils 3 minutes.
5. Ask pupils to write 2 sentences about what their partner said. Ask them to use the sentences on the board to help them.
6. **Write** on the board: He/She said ...
7. Give pupils 6 minutes.

Closing (3 minutes)

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

Lesson Title: Idioms and Proverbs	Theme: Grammar/Structure: Reported Speech, Prefixes, Suffixes, Word parts	
Lesson Number: L-04-123	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to explain the meaning of idioms or proverbs.</p>		<p>Teaching Aids Story: 'A friend in need' (at the end of the lesson plan)</p>		<p>Preparation Write the story at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. Do actions for 'very sad' and 'very frightened'.
3. Ask pupils to raise their hands if they can guess the words.
4. **Write** the words on the board.
5. Tell pupils that they are going to learn more ways to say 'very sad' and 'very frightened'.

Introduction to the New Material (12 minutes)

1. **Ask:** Who can remember what happened in the story about Zinab and Kumba? Raise your hand to answer. (Example answer: Zinab and Kumba go into the forest to play. It is very dark. They get scared. They hear voices – it is Zinab's mother and father.)
2. If pupils don't remember the story, review it with them.
3. Ask pupils to guess what happened next and then to raise hand to answer.
4. Guide pupils to give suggestions. (Example answers: Zinab's mother and father come and take them home)
5. Point to the story on the board. Tell pupils that they are going to find out what happened.
Read the story slowly and clearly. Point to the words as you read them.
Read the story again.
6. **Ask:** Who can tell me what happened? Raise your hand to answer. (Example answers: Zinab's parents got angry, they told her she cannot go swimming, Zinab was sad, Kumba came to meet Zinab)
7. Underline the phrase 'I am heartbroken' in the story.
8. Draw a broken heart on the board.
9. **Ask:** Can a heart break into 2 pieces? Raise your hand to answer.
10. **Write** 'very sad' and 'heartbroken' on the board. Explain that they mean the same thing. Explain that 'heartbroken' is stronger and means very, very, very sad.
11. Underline the phrase 'We were frightened to death' in the story.
12. **Ask:** Is it possible to die from fright? Raise your hand to answer.
13. **Write** 'very frightened' and 'frightened to death' on the board. Explain that they mean the same thing. Explain that 'frightened to death' is stronger and means very, very, very frightened.
14. Explain that 'heartbroken' and 'frightened to death' are idioms. We use idioms to make our language stronger and more dramatic.
15. **Write:** idioms

Guided Practice (10 minutes)

1. Point to 'heartbroken' in the story.
2. **Ask:** Did Zinab's heart really break? Raise your hand to answer. (Answer: no)
3. **Ask:** Was Zinab happy that she could not swim or meet her friends? Raise your hand to answer. (Answer: no)
4. **Ask:** How did Zinab feel? Raise your hand to answer. (Answer: very sad)
5. **Say:** I am heartbroken. Hold your hand to your heart and pretend to cry. Pupils repeat the sentence and do the action.
6. Point to 'We were frightened to death' in the story.
7. **Ask:** Did Zinab's parents really die? Raise your hand to answer. (Answer: no)
8. **Ask:** Were Zinab's parents happy when she went to the forest? Raise your hand to answer. (Answer: no)
9. **Ask:** How did Zinab's parents feel? Raise your hand to answer. (Answer: very frightened)
10. **Say:** I am frightened to death. Do an action to show you are very frightened. Pupils repeat the sentence and do the action.

Independent Practice (12 minutes)

1. **Write** on the board: I/He/She was heartbroken when ...
2. **Say:** Draw a picture to show a time when you or someone you know was heartbroken. Write a sentence under the picture. Use the words on the board.
3. Give pupils 5 minutes to draw and write their sentences.
4. **Write** on the board: I/He/She was frightened to death when ...
5. **Say:** Draw a picture to show a time when you or someone you know was frightened to death. Write a sentence under the picture. Use the words on the board.
6. Give pupils 5 minutes to draw and write their sentences.
7. Have pupils volunteer to show the class their pictures and sentences. Talk about their work. **Say:** Tell me about your picture.

Closing (2 minutes)

1. **Ask:** What does 'heartbroken' mean? Raise your hand to answer. (Answer: very, very sad)
Ask: What does 'frightened to death' mean? Raise your hand to answer. (Answer: very, very scared)
Ask: What kind of phrases are these? Raise your hand to answer. (Answer: idioms)
2. Praise pupils for their hard work.

[*STORY: A FRIEND IN NEED*] by Deborah Avery.

Zinab's parents were very angry with her because she went to play in the forest.




'We were frightened to death,' they said. 'You cannot go and swim with the other children on Saturday!'

On Saturday Zinab was very sad. She was also lonely. 'I am heartbroken!' she cried.

Just then she heard a voice calling, 'Zinab! Zinab!' It was Kumba. 'I couldn't leave you all alone,' said Kumba. 'You are my best friend.'

'Oh Kumba,' said Zinab, 'You are a true friend.'

Lesson Title: Respond with Evidence	Theme: Grammar/Structure: Reported Speech, Prefixes, Suffixes, Word parts	
Lesson Number: L-04-124	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use evidence from the text to support a response.</p>		<p>Teaching Aids Story: 'A friend in need' (at the end of the lesson plan)</p>		<p>Preparation Write the story at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review some idioms.
3. Ask pupils to do an action for 'heartbroken'.
4. Ask pupils to do an action for 'frightened to death'.
5. Tell pupils that they are going to answer some questions about the story they read in the last lesson.

Introduction to the New Material (10 minutes)

1. Point to the story on the board. **Say:** Let's read the story again.
2. Read the story. Do actions for angry, frightened and heartbroken.
3. Read the story again. Point to the words as you read them. Pupils do actions.
4. Point to the first line of the story. **Ask:** What happened first? Raise your hand to answer (Answer: Zinab's parents were angry with her.)
5. Point to the second line. **Ask:** What else? Raise your hand to answer. (Answer: Her parents said she could not go and swim on Saturday.)
6. Point to the third line of the story. **Ask:** What happened next? Raise your hand to answer. (Answer: Zinab was very sad.)
7. Point to the next part of the story. **Ask:** What happened next? Raise your hand to answer. (Answer: Kumba came to visit Zinab.)
8. Point to the last part of the story. **Ask:** What happened next? Raise your hand to answer. (Answer: Kumba and Zinab were happy.)
9. **Ask:** Who can tell the story in their own words? Raise your hands.
10. Have pupils volunteer to retell the story. Help them as needed.

Guided Practice (10 minutes)

1. **Say:** Now I am going to ask questions and we will find the answers in the story. Listen carefully
2. **Ask:** Who was angry with Zinab? Raise your hand to answer. (Answer: Zinab's mother and father.)
3. **Say:** Look at the story. **Ask:** Where can we find the answer? Raise your hand to answer.
4. Point to the first line: Zinab's parents were angry. **Say:** Read the answer with me. Zinab's parents were angry.
5. **Write** the question on the board. Write the answer next to it.
6. **Write** the question on the board under the first question: Why were Zinab's parents angry?

7. **Say:** Look at the story. **Ask:** Can you find the answer? Raise your hand to answer. (Answer: for going to play in the forest.)
8. Have a pupil volunteer to point to the words which tell the answer.

Independent Practice (10 minutes)

1. **Say:** I am going to ask 2 more questions. Listen to the questions. Find the answers in the story. Don't say anything. Write the answers in your exercise book.
2. **Ask:** What did Zinab's parents say she could not do on Saturday?
3. Give the pupils 3 minutes to find the answer and write it in their exercise books.
4. **Ask:** What kind of friend is Kumba?
5. Give the pupils 3 minutes to find the answer and write it in their exercise books.
6. Have pupils volunteer to answer the questions. (Answers: They said she could not go and swim with the other children on Saturday. Kumba is Zinab's best friend./Kumba is a true friend.)

Closing (2 minutes)

1. **Say:** We learned something important today.
2. **Ask:** Where do you look for the answers to the questions? (Answer: in the story)
3. Praise pupils for their hard work.

[*STORY: A FRIEND IN NEED*] by Deborah Avery.

Zinab's parents were very angry with her because she went to play in the forest.




'We were frightened to death,' they said. 'You cannot go and swim with the other children on Saturday!'

On Saturday Zinab was very sad. She was also lonely. 'I am heartbroken!' she cried.

Just then she heard a voice calling, 'Zinab! Zinab!' It was Kumba. 'I couldn't leave you all alone,' said Kumba. 'You are my best friend.'

'Oh Kumba,' said Zinab, 'You are a true friend.'

Lesson Title: Word Parts	Theme: Grammar/Structure: Reported Speech, Prefixes, Suffixes, Word parts	
Lesson Number: L-04-125	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to divide words into parts for meaning.</p>		<p>Teaching Aids None</p>		<p>Preparation Write the words on the board: heartbroken, playground, classroom, football.</p>
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Opening (3 minutes)

1. Greet the class and guide pupils to respond.
2. **Say:** Today is...? Pupils say the correct date. **Write** the date on the board.
3. **Say:** Let's revise.
4. **Ask:** In our story why was Zinab heartbroken? (Answer: because she could not go and swim with the other children on Saturday)
5. **Ask:** What does 'frightened to death' mean? (Answer: That you are very frightened.)
6. Tell pupils that they are going to learn to read new words.

Introduction to the New Material (10 minutes)

1. **Say:** Let's talk about our story from yesterday.
2. **Ask:** How did Zinab feel when she was alone at home? (Answer: Very sad)
3. **Ask:** What word did she use? (Answer: Heartbroken)
4. **Say:** That is a long word.
5. **Ask:** How can we make it easier to read? Point to the word on the board. Read the word with me. The class repeats the word with you.
6. **Say:** We are going to learn a way to attack this word. 2 words are put together to make a new word.
7. **Ask:** What is the first word? Point to 'heart.' Pupils repeat: Heart – heart – heart.
8. **Ask:** Where is your heart? Pupils show you.
9. **Ask:** What is the second word? Point to broken. Pupils repeat: Broken - broken - broken.
10. **Ask:** What is broken? Pupils do an action for 'broken'.
11. We say this is a compound word. Heart + broken = heartbroken. A heart that is sore or sad.

Guided Practice (10 minutes)

1. **Say:** Let's look at some other compound words. Point to the word on the board.
2. **Ask:** What 2 words are in this long word? (Answer: play and ground.)
3. Draw a line between the 2 sections: play/ground, on the board.
4. **Ask:** What does 'play' mean? Raise your hands. Choose a pupil to say what 'play' is.
5. **Ask:** What does 'ground' mean? Raise your hands. Choose a pupil to tell you. (Answer: Ground is a piece of land.)
6. **Ask:** If we put 'play' and 'ground' together, what does it say? Raise your hands. (Answer: playground.)
7. **Ask:** What does it mean? Raise your hands. (Answer: A piece of land where people can play.)

8. Repeat for other compound words: classroom, football.
9. **Say:** You can work out what a long word means. Look at the 2 small words in the compound word.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books.
2. **Write** 'Compound words'. Tell pupils to copy the heading on the top of the page.
3. **Write** the following compound words on the board: rainbow, sunflower, waterfall.
4. Read the words with the class.
5. **Say:** Copy the compound words in your book. Draw a line to show the 2 words. Draw a picture for each word. You have 6 minutes
6. Walk around the class and check that the pupils understood the instruction. Help the pupils who need help.
7. Have pupils volunteer to tell the class how they broke up the words and what the words mean. (Answers: rain/bow – a bow in the sky which comes when it rains; sun/flower – a flower which looks like the sun; water/fall – water falling from a height)

Closing (2 minutes)

1. **Say:** Class, listen.
Ask: What is a compound word? (Answer: 2 words that go together to make a new word.)
2. **Say:** Very good. Thank you, class. See you tomorrow. Pupils say: Thank you. Goodbye.

Lesson Title: Describe a Family Member	Theme: Writing a Scene	
Lesson Number: L-04-126	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to describe/write about a person in their families.</p>	 <p>Teaching Aids Story: 'My adventurous aunt' (at the end of the lesson plan)</p>	 <p>Preparation Write the story at the end of the lesson plan on a chart or the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Ask:** Who has an aunt? Raise your hand to answer.
3. Tell pupils that today they are going to listen to a story and describe a person in their family.

Introduction to the New Material (11 minutes)

1. Point to the story on the board. **Say:** Let's read a story about an aunt. It is called 'My adventurous aunt'. When someone likes to do new and fun things we say they are 'adventurous'. In the story a lot of funny things happen to this aunt.
2. **Read** the story. Do actions or use the local language to help pupils understand the meaning of the words. (Possible new words: plaits – braids in the hair, twinkly – shiny, bright – colourful, riding – sitting in something that is moving to go somewhere, drove off the road – go outside the road, another – one more, suddenly – quickly, as a surprise, caught – to catch or hold, horns – hard, pointed part of the goat's head)
3. **Read** the story again. Pupils do the actions with you. Check pupils understand the story and the words.
4. **Say:** There are a lot of words to describe Aunt Aminata in the story.
5. Underline these words in the story: adventurous, short, thin, small.
6. Ask pupils to raise their hand and if they can give you other words we can use to describe people.
7. **Write** any words pupils can tell you on the board. (Example answers: fat, tall, intelligent, beautiful)

Guided Practice (10 minutes)

1. **Ask:** Who is the main person or character in the story? Raise your hand to answer. (Answer: Aunt Aminata)
2. **Ask:** Who can tell me what Aunt Aminata looks like? Raise your hand to answer.
3. Pupils tell you more words to describe Aunt Aminata. (Example answers: plaits in her hair, small eyes, twinkly eyes, bright clothes, bright dresses, shoes with beads)
4. Underline these words that describe Aunt Aminata in the story.
5. **Say:** Let's describe Aunt Aminata. Aunt Aminata is adventurous and fun. She is short and thin. She looks like a child.
6. **Write** these sentences on the board.
7. Ask pupils help you to write a description of Aunt Aminata. As they help you, write the sentences on the board.

8. **Say:** Let's read the description.

Example description:

Aunt Animata is adventurous and fun. She is short and thin. She is small and looks like a child. She has plaits in her hair. She has small, twinkly eyes. She wears bright dresses and clothes. She wears shoes with beads.

9. **Read** the description. Pupils listen and repeat each sentence.

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** Describe someone in your family. Talk about their size, their hair, their face and the clothes they wear.
3. Give pupils 4 minutes.
4. **Say:** Work alone. Write a short description of someone in your family. Write 3 sentences. Use the description on the board to help you.
5. Give pupils 6 minutes to write the sentences.
6. Have 1 or 2 pupils volunteer to read their descriptions. Talk about their descriptions and ask 1 or 2 more questions about the family member. (Example questions: Is he/she tall/short? Is he/she fat/thin? Is he/she a nice/good person? Is he/she adventurous/fun?)

Closing (1 minute)

1. **Say:** Very good. Now you can describe of a family member. Try and write some more sentences about your family members at home.

[*STORY: MY ADVENTUROUS AUNT*] by Deborah Avery.

I have an aunt. Her name is Aminata. I call her my adventurous aunt because she always has adventures. She is fun.

Aunt Aminata is very short and thin. She plaits her hair in lots of little plaits. Her eyes are small and twinkly. She wears very bright clothes. She wears shoes with beads on them.




She is so small that sometimes people think she is a child. When they see her in her bright dresses they say, 'Why are you wearing your mother's clothes? You should be at school!' My aunt just laughs.

Once she was riding in a poda poda. Suddenly the driver drove off the road into a maize field. Open the windows,' shouted the driver. 'Pick some maize!' 'We can't take the maize!' said my aunt. 'Yes, you can! It's my field,' laughed the poda poda driver. Aunt Aminata came home with a bag full of maize.

Another time, my aunt was in the market. Suddenly, a goat ran towards her. My aunt stood and shouted at the goat. 'Stop!' she shouted. But the goat ran and ran. My aunt got caught on its horns. The goat ran through the market with my aunt on its back. Everyone laughed and laughed.

My adventurous aunt is such fun!

Lesson Title: Story Writing	Theme: Writing a Scene	
Lesson Number: L-04-127	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to develop a character in a specific setting.</p>		<p>Teaching Aids Story: 'My adventurous aunt' (at the end of the lesson plan)</p>		<p>Preparation Write the story at the end of the lesson plan on a chart or the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. Ask pupils to raise their hands if they remember the story from the last lesson.
3. **Say:** Aunt Aminata is adventurous and fun. Let's talk about some people we know.
4. Tell pupils that today they are going to start writing their own story.

Introduction to the New Material (12 minutes)

1. Point to the story on the board. **Ask:** What do we know about Aunt Aminata? Raise your hand to answer. (Example answers: She is and fun. She is short, thin and small.)
2. **Read** the story again. Pupils listen and read.
3. **Ask:** Who do we read about at the start of the story? Raise your hand to answer. (Answer: Aunt Aminata)
4. **Ask:** Where all does Aunt Aminata have her adventures? Raise your hand to answer. (Answer: One of her adventures is in the poda poda and one is in the market.)
5. **Say:** We are going to write a story together. The title of our story tells us about a person.
6. Ask pupils to think about a title for the story. Give pupils some ideas to help them. For example: My busy aunt, funny uncle, silly sister. Give pupils a minute to think.
7. **Ask:** What's a good title for our story? Raise your hand to answer.
8. **Write** 2 or 3 ideas on the board.
9. **Say:** Next we want to give the person a name.
10. **Ask:** Who has an idea? Raise your hand to answer.
11. **Write** 2 or 3 names on the board.
12. **Say:** Now we need to decide where our character has their adventure.
13. **Ask:** Where could this be? Raise your hand to answer. (Example answers: market, school, beach)
14. **Write** 2 or 3 places on the board.

Guided Practice (10 minutes)

1. **Write** on the board: I have a...
2. **Ask:** What can we write to complete the first sentence of our story? Raise your hand to answer.
3. Guide pupils to tell you the person the story is about. For example: I have a brother.
4. **Write** on the board: His/Her name is ...
5. **Ask:** What can we write to complete the next sentence of our story? Raise your hand to answer.
6. Guide pupils to tell you the name of the person. For example: His name is Abu.
7. **Write** on the board: I call him/her my ... because he/she is always ...

8. **Ask:** What can write to complete this sentence? Raise your hand to answer.
9. Guide pupils to tell you the adjective used for the person and why. For example: I call him my funny brother because he is makes jokes all the time.
10. **Write** on the board: He/She is ... and wears ... clothes.
11. **Ask:** What can we write to complete the description of our character? Raise your hand to answer.
12. Guide pupils to describe the person. For example: He is always making people laugh and wears funny clothes.
13. **Say:** Now let's start the next part of the story. Let's start with the setting.
14. **Write** on the board: One day she/he was in/at ...
15. Ask pupils for their ideas to complete the sentence with a setting.
16. Guide pupils to tell you the setting. For example: One day he was at his school.
17. **Say:** Now we can read the beginning of our story together.
18. Have 1 pupil volunteer to read the beginning of the story.

Independent Practice (11 minutes)

1. **Say:** Write the title of the story in your exercise books. Then write the beginning of our class story in your exercise books. Use the sentences on the board to help you.
2. Give pupils 8 minutes.
3. Have 1 or 2 pupils volunteer to read the beginning of the story to the class.

Closing (1 minute)

1. **Ask:** What do we call the person in a story? (Answer: character)
2. **Say:** Very good. We will continue the story tomorrow. Bring your exercise books.
3. Praise pupils for their hard work.

[*STORY: MY ADVENTUROUS AUNT*] by Deborah Avery.

I have an aunt. Her name is Aminata. I call her my adventurous aunt because she always has adventures. She is fun.

Aunt Aminata is very short and thin. She plaits her hair in lots of little plaits. Her eyes are small and twinkly. She wears very bright clothes. She wears shoes with beads on them.




She is so small that sometimes people think she is a child. When they see her in her bright dresses they say, 'Why are you wearing your mother's clothes? You should be at school!' My aunt just laughs.

Once she was riding in a poda poda. Suddenly the driver drove off the road into a maize field. Open the windows,' shouted the driver. 'Pick some maize!' 'We can't take the maize!' said my aunt. 'Yes, you can! It's my field,' laughed the poda poda driver. Aunt Aminata came home with a bag full of maize.

Another time, my aunt was in the market. Suddenly, a goat ran towards her. My aunt stood and shouted at the goat. 'Stop!' she shouted. But the goat ran and ran. My aunt got caught on its horns. The goat ran through the market with my aunt on its back. Everyone laughed and laughed.

My adventurous aunt is such fun!

Lesson Title: Story Writing (Continued)	Theme: Writing a Scene	
Lesson Number: L-04-128	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write a short scene with their character.</p>	 <p>Teaching Aids 1. Paragraph from the story: 'My adventurous aunt' (at the end of the lesson plan) 2. The beginning of the class story from lesson 127</p>	 <p>Preparation 1. Write the paragraph from the story 'My adventurous aunt' on a chart or on the board. 2. Write the story the class started the previous lesson on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Ask:** What did we do in our last lesson? Raise your hand to answer.
3. Tell pupils that today they are going to continue writing their own story.

Introduction to the New Material (8 minutes)

1. **Say:** Let's read our story again. Point to the beginning of the story on the board.
2. **Read** the beginning of the story.
3. Point to the paragraph from the story about Aunt Aminata on the board.
4. **Read** the paragraph to the class.
5. Tell pupils you are going to ask some questions. Tell them to raise their hands to answer.
 - a. Where was aunt Aminata? (Answer: in the market)
 - b. Which animal ran towards her? (Answer: a goat)
 - c. What did aunt Aminata shout? (Answer: stop)
 - d. Did the goat stop? (Answer: No)
6. Draw a goat's horns on the board.
7. **Ask:** What happened to aunt Aminata? (Answer: She got caught on its horns. The goat ran through the market with Aminata on its back.)
8. **Ask:** What did all the people do? (Answer: Everyone laughed.)
9. Tell pupils to think of an adventure that the character in their story will have.
10. Give pupils 2 or 3 minutes to think. Listen to pupils' ideas.

Guided Practice (12 minutes)

1. Point to this sentence on the board: One day my aunt was in the market.
2. **Say:** Look at how this paragraph starts. Let's change this for our story.
3. **Write** on the board: One day my ... was in/at
4. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
5. Write 1 of the pupils' suggestions on the board to complete the sentence. (Example answer: One day my brother was at his school.)
6. **Write** on the board: Suddenly a ran towards my ...
7. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
Write 1 of the pupils' suggestions on the board to complete the sentence. (Example answer: Suddenly a dog ran towards my brother)

8. **Write** on the board: My ... shouted ...
9. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
10. Write 1 of the pupils' suggestions on the board to complete the sentence. (Example answer: My brother shouted at the dog to fly.)
11. **Write** on the board: But
12. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
13. Write 1 of the pupils' ideas on the board to complete the sentence. (Example answer: But the dog did not fly.)
14. **Write** on the board: In the end my
15. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
16. Write 1 of the pupils' ideas on the board to complete the sentence. (Example answer: In the end my brother picked up the dog and ran around acting like it was flying.)
17. **Write** on the board: Everyone
18. **Ask:** What can we write to complete the sentence? Raise your hand to answer.
19. Write 1 of the pupils' ideas on the board to complete the sentence. (Example answer: Everyone laughed.)
20. **Say:** Now we can read our whole story.
21. Have 1 or 2 pupils volunteer to read the story to the rest of the class.

Independent Practice (10 minutes)

1. Tell pupils to open their exercise books and find the beginning of the story they wrote in the last lesson.
2. **Say:** Write the rest of your story. You can use the story on the board or you can change some words to make a different story.
3. Give pupils 8 minutes to write the rest of the story.




Closing (4 minutes)

1. Have a pupil volunteer to read the beginning of the story from the last lesson. Have another pupil volunteer to read the rest of their story.
2. **Say:** Very good. Practice telling your story. Practice writing other stories at home.

[PARAGRAPH FROM MY ADVENTUROUS AUNT] by Deborah Avery.

Another time, my aunt was in the market. Suddenly, a goat ran towards her. My aunt stood and shouted at the goat. 'Stop!' she shouted. But the goat kept running. My aunt got caught on its horns and the goat ran through the market with my aunt on its back. Everyone laughed and laughed.

Lesson Title: Prepositions	Theme: Writing a scene	
Lesson Number: L-04-129	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to compare/contrast different prepositions.</p>		<p>Teaching Aids A book and 2 bags</p>		<p>Preparation Write the prepositions of place on the board: in, in front of, on, behind, under, above, between, next to.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. Point to the door of the classroom. **Ask:** What is this? Raise your hand to answer.
3. Repeat with other classroom objects. For example: window, board, cupboard, table, wall, chair, exercise book.
4. Tell pupils that today they will learn more about where different classroom objects are in the classroom.

Introduction to the New Material (15 minutes)

1. **Say:** I am standing in front of the board. Point to the preposition 'in front of' on the board.
2. **Write** the sentence on the board.
3. **Ask:** Where am I? Raise your hand to answer. (Answer: in front of the board)
4. Put a book in a bag. **Say:** The book is in the bag. Point to the preposition 'in' on the board.
5. **Write** the sentence on the board.
6. **Ask:** Where is the book? Raise your hand to answer. (Answer: in the bag)
7. Put a book above your head. **Say:** The book is above my head. Point to the preposition 'above' on the board.
8. **Write** the sentence on the board.
9. **Ask:** Where is the book? Raise your hand to answer. (Answer: above your head)
10. Put a book under the table. **Say:** The book is under the table. Point to the preposition 'under' on the board.
11. **Write** the sentence on the board.
12. **Ask:** Where is the book? Raise your hand to answer. (Answer: under the table)
13. Put a book on the table. **Say:** The book is on the table. Point to the preposition 'on' on the board
14. **Write** the sentence on the board.
15. **Ask:** Where is the book? Raise your hand to answer. (Answer: on the table)
16. Put the book next to the bag. **Say:** The book is next to the bag. Point to the preposition 'next to' on the board.
17. **Write** the sentence on the board.
18. **Ask:** Where is the book? Raise your hand to answer. (Answer: next to the bag)
19. Put the book behind you. **Say:** The book is behind me. Point to the preposition 'behind' on the board.
20. **Write** the sentence on the board.
21. **Ask:** Where is the book? Raise your hand to answer. (Answer: behind you)
22. Put the book between 2 pupils. **Say:** The book is between the pupils.

23. Point to the preposition 'between' on the board.
24. **Write** the sentence on the board.
25. **Ask:** Where is the book? Raise your hand to answer. (Answer: between the pupils)
26. Ask pupils to listen and repeat each sentence.
27. Tell pupils that we can compare some of the prepositions.
28. **Say** and demonstrate 'in' and 'on'.
29. **Say** and demonstrate 'above' and 'under'.
30. **Say** and demonstrate 'behind' and 'above'.

Guided Practice (5 minutes)

1. Tell pupils they must listen and follow your instructions.
 - a. **Say:** Put your book in your bag.
 - b. **Say:** Put your book on your bag.
 - c. **Say:** Hold your book above the table.
 - d. **Say:** Hold your book under the table.
 - e. **Say:** Say hello to the person sitting behind you.
 - f. **Say:** Say hello to the person sitting in front of you.
 - g. **Say:** Say hello to the person sitting next to you.
 - h. **Say:** Stand up if you are sitting between 2 people.




Independent Practice (10 minutes)

1. **Write** on the board: in/on, above/under, behind/in front of.
2. Draw a picture of a ball in a bag on the board. Draw a picture of a ball on a bag on the board
3. **Write** these sentences on the board: The ball is in the bag. The ball is on the bag.
4. **Say:** Draw pictures to show the difference between the prepositions 'above and under' and 'behind and in front of'. Write sentences next to your pictures.
5. Give pupils 7 minutes to draw and write.
6. **Say:** Work in pairs. Show your pictures to your partner. Read your sentences.

Closing (3 minutes)

1. **Ask:** What do you call a word that tells you where something is? (Answer: a preposition)
2. Have 1 or 2 pupils volunteer to read their sentences.
3. Praise pupils for their hard work.

Lesson Title: Conditional Statements with 'If'	Theme: Writing a scene	
Lesson Number: L-04-130	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to construct conditional statements using 'If'.</p>		<p>Teaching Aids Paragraph from the story: 'My adventurous aunt (at the end of the lesson plan).</p>		<p>Preparation Write the paragraph at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review the story about the adventurous aunt.
3. Have a pupil volunteer to retell the main events in the story. Help them if needed. (Example answers: Aminata was adventurous. She was very short and wore colourful clothes. People thought she was a child. Once she was going in a poga poga and picked a bag of maize from the driver's field. Once she was in the market and rode on a goat's back.)
4. Tell pupils that today they will be writing sentences using 'if.'

Introduction to the New Material (9 minutes)

1. Read the paragraph about Aunt Aminata's adventure at the market. Pupils listen and read.
2. **Ask:** What does Aunt Aminata do when she sees the goat running towards her? Raise your hands to answer. (Answer: She shouts 'stop!')
3. **Ask:** Does the goat stop? (Answer: No.)
4. **Ask:** What happens? Raise your hand to answer. (Answer: The goat knocks her over. It runs away with her on its back.)
5. **Ask:** What could Aunt have done differently? Raise your hand to answer. (Example answers: She could step out of the goat's path. She could run away. She could catch the goat by the horns.)
6. **Say:** If she stepped aside, the he goat would not knock her over.
7. **Write** this sentence on the board: If she stepped aside, the goat would not knock her over.
8. Read the sentence to the class. Pupils listen and repeat 2 times.
9. Explain that we use 'If' in this sentence to imagine something different could happen.
10. **Say:** We can imagine something else about Aunt Aminata that could be different.

Guided Practice (10 minutes)

1. **Write** the sentence on the board: If Aunt Aminata was tall, she would not look like a child.
2. **Ask:** Is Aunt Aminata tall? Raise your hand to answer. (Answer: No.)
3. Explain that we are imagining what would be different if Aunt Aminata was tall.
4. **Write** the sentence on the board: If Aunt Aminata was my aunt, I would ...
5. **Ask:** Is Aunt Aminata your aunt? Raise your hand to answer. (Answer: No)
6. Ask pupils if they would be happy if Aunt Aminata was their aunt.
7. **Write** the end of the sentence on the board: be very happy.
8. **Write** the sentence on the board: If I had a goat, I would ...
9. **Ask:** Do you have a goat? Raise your hand to answer. (Answer: No)
10. Ask pupils what they would do if they had a goat.

11. **Write** the end of the sentence on the board using pupils' ideas. (Example answer: I would play with it.)
12. Ask pupils to listen and repeat each sentence.

Independent Practice (10 minutes)

1. Draw a picture of a lot a boat and an ice cream on the board.
2. Point to each picture and ask pupils what they can see in each picture.
3. **Write** on the board:
 - a. If I had a boat ...
 - b. If I had an ice cream...
4. **Say:** Draw the pictures and complete the sentences. What would you do if you had these things?
5. Give pupils 8 minutes to draw and write sentences.




Closing (3 minutes)

1. Have 1 or 2 pupils volunteer to read their sentences to the rest of the class. Make sure pupils have finished the sentences with 'I would + verb'.
2. **Write** some of the best sentences on the board.
3. Praise pupils for their hard work.

[PARAGRAPH FROM MY ADVENTUROUS AUNT] by Deborah Avery.

Another time, my aunt was in the market. Suddenly, a goat ran towards her. My aunt stood and shouted at the goat. 'Stop!' she shouted. But the goat ran and ran. My aunt got caught on its horns. The goat ran through the market with my aunt on its back. Everyone laughed and laughed.

Lesson Title: Imperative Verb Tense	Theme: Following instructions	
Lesson Number: L-04-131	Class/Level: Primary 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to explain and write imperative verb tenses in giving out instructions.</p>	 <p>Teaching Aids 1. Recipe: 'Plantain Mosa' (at the end of the lesson plan) 2. List of imperatives from the recipe - see preparation</p>	 <p>Preparation 1. Write the recipe at the end of the lesson plan on the board. 2. Write these imperative verbs on the board: cut, peel, mash, break, add, mix, drop, fry, place.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. Give pupils some instructions: Stand up. Sit down. Turn around. Clap your hands.
3. Tell pupils that today they are going to learn how to give instructions.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to learn about verbs that tell us what to do. Raise your hand if you can tell me some verbs teachers use when they want pupils to do things? (Example answers: sit, read, listen, write, draw, spell, work in pairs)
2. **Write** pupils' words on the board.
3. Explain that verbs to give orders or instructions are called 'imperative' verbs.
4. **Write:** 'Imperative' verb on the board.
5. Point to the recipe on the board. **Say:** This is a recipe. Raise your hands if you know what a recipe is.
6. Explain that a recipe has a list of ingredients (food items) and simple instructions.
7. **Read** the recipe with the class. Ask pupils questions about the ingredients using 'How much' and 'How many'. Examples: How many eggs/plantain do we need? How much flour/oil do we need?
8. **Say:** Look at the second part of the recipe. These are the instructions.
9. Point to the imperative verbs on the board. Explain that when we give instructions or orders, we do not use a subject like 'you' or 'he' or 'she'.
10. **Read** each verb and do actions to help pupils understand the words. Pupils listen and repeat. (Possible new words: tablespoon – a size of spoon used for measuring food; peel – remove the cover; mash – squash and mix; mixture – a mix of many things)

Guided Practice (11 minutes)

1. Have pupils volunteer to come to the board and circle the verbs in the recipe. The other pupils must watch and help the volunteer.
2. **Say** each verb. Start with cut. **Ask:** How do we cut? Do the action.
3. **Ask:** How do we peel? Do an action.
4. **Read** the sentence in the recipe: First, cut and peel the plantain.
5. Repeat for all the imperative verbs on the board and in the recipe – have pupils do the actions. If they do not understand a word, do the action and explain in the local language.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** You are going to give each other instructions. Let us think of some more verbs we can use to give instructions. Raise your hand. (Example answers: clap, jump, tap).
3. **Write** the list on the boards.
4. **Say:** Now you have a lot of ideas for action verbs which you can use to give instructions. In your pairs, take turns to give instructions and do the actions.
5. Give the pupils 5 minutes to give each other instructions.

Closing (2 minutes)

1. **Ask:** What do imperative verbs do? (Answer: They tell us what to do. They give instructions or orders.)
2. **Ask:** What new verbs did you learn today? Raise your hand to answer. (Answer: cut, peel, mash, break, add, mix, drop, fry, place)
3. Praise pupils for their hard work.

[RECIPE: PLANTAIN MOSA] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 21-25, Week 24.




Ingredients

- 1 ripe plantain
- 1 egg
- 2 tablespoons flour
- ground red chilli pepper (to taste)
- salt (to taste)
- 1 tablespoon of vegetable oil for frying

Method

- First, cut and peel the plantain. Mash it together.
- Second, break the egg and add it to the plantain.
- Next, add the flour, salt and pepper.
- Then, mix it together.
- Next, drop the plantain mixture into the hot oil.
- After that, fry each side of the mosa for 2 minutes.
- Finally, place the mosa on paper.
- Now your mosa is ready to eat.

Lesson Title: Connectives	Theme: Following instructions	
Lesson Number: L-04-132	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and list connectives that are used to show transition.</p>	 <p>Teaching Aids 1. Recipe: 'Plantain Mosa' (at the end of the lesson plan) 2. List of connectives from the recipe</p>	 <p>Preparation 1. Write the recipe at the end of the lesson plan on the board. 2. Write these connectives on the board: first, second, next, then, after that, finally</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review. Raise your hand if you can tell me what imperative verbs are. (Answer: They tell us what to do. They give instructions. They give order.)
3. Tell pupils that today they are going to learn more about giving instructions.

Introduction to the New Material (10 minutes)

1. **Say:** Let's read the recipe again. Point to the recipe on the board.
2. Have pupils volunteer to read the instructions in the second part of the recipe.
3. **Say:** Raise your hand to tell me 1 imperative verb in the recipe. (Answers: cut, peel, mash, add, mix, drop, fry, place)
4. Explain that it is important that instructions are given in the correct order. Point to the list of connectives on board: first, second, next, then, after that, finally.
5. **Say:** We write these words at the beginning of sentences. They tell us when things happen. They tell us the order they happen in.
6. Point to the word 'first'. **Say:** This word tells us the first thing to do. We use it at the beginning.
7. Point to the word 'second'. **Say:** This word tells us the second thing to do.
8. Point to the words 'then', 'next' and 'after that'. **Say:** These words tell us what to do in the middle. They tell us the order in which to do things.
9. Point to the word 'finally'. **Say:** This word tells us the last thing to do.

Guided Practice (11 minutes)

1. Read the second part of the recipe with the class. Pupils listen and read.
2. **Say:** Look at the recipe on the board.
3. **Ask:** Can you see the words which tell us about the order to do things in the recipe? Raise your hand to answer. Have pupils volunteer to come to the board and circle the time connectives in the recipe- first, second, next, then, after that, finally. The other pupils can help them.
4. **Say:** These 'time words' tell us when to do things.
5. **Say:** We are going to draw a timeline with our time words in order.
6. Draw a long horizontal line on the board.
7. **Say:** Raise your hand if you can tell me which word to start with? (Answer: first)
8. **Write** 'first' on the left side of the line.
9. **Say:** Raise your hand if you can tell me which word comes next.

10. **Write** 'second' on the line.
11. **Say:** Raise your hand if you tell me which words to write now. There are 3 words.
12. **Write** 'next', 'then', 'after that' on the line. Explain that any of these words can be used.
13. **Say:** Raise your hand if you can tell me which word to finish with?
14. **Write** 'finally' at the end of the line. Pupils help you put the rest of the words in order.
15. Ask pupils to copy the timeline and the time connectives in their exercise books.

Independent Practice (11 minutes)

1. Erase the time connectives (first, second, next, then, after that, finally) in the recipe on the board. Put a line for a gap in its place (see the end of the lesson plan for an example).
2. Ask pupils to write the instructions for the recipe with the correct time connectives in their exercise book.
3. Give pupils 9 minutes.
4. Have different pupils read the sentences with the time connectives.
5. **Write** the words in the recipe on the board. (Answers: Numbers 1, 2 and 7 must be first, second and finally. Numbers 3, 4, 5, 6 can be next, then or after that in any order.)

Closing (1 minute)

1. **Ask:** What did you learn today? Raise your hand to answer. (Answer: Words which tell us in what order to do things.)
2. **Say:** Raise your hand if you can tell me some of these words.
3. Praise pupils for their hard work.

[RECIPE: PLANTAIN MOSA] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 21-25, Week 24.




Method

1. First, cut and peel the plantain. Mash it together.
2. Second, break the egg and add it to the plantain.
3. Next, add the flour, salt and pepper.
4. Then, mix it together.
5. Next, drop the plantain mixture into the hot oil.
6. After that, fry each side of the mosa for 2 minutes.
7. Finally, place the mosa on paper towels.
8. Now your mosa is ready to eat.

Method [with erased connectives]

1. _____, cut and peel the plantain. Mash it together.
2. _____, break the egg and add it to the plantain.
3. _____, add the flour, salt and pepper.
4. _____, mix it together.
5. _____, drop the plantain mixture into the hot oil.
6. _____, fry each side of the mosa for 2 minutes.
7. _____, place the mosa on paper towels.
8. Now your mosa is ready to eat.

Lesson Title: Connectives	Theme: Following Instructions	
Lesson Number: L-04-133	Class/Level: Primary 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to match connectives to sentences in a passage.</p>	 <p>Teaching Aids Texts 1 and 2: 'How to grow plants' (at the end of the lesson plan)</p>	 <p>Preparation 1. Write Text 1 with the spaces at the end of the lesson plan on the board. Do not write Text 2 on the board. 2. Draw on the board: a glass jar, a plastic tub/pot, a flat dish, a plastic bag. Write the words under the pictures.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review! Raise your hand if you can tell me what a recipe is. (Answer: a list of ingredients and instructions for cooking food)
3. Tell pupils that today they are going to learn more about giving instructions.

Introduction to the New Material (11 minutes)

1. **Say:** Today we are going to learn how to grow a bean plant.
2. Point to the drawings on the board: a glass jar, a plastic tub/pot, a flat dish, a plastic bag.
3. **Say** the words under the pictures. Check pupils understand the meaning. Pupils listen and repeat the words.
4. Point to the text (with spaces) on the board. **Say:** I am going to read about how to grow a bean plant.
5. Read the text slowly and clearly.
6. Point to the pictures on the board or do actions to help pupils understand. (Possible new words: place – put, overnight – from night to morning, soil – mud in which plants grow)
7. Read the text again slowly and clearly.
8. Have pupils volunteer to come to the board and circle the imperative verbs. (Answers: find, place, leave, find, fill, place, cover, fill, place, cover, place)
9. Ask pupils which words are missing. (Answer: connectives, time words, the words which tell us the order).

Guided Practice (8 minutes)

1. Ask pupils to raise their hands if they can remember any of the time words/connectives.
2. **Write** the words on the board in any order pupils say them. Add any that pupils forget. (Time words: first, second, after that, next, then, finally)
3. **Say:** I am going to read the text again. Listen carefully.
4. Read Text 2 with the time words - see end of the lesson plan.
5. **Say:** I am going to read the text again. This time, raise your hand when you hear one of the time words on the board.
6. **Read** the text again. Stop each time pupils raise their hands.

7. Choose a pupil to say the word that they heard. Point to the word on the board.
8. **Say:** Remember, these 'time words' tell us when to do things. Raise your hand if you can tell me the word for the last thing we do. (Answer: finally)

Independent Practice (11 minutes)

1. Ask pupils to copy the text in their exercise books and complete the sentences in the text with the missing time words.
2. Give pupils 9 minutes.

Closing (3 minutes)

1. Have pupils volunteer to read their complete sentences. (Answers: See text at the end of the lesson plan. Note: The first, second and final sentences are first, second and finally. The other sentences can be next, after that and then in any order.)
2. Praise pupils for their hard work.

[TEXT 1: GROW YOUR OWN BEAN PLANTS] by Deborah Avery.

_____, find a glass jar and place your bean seeds in it. Leave them overnight.

_____, find a plastic tub and put 5 holes in the bottom of it. Fill it with soil - only about two-thirds.

_____, place your seeds on the soil. Cover the seeds with about ½ centimeter of soil.

_____, fill a flat dish with water and place the plastic tub in it.

_____, cover it with a plastic bag.

_____, place it in somewhere warm until the seeds grow.

[TEXT 2: GROW YOUR OWN BEAN PLANTS] by Deborah Avery.

First, find a glass jar and place your bean seeds in it. Leave them overnight.

Second, find a plastic tub and put 5 holes in the bottom of it. Fill it with soil - only about two-thirds.




Next, place your seeds on the soil. Cover the seeds with about ½ centimeter of soil.

Then, fill a flat dish with water and place the plastic tub in it.

After that, cover it with a plastic bag.

Finally, place it in somewhere warm until the seeds grow.

Lesson Title: Original Sentences	Theme: Following Instructions	
Lesson Number: L-04-134	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write/use connectives when giving out instructions.</p>	 <p>Teaching Aids Instructions (at the end of the lesson plan)</p>	 <p>Preparation 1. Write the instructions at the end of the lesson plan on the board. 2. Write these phrases on the board as a list: write the date under your name, draw a circle, write your name in the circle, write your favourite subject under the date, raise your hand and pick up a pencil.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review. **Ask:** What did we learn in the last lesson? Raise your hand to answer.
(Answer: how to grow bean plants)
3. Tell pupils that today they are going to learn to follow and write instructions in the right order.

Introduction to the New Material (10 minutes)

1. Ask pupils to open their exercise books and start a new page.
2. **Say:** Listen and do what I say. Pupils follow your instructions step by step.
3. **Say:** First, stand up. Pupils stand up.
4. **Say:** Second, say 'hello'. Pupils say 'hello'.
5. **Say:** Then, turn around. Pupils turn around.
6. **Say:** After that, sit down. Pupils sit down.
7. **Say:** Next, say 'goodbye'. Pupils say 'goodbye'.
8. **Say:** Finally, wave 'goodbye'. Pupils wave 'goodbye'.
9. **Say:** Well done! You followed my instructions.
10. Point to the instructions on the board. Read each instruction. Pupils listen and repeat.

Guided Practice (8 minutes)

1. Point to the instructions on the board. **Say:** Look at the instructions. There are some words missing.
2. **Ask:** What kind of words are missing? Raise your hand to answer. (Answer: time words, connectives, words to tell us the order)
3. **Say:** Raise your hand if you can remember any of these words.
4. **Write** the time words pupils tell you on the board. At the end, make sure these words are on the board: after that, next, then, first, second, finally.
5. Put pupils in pairs.
6. **Say:** Decide which word must go in each space.
7. Give pupils 5 minutes.

8. Have pupils volunteer to come to the board and write the words in the spaces. The other pupils say if they are correct or not. (Answers: The first 2 instructions must be 'first' and 'second'. The final instruction must be 'finally'. The other instructions can be 'next', 'after that', 'then' in any order.)

Independent Practice (10 minutes)

1. **Say:** We are going to write some different instructions with time words.
2. Read these phrases on the board:
 - a. write the date under your name
 - b. draw a circle
 - c. write your name in the circle
 - d. write your favourite subject under the date
 - e. raise your hand and pick up a pencil
3. **Say:** Read these instructions carefully and think about what order they should be in. Write the instructions in your exercise books with time words. For example: First, raise your hand and pick up a pencil.
4. **Write** the example on the board.
5. Give pupils 7 minutes.
6. Have pupils volunteer to read out the instructions in the correct order, using the right time words.
7. **Write** the answers on the board. Ask pupils to check their work. (Answer: First, raise your hand and pick up a pencil. Second, draw a circle. Then/next/after that write your name in the circle. Then/next/after that write the date under your name. Finally, write your favourite subject under the date.)

Closing (5 minutes)

1. **Say:** Follow these instructions in your exercise books. First, raise your hand and pick up a pencil. Second, draw a circle. Next write your name in the circle. After that write the date under your name. Finally, write your favourite subject under the date.
2. Ask pupils to hold up their exercise books so that you can see their work.

[INSTRUCTIONS]

_____, stand up.

_____, say 'hello'.




_____, turn around.

_____, sit down.

_____, say 'goodbye'.

_____, wave 'goodbye'.

Lesson Title: Following Oral Instructions	Theme: Following Instructions	
Lesson Number: L-04-135	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to follow several oral instructions.</p>		<p>Teaching Aids 1. Letter (at the end of the lesson plan) 2. Instructions for starting to write a letter (at the end of the lesson plan)</p>		<p>Preparation Write the instructions for starting to write a letter at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review. **Ask:** What did we learn yesterday? Raise your hand to answer. (Answer: how to follow and write instructions)
3. Tell pupils that today they are going to follow lots of instructions and write a very short letter.

Introduction to the New Material (13 minutes)

Note: See the letter at the end of the lesson plan.

1. **Say:** Watch and listen.
2. Draw a large square on the board. **Say:** First, draw a large square.
3. **Write** the address at the top on the right. **Say:** Second, write your address at the top on the right.
4. **Write** today's date under the address. **Say:** Then, under your address, write today's date.
5. **Write** 'Dear Bintu' on a new line on the left. **Say:** After that, start a new line on the left. Write 'Dear Bintu'.
6. **Write** 'How are you?' under 'Dear Bintu'. **Say:** Next, start a new line, under 'Dear Bintu', write 'How are you?'
7. **Write** 'I am very well.' **Say:** Finally, write 'I am very well.'
8. **Ask:** What have I written on the board? What is it? Raise your hand to answer. (Answer: the beginning of a letter)
9. Point to the instructions for writing a letter on the board. Read each instruction. Pupils listen and repeat.
10. Read each instruction again. Ask pupils to follow the instructions and write the start of the letter in their exercise books.

Guided Practice (10 minutes)

1. Point to the instructions for starting a letter on the board. **Say:** Look at the instructions. There are some words missing.
2. **Ask:** What kinds of words are missing? Raise your hand to answer. (Answer: time words, connectives, words to tell us the order)
3. **Say:** Raise your hand if you can remember any of these words.

4. **Write** the time words pupils tell you on the board. At the end, make sure you these words are on the board: after that, next, then, first, second, finally.
5. Put pupils in pairs.
6. **Say:** Decide which word must go in each space.
7. Give pupils 5 minutes.
8. Have pupils volunteer to tell you which words go in the spaces. (Answers: The first 2 instructions must be 'first' and 'second'. The final instruction must be 'finally'. The other instructions can be 'next', 'after that', 'then' in any order.)

Independent Practice (10 minutes)

1. Read the start on the letter on the board. **Say:** We are going to continue our letter. This time listen and do as I say.
2. **Say:** After 'I am very well', write 'We are studying English.' Give pupils 1 minute to write.
3. **Say:** Then, write 'I like English.' Give pupils 1 minute to write.
4. **Say:** Next, write 'What is your favourite subject?' Give pupils 2 minutes to write.
5. **Say:** After that, start a new line and write 'Write soon.' Give pupils 1 minute to write.
6. **Say:** Then, start another new line and write 'Best wishes.' Give pupils 1 minute to write.
7. **Say:** Finally, sign your name.
8. Have a pupil volunteer to read the letter from the beginning. **Write** the rest of the letter on the board as the pupil reads.

Closing (1 minute)

1. **Say:** Well done. You have followed my instructions and you have written a letter.

[LETTER]

18 Riverside Street,
Freetown
31st October 2016

Dear Bintu

How are you? I am very well. We are studying English. What is your favourite subject?

Write soon.

Best wishes,

Jusu

[INSTRUCTIONS FOR STARTING A LETTER]

_____, draw a large square.

_____, write your address in the top right hand corner.




_____, under your address, write today's date.

_____, start a new line on the left. Write 'Dear Bintu'.

_____, start a new line, under 'Dear Bintu', write 'How are you?'

_____, write 'I am very well.'

Lesson Title: Important Issues	Theme: Emerging Issues	
Lesson Number: L-04-136	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to name issues important to their family, community and Sierra Leone.</p>		<p>Teaching Aids Poem: 'Brothers and Sisters' (at the end of the lesson plan).</p>		<p>Preparation Write the poem at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. Ask pupils questions about their brothers and sisters. Tell them to raise their hands to answer.
Ask: Do you have brothers and sisters? Do you like your brother or sister? Do you fight?
3. **Say:** Today you are going to read a poem and talk about important things in your community.

Introduction to the New Material (10 minutes)

1. **Say:** We are going to read a poem about brothers and sisters.
2. Point to the poem on the board. **Say:** I am going to read the poem. Listen and follow as I read.
3. Read the poem clearly and slowly.
4. Read the poem again.
5. Do actions to help pupils understand. (Possible new words: always – at all times, agree – think the same thing, climb – crawl up)
6. Explain 'equal' means the same. Boys and girls should be treated in the same way because they are equal.
7. Read the poem again. Pupils do actions with you.
8. **Ask:** What does the poem tell us about girls and boy? Raise your hand to answer. Some pupils may be able to answer. If they do not know, tell them that the poem tells us that boys and girls are equal. This means that girls and boys and men and women are all important in a family and in the community. They are equal. Boys are not better than girls. Girls are not better than boys.
9. **Say:** We are going to talk about some of the important things in our families, our community and in our country.

Guided Practice (10 minutes)

1. **Say:** Let's think of some other important problems in our community. Have pupils share any ideas. If they do not have any ideas, **say:** I can think about one. Some children do not go to school. Ask pupils to share their ideas about why this is important.
2. **Write** on the board: Education: Some children do not go to school. Children must go to school. Education is important for their future.
3. Put pupils in pairs. Ask them to think of 1 more important problem in the community.
4. Give pupils 3 minutes.
5. **Ask:** Who can share some other ideas with us? Raise your hands. **Write** any ideas pupils have on the board. Write the problem and write some simple sentences. If they do not have any ideas, use some of the examples below.
Example sentences and problems:

- Crime: People must not steal. People must follow the law. Crime is not good.
 - Health: We must wash our hands often. We must wash our hands with soap and water. Dirty hands are not healthy.
 - Rubbish: People must throw rubbish in the bin. We do not want a dirty community. We want a beautiful and clean community.
6. Read the problems with the class. **Say:** These are important problems in our families and communities.

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** Choose 1 problem in the community. Make a poster about the problem. Give your poster a title. The title is the problem (point to the problems on the board). Draw a picture. Write some short sentences about what the problem is and why it is important (point to the sentences on the board). Use the sentences on the board to help you.
3. Give pupils 9 minutes.
4. Have pairs volunteer to come to the front of the class and talk about their posters.

Closing (2 minutes)

1. **Ask:** What are some problems in our community we have talked about today? Raise your hands. (Answers: education, crime, health, rubbish)
2. Praise pupils for their hard work.

[POEM: *BROTHERS AND SISTERS*] by Deb Avery.

Brothers and sisters
don't always agree.
But both of them
can climb a tree.




Both of them
can kick a ball.

Both of them
can stand up tall.

Both of them
can cook the food

They are equal.
Both are good!

Lesson Title: Language of Agreement	Theme: Emerging Issues	
Lesson Number: L-04-137	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to communicate agreement or disagreement with another's opinion.</p>		<p>Teaching Aids None</p>		<p>Preparation Draw and write the speech bubbles at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Who can remember some of the problems in the community we talked about? Raise your hand to answer. (Answers: education, health, rubbish, crime)
3. **Write** the problems on the board.
4. Tell pupils that today they are going to talk more about important issues in the community.

Introduction to the New Material (10 minutes)

1. Have pupils volunteer to show you the poster they made in the last lesson. Ask the pupil questions about the problem and why it is important.
2. **Say:** Let's talk about one of the problems. I am going to read a sentence. Decide if you agree (nod your head) or disagree (shake your head).
3. **Write** 'agree (yes)' and 'disagree (no)' on the board. Explain that agree means that you think and believe the same. Disagree means you do not think and believe the same.
4. **Say:** Children must not work. Repeat the sentence. Make sure the pupils know what the sentence means.
5. **Say:** If you agree with this sentence, raise your hand.
6. **Say:** If you disagree with this sentence, raise your hand.
7. **Say:** I agree. I think children must go to school. I think it is wrong for young children to work.
8. **Write** these sentences on the board. Underline 'I agree' and 'I think'.
9. **Say:** Children must work. Repeat the sentence. Make sure the pupils know what the sentence means.
10. **Say:** If you agree with this sentence, raise your hand.
11. **Say:** If you disagree with this sentence, raise your hand.
12. **Say:** I disagree. I think children must go to school. I think it is wrong for young children to work.
13. **Write** these sentences on the board. Underline 'I disagree' and 'I think'.

Guided Practice (11 minutes)

1. **Say:** Let's practice agreeing and disagreeing with some more sentences.
2. **Say:** We must not throw rubbish on the floor. Repeat the sentence. Make sure the pupils know what the sentence means.
3. **Say:** If you agree with this sentence, raise your hand.
4. **Say:** If you disagree with this sentence, raise your hand.

5. **Say:** I agree. I think we must throw rubbish in the bin. We want a clean and beautiful community.
6. **Write** these sentences on the board. Underline 'I agree' and 'I think'.
7. **Say:** We must throw our rubbish on the floor. Repeat the sentence. Make sure the pupils know what the sentence means.
8. **Say:** If you agree with this sentence, raise your hand.
9. **Say:** If you disagree with this sentence, raise your hand.
10. **Say:** I disagree. We must not throw our rubbish on the floor. I think it is wrong to throw rubbish on the floor. We want a clean and beautiful community.
11. **Write** these sentences on the board. Underline 'I disagree' and 'I think'.

Independent Practice (10 minutes)

1. Point to the speech bubbles on the board. **Read** the sentences
2. Remind pupils that 'equal' means the same. Explain 'steal' means to take things that do not belong to you.
3. Put pupils in pairs.
4. **Say:** For any one speech bubble write sentences. Say if you agree or disagree and why. Use the sentences on the board to help you.
5. Give pupils 6 minutes.
6. Read each sentence. Have 1 or 2 pupils volunteer to say if they agree or disagree and why. (Example answer: I agree. I think boys and girls are equal. Everyone should be able to study and do well in life.)




Closing (3 minutes)

1. **Say:** Today you have learned polite ways to agree and disagree with an opinion.
2. **Ask:** If you agree, do you have the same opinion? Raise your hand. (Answer: yes)
3. **Ask:** And if you disagree? Raise your hand. (Answer: You have a different opinion.)
4. Praise pupils for their hard work.

[SPEECH BUBBLES]



Lesson Title: Cause (and Effect)	Theme: Emerging issues	
Lesson Number: L-04-138	Class/Level: Class 4	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to list the causes of problems in their community.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Ask:** Who can remember the polite way to say you do not have the same opinion? Raise your hand to answer. (Answer: I disagree)
3. **Say:** Raise your hand if you can tell me one of the problems in the community. (Example answers: water shortage, crime)
4. Tell pupils that today they are going to talk about what causes problems in the community.

Introduction to the New Material (8 minutes)

1. Draw a line down the middle of the board. On the left **write** 'Problems' and on the right **write** 'Causes'.
2. Explain that a 'problem' is an issue we face in the community; and 'causes' means the reasons why we have a problem.
3. **Say:** Let's choose one of the problems in our community.
4. Under the heading 'problems' **write:** Some children do not go to school.
5. **Ask:** Why do some children not go to school? Raise your hand to answer.
6. **Write** pupils ideas under the heading 'causes'. (Example answers: Their parents are poor. Some children must work. Some children must look after their brothers and sisters.)
7. **Read** the short sentences with the class.
8. Pupils listen and repeat the sentences.
9. Point to the left of the board and the heading 'problems'. **Say:** This is the problem. Point to the right of the board and the heading 'causes'. **Say:** This is why we have the problem.
10. **Say:** Point to the problem. Pupils point to the left.
11. **Say:** Point to the cause. Pupils point to the right.

Guided Practice (11 minutes)

1. **Write** these sentences in a list under the heading 'problems' on the board: Some people throw rubbish on the floor. Some people steal. Some people get ill.
2. Put pupils in pairs.
3. Ask pairs to choose a problem. Give pupils 1 minute to choose.
4. **Say:** Think about the problem. Think about why we have this problem. Think about the causes. In your pairs, talk about the problem and talk about the causes.
5. Give pupils 4 minutes.
6. Point to the first problem on the board 'Some people throw their rubbish on the floor'. **Say:** Raise your hand if you talked about this problem.

7. Have pupils who raise their hands volunteer to tell you about the problem and some causes.
8. **Write** short sentences under the heading 'causes' on the board. (Example answer: Some people are lazy. There are not bins to throw the rubbish in.)
9. Repeat for the other problems on the board. Listen to pupils' ideas about the cause but **do not** write on the board. (Example answers: Some people steal – Some people do not want to work. They take things from other people. Some people get ill – Some parts of our community are very dirty. Mosquitos live there and make people ill.)




Independent Practice (12 minutes)

1. Ask pupils to divide a page in their exercise books into 2 columns. Tell them to write 'Problems' as the heading for the first column and 'Causes' for the second column. Point to the board.
2. **Say:** Write the problems in the first column. You have 3 minutes to copy the problems.
3. **Say:** Write 2 sentences in the column 'causes' for each problem. You have 8 minutes to write the sentences for the causes.

Closing (3 minutes)

1. Have 2 or 3 pupils volunteer to tell you a cause for each problem. **Write** the sentences on the board next to the problem in the column for causes.
2. Praise pupils for their hard work.

Lesson Title: (Cause and) Effect	Theme: Emerging issues	
Lesson Number: L-04-139	Class/Level: Class 4	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to discuss the effects of problems in your community.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Who can remember what we talked about yesterday? Raise your hand to answer. (Answer: problems in the community and their causes)
3. Tell pupils that today they are going to talk about what happens when there are problems in the community. These are called 'effects'

Introduction to the New Material (10 minutes)

1. **Ask:** What were the problems in the community we talked about? Raise your hand to answer.
2. Have pupils list some of the problems they identified in lessons 137 and 138. (Example problems: Some children do not go to school. Some children work. Some people steal. Some people get sick. Some people throw rubbish on the floor.)
3. Draw a line down the middle of the board. On the left of the board, **write** the heading 'problems'.
4. **Write** the list of problems pupils identify under the heading. (Example problems: Some children do not go to school. Some children work. Some people steal. Some people get sick. Some people throw rubbish on the floor.)
5. **Say:** Let's choose one of the problems. We want to know what it does to people and the community.
6. **Write:** the heading 'effects' on the right side of the board.
7. Choose the problem 'Some children do not go to school'.
8. Remind pupils of the causes of this problem. **Say:** Some children do not go to school because their parents are poor. Some children do not go to school because they work.
9. **Ask:** What happens when children do not go to school? Raise your hand to answer. **Write** short sentences for pupils' ideas under the heading 'effects'. (Example answers: Children will not learn to read and write. They cannot play with their friends.)
10. **Read** the short sentences. Pupils listen and repeat.

Guided Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** Decide which problem you would like to talk about. Think about the problem. Think about what happens to the people or the community because of the problem.
3. Give pupils 5 minutes to talk.
4. Have 2 pairs volunteer to tell the class which problem they talked about and what they think the effects of their problem are.




Independent Practice (11 minutes)

1. Ask pupils to divide a page in their exercise books into 2 columns.
2. Tell them to write 'Problem' as the heading for the first column and 'Effect' for the second column. Point to the board.
3. **Say:** Write the problem you talked about in the first column. Write what happens to the people and community because of the problem in the second column. Draw a picture in each column to show the problem and what happens because of the problem. (Example answer: Some people steal – This makes people in the community very scared. Some people get ill – People cannot work. They have to stay in the hospital. They have a lot of pain.)
4. Give pupils 9 minutes to write and draw.

Closing (3 minutes)

1. Have pupils volunteer to show the class their pictures and sentences. Talk about their work. **Say:** Tell me about your picture.
2. Praise pupils for their hard work.

Lesson Title: Opinions about Issues	Theme: Emerging Issues	
Lesson Number: L-04-140	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to express an original thought about an important issue.</p>		<p>Teaching Aids 1. Text: 'HIV and AIDS' (at end of lesson plan). 2. Questions at the end of the lesson plan.</p>		<p>Preparation Write the text and questions on 'HIV and AIDS' at the end of the lesson plan on the board.</p>
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Note: Teachers need to be sensitive as some pupils could be affected by HIV and AIDS. It might be difficult for some pupils to talk openly about this.

Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What are some of the problems in the community we talked about? Raise your hand to answer. (Example answers: no education, crime, rubbish)
3. **Say:** Today we are going to talk about an important problem in Sierra Leone and in the whole world.

Introduction to the New Material (10 minutes)

1. **Say:** There are a lot of problems in the world. One big problem is a virus called HIV. Raise your hands if you know what this is. Some pupils may know about it. If not, explain that HIV is a virus that is a problem in Sierra Leone, in Africa and in the whole world.
2. Before you read the text, check pupils understand these words: virus (a small thing that gets inside the body and makes it ill), fluids (liquids), blood (the red liquid in our body), cell (the millions of small things we are made of), cure (removal of the problem).
3. Point to the text on the board. **Say:** I am going to read a text about HIV and AIDS.
4. Read the text 2 times. Pupils listen and follow.
5. **Say:** Now I am going to ask some questions. Raise your hand to answer.
6. Give pupils time to find the information after you ask the question.
7. **Ask:** What do we call people with the virus? (Answer: HIV positive.)
8. **Ask:** Can you get the virus by holding hands with someone who is HIV positive? (Answer: no)
9. **Ask:** Is there a cure for HIV and AIDS? (Answer: no)
10. **Ask:** Can people live a long time with the virus? (Answer: yes)

Guided Practice (12 minutes)

1. **Say:** This week we learned about problems, what causes problems and what happens because of the problem.
2. **Ask:** What is the problem we are talking about today? Raise your hand to answer. (Answer: HIV and AIDS)
3. Put pupils in pairs.
4. Read the questions about the text on the board.
5. Point to the text.
6. Ask pupils to work in pairs and answer the questions.

7. Give pupils 7 minutes to answer the questions.
8. **Ask:** What causes HIV and AIDS? Raise your hand to answer. (Answer: a virus)
9. Underline this part of the text - see text at the end of the lesson plan.
10. **Ask:** How do people get the virus? Raise your hand to answer. (Answer: when fluids from the body, like blood, mix with fluids of a person who has the virus.)
11. Underline this part of the text - see text at the end of the lesson plan.
12. **Ask:** What causes people to become very sick? Raise your hand to answer. (Answer: the virus destroys a lot of cells)
13. Underline this part of the text - see text at the end of the lesson plan.
14. **Say:** HIV and AIDS are caused by a virus. People with AIDS can become very sick. They cannot work.
15. Write these sentences on the board.
16. **Read** the sentences. Pupils listen and repeat.

Independent Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** AIDS is a problem all over the world. It is an important issue. Think of 1 other thing that can happen in a family or community if someone is sick with AIDS. Write your idea in your exercise books.
3. Give pupils 3 minutes.
4. Have pairs volunteer to share their ideas with the class. (Example answers: Family members must look after the person with AIDS. Family members are very sad.)
5. **Say:** There is no cure for AIDS till now. Think of 1 thing that the family or community can do to help a person who is very sick with AIDS. Write your idea in your exercise books.
6. Give pupils 3 minutes.
7. Have pairs volunteer to share their ideas with the class. (Example answers: Families must look after the person. Communities can help by giving food or money.)

Closing (1 minute)

1. **Say:** HIV and AIDS is an important issue. We hope one day there will be a cure for this virus. You have thought hard about a difficult problem and shared your ideas. Well done.

[TEXT: HIV AND AIDS]

HIV and AIDS are caused by a virus. People with the virus are HIV positive.

People get the virus when fluids from the body, like blood, mix with the fluids of a person who is HIV positive. You cannot get the virus by holding hands or being friends with someone who is HIV positive.

People can be HIV positive for a long time. When people become very sick and weak, it is because the virus has destroyed a lot of cells. This is when we say someone has AIDS. People with AIDS are often too sick to work. There is no cure for HIV and AIDS, but many people can live a long and normal life.




QUESTIONS

What causes HIV and AIDS?

How do people get the virus?

What causes people to become very sick?

Lesson Title: Sentences	Theme: Issues and Problems in the Community	
Lesson Number: L-04-141	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use simple and compound sentences to communicate an idea.</p>		<p>Teaching Aids Sentences (at the end of the lesson plan)</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Who can remember what we talked about last lesson? Raise your hands. (Answer: HIV and AIDS)
3. Tell pupils that today they are going to write sentences about the community.

Introduction to the New Material (12 minutes)

1. **Ask:** Who can remember what a sentence is? Raise your hand to answer. (Answer: A group of words that tell you one idea. A sentence has a subject and a verb.)
2. **Say:** There are different kinds of sentences. A simple sentence has just 1 subject and 1 verb.
3. **Write** this sentence on the board: Crime is a problem.
4. Read the sentence to the class, point to each word. Pupils listen and repeat the sentence.
5. **Ask:** What is the sentence about? Raise your hand to answer. (Answer: crime)
6. **Ask:** What does the sentence tell you? Raise your hand to answer. (Answer: Crime is a problem.)
7. **Say:** This is a simple sentence. It has a subject 'crime' and a verb 'is'.
8. **Write** this sentence on the board: It is an important issue.
9. Read the sentence to the class, point to each word. Pupils listen and repeat the sentence.
10. **Ask:** What is the sentence about? (Answer: crime)
11. **Ask:** What does the sentence tell you? (Answer: Crime is an important issue.)
12. **Say:** This is a simple sentence. It has a pronoun 'it' and 1 verb.
13. **Say:** Now we have 2 simple sentences. We can make 2 simple sentences into 1 sentence.
14. **Say:** Raise your hand if you know how to make the 2 sentences into 1 sentence. (Answer: with 'and')
15. **Write** the following sentence on the board: Crime is a problem and it is an important issue.
16. Read the sentence to the class, pointing to each word. Pupils listen and repeat.
17. **Ask:** What word joins the 2 sentences to make 1? Raise your hand (Answer: and).
18. **Say:** This is a compound sentence. It is 2 simple sentences joined with the word 'and'.
19. **Ask:** What are some joining words? Raise your hand to answer. Guide pupils to say: but, because, so.
20. **Write** the words the pupils tell you on the board.
21. **Write** on the board: Simple sentence: Crime is a problem. Compound sentence: Crime is a problem and it is an important issue.

Guided Practice (8 minutes)

1. Point to the sentences on the board. **Say:** Some of these sentences are simple sentences. Others are compound sentences.
2. Read the sentences. Point to the words as you read the sentences.
3. Point to the first sentence. **Ask:** Is it a simple or a compound sentence? Raise your hand to answer. (Answer: simple)
4. Point to the second sentence. **Ask:** Is it a simple or a compound sentence? Raise your hand to answer. (Answer: compound)
5. **Ask:** How do you know? (Answer: It has a joining word 'and'.)
6. Underline the word 'and'.
7. Repeat for the other 2 sentences. (Answers: c. simple; d. compound, joining word - because)

Independent Practice (11 minutes)

1. Put pupils in pairs.
2. **Say:** Write 2 simple sentences and then make them into 1 compound sentence. Write about a problem in your community.
3. Give pupils 7 minutes.
4. Have pupils volunteer to read their sentences to the rest of the class.




Closing (2 minutes)

1. **Ask:** Who can tell me what a simple sentence is? Raise your hand to answer. (Answer: a group of words with one noun and verb)
2. **Ask:** Who can tell me what words can join simple sentences to make a compound sentence? Raise your hand to answer. (Answers: and, because, but, so)
3. Praise pupils for their hard work.

[SIMPLE AND COMPOUND SENTENCES]

- a. Rubbish is a problem.
- b. Rubbish is a problem and people must put rubbish in the bin.
- c. Children must go to school.
- d. Children must go to school because education is important.

Lesson Title: Developing Solutions	Theme: Issues and Problems in the Community	
Lesson Number: L-04-142	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to explain/write about a solution to an issue or problem in their community.</p>	 <p>Teaching Aids 1. Picture of an elephant with tusks 2. Paragraph outline at the end of the lesson plan</p>	 <p>Preparation 1. Draw a picture of an elephant with tusks on the board. 2. Write the paragraph outline at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. Point to the picture of the elephant on the board. **Say:** Raise your hand if you can tell me which wild animal it is.
3. Point to the tusks of the elephant. **Write** the words 'tusks' and 'ivory' on the board.
4. Explain that an elephant has tusks. Tusks are made of ivory.
5. Tell pupils that today they are going to read and write about saving wild animals.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to think about how we can solve some problems in the community.
2. We call this the solution.
3. **Write** the word 'solution' on the board. Say the word. Pupils listen and repeat.
4. Explain that often people kill elephants to sell their tusks.
5. Ask pupils what other wild animals people kill to sell parts of the animal's body.
6. **Write** pupils' animal words on the board. (Example answers: rhinos, lions, hippos, monkeys)
7. Ask pupils what will happen if all the animals are killed. (Example answers: They will all die. We will not see animals in the wild. Tourists will not come to see the animals. We need animals because they help protect the environment.)
8. Explain that people who kill animals for money are called 'poachers'.
9. **Write** the word on the board. Pupils listen and repeat.
10. **Ask:** How can we stop poachers? Raise your hand to answer. Some pupils may give you some ideas. If pupils do not know, write some ideas on the board.
11. **Write:** We can catch poachers. We can put poachers in prison. We can make poachers pay a lot of money. We can teach poachers that killing animals is wrong. We can protect the forests.
12. **Say:** We are going to write a short paragraph about how to stop poachers in Sierra Leone.

Guided Practice (10 minutes)

1. **Write:** Stop Poachers Now!
2. **Say:** This is our title.
3. Ask pupils to listen and repeat the title.
4. First we need to write which animals poachers are killing. This is our first idea.
5. **Write:** Poachers are killing animals like elephants and rhinos. They want to sell their tusks and skins.
6. Point to the words. Read the sentences. Pupils listen and repeat.

7. **Say:** Now we need to say what we can do to stop poachers. Look at the list we have on the board.
8. **Say:** We can use simple and compound sentences.
9. **Write:** We can catch the poachers. We can put them in prison.
10. Ask pupils to raise their hand if they can make 1 sentence. (Answer: We can catch poachers and we can put them in prison.)
11. **Ask:** How can we finish our paragraph? Raise your hand to answer.
12. **Write** pupils' sentences on the board. (Example answer: We must stop poachers. We must save our wild animals.)
13. **Say:** Well done! We have a lot of sentences on the board. We can write our paragraph.
14. Remind pupils that a paragraph is a set of sentences about the same topic.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the paragraph outline on the board. Read the instructions to the pupils.
3. **Say:** Write your paragraph together. Use the outline to help you. You can use the sentences on the board or you can write your own sentences.
4. Give pupils 9 minutes.




Closing (3 minutes)

1. Have a boy and a girl pupil volunteer to show the class their writing. Talk about their work.
2. **Say:** Your writing is very good. It is a very good picture about how to solve the problem.
3. **Ask:** What did we learn about today? (Answer: solutions to stop poachers)
4. Praise pupils for their hard work.

[PARAGRAPH OUTLINE]

- Write the title.
- Write 1 sentence about the problem.
- Write 1 sentence to solve problem.
- Write 1 sentence to finish.
- Draw a picture of how to solve the problem.

Lesson Title: Paragraph Writing	Theme: Issues and Problems in the Community	
Lesson Number: L-04-143	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a group of sentences (a paragraph) about a single topic.</p>		<p>Teaching Aids Text 'Poaching must be stopped' (at the end of the lesson plan).</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the sentence frames in the Guided Practice section on the board, in a list.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Raise your hand if you can tell me a wild animal. (Example answers: lion, elephant, monkey, gorilla, rhino, lion, buffalo)
3. Tell pupils that today they are going to write a paragraph on your own.

Introduction to the New Material (10 minutes)

1. **Ask:** Who can remember what a sentence is? Raise your hand to answer. (Answer: A group of words that make up an idea, a sentence has 1 subject and 1 verb)
2. **Ask:** What is a simple sentence? Raise your hand to answer. (Answer: A group of words with 1 idea. Sentences have a subject/noun/pronoun and a verb.)
3. **Ask:** What is a compound sentence? Raise your hand to answer. (Answer: 2 simple sentences joined together by a word like 'and' or 'because')
4. **Say:** Today we will practice writing a group of sentences about one idea. We call this a paragraph.
5. **Write** the word 'Paragraph' on the board.
6. Point to the text on the board. **Say:** When you start a new paragraph, you leave a line. Look at this text.
7. Point to the text on the board. **Ask:** Before we read, tell me how many paragraphs you can see? Raise your hand to answer. (Answer: 3)
8. Read the text with me. Point to the words and new paragraphs.
9. Explain any words that pupils may not understand. (Possible new words: issue – problem; poachers – people who kill animals to see parts of their body; crime – something that is wrong)

Guided Practice (11 minutes)

1. Ask pupils to read the first paragraph silently to themselves.
2. **Say:** Raise your hand if you can tell me what this paragraph is about. (Answer: It tells us that killing wild animals is a problem and that it must stop.)
3. **Say:** Good. The paragraph has one idea. It tells us that killing wild animals is bad.
4. **Say:** Read the second paragraph.
5. **Say:** Raise your hand if you can tell me what it is about. (Answer: The animals which are killed and what happens to them.)
6. **Say:** Good. The paragraph has one idea. It tells us what happens when wild animals are killed.
7. **Say:** Read the third paragraph.

8. **Say:** Raise your hand if you can tell me what it is about. (Answer: Why poachers must be stopped.)
9. **Say:** Good. The paragraph has one idea. It tells us why poachers must be stopped.
10. **Say:** We are going to write another paragraph about elephants. We are going to write a paragraph of 3 or 4 sentences.
11. Read sentences frames from the board:
 - a. Poachers kill ... for ...
 - b. Poachers must ... elephants because ...
 - c. We can ...
 - d. If poachers do not stop killing elephants, there will be ...
12. Explain that each sentence has an idea. In the first sentence we can write why poachers kill elephants. In the second sentence we can write why poachers must be stopped. In the third sentence we write a solution to the problem. In the final sentence we can write what will happen if we do not stop poachers from killing elephants.

Independent Practice (10 minutes)

1. Point to the paragraph sentence frames on the board.
2. **Say:** Write your paragraph. You can use the sentences on the board or you can write your own sentences.
3. Give pupils 8 minutes.

Closing (3 minutes)

1. Have a boy and a girl pupil volunteer to show the class their writing. Talk about their work. **Say:** Your writing is very good. That is a very good sentence.
2. **Ask:** What did we learn about today? (Answer: to write a paragraph)
3. **Ask:** Is a paragraph 1 sentence only? Raise your hand to answer. (Answer: no)
4. Praise pupils for their hard work.




[TEXT: POACHERS MUST BE STOPPED]

The killing of wild animals is a big problem. It is an important issue in the world and it must be stopped.

Poachers kill animals for their skin, horns and tusks. Poachers cut off the horns and tusks but they do not eat the meat. They sell the horns and tusks for money. This is a crime but people still kill wild animals.

Poachers must be stopped or there will be no wild animals. There will be no beautiful elephants, monkey, gorillas, lions and rhinos left in the world.

Lesson Title: Paragraph Reading	Theme: Issues and Problems in the Community	
Lesson Number: L-04-144	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to respond to the main idea presented in a paragraph.</p>		<p>Teaching Aids 1. Paragraph about elephants (at the end of the lesson plan) 2. Questions (at the end of the lesson plan)</p>		<p>Preparation 1. Write the paragraph about elephants at the end of lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review. Raise your hand if you can tell me what we did in the last lesson. (Answer: wrote a paragraph about elephants)
3. Tell pupils that today they are going to answer questions about a paragraph on poaching.

Introduction to the New Material (10 minutes)

1. **Ask:** What do you remember about a paragraph? Raise your hand to answer. (Answer: It is a group of sentences about the same topic.)
2. **Say:** Today we will answer some questions about one of the paragraphs we read yesterday.
3. Point to the third paragraph. Elephants are beautiful wild animals, but poachers kill them for their tusks which are made of ivory. They sell the ivory to get money.
4. Read the paragraph clearly and slowly. Pupils listen.
5. Ask the girls to read the paragraph.
6. Ask the boys to read the paragraph.
7. Ask the whole class to read the paragraph together.
8. **Say:** Raise your hand if you think the paragraph is about a lot of different animals.
9. **Say:** Raise your hand if you think the paragraph is about 1 animal only.
10. **Say:** This paragraph is about elephants and poachers. It has 1 main topic.

Guided Practice (10 minutes)

1. Point to the questions on the board.
2. Put pupils in pairs.
3. **Say:** Work together. Ask and answer the questions. Don't write anything.
4. Give pupils 4 minutes.
5. **Ask:** Why do poachers kill elephants?
6. Have a pair volunteer to tell you the answer. (Answer: for their tusks)
7. **Say:** Poachers kill elephants for their tusks.
8. **Ask:** Where does ivory come from? Have a pair volunteer to tell you the answer. (Answer: elephant tusks)
9. **Ask:** Are they right? Can you answer in a full sentence? Raise your hand to answer.
10. **Say:** Ivory comes from elephant tusks.
11. **Ask:** What do poachers do with the ivory? Have a pair volunteer to tell you the answer. (Answer: sell it)

12. **Ask:** Are they right? Can you answer in a full sentence? Raise your hand to answer.
13. **Say:** Poachers sell the ivory for money.
14. **Ask:** Is it a crime to kill elephants for their tusks? Have a pair volunteer to tell you the answer.
(Answer: yes)
15. **Ask:** Are they right? Can you answer in a full sentence? Raise your hand to answer.
16. **Say:** It is against the law to kill elephants for their tusks. **Say:** It is a crime to kill elephants for their tusks.
17. Explain that 'against the law' means 'it is a crime'.
18. **Say:** Well done! I hope you remember all the answers.

Independent Practice (10 minutes)

1. Point to the questions on the board.
2. **Say:** Answer the questions with complete sentences. Do not write the questions. Only write the answers. Write a full sentence. After that, if you have time, draw an elephant with its beautiful tusks.
3. Give pupils 9 minutes.

Closing (4 minutes)

1. Have a boy and a girl pupil volunteer to show you their writing. Talk about their work.
Say: Your writing is very good. That is a very good sentence.
2. **Say:** Now you know a lot about the problem of killing wild animals. You know how to talk about it, how to write sentences and how to write a paragraph. Tell your families what you have learned.
3. Praise pupils for their hard work.

[PARAGRAPH: ELEPHANTS]

Elephants are beautiful wild animals, but poachers kill them for their tusks which are made of ivory. They sell the ivory to get money. It is against the law to kill elephants for their tusks, but poachers still do it.

[QUESTIONS]




Why do poachers kill elephants?

Where does ivory come from?

What do poachers do with the ivory?

Is it a crime to kill elephant?

Lesson Title: Proofread for Punctuation	Theme: Issues and Problems in the Community	
Lesson Number: L-04-145	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to reread a sentence to add and edit for punctuation.</p>		<p>Teaching Aids Sentences with incorrect punctuation (at the end of the lesson plan)</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board or a chart.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Write** some punctuation symbols on the board (e.g. ? ! ').
3. **Say:** Raise your hands if you know what the symbols are.
4. **Say:** Today you are going to check punctuation.

Introduction to the New Material (12 minutes)

1. **Write** a big full stop (.) on the board. Point to the full stop. **Say:** This is a full stop.
2. **Ask:** Where do we find a full stop? Raise your hand to answer. (Answer: the end of a sentence)
3. **Ask:** When we start a new sentence, what is special about the first word? Raise your hand to answer. (Answer: the first letter of the first word is a capital letter/upper case letter)
4. Have a pupil volunteer to write a short sentence on the board.
5. Make sure the pupil puts a capital letter at the start of the sentence and full stop at the end of the sentence.
6. Underline the capital letter and full stop.
7. Ask pupils to raise their hands if they know any other punctuation marks that come at the end of a sentence or a question. (Answer: question mark, exclamation mark)
8. **Write** on the board '?' and '!'.
9. **Write** on the board: Do you like elephants?
10. **Ask:** When do we use a question mark? Raise your hand to answer. (Answer: to show you are asking something)
11. **Write** on the board: Stop poachers now!
12. **Ask:** When do we use an exclamation mark? Raise your hand to answer. (Answer: to show you are shouting, angry or excited)
13. **Write** a big comma (,) on the board.
14. **Write** the sentence on the board: Elephants are big heavy animals.
15. **Say:** Look at this sentence. Raise your hand if you know where to put the comma. (Answer: between the words big and heavy)
16. Ask pupils to raise their hand if they know when to use a comma? (Answer: to show a pause in a sentence or when we have a list of things)
17. Have a pupil to volunteer to come to the board and write the comma in the sentence.
18. **Say:** Now we have reviewed punctuation. Let's read a paragraph and correct it.

Guided Practice (12 minutes)

1. Write the first sentence in the paragraph on the board: why should poachers be stopped

2. Read the sentence.
3. **Ask:** What kind of sentence is this? Raise your hand to answer. If the pupils cannot answer, point to the word 'why'.
4. **Say:** 'Why' is a question word. It tells us it is a question.
5. **Ask:** What punctuation mark goes at the end of a question? (Answer: A question mark.)
6. **Write** '?' at the end of the question.
7. Ask pupils if there is anything else wrong. (Answer: It needs a capital letter.)
8. Write a capital 'W' at the beginning of the question.
9. Read the sentence. Pupils read the sentence.
10. Repeat with the final sentence. (Answer: Why should poachers be stopped? They are killing wildlife, stopping tourism and breaking the law. Poachers must be stopped!)
11. Read the paragraph. Make your voice louder at the exclamation mark.
12. Ask pupils to read the paragraph loudly, together.

Independent Practice (8 minutes)

1. **Write** this question without punctuation on the board: do you like elephants lions rhinos and other wild animals
2. Ask pupils to write the question with the right punctuation in their exercise books.
3. Give pupils 3 minutes.
4. Ask pupils to swap their books with a partner.
5. **Write** the correct question on the board: Do you like elephants, lions, rhinos and other wild animals.
6. Ask pupils to check each other's work.
7. Ask pupils to take back their exercise books and make corrections if needed.

Closing (1 minute)

1. **Say:** You have been correcting your work. That means you look for mistakes and make them right. You are now real writers.
2. Praise pupils for their hard work.




[PUNCTUATION EXERCISE]

why should poachers be stopped

they are killing wildlife stopping tourism and breaking the law

poachers must be stopped

Lesson Title: Context Clues	Theme: Reading Fluently	
Lesson Number: L-04-146	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to determine the meaning of words based on context (oral and written).</p>		<p>Teaching Aids A story: 'The boy who cried wolf' (at the end of the lesson plan)</p>		<p>Preparation Write the story at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. Ask pupils to raise their hands if they like reading stories in class.
3. Tell pupils that today they are going to read a story about a boy. This story we have read before in class.

Introduction to the New Material (10 minutes)

1. **Ask:** Have you ever played a trick on your friends? Raise your hand.
2. If pupils do not know, explain that a trick is like a joke you play on someone else.
3. **Write** the words on the board: wolf, goat.
4. Explain that wolves eat goats. Explain that many villagers drive wolves away by shouting and waving a stick. Do actions to help pupils understand.
5. Point to the story. **Say:** This is a story about a boy who played a trick.
6. Read the story and point to the words. Pupils listen and read.
7. Read the story again. Pause between each paragraph to check pupils' understand.

Guided Practice (10 minutes)

1. Point to the second paragraph and **read:** There was a large pack of wolves living in the hills that often came down to the village and killed the goats. Joseph was fed up one day and decided to make something exciting happen.'
2. **Say:** Read the paragraph with me. Pupils listen and repeat one line at a time.
3. **Ask:** In the first sentence, what does the word 'pack of wolves' mean? Raise your hand to answer.
4. Some pupils may be able to answer. If not, explain it is a group of wolves that live together.
5. Explain that the word 'large' tells us that there are a lot of wolves. Underline the words 'large' and 'pack of wolves'.
6. **Ask:** In the second sentence, what does 'Joseph was fed up one day' mean? Some pupils may be able to answer. If not, explain that it means he was bored and wanted to do something exciting
7. **Ask:** What words help us understand the meaning of 'fed up'? Raise your hand to answer. (Answer: he wanted to do something exciting)
8. **Say:** He wanted to do something exciting because he was fed up or bored.
9. **Say:** We can use the words we know to help us understand the words we do not know.

Independent Practice (10 minutes)

1. Read the fourth paragraph: The villagers heard his cries and ran towards the hills. Joseph

climbed up into a tree and watched. The villagers were shouting and waving sticks to frighten away wolves. Joseph laughed so much that he nearly fell out of the tree.

2. Put pupils in pairs. **Say:** Read the paragraph with your partner. Find new words. Think about what they mean. Look for other words that can help you understand. Do actions when you read.
3. Give pupils 7 minutes.
4. Ask pupils to raise their hand to share the new words they found and the meaning they understood. Ask them to explain how they found the meaning of the word. (Possible new words: hill – small mountain, pack of wolves – group of wolves, bored – not doing anything, trick – joke, watched – saw without doing anything, waving – moving from side to side, frighten – scare, ashamed – shameful, mess – dirt, fur – the outer soft covering on the goat)

Closing (2 minutes)

1. **Ask:** What is a pack of wolves. Raise your hand to answer. **Ask:** What is another word for fed up? Raise your hand to answer.
2. Praise pupils for their hard work.

[*STORY: THE BOY WHO CRIED WOLF*] adapted from ESSPIN lesson plans, Primary Level 4, Week 18.

Joseph looked after the village goats, taking them to the hills every day to eat grass. He was happy because no one told him what to do. However, he soon got bored.

There was a large pack of wolves living in the hills that often came down to the village to kill the goats. Joseph was fed up one day. He decided to make something exciting happen.

He ran down the hill towards the village. ‘Wolf! Wolf!’ he cried, ‘Wolf! Help!’

The villagers heard his cries and ran towards the hills. Joseph climbed up into a tree and watched. The villagers were shouting and waving sticks to frighten away wolves.

Joseph laughed so much that he nearly fell out of the tree.




When everyone had gone, he climbed down and took the goats back to the village. The villagers were angry with him but he told them it was a joke and they should be glad that the goats were safe.

A few days later, Joseph decided to play the same trick on the villagers again. He thought it was very funny that everyone came running because of him.

A few weeks later, he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! He tried to scare them away, shouting and waving his arms. Running to the village, Joseph shouted, ‘Wolves! Help!’ The villagers were angry and said, ‘You have played this trick too many times!’

Joseph was ashamed and went back to the hills. The goats had gone and all he could see was a mess of fur and blood. He sat down and cried, ‘Why did I do such a bad thing?’

Lesson Title: Reading with Punctuation Clues	Theme: Reading Fluently	
Lesson Number: L-04-147	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read a short passage, pausing and stopping for punctuation marks.</p>		<p>Teaching Aids 1. Sentences and paragraph from the story 'The boy who cried wolf' (at the end of the lesson plan) 2. The complete story from lesson 146</p>		<p>Preparation Write the sentences and the paragraph from the story (at the end of the lesson plan) on the board.</p>
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Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What was the story in the last lesson? Raise your hand to answer. (Answer: A story about a boy who played a trick.)
3. Tell pupils that today they are going to read part of the story aloud.

Introduction to the New Material (10 minutes)

1. **Say:** Let's read our story from the last lesson again. **Read** the story to the class - see lesson 146 for the complete story.
2. **Say:** Last lesson we talked about commas and full stops. This week we will practice using them to help us read better. When we see a comma we need to stop for a short time. When we see a full stop we need to stop for a longer time.
3. Point to the first sentence in the story on the board.
4. Read the sentence. Stop for a short time after the comma.
5. Read the sentence again. Pupils listen and repeat the sentence.
6. Read the second sentence. Pupils listen and repeat the sentence.
7. Read the first and second sentences again. Stop for a short time after the comma. Stop for a longer time after the full stop.
8. Have a pupil volunteer to read the 2 sentences.
9. Point to this sentence on the board: Wolf! Wolf!' he cried, 'Wolf! Help! **Say:** When you see an exclamation mark, your voice gets loud as if you are shouting.
10. Read the sentence. **Say:** Read the sentence with me. Pupils read the sentence.
11. Point to this question in the story on the board: Why did I do such a bad thing?
12. **Say:** When you see a question mark, your voice goes up at the end.
13. Read the sentence. **Say:** Read the sentence with me. Make your voice go up at the end.
14. **Say:** Now we know how to read with punctuation. Let's practice the story.

Guided Practice (10 minutes)

1. Point to paragraph on the board which starts 'A few weeks later ...'
2. **Ask:** What punctuation can you see? Raise your hand to answer. (Answer: commas, full stops, exclamations marks. There are also speech marks which means this is what someone says.)
3. Point to the first comma. **Say:** We stop here for a short time.
4. Point to the full stop at the end of the sentence. **Say:** We stop here for a longer time.

5. Point to the exclamation mark in the second sentence. **Say:** We use a loud, excited or frightened voice here.
6. **Say:** Let's practice. Read the sentences after me. Make sure you copy my voice.
7. Read each sentence slowly and clearly. Make sure you stop for a short time after commas, stop for a longer time after full stops. Use expression in your voice when you see an exclamation mark.
8. Pupils listen and repeat each sentence. They copy how you read the sentence.
9. Have pupils volunteer to read a sentence each. Listen to how they read the sentence. Help them with any difficult words.

Independent Practice (11 minutes)

1. Point to the paragraph on the board.
2. Put pupils in pairs.
3. **Say:** Work in pairs. Read the paragraph to your partner. Use the punctuation marks to help you. Practice reading the paragraph 3 times.
4. Give pupils 7 minutes.
5. Walk around the classroom. Listen to pupils. Help them with difficult words. Help pupils read using the punctuation. Praise pupils. **Say:** Very good. You are reading the story very well.
6. Have different pupils volunteer to read the sentences. Help pupils sound out difficult words. Praise pupils. **Say:** You are reading very well.

Closing (1 minute)

1. **Say:** Well done. You are reading well. You are reading with expression. Practice reading out loud at home.

[SENTENCES FROM THE STORY: THE BOY WHO CRIED WOLF]

Joseph looked after the village goats, taking them to the hills every day to eat grass.

He was happy because no one told him what to do. However, he soon got bored.




Wolf! Wolf!' he cried, 'Wolf! Help!

Why did I do such a bad thing?

[PARAGRAPH FROM THE STORY: THE BOY WHO CRIED WOLF]

A few weeks later, he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! He tried to scare them away, shouting and waving his arms. Running to the village, Joseph shouted, 'Wolves! Help!' The villagers were angry and said, 'You have played this trick too many times!'

Lesson Title: Reading Phrases	Theme: Reading Fluently	
Lesson Number: L-04-148	Class/Level: Class 4	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to group related words for reading fluently.</p>		<p>Teaching Aids Paragraph 1 from the story 'The boy who cried wolf' (at the end of the lesson plan)</p>		<p>Preparation Write paragraph 1 at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Raise your hand if you can tell me what a sentence is. (Answer: A group of words that belong together, a sentence has subject and a verb and a full stop at the end)
3. Tell pupils that today they are going to learn about phrases. Phrases are small parts of a sentence. Tell pupils that we can break sentences up into phrases.

Introduction to the New Material (13 minutes)

1. **Write** this sentence on the board: The goats were grazing on the hill in the sun.
2. **Say:** Read this sentence with me.
3. **Ask:** Who can tell me what 'grazing' means? Raise your hand to answer. If pupils cannot answer, tell them it is when animals, like cows, goats and sheep, eat grass.
4. **Say:** We will break the sentence up into smaller pieces. We call the small pieces 'phrases'.
5. **Write** 'phrases' above the sentence on the board.
6. **Say:** At the beginning of the sentence we see who or what the sentence is about. **Ask:** Can you tell me who or what? Raise your hand to answer. (Answer: The goats).
7. **Say:** Yes. The sentence is about the goats.
8. **Write** on the board: The goats/
9. **Ask:** What were the goats doing? Raise your hand to answer. (Answer: were grazing)
10. **Say:** Yes. The goats were grazing.
11. **Write** on the board: The goats/were grazing/
12. **Ask:** Where were the goats grazing? (Answer: on the hill)
13. **Say:** Yes. The goats were grazing on the hill.
14. **Write** on the board. The goats/were grazing/on the hill.
15. **Ask:** Where was the hill? Raise your hand to answer. (Answer: in the sun)
16. **Say:** Yes. The goats were grazing on the hill in the sun.
17. **Write** on the board: The goats/were grazing/on the hill/in the sun.
18. **Say:** We can break the sentence into small parts called phrases.
19. Point to the sentence on the board: The goats/were grazing/on the hill/in the sun.
20. Read the sentence 2 times. Pupils listen and repeat.

Guided Practice (11 minutes)

1. Point to the paragraph on the board.
Say: Look at the first paragraph from the story. We are going to break it into phrases.
2. Read the first paragraph: Joseph looked after the village goats, taking them to the hills every day

to eat grass. He was happy because no one told him what to do. However, he soon grew bored.

3. **Say:** I am going to ask you questions. You must find the words in the sentence to answer the questions. Raise your hand to answer the question.
4. **Ask:** What is the boy's name? (Answer: Joseph)
5. **Ask:** What did Joseph do? What is the verb? (Answer: looked after)
6. **Ask:** What did Joseph look after? (Answer: the village goats)
7. **Ask:** Where did he take the goats? (Answer: to the hills)
8. **Ask:** When did he take them? (Answer: every day)
9. **Ask:** Why did he take them? (Answer: to eat)
10. **Say:** Well done! Now let us draw lines to show where each phrase ends.
11. Draw lines in the sentence on the board so that the sentence looks like this: Joseph/looked after/the village goats/taking them to the hills/every day/to eat grass.
12. **Read** the sentence clearly and slowly. Break the sentence up into the phrases.
13. **Read** each phrase without stopping. Pupils listen and repeat.
14. Draw lines for the other 2 sentences so they look like this: He was happy/because/no one told him / what to do. / However, / he soon grew bored.

Independent Practice (8 minutes)

1. Put pupils in pairs.
2. **Say:** Read the paragraph on the board to your partner. Break the sentences into small parts
3. Read clearly and remember your punctuation marks.
4. Give pupils 6 minutes.
5. If possible, walk around the classroom. Listen to pupils. Help them with difficult words. Help pupils read using the punctuation. Praise pupils. **Say:** Very good. You are reading the story very well.
6. Have different pupils volunteer to read the sentences.
7. Have 1 or 2 pupils volunteer to read the whole paragraph.
8. Help pupils sound out difficult words. Praise pupils. **Say:** You are reading very well.




Closing (1 minute)

1. **Say:** You are reading well. You are reading well and fluently. Practice reading out loud at home. Break the sentences into small parts. Remember to use punctuation to help you.

[PARAGRAPH 1: THE BOY WHO CRIED WOLF] adapted from ESSPIN lesson plans, Primary Level 4, Week 18.

Joseph looked after the village goats, taking them to the hills every day to eat grass. He was happy because no one told him what to do. However, he soon got bored.

Lesson Title: Reading with Expression	Theme: Reading Fluently	
Lesson Number: L-04-149	Class/Level: Class 4	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to dramatise a short passage with expression.		Teaching Aids Story 'The boy who cried wolf' (at the end of the lesson plan)		Preparation Write the story at the end of the lesson on the board.
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Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. Ask pupils if they can remember the story about the boy who played a trick.
3. Tell pupils that today they are going to act a part of the story.

Introduction to the New Material (10 minutes)

1. **Say:** Let's read our story about the boy who played tricks again.
2. Read the story.
3. Point to the last 2 paragraphs. **Ask:** What happened at the end of the story? Raise your hand to answer. (Answer: The wolves came, Joseph called the villagers, the villagers thought it was a trick, the wolves killed the goats, Joseph cried.)
4. **Ask:** Can you see the parts where Joseph speaks? Raise your hand to answer.
5. Have a pupil to come to the front and point out the parts where Joseph speaks.
6. **Ask:** Can you see the parts where the villagers speak? Raise your hand to answer.
7. Have a pupil to come to the front and point out the parts where the villagers speak. (Answers: see parts in bold in the story at the end of the lesson plan)
8. **Say:** There are parts in the story where there is no one speaking.
9. Explain to pupils that we call the person who reads those parts the storyteller.
10. **Say:** We have 3 parts. We have Joseph, the villagers and the storyteller.

Guided Practice (11 minutes)

1. **Say:** Today we are going to write the last part of the story as a play.
2. **Say:** The people in our play are Joseph and the villagers. We also have a storyteller in our play.
3. **Say:** Look at paragraph 7 (start with 'A few days later....') Who speaks first at the beginning of the paragraph? Raise your hand to answer. (Answer: the storyteller)
4. **Write** 'Storyteller' on the left side of the board. Next to 'Storyteller' **write:** A few weeks later, he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! Running to the village, Joseph shouted,
5. Read the sentence. Pupils listen and repeat.
6. **Ask:** Who speaks next? Raise your hand to answer. (Answer: Joseph)
7. **Say:** We need to show that Joseph is going to speak.
8. **Write** 'Joseph:' on the next line under 'storyteller'. Next to 'Joseph' **write:** Wolves! Help!
9. **Ask:** Who speaks next? Raise your hand to answer. (Answer: the villagers)
10. **Say:** We need to show that the villagers are going to speak.
11. **Write** 'Villagers' on the next line under 'Joseph'. Next to 'Villagers' **write:** You have played this

trick too many times!

12. **Say:** Now we have a play.

Sample of play on the board:

Storyteller: A few weeks later, he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! Running to the village, Joseph shouted,

Joseph: Wolves! Help!

Villagers: You have played this trick too many times!

Independent Practice (10 minutes)

1. Divide the class into 2 groups – left group (Group 1) and right group (Group 2).
2. **Say:** Group 1 is Joseph. Group 2 are the villagers. I (teacher) will be the storyteller. Let's read our play together.
3. Remind pupils to read with expression. Point to each group when it is their turn to read.
4. Repeat with roles changed – Group 1 are the villagers, Group 2 is Joseph, Teacher is the storyteller.

Closing (1 minute)

1. **Say:** You acted out a play today. You did it very well. Raise your hand if you enjoyed acting out the play.

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There was a large pack of wolves living in the hills that often came down to the village to kill the goats. Joseph was fed up one day. He decided to make something exciting happen.

He ran down the hill towards the village. **'Wolf! Wolf!'** he cried, **'Wolf! Help!'**

The villagers heard his cries and ran towards the hills. Joseph climbed up into a tree and watched. The villagers were shouting and waving sticks to frighten away wolves.

Joseph laughed so much that he nearly fell out of the tree.




When everyone had gone, he climbed down and took the goats back to the village. The villagers were angry with him but he told them it was a joke and they should be glad that the goats were safe.

A few days later, Joseph decided to play the same trick on the villagers again. He thought it was very funny that everyone came running because of him.

A few weeks later, he was sitting in the sun when suddenly he heard the goats cry out. The wolves had come! He tried to scare them away, shouting and waving his arms. Running to the village, Joseph shouted, **'Wolves! Help!'** The villagers were angry and said, **'You have played this trick too many times!'**

Joseph was ashamed and went back to the hills. The goats had gone and all he could see was a mess of fur and blood. He sat down and cried, **'Why did I do such a bad thing?'**

Lesson Title: Write Complex Sentences	Theme: Reading Fluently	
Lesson Number: L-04-150	Class/Level: Class 4	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write complex sentences about a single idea.</p>	 <p>Teaching Aids The sentence frame - see preparation</p>	 <p>Preparation 1. Write the sentence frame below on the board: In the holidays, _____. Next, I will _____. After that, I _____. At the end of the holidays, _____. 2. Write the phrases from the Introduction to New Material section on the board.</p>
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Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** The holidays will be soon. **Ask:** What do people do during holidays? Raise your hand to answer. (Example answers: go visit family, help with house work)
3. Tell pupils that today they will write sentences about their holidays.

Introduction to the New Material (10 minutes)

1. **Ask:** What do you plan to do in the holidays? Raise your hand to answer.
2. **Write** some of pupils' answers on the board. (Example answers: swim, visit my cousins, study, help at home)
3. **Say:** Today we are going to write some sentences about the holidays. I will start.
4. **Write** this sentence on the board: In the holidays I will visit my aunt in Bo City.
5. **Ask:** What is the first part of the sentence? Raise your hand to answer. (Answer: In the holidays)
6. Draw a line after 'holidays/')
7. **Ask:** What is the second part of the sentence? Raise your hand to answer. (Answer: I will visit my Aunt in Bo City.)
8. Read the sentence: In the holidays, / I will visit my aunt in Bo City.
9. **Ask:** Is the first part a complete sentence? (Answer: No. You can't say 'in the holidays' as a sentence. There is no verb. It is a phrase or a clause.)
10. **Ask:** Is the second part a complete sentence? (Answer: Yes. It is a simple sentence. It is a complete sentence.)
11. **Ask:** What is the simple sentence? (Answer: I will visit my Aunt in Bo City.)
12. **Ask:** What is the phrase? (Answer: In the holidays,)
13. **Say:** When we add a phrase to a simple sentence we make a complex or difficult sentence.
14. Read these phrases on the board:
 - a. As soon as I finish school, ...
 - b. At the start of the holidays, ...
 - c. During the holidays, ...
 - d. At the end of the holidays, ...

Guided Practice (10 minutes)

1. Put pupils in pairs.

2. **Say:** Make some sentences about the holidays. Use the phrases on the board to start your sentences. See how many sentences you can make before I say 'Stop'.
3. Give pupils 5 minutes.
4. At the end of 5 minutes, **say:** Stop!
5. Ask pupils to raise their hand to share their sentences. (Example answers: As soon as I finish school, I will run home. At the start of the holidays, I will finish all my holiday homework. During the holidays, I will play football with my friends. At the end of the holidays, I will get ready to go back to school.)

Independent Practice (10 minutes)

1. Point to the sentence frame. **Read** the sentence frame.
2. **Ask:** What can we write in the spaces? Raise your hand to answer. Pupils share their ideas.
3. **Say:** Write 5 sentences about your holiday in your exercise book. Use the sentence frame to help you. You have 8 minutes
4. Walk around the classroom. Listen to pupils. Help them with difficult words. Praise pupils. **Say:** That is a good sentence.
5. Have different pupils volunteer to read the sentences.

Closing (2 minutes)

1. **Say:** The exams are coming soon. Remember everything you have learned about sentences.
2. **Ask:** Who can remember what kind of sentences we have studied? (Answer: simple, compound and complex sentences)
3. **Say:** Simple sentences have just a noun and a verb. Compound sentences are 2 simple sentences joined by a word like 'and'. Complex sentences have a phrase and a simple sentence.
4. Praise pupils for their hard work.

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