



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**5**  
CLASS

**1**  
TERM

NOT FOR SALE



## 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.

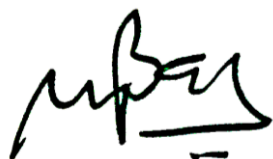
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – 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 students in the class – including the quiet ones.
- 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.



Learning outcomes






Teaching aids



Preparation

<b>Lesson Title:</b> Talking About Text	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-001	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss events in a story.</p>	 <p><b>Teaching Aids</b> Story and sentences at the end of the plan</p>	 <p><b>Preparation</b> 1. Practise reading the story. 2. Draw a picture of a small tent, a big camel and a man on the board. 3. Write the story on the board. 4. Write the sentences on the board.</p>
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**Opening (1 minute)**

1. **Say:** Look at the pictures on the board. **Ask:** What can you see? (Answer: a tent, a camel, a man)
2. Tell pupils they are going to read a story about a man called Ali and his camel who are camping in the desert.

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

1. **Ask:** What do you know about the desert? Raise your hand. (Example answers: It's hot, dry and big. There is a lot of sand.)
2. Explain that the desert is hot in the day and cold at night. **Say:** Ali and his camel are in the desert. It is night. It is cold. **Ask:** Do you want to hear about Ali and his camel?
3. Read the story. Ask pupils to follow the story on the board while you read. Remember to make the story interesting to listen to. Use different voices for Ali and the camel.
4. **Ask:** Did you like the story? Can you remember what happened?
5. Ask pupils these questions. Pause at the end of each question. Give pupils time to think before you invite them to raise their hand to answer.
  - a. Does the camel put her head in the tent? (Answer: yes)
  - b. Does the camel put her legs in the tent? (Answer: yes)
  - c. Does the camel help Ali stay warm? (Answer: no)
  - d. Does Ali stay inside the tent? (Answer: no)

**Guided Practice (10 minutes)**

1. Point to these sentences on the board. Give pupils 3 minutes to read the sentences silently. When they finish reading, **say:** Which sentence is first? Raise your hand. (Answer: It is a very cold night.) Write 1 next to the first sentence on the board.
2. **Say:** Work in pairs. Put the other sentences in order. You have 4 minutes.
3. Invite different pupils to raise their hand to tell you the answers. Write the sentences in the right order as pupils share answers:
  - a. It is a very cold night.
  - b. Ali is inside the tent.
  - c. The camel is cold.



- d. The camel put her head in the tent.
- e. The camel put her legs in the tent.
- f. Ali is outside the tent.
- g. Ali is cold.

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

1. Write the word 'greedy' on the board and discuss what it means (wanting more and more of something).
2. Ask pupils to raise their hand to guess the opposite of the word 'greedy'. (Answer: generous)
3. Discuss the meaning of the word 'generous' (happily giving or sharing something with someone else).
4. Ask pupils to close their eyes for 1 minute and think about what would have happened in the story if the camel were generous, not greedy.
5. After 1 minute, ask pupils to turn to a partner and discuss what the story would be if the camel was generous. Give them 4 minutes to discuss.
6. Ask pupils to raise their hand and share their stories if the camel was generous, not greedy. Take as many stories as time allows.

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

1. Ask pupils to think about how they can be generous in their life, to the people around them.
2. Ask pupils to raise their hand and share.

*STORY: THE GREEDY CAMEL* Adapted from ESSPIN Literary Lesson Plans, Primary 3, Weeks 1- 5

It is a very cold night. Ali is inside his tent. It is warm inside. His camel is outside the tent.

The camel says, 'My head is cold. Can I put it inside the tent?'

Ali says, 'Yes, but only your head. The tent is very small.' So, the camel puts her head inside the tent.

The camel says, 'My front legs are cold. Can I put them inside the tent?'

Ali says, 'Yes, but only your front legs. This tent is very small.' So, the camel puts her front legs inside the tent and Ali moves into a corner where there is a little space.

The camel says, 'My back legs are cold. I will put them inside the tent.' So, the camel puts her back legs inside the tent and Ali sits underneath the camel.




The camel says, 'This tent is very small. You must go outside.'

It is a very cold night. Ali is outside the tent. His camel is inside the tent. It is warm inside.

### **SENTENCES**

- a. Ali is inside the tent.
- b. The camel put her head in the tent.
- c. It is a very cold night.
- d. The camel put her legs in the tent.
- e. Ali is cold.
- f. The camel is cold.
- g. Ali is outside the tent.

<b>Lesson Title:</b> Using Illustrations	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-002	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use illustrations to determine the meaning of new words in the passage.</p>	 <p><b>Teaching Aids</b> Pictures at the end of the plan.</p>	 <p><b>Preparation</b> 1. Draw the 2 pictures at the end of the lesson plan on the board: Ali inside the tent and the camel outside the tent, the camel inside the tent and Ali outside the tent. 2. Write the story sentences on the board (see end of lesson).</p>
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### Opening (2 minutes)

1. **Say:** Think about the story we heard about the greedy camel and Ali, and look at the 2 pictures on the board.
2. **Ask:** Who can you see? (Answer: Ali and the camel)
3. **Ask:** Which picture is the beginning of the story? (Answer: picture 1) Which picture is the end of the story? (Answer: picture 2)

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

1. Read the story sentences on the board.
2. Ask pupils to read the sentences silently.
3. Ask pupils to copy the sentences into their exercise books.

### Guided Practice (8 minutes)

1. **Say:** Look at picture 2. Raise your hand to answer these questions.
2. **Ask:** How do you think the camel feels? (Answer: warm, happy)
3. **Ask:** How do you think Ali feels? (Answer: cold, sad)
4. **Ask:** Do you think the camel is generous? (Answer: no)
5. **Ask:** What is the title of the story? (Answer: The Greedy Camel)
6. **Ask:** What word in the title describes the camel? (Answer: greedy)
7. **Ask:** Why is the camel greedy? (Example answer: because she will not share the tent)
8. Write on the board: generous / greedy.  
**Say:** Mity always lets me ride her bike. Is she generous or greedy? (Answer: generous)  
**Say:** Bintu ate all of the birthday cake. Is he kind or greedy? (Answer: greedy)

### Independent Practice (12 minutes)

1. **Say:** Open your exercise book. Draw either of the pictures – Picture 1 or picture 2. You have 5 minutes.
2. Make sure pupils understand and are doing the activity.

3. As pupils are drawing, write the following words on the board: inside, tent, camel, outside, greedy, generous.
4. After 5 minutes ask pupils to label the drawing with the six words on the board.
5. Ask pupils to raise their hand and share what they labelled for the six words.
6. Mark the answers on the board and ask pupils to correct their own work.

**Closing** (3 minutes)

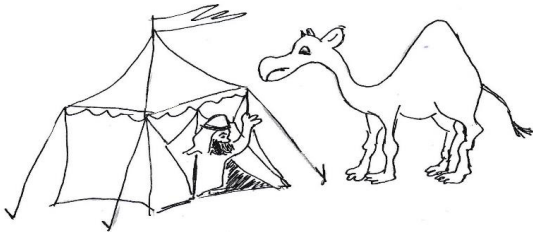
1. Invite 3 or 4 pupils to show their pictures to the class and describe it.

**STORY SENTENCES**

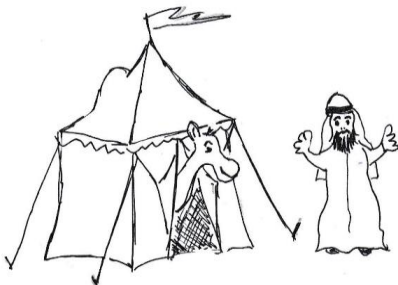
- a. Ali is inside the tent.
- b. The camel put her head in the tent.
- c. It is a very cold night.
- d. The camel put her legs in the tent.
- e. Ali is cold.
- f. The camel is cold.
- g. Ali is outside the tent.

**PICTURES**




Picture 1.



Picture 2.



<b>Lesson Title:</b> Synonyms and Antonyms	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-003	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match synonyms and antonyms.		<b>Teaching Aids</b> Tables 1 and 2 at the end of the plan.		<b>Preparation</b> Write Tables 1 and 2 on the board (see end of lesson plan).
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### Opening (2 minutes)

1. Ask pupils to recall the story about Ali and the greedy camel, how Ali shared his tent with the camel.
2. **Ask:** What is another word for 'generous'? Raise your hand. (Answer: kind)
3. Write on the board: generous = kind.
4. **Ask:** How about the camel? Did the camel share the tent with Ali? Raise your hand. (Answer: no)
5. **Ask:** Was the camel kind? (Answer: no)
6. **Ask:** Can you think of a word to describe the camel? Raise your hand. (Answer: greedy)
7. Write on the board: kind ≠ greedy.

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

1. **Say:** Today we are going to look at words like "generous" and 'kind' that have similar meanings. These words are called 'synonyms'.
2. Write 'Synonyms' on the board above 'nice = kind'. **Say:** Generous. Kind.
3. **Ask:** Is the meaning similar or different? Raise your hand if you think they are similar. (Answer: similar)
4. **Ask:** What do we call these words? Raise your hand. (Answer: synonyms)
5. **Say:** Now listen. Synonyms. Synonyms. Synonyms. (Remember to pause each time you say the word).
6. Ask the whole class to repeat 2 or 3 times.
7. Ask all of the girls to repeat. Ask all of the boys to repeat.
8. **Ask:** Can anyone give me an example of a synonym for 'bad'? Raise your hand. (Example answers: horrible, terrible, disgusting)
9. **Say:** Today we are also going to look at words like 'kind' and 'greedy' that have opposite meanings. These words are called 'antonyms' or 'opposites'.
10. Write 'Antonyms' on the board above 'kind ≠ greedy'.
11. **Say:** Kind. Greedy.
12. **Ask:** Is the meaning similar or different? Raise your hand if you think similar. (Answer: different)
13. **Ask:** What do we call these words? (Answer: antonyms)
14. **Say:** Now listen. Antonyms. Antonyms. Antonyms. (Remember to pause each time you say the word).
15. Ask the whole class to repeat 2 or 3 times.
16. Ask all of the girls to repeat. Ask all of the boys to repeat.
17. **Say:** Can you remember any more antonyms from the story? (Example answers: inside ≠ outside, cold ≠ warm, front legs ≠ back legs)

### Guided Practice (7 minutes)

1. Point to Table 1 on the board.
2. **Say:** Look at the words in column A. Can you find the synonym in column B? Let's do the first one together.
3. **Ask:** Who can find a synonym for 'hot'? Raise your hand. (Answer: warm)
4. Draw a line to match 'hot' and 'warm'.
5. **Say:** Now we are going to practise finding antonyms.
6. Point to Table 2 on the board.
7. **Say:** Look at the words in column A. Can you find the antonym in column B? Let's do the first one together.
8. **Ask:** Who can find the opposite of 'hot'? Raise your hand. (Answer: cold)
9. Draw a line to match 'hot' and 'cold'.

### Independent Practice (15 minutes)

1. **Say:** Work in pairs. Match the other synonyms in Table 1. You have 5 minutes.
2. Ask pupils to raise their hand to share answers. Draw lines to match the words correctly. (Answers: hot - warm, sick - ill, big - huge, nice - kind, father - dad, sad - unhappy, start - begin, small - little, scared - afraid)
3. Ask pupils to take 1 minute to correct their work.
4. **Say:** Work in pairs. Match the other antonyms in Table 2. You have 5 minutes.
5. Ask pupils to raise their hand to share answers. Draw lines to match the words correctly. (Answers: hot - cold, sick - healthy, big - small, kind - greedy, father - mother, sad - happy, start - finish, small - big, scared - brave)

### Closing (1 minute)

1. **Ask:** Who can tell me what synonyms are? (Answer: words with similar meanings)
2. **Ask:** Who can tell me what antonyms are? (Answer: words with opposite meanings)




TABLE 1: SYNONYMS

A	B
hot	kind
sick	warm
big	begin
nice	huge
father	afraid
sad	little
start	ill
small	unhappy
scared	dad

TABLE 2: ANTONYMS

A	B
hot	brave
sick	happy
big	cold
kind	small
father	finish
sad	big
start	healthy
small	mother
scared	greedy

<b>Lesson Title: Synonyms</b>	<b>Theme: Reading Comprehension</b>	
<b>Lesson Number: L-05-004</b>	<b>Class/Level: Class 5</b>	<b>Time: 35 minutes</b>

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compose simple sentences using synonyms.</p>	 <p><b>Teaching Aids</b> Sentences at the end of the plan.</p>	 <p><b>Preparation</b> 1. Draw Table 1 on the board (see end of lesson plan). 2. Write the sentences at the end of the lesson, on the board.</p>
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### Opening (3 minutes)

1. **Say:** Last lesson we looked at words that have similar meanings.
2. **Ask:** Who can remember what these words are called? (Answer: synonyms)
3. **Say:** Can anyone give me an example of a synonym? Raise your hand. (Example answers: nice – kind, big - huge)
4. **Say:** We use synonyms to make our writing more interesting. Today we will use synonyms in simple sentences.

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

1. Write at the top of the board: Synonyms.
2. **Say:** Today we are going to look at more synonyms. First we will remember the synonyms from the last lesson.
3. Say the words from the last lesson and invite different pupils to volunteer to tell you the synonyms. For example, you say 'hot' and the pupil says 'warm'. Repeat with these words: sick (ill), big (huge), nice (kind), father (dad), sad (unhappy), start (begin), small (little), scared (afraid).
4. Point to the words on the left hand side of Table 1: mad, simple, enjoy, clever, noisy.
5. **Say:** Can anyone match these words with synonyms in the other column? Raise your hand.
6. Draw lines to match the correct answers as pupils share. (Answers: mad – angry, simple – easy, enjoy – like, clever – intelligent, noisy – loud)

### Guided Practice (10 minutes)

1. **Say:** Look at the sentences on the board.
2. **Say:** Work in pairs. Change the underlined word to a synonym. Write the new sentences in your exercise book. You have 7 minutes.
3. Make sure pupils understand and are doing the task.
4. Invite 3 girls and 3 boys to volunteer to read out their new sentences. (Answers:
  - a. The teacher got angry because the class was so loud.
  - b. Mity isn't at school today because she is ill.
  - c. The test was so easy. I'm sure I will get 100%.

**Independent Practice** (10 minutes)

1. Clean the board.
2. Write on the board: angry, loud, ill, easy
3. **Ask:** So you remember the synonyms for these words?
4. **Say:** Keep them in your head. Work in pairs. Use the synonyms of these four words to make four sentences in your exercise books.
5. Invite 3 or 4 pairs to volunteer to read out their new sentences.




**Closing** (3 minutes)

1. Review the other synonyms the pupils have learned. As pupils to raise their hands to name the synonyms of the following words: Clever (intelligent), big (huge), nice (kind), father (dad), sad (unhappy), start (begin), small (little), scared (afraid).

*SENTENCES*

- a. The teacher got mad because the class was so noisy.
- b. Mity isn't at school today because she is sick.
- c. The test was so simple. I'm sure I will get 100%.

<b>Lesson Title:</b> Antonyms	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-005	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write simple sentences using antonyms.</p>	 <p><b>Teaching Aids</b> 1. Sentences at the end of the plan 2. Table 1 at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Draw Table 1 on the board (see end of lesson plan). 2. Write the sentences at the end of the lesson, on the board.</p>
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### Opening (3 minutes)

1. **Say:** Last week we looked at words that have opposite meanings.
2. **Ask:** Who can remember what these words are called? Raise your hand. (Answer: antonyms)
3. **Say:** Can anyone give me an example of an antonym? Raise your hand. (Example answers: big - small, kind - greedy)
4. **Say:** Let us make some sentences using antonyms.

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

1. Write at the top of the board: Antonyms.
2. **Say:** Today we are going to look at more antonyms. First we will remember the antonyms from the last lesson.
3. Say the following words and invite different pupils to tell you the antonyms. For example, you say 'hot' and the pupil says 'cold'. Repeat with these words: sick (healthy), big (small), father (mother), sad (happy), start (finish), scared (brave), kind (greedy).
4. Point to the words on the left hand side of Table 1: angry, easy, enjoy, intelligent, noisy.
5. **Say:** Can anyone match these words with synonyms in the other column? Raise your hand.
6. Draw lines to match the correct answers as pupils share. (Answers: angry ≠ calm, easy ≠ difficult, enjoy ≠ hate, intelligent ≠ stupid, noisy ≠ quiet)

### Guided Practice (12 minutes)

1. **Say:** Look at the sentences on the board. Write them in your exercise books.
2. Tell pupils to work in pairs to try to fill the gaps with words from Table 1. Tell them to use the lines matching the antonyms as clues.
3. Do an example with everyone.
4. **Say:** The first sentence is: I was so \_\_\_\_\_ when I lost the match, but I had some water and became \_\_\_\_\_.
5. **Ask:** What set of antonyms would fill the gaps? Raise your hand. (Answer: angry-calm).
6. Make sure pupils understand the task.
7. **Say:** Work in pairs. Take 6 minutes to copy the next three sentences and fill the gaps with the correct set of antonyms.
8. Invite 3 pairs to volunteer to read out their answers. Have pupils check their work. (Answers:



- a. When I do not study for an exam, I find it difficult but when I have studied for it I find it easy.
- b. It is difficult to hear in the noise, but I can hear you easily when it is quiet.
- c. I like playing football so I enjoy playing it, but I do not like cleaning my room so I hate it.

**Independent Practice** (10 minutes)

1. **Say:** Look at the matching antonyms in Table 1. Work in pairs. Select any 2 sets of antonyms (for example, one set is angry-calm). Make 4 sentences using the four words.
2. Give pupils 8 minutes to make the sentences.
3. Invite 3 or 4 pairs to volunteer to read out their new sentences.

**Closing** (3 minutes)

1. Ask pupils if they can remember the new antonyms from today's lesson. Call out the new words one by one and ask pupils to give you an antonym. (Answers: angry ≠ calm, easy ≠ difficult, enjoy ≠ hate, intelligent ≠ stupid, noisy ≠ quiet)




TABLE 1

Angry	Calm
Easy	Difficult
Enjoy	Hate
Intelligent	Stupid
Noise	Quiet

**SENTENCES**

- a. I was so \_\_\_\_\_ when I lost the match, but I had some water and became \_\_\_\_\_.
- b. When I do not study for an exam, I find it \_\_\_\_\_ but when I have studied for it I find it \_\_\_\_\_.
- c. It is difficult to hear in the \_\_\_\_\_, but I can hear you easily when it is \_\_\_\_\_.
- d. I like playing football so I \_\_\_\_\_ playing it, but I do not like cleaning my room so I \_\_\_\_\_ it.

<b>Lesson Title:</b> Reported Speech	<b>Theme:</b> Structure in Speaking	
<b>Lesson Number:</b> L-05-06	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to make sentences using reported speech.</p>	 <p><b>Teaching Aids</b> Dialogue and rules at the end of the plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the dialogue and the rules at the end of the plan on the board.</li> <li>2. Draw a picture of a cupboard on the board. Draw a crack or a line on the cupboard.</li> <li>3. Write the rules at the end of the lesson plan.</li> </ol>
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### Opening (2 minutes)

1. Point to the picture. **Say:** Look! There's a crack in the cupboard.
2. Tell pupils that there is something in the cupboard but we don't know what it is. It's a mystery but we will find out soon.
3. Tell pupils that today they will make sentences to tell someone that something is happening.

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

1. Ask pupils to read the conversation on the board.
2. **Ask:** What did Zinab and Abdul see in the cupboard? Raise your hand (Answer: a mouse)
3. **Say:** Zinab and Abdul are talking. Today we are going to look at how we can tell others what they said.
4. **Say:** Look at the conversation and raise your hand to answer these questions.
5. **Ask:** Who said 'There is a mouse'? (Answer: Zinab)
6. **Ask:** Who said 'Oh yes. There is a mouse'? (Answer: Abdul)
7. **Ask:** Who said 'I do not like mice'? (Answer: Abdul)
8. **Ask:** Who said 'It has come in through the crack'? (Answer: Zinab)
9. **Ask:** Can you find any reporting verbs in the conversation? (Answer: said, agreed)
10. Underline the verbs in the conversation.

### Guided Practice (10 minutes)

1. **Say:** 'There is a mouse!' said Zinab. Now let us see how we would make this into a reported speech sentence.
2. Explain that we begin with who said the sentence – Zinab. Then we use the reporting verb – said.
3. Write: Zinab said
4. **Ask:** What did Zinab say? Raise your hand. (Answer: There is a mouse!)
5. Complete the sentence on the board: Zinab said that there was a mouse.
6. Point out that we add the word 'that' and the 'is' changes to past tense 'was'.
7. **Say:** Let us do one more using the rules we just learned. The second dialogue is: 'Oh yes. There is a mouse!' agreed Abdul.

8. **Say:** Remember, we write the name of the person and then the reporting verb, so we have 'Abdul agreed'.
9. Write: Abdul agreed
10. **Say:** Now let us add 'that', and 'there was a mouse'.
11. Complete the sentence on the board: Abdul agreed that there was a mouse.
12. Point out that the 'is' changes to past tense 'was'.
13. Ask pupils to write the rules in their exercise books.

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

1. Ask pupils to copy Zinab and Abdul's conversation into their exercise books.
2. **Say:** You are going to work in pairs. You are going to follow the rules and change the last two dialogues to reported speech sentences. Remember to start with the name of the person and the reporting verb. You have 6 minutes.
3. Make sure pupils understand and are doing the task.
4. After 6 minutes, ask pupils to raise their hand to share their answers. Write the answers on the board. (Answers: Abdul said that he did not like mice. Zinab said that it came in through that crack.)

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

1. Give pupils time to correct their sentences.

### *DIALOGUE*

Zinab opened the door and pointed to the corner of the cupboard.

'There is a mouse!' said Zinab.

'Oh yes. There is a mouse!' agreed Abdul.




'I do not like mice!' said Abdul.

'It has come in through that crack,' she said.

### *RULES*

1. Start with the name of the person who said something.
2. Use a reporting verb, for example, 'said'.
3. Add the word 'that'.
4. Change 'I' to 'he' for Abdul. Change 'I' to 'she' for Zinab.
5. Change the verbs. Change present verbs to past verbs. For example, change 'has' to 'had'; change 'do not' to 'did not'.

<b>Lesson Title:</b> Making Polite Requests	<b>Theme:</b> Structure in Speaking	
<b>Lesson Number:</b> L-05-007	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to say and write polite requests using simple sentences.</p>	 <p><b>Teaching Aids</b> Pictures and jumbled requests at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Draw the pictures at the end of the plan on the board. 2. Write on the board: door, window, notice board, floor, table, bin, board, chair. 3. Write the jumbled requests on the board (see end of lesson).</p>
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### Opening (2 minutes)

1. Ask pupils to look at the pictures on the board.
2. **Ask:** Where can you find these things? (Answer: in the classroom)
3. **Say:** Today we are going to learn how to ask people to do things in the classroom.

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

1. Point to the words and pictures on the board. **Ask:** Can you match these words with the pictures? Raise your hand.
2. Have pupils volunteer to match the words to the pictures.
3. **Say:** These words are all nouns. To ask people to do things, we must also use verbs.
4. Write on the board: clean, sweep, sit, close, look at, read, put, stand.
5. Mime these words and ask pupils to raise their hand to guess.
6. **Say:** Now we must put the nouns and verbs together to make requests.
7. Write this heading on the board: Requests.
8. Under the heading write: Close the window, please.
9. **Ask:** What comes first, the noun or the verb? Raise your hand (Answer: verb)
10. **Ask:** Which word makes our request polite? Raise your hand (Answer: please)
11. **Say:** We can also say 'Can you close the window, please?'
12. Under the heading on the board write: Can you close the window, please?
13. **Ask:** Which 2 words are before the verb? Raise your hand (Answer: Can you)
14. **Ask:** What comes after 'please'? Raise your hand (Answer: a question mark)

### Guided Practice (10 minutes)

1. Point to the jumbled requests on the board.
2. **Say:** Work in pairs. Put the words in order to make polite requests. Write the requests using 'Can you'.
3. Make sure pupils understand and are doing the activity.

4. Check the answers. (Answers: a. Can you close the door, please? b. Can you sweep the floor, please? c. Can you look at the board, please? d. Can you put your rubbish in the bin, please? e. Can you clean the board, please?)

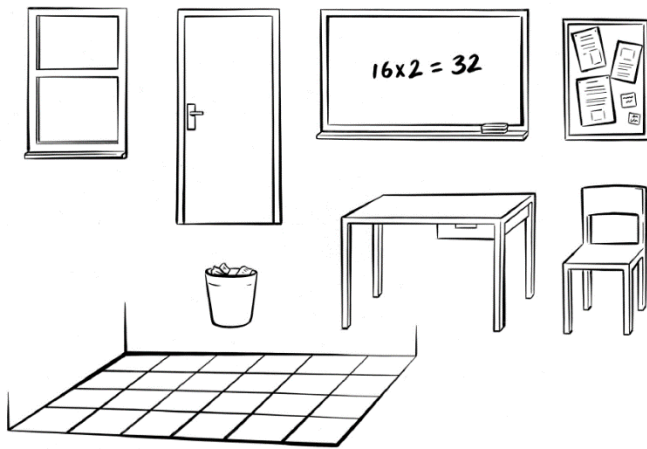
### Independent Practice (12 minutes)

1. **Say:** Work in pairs. Open your exercise books and write 3 polite requests. You have 6 minutes.
2. Make sure pupils understand and are doing the activity.
3. Ask pupils to volunteer to share their responses with the rest of the class.

### Closing (3 minutes)

1. **Say:** Remember to use these requests at home.




#### PICTURES



#### JUMBLED REQUESTS

- a. the door close please
- b. please floor the sweep
- c. at the look board please
- d. bin in your rubbish please put the
- e. please board the clean

<b>Lesson Title:</b> Word Parts	<b>Theme:</b> Structure in Speaking	
<b>Lesson Number:</b> L-05-008	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to recognise compound nouns.</p>		<p><b>Teaching Aids</b> Table and quiz questions at the end of the plan</p>		<p><b>Preparation</b> 1. Draw pictures of a football, a rainbow and a waterfall on the board. 2. Draw the table at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils to look at the pictures on the board.
2. **Ask:** What can you see? (Answers: a football, a waterfall, a rainbow)
3. **Say:** Today we are going to learn about a new type of noun.

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

1. Write the word under each picture: football, rainbow, waterfall.
2. **Ask:** What is special about these words? (Answer: They have 2 words in one word)
3. **Say:** Look at the first word. Tell me the 2 words you can see in it. (Answer: foot + ball)
4. Ask pupils to break the other words into 2 parts. (Answers: water + fall, rain + bow)
5. Tell pupils that these nouns with 2 parts are called 'compound nouns'.
6. Write 'compound nouns' on the board.

### Guided Practice (10 minutes)

1. Point to the table (at the end of the lesson plan) on the board.
2. **Say:** Now we are going to make some more compound nouns. Look at the words in column A. Match them with a word in column B to make a new word. Let's do the first one together.
3. **Ask:** Which word in column B goes with foot? Raise your hand. (Answer: ball)
4. **Say:** Work in pairs. Match the words to make compound nouns. You have 6 minutes.
5. Ask pupils to raise their hand and share answers.
6. Write the answers on the board. Ask pupils to check their work. (Answers: football, rainbow, waterfall, homework, bedtime, grasshopper, headache, airplane, pocket knife, backpack)

### Independent Practice (12 minutes)

1. Divide the class into 2 teams – left side and right side of the room. Write the 2 team names – 'Left' and 'Right' on the board.
2. **Say:** We are going to have a quiz competition – 'Team Left' versus 'Team Right'. I will ask each team a question turn by turn. When I ask your team a question, raise your hand if you know the answer. I will choose someone to answer. You get 1 point for every correct answer. If your answer is incorrect, the other team will get a chance to answer the question.

3. Read question 1 from the quiz. Choose a pupil from Team Left to answer the first question. If the answer is correct, give the team 1 point. If the answer is incorrect, choose someone from Team Right to answer the question.
4. Choose a pupil from Team Right to answer the second question.
5. Continue until you have asked all of the questions.
6. Total the team points. The winner is the team with the most points. Ask the class to clap for the winning team.

**Closing (3 minutes)**

1. Ask pupils to open their exercise books.
2. **Say:** You have 1 minute to remember all of the compound nouns we learnt today. Do not write.
3. After 1 minute, **say:** Work in pairs. Take a new piece of paper. Do not look at the words in your books. You have 1 minute to write down all of the compound nouns we learnt today. Go!




*TABLE*

A	B
foot	work
rain	knife
mobile	ball
home	pack
bed	plane
grass	ache
head	bow
air	hopper
pocket	phone
back	time

*QUIZ*

- i. It's a sport you play with a ball.
- ii. It's a phone that you carry with you.
- iii. It's a pain you get in your head.
- iv. It's a bag you wear on your back.
- v. It's an insect that hops in the grass.
- vi. It's a knife you carry in your pocket.
- vii. It's a pattern in the sky after the rain.
- viii. It's work you do at home.
- ix. It's something that flies in the sky.
- x. It's the time you go to bed.

<b>Lesson Title:</b> New Vocabulary	<b>Theme:</b> Structure in Speaking	
<b>Lesson Number:</b> L-05-009	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to create new compound nouns by combining words.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Write these words on the board: sun, port, day, flash, wave, class, bath, store, bus.</p>
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### Opening (3 minutes)

1. **Ask:** What kind of words did we learn about in the last lesson? Raise your hand. (Answer: compound nouns)
2. **Ask:** Can you remember any of the words? Raise your hand. (Example answers: airplane, backpack, homework, grasshopper, headache, rainbow)
3. **Say:** Today we are going to create lots of new words.

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

1. **Say:** We learned a word yesterday. It is something that flies in the sky? (Answer: airplane)
2. Write 'air' on the board.
3. **Ask:** What do we see at night in the sky? Raise your hand. (Answer: moon)
4. **Ask:** What do you think the light of the moon is called? Raise your hand. (Answer: moonlight)
5. Write 'light' on the board.
6. **Ask:** What do you call the different places in a house or building? (Answer: room)
7. **Ask:** What do you call the room we sleep in? (Answer: bedroom)
8. Write 'room' on the board.
9. **Say:** We can create many words with the words 'air', 'light' and 'room'. We can do this by combining these words with other words.
10. Write the words on the board: airplane, moonlight, bedroom.

### Guided Practice (10 minutes)

1. **Say:** Let's create some new words.
2. Write on the board.  
air \_\_\_\_\_ light \_\_\_\_\_ room \_\_\_\_\_
3. Read the words on the board: sun, port, day, flash, wave, class, bath, store, bus.
4. **Say:** Work in pairs. Decide which words go with 'air', 'light' and 'room' to make new words. You have 6 minutes.
5. Give pairs time to think and discuss.
6. Make sure pupils understand and are doing the task.
7. **Ask:** Which words go with 'air'? Raise your hand to answer. (Answer: airport, airwave, airbus)
8. **Ask:** Which words go with 'light'? Raise your hand to answer. (Answer: sunlight, daylight, flashlight)
9. **Ask:** Which words go with 'room'? Raise your hand to answer. (Answer: classroom, storeroom, bathroom)



10. Write the words on the board.
11. Check pupils understand the meaning of all the words. (Note: flashlight is a torch - a mobile electric light we hold, airwave is radio frequency, storeroom is somewhere we put things we don't use or need, airbus is a passenger airplane)




**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Choose 3 of the words on the board. Write a short sentence to describe that word but don't say what the word is. For example. If I choose the word 'moonlight', I can write a sentence like this.
2. Write the sentence on the board: Moonlight - It helps us to see at night.
3. **Say:** Write your 3 sentences. You have 7 minutes.
4. Make sure pupils understand and are doing the task.

**Closing** (2 minutes)

1. Invite 1 or 2 pairs to read their sentences to the whole class. The other pupils guess what the word is.

<b>Lesson Title:</b> New Vocabulary	<b>Theme:</b> Structure in Speaking	
<b>Lesson Number:</b> L-05-010	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use new words in sentences that show meaning.</p>		<p><b>Teaching Aids</b> Table and word square at the end of the lesson plan</p>		<p><b>Preparation</b> 1. Write the table on the board. 2. Write the word square on the board.</p>
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### Opening (1 minute)

1. **Say:** Next week we are going to read a new story. Before we read the story, we need to learn some new words. The new words will help us to understand the story.

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

1. Point to the verbs in the table on the board: forgive, steal, follow, pound, crawl, scream.
2. Mime each verb and ask the pupils to guess the meaning.
3. If necessary explain the words:
  - a. Forgive: to stop feeling angry or upset with someone for doing something you think was wrong.
  - b. Steal: to take something that is not yours without telling the owner.
  - c. Follow: to go after or behind something.
  - d. Pound: to hit something very hard over and over again.
  - e. Crawl: to move forward on hands and knees with your body close to the ground.
  - f. Scream: To shout very loudly.

### Guided Practice (12 minutes)

1. **Say:** The story we will read next week happened a long time ago, so the verbs in the story are in the past.
2. Remind pupils how we change a word into past simple, by adding '-ed'.
3. **Say:** Yes. For regular verbs we add -ed. We have 6 new verbs today. 4 of them are regular verbs, but 2 of them are irregular. Irregular verbs don't follow the '-ed' rule.
4. Write on the board: forgave, stole.
5. **Say:** These are the past tense forms.
6. **Ask:** What are the simple present forms? Raise your hand (Answer: forgive, steal)
7. **Say:** The other verbs are regular verbs.
8. Point to the table on the board. **Say:** Copy this table into your notebooks. You have 2 minutes.
9. **Ask:** Can you find 6 past simple verbs in the word grid? They are all there, you have to look up to down, left to right and diagonally. When you find the word put a line through it. You have 5 minutes.
10. Write your answer in the 'past' column in the table. Do an example if needed.
11. Check answers. (Answers: forgave, stole, followed, pounded, crawled, screamed)

**Independent Practice (12 minutes)**

1. **Say:** Work in pairs. Choose 4 of the new simple past verbs and write a sentence for each word. The sentences must show the meaning of the word. You have 7 minutes.
2. Write an example on the board: When brother hit me while playing football, I was angry but then I forgave him.
3. Make sure pupils understand and are doing the activity.
4. Invite 3 or 4 pairs to read their sentences. Ask the other pupils if they can understand the meaning of the word from the sentence.

**Closing (2 minutes)**

1. **Say:** I am going to say 2 sentences and I want you to guess the meaning of the word 'flour' in it.
2. Write the word 'flour' on the board.
3. **Say:** Amina lived in the village and made the flour that the other women in her village used for making corn cakes. First she travelled far to find the grains of corn, then she pounded them to make flour.
4. **Ask:** Can anyone guess the meaning of the word 'flour' from these sentences? Raise your hand. (Answer: powder made from grain to make bread, cakes)




*TABLE*

present	past
forgive	
steal	
follow	
pound	
crawl	
scream	

*WORD SQUARE*

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

<b>Lesson Title:</b> Characters, Setting and Plot	<b>Theme:</b> Literature	
<b>Lesson Number:</b> L-05-11	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain characters, settings and events in stories.</p>	 <p><b>Teaching Aids</b> Table and text at the end of the plan.</p>	 <p><b>Preparation</b> 1. Re-read the story about Ali and the Greedy Camel in Lesson 1. 2. Practise reading the story. 3. Write the story on the board. 4. Write the table, <b>only with the headings</b> (Characters, setting, plot) on the board.</p>
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### Opening (3 minutes)

1. **Say:** I am going to give you some clues and you have to guess the word I am talking about. Raise your hand to answer. **Ask:** What do we use a basket for? (Answer: to put/carry things)
2. **Ask:** What are the very, very small black insects we find in our house if we leave sweet things out? (Answer: ants)
3. **Ask:** What do we make bread with? (Answer: flour)
4. **Ask:** What do we make flour from? (Answer: wheat or corn)
5. **Ask:** What do you call someone who steals things? (Answer: thief)
6. Write the words (basket, ants, flour, corn, thief) on the board and check pupils understand the meanings. **Say:** Today we will read a story about these things.

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

1. **Say:** Before we read the story we need to look at the things that we put in to make a story.
2. Point to the table on the board and read the 3 headings - Characters, Setting, Plot.
3. Point to the word 'characters'. **Say:** 'Characters' means the people in the story.
4. **Ask:** Do you remember the story about the greedy camel and Ali? Who were the characters in the story? Raise your hand. (Answer: Ali and the greedy camel)
5. Write the answer in the first column under 'Characters'.
6. Point to the word 'Setting'. **Say:** 'Setting' means the place where the story happens.
7. **Ask:** Do you remember where the story about the greedy camel happened? Where were Ali and the greedy camel? Were they in the city? In the village? Raise your hand to answer. (Answer: No – they were in the desert). Write 'desert' in the second column, under 'Setting'.
8. Point to the word 'Plot'. **Say:** 'Plot' is what happens in the story.
9. **Ask:** Do you remember what happened in the story about Ali? Raise your hand to answer. (Example answer: It was a cold night. The greedy camel entered Ali's tent. There was no space for Ali, so Ali was pushed out of the tent.) Write the answer in the third column, under 'Plot'.

### Guided Practice (10 minutes)

1. Ask pupils to copy the table only with the headings – 'Characters', 'Setting', 'Plot' in their exercise books.

2. **Say:** Now we are going to read Part One of a new story. It's called 'The Old Woman and the Corn'. Listen and read along silently. As you listen think about who are the characters in this story?
3. Read the story. Try to use different voices for the different characters. When you have finished reading, **ask:** Who are the characters in the story? Raise your hand to try. (Answer: Amina, the old woman, the people in the village) Write the answer in the table on the board under the heading 'Characters'.

**Independent Practice (12 minutes)**

1. **Say:** We are going to read Part One of the story one more time. This time think about the following questions: Where does the story happen? Is it in the city, the desert or a village? What happens in the story? What does the old woman do? What does Amina do?
2. Read the story with expressions and different voices. **Say:** Work in pairs. Tell your partner what you remember about the setting.
3. Give pupils time to talk. After 1 minute, invite different pupils to answer.
4. Write the answers in the table on the board. (Answer: A village.) **Say:** Work in pairs. Tell your partner what you remember about the setting.
5. Give pupils time to talk. After 2 minutes, invite different pupils to answer.
6. Write the answers in the table on the board. (Example answer: One day Amina asks an old woman for some corn. The woman says 'No' and pushes her. Her corn falls. Amina thinks the woman stole the corn so she decides to follow her.) Ask pupils to copy the table into their exercise books.

**Closing (1 minute)**

1. **Say:** Today we learnt about character, setting and plot. All stories have these. In the next lesson we will read Part Two of the story about the old woman and the corn.

TABLE

Characters	Setting	Plot




**TEXT: THE OLD WOMAN AND THE CORN - PART ONE**

Amina lived in the village and made the flour. The other women in her village used the flour for making corn cakes. First she travelled far to find the grains of corn; then she pounded them to make flour.

One day, Amina was out looking for corn when she met an old woman carrying a huge basket full of corn. Amina asked her for some of the corn but the old lady said 'No. Go away! This corn is mine.' Then she pushed Amina. Amina fell over and the corn in her basket spilled on the dirty ground. How can she find so much corn? Amina wondered.

Then she guessed that the old woman stole the corn from other villages. The next day Amina decided to follow her.

<b>Lesson Title:</b> Comparing Characters, Setting and Plot	<b>Theme:</b> Literature	
<b>Lesson Number:</b> L-05-012	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare main characters in a story.</p>	 <p><b>Teaching Aids</b> Picture and story at the end of the plan.</p>	 <p><b>Preparation</b> 1. Practice reading the story at the end of the plan. 2. Draw the picture at the end of the plan on the board. 3. Write the story at the end of the plan on the board.</p>
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**Opening** (1 minute)

1. Ask pupils what happened in Part One of the story you read yesterday. Invite different pupils to tell you what they remember.

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

1. Ask pupils to look at the picture on the board. **Ask:** What is Amina thinking when she met the old woman? What is the old woman thinking when she met Amina? Raise your hand to answer.
2. Invite pupils to share their ideas. Write their ideas in the thought bubbles. (Example answers: Amina – I need corn to make corn cakes. Why won't the old woman share? She is mean; the old woman – I am hungry. This is my corn. I do not want to share.)
3. Ask pupils to copy the pictures with the thought bubbles and text into their exercise books.

**Guided Practice** (10 minutes)

1. **Ask:** Do you want to read and listen to the end of the story? What do you think will happen next? Invite pupils to share their ideas.
2. Read the story on the board. Try to use different voices for the different characters.
3. When you have finished reading, **ask:** Did you guess the end of the story? What happened at the end of the story? Raise your hand to answer.
4. Write their ideas in the thought bubbles. (Example answer: Amina punished the old woman by putting ants into the old woman's basket. The old woman promised to stop stealing.)

**Independent Practice** (10 minutes)

1. Draw another thought bubble for Amina and another thought bubble for the old woman on the board.
2. **Ask:** What is Amina thinking at the end of the story? What is the old woman thinking at the end of the story? Raise your hand to answer.
3. **Say:** Work in pairs. Write your ideas in the thought bubbles. You have 6 minutes.
4. Make sure pupils understand and are doing the activity.
5. When pupils have finished, invite different pairs to share their ideas.
6. Write their ideas in the thought bubbles on the board.

**Closing (4 minutes)**

1. **Ask:** What are some words you would use to describe Amina? Raise your hand. (Example answers: hardworking, honest, wanted justice).
2. **Ask:** What are some words you would use to describe the old woman? Raise your hand. (Example answers: dishonest, regretful).

**PICTURE**



**TEXT: THE OLD WOMAN AND THE CORN - PART TWO**

Early the next day, the old woman left the village with an empty basket. Amina followed her and saw her steal the corn from the next village.




Amina was angry because the old woman was a thief. She was also mean to Amina, so Amina decided to punish her.

Amina went to the old woman's house that night. The basket with the corn was on the ground. Amina put red ants in her basket. When the old woman came out to get her corn, the ants crawled onto her hands and bit her.

The old woman screamed, 'Help! Please get these ants off me. I'm very sorry. I'll never steal again.'

The women in the village forgave the old woman. They were very proud of Amina.

<b>Lesson Title:</b> Comparing Plot	<b>Theme:</b> Literature	
<b>Lesson Number:</b> L-05-013	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast the plots and settings from 2 different stories.</p>		<p><b>Teaching Aids</b> Story at the end of the plan</p>		<p><b>Preparation</b> Practice reading the story at the end of the lesson plan.</p>
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### Opening (1 minute)

1. Tell pupils that in the last lesson you talked about the people in the story about the old woman and the corn.
2. **Ask:** What do we call the people in a story? Raise your hand. (Answer: Characters)
3. **Say:** Today we are going to compare what happens in two different stories. Can anyone remember the word for what happens in the story? (Answer: Plot)

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

1. Tell pupils that a plot has 3 parts – an opening, a build-up and an ending.
2. Write the left hand side of the board: opening, build-up, ending.
3. Ask pupils to think about the story of Ali and the Greedy Camel. **Ask:** What happened at the beginning of the story? Raise your hand. (Answer: It was cold. Ali was inside the tent. The camel was outside the tent.) Write the answer on the board next to ‘Beginning’.
4. Tell pupils that the build-up is the main part of the story. Sometimes there is action. Sometimes there is a problem. **Ask:** What was the build-up in the story about Ali and the Greedy Camel? Raise your hand. (Answer: The camel is cold and wants to come inside the tent but there is not enough space.) Write the answer on the board next to ‘Build-up’.
5. Ask pupils about the ending. **Ask:** What happens at the end of the story? Raise your hand. (Answer: The camel comes inside the tent, but there is no space for Ali so the camel tells Ali to leave the tent.) Write the answer on the board next to ‘Ending’.

### Guided Practice (7 minutes)

1. **Ask:** Can you remember the story of the old woman and the corn?
2. Invite pupils to tell you the plot. **Say:** Listen to the story one more time. As you listen, think about the plot - the beginning, the build-up, and the end.
3. Read Part One and Part Two of The Old Woman and the Corn on the board. Try to make your voice sound interesting by pausing before the build-up. Remember to use different voices for the Old Woman and Amina.

### Independent Practice (13 minutes)

1. **Say:** Write these headings – ‘The beginning, The build-up, The end’ in your exercise books.



2. **Say:** Work in pairs. Use these headings to describe the plot for the story of the old woman and the corn. Write your ideas in your exercise books.
3. Invite 1 pair to volunteer to share with the class. Write their ideas on the board.
4. Ask the class if anyone had anything different. Make changes if necessary. (Example answers: Amina meets an old woman. She asks her for some corn but the old woman says, 'No!' The Old woman is rude and mean.)
5. Invite 1 pair to volunteer to share with the class. Write their ideas on the board.
6. Ask the class if anyone had anything different. (Example answers: Amina thinks the old woman is stealing the corn. She decides to punish her by putting ants in her basket of corn.)
7. Invite 1 pair to volunteer to share with the class. Write their ideas on the board.
8. Ask the class if anyone had anything different. (Example answers: The old woman says sorry and promises to stop stealing. The village people forgive her. They are proud of Amina.)

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

1. Write the title of the 2 stories on the board: The Greedy Camel. The Old Woman and the Corn.
2. **Ask:** What are the different settings of the stories? (Answer: the desert, the village)
3. **Ask:** In which story does the good person win? (Answer: The Old Woman and the Corn.)
4. **Ask:** In which story is there an animal character? (Answer: The Greedy Camel)

### *TEXT: THE OLD WOMAN AND THE CORN*

*PART ONE:* Amina lived in the village and made the flour that the other women in her village used for making corn cakes. First she travelled far to find the grains of corn, then she pounded them to make flour.

One day, Amina was out looking for corn when she met an old woman carrying a huge basket full of corn. Amina asked her for some of the corn but the old lady said 'No. Go away! This corn is mine.' Then she pushed Amina. Amina fell over and the corn in her basket spilled on the dirty ground.

How can she find so much corn? Amina wondered.

Then she guessed that the old woman stole the corn from other villages. The next day Amina decided to follow her.

*PART TWO:* Early the next day, the old woman left the village with an empty basket. Amina followed her and saw her steal the corn from the next village.




Amina was angry because the old woman was a thief. She was also mean to Amina, so Amina decided to punish her.

Amina went to the old woman's house that night. The basket with the corn was on the ground. Amina put red ants in her basket. When the old woman came out to get her corn, the ants crawled onto her hands and bit her.

The old woman screamed, 'Help! Please get these ants off me. I'm very sorry. I'll never steal again.'

The women in the village forgave the old woman. They were very proud of Amina.

<b>Lesson Title:</b> Differentiating Settings	<b>Theme:</b> Literature	
<b>Lesson Number:</b> L-05-014	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to differentiate different settings in the same story.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Write these words down the left hand side of the board: see, smell, hear, feel, touch.</p>
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### Opening (2 minutes)

1. **Ask:** What do we call the people in a story? Raise your hand. (Answer: Characters)
2. **Say:** In the last lesson we talked about what happens in the story. Can anyone remember the word for what happens in the story? Raise your hand. (Answer: Plot)
3. **Ask:** What do we call the place where the story happens? Raise your hand. (Answer: Setting)
4. **Say:** Today we are going to talk about setting.

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

1. Tell pupils to close their eyes.
2. **Say:** You are Amina. You live in the village. Make a picture of the village in your head. Listen to my questions and picture the answers.
3. Ask the pupils these questions. Pause after each question to give pupils time to picture the answer:
  - What can you see?
  - What can you smell?
  - What can you hear?
  - What can you feel?
  - What can you touch?
4. Ask pupil to open their eyes. Invite pupils to volunteer to tell you about the picture of the village in their heads.

### Guided Practice (8 minutes)

1. **Say:** Now you are going to write a description of Amina's village.
2. **Ask:** Who can tell me some adjectives to describe the village? (Example answers: dry, hot, dusty)
3. Write the adjectives on the board.
4. Read these words from the board: see, smell, hear, feel, touch.
5. **Ask:** What can you see in Amina's village? Invite pupils to answer.
6. Write their ideas on the board next to 'see'.
7. Repeat for 'smell', 'hear', 'feel', and 'touch', and write pupils' ideas on the board.




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

1. Ask pupils to write a five-line description of Amina's village in their exercise books. Give them 8 minutes
2. While pupils are writing, help any of the pupils who need support.
3. Remind pupils to check their spelling and punctuation.
4. After 8 minutes, invite 1-2 pupils to read their descriptions to the other pupils in the class.
5. Tell pupils to close their eyes again.
6. **Say:** You are in the city not the village now. Make a picture of the city in your head. Listen to my questions and picture the answers.
7. Ask the pupils the questions. Pause after each question to give pupils time to picture the answer:
  - What can you see?
  - What can you smell?
  - What can you hear?
  - What can you feel?
  - What can you touch?

### **Closing** (8 minutes)

1. **Say:** Different settings need different words to describe them. The village and the city are very different. The things we see, smell, hear, feel and touch are all very different in the village and the city.
2. Draw 2 columns on the table, one with the heading 'Village' and the other 'City'.
3. Invite pupils to tell you how the picture of the city was different to the village, based what you see, smell, hear, feel and touch.
4. Write pupil's responses on the board under the correct column.

<b>Lesson Title:</b> Monitor Understanding	<b>Theme:</b> Literature	
<b>Lesson Number:</b> L-05-015	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to reread a story to explore and understand the characters.</p>	 <p><b>Teaching Aids</b> The story of 'The Old Woman and the Corn' at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw a picture of Amina and a picture of the old woman on the board. 2. Write the sentence frames from the Guided Practice on the board.</p>
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**Opening** (1 minute)

1. Ask pupils to look at the 2 pictures on the board. **Ask:** Who can you see? (Answer: Amina and the old woman)
2. **Say:** Today we are going to think about what we can learn from Amina and the Old Woman in the story.

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

1. Ask 6 pupils to volunteer to come to the front of the class.
2. Tell the 6 pupils they are actors. 1 pupil is Amina, 1 pupil is the Old Woman, 4 pupils are the people from the village.
3. Tell the 6 pupils that they must role play the story while you read it.
4. Read the story while the pupils at the front of the class role play.
5. At the end of the story, **say:** Well done! And ask the class to clap the actors.

**Guided Practice** (10 minutes)

1. Explain that we learn more about the characters as we read the story again and again.
2. Ask pupils to tell you some adjectives to describe Amina. (Example answers: clever, brave, proud, intelligent)
3. Write the adjectives on the board.
4. Go over each adjective and tell pupils to think about why they think that adjective describes Amina. Use the sentence frame: Amina is \_\_\_\_\_ because \_\_\_\_\_. (Example answer: Amina is intelligent because she used the ants to make the old lady admit her mistake.)
5. Ask pupils to tell you some adjectives to describe the old woman. (Example answers: mean, dishonest)
6. Write the adjectives on the board.
7. Go over each adjective and tell pupils to think about why they think that adjective describes the old woman. Use the sentence frame: The old woman is \_\_\_\_\_ because \_\_\_\_\_. (Example answer: The old woman is dishonest because she stole corn.)

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

1. **Say:** Work in pairs. Write one sentence about Amina's character and one sentence about the old woman's character. You have six minutes. Use the adjectives on the board and the sentence frames:
  - a. Amina is \_\_\_\_\_ because \_\_\_\_\_.
  - b. The old woman is \_\_\_\_\_ because \_\_\_\_\_.
2. Ask 3-4 pupils to volunteer to share their responses.

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

1. **Ask:** If you were Amina and found out that the old woman was stealing corn, what would you have done?
2. Ask pupils to raise their hand to answer. Take as many responses as time permits.

### *TEXT* – The Old Woman and the Corn

Amina lived in the village and made the flour that the other women in her village used for making corn cakes. First she travelled far to find the grains of corn, then she pounded them to make flour.

One day, Amina was out looking for corn when she met an old woman carrying a huge basket full of corn. Amina asked her for some of the corn but the old lady said 'No. Go away! This corn is mine.' Then she pushed Amina. Amina fell over and the corn in her basket spilled on the dirty ground.

How can she find so much corn? Amina wondered.

Then she guessed that the old woman stole the corn from other villages. The next day Amina decided to follow her.

Early the next day, the old woman left the village with an empty basket. Amina followed her and saw her steal the corn from the next village.




Amina was angry because the old woman was a thief. She was also mean to Amina, so Amina decided to punish her.

Amina went to the old woman's house that night. The basket with the corn was on the ground. Amina put red ants in her basket. When the old woman came out to get her corn, the ants crawled onto her hands and bit her.

The old woman screamed, 'Help! Please get these ants off me. I'm very sorry. I'll never steal again.'

The women in the village forgave the old woman. They were very proud of Amina.

<b>Lesson Title:</b> Story Telling	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-16	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a story and write simple sentences to describe the characters and the setting.</p>	 <p><b>Teaching Aids</b> Character pyramid at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw the character pyramid at the end of the plan on the board. 2. Write on the board: racchatrse, tplo, ttgnies.</p>
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### Opening (2 minutes)

1. Point to the jumbled words on the board: racchatrse, tplo, ttgnies.
2. Ask pupils to unjumble the letters to make 3 words. (Answer: characters, plot, setting)
3. **Say:** Today you are going to plan your own story. You will need to think about the characters, the setting and the plot.

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

1. Ask pupils to look at the character pyramid on the board. Raise your hand to answer some questions.
2. **Ask:** What can you see at the top of the pyramid? (Answer: Amina – the name of the character)
3. **Ask:** What can you see in the middle of the pyramid? (Answer: a young girl in the village – information about who the character is)
4. **Ask:** What can you see at the bottom of the pyramid? (Answer: smart, brave, hardworking- adjectives to describe the character)
5. Write 'Setting' on the board.
6. **Ask:** What was the setting for the story about the old woman and the corn? (Answer: a village)
7. **Ask:** Do you remember the story about Ali and the Greedy Camel? What was the setting for this story? (Answer: the desert)

### Guided Practice (12 minutes)

1. **Say:** Work in pairs. In your pairs think of 2-3 characters for your story. Think about:
  - a. What are their names?
  - b. Where do they live?
  - c. What are 1-2 adjectives to describe them?
2. Give pupils 5 minutes.
3. **Say:** Draw a character pyramid for your character. If you have 2 characters, draw 2 pyramids. If you have 3 characters, draw 3 pyramids.
4. Make sure pupils understand and are doing the activity.
5. When pupils have finished, invite 2 pairs to share 1 of their characters with the class.

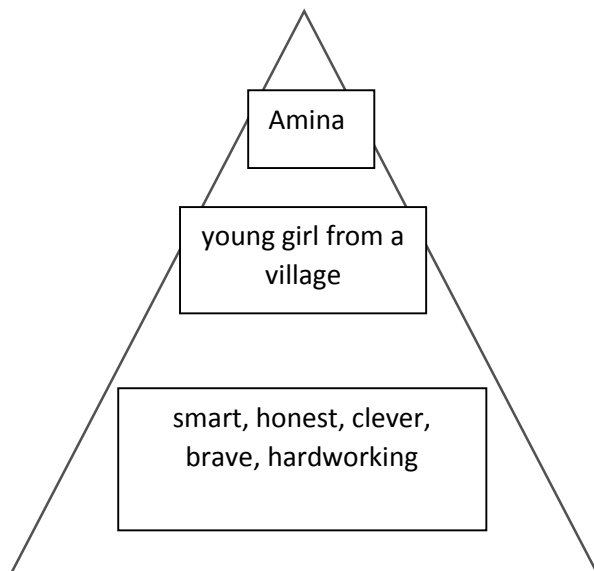
### Independent Practice (12 minutes)

1. **Say:** Now we need to think about the setting. Work in your pairs to think about:
  - a. Where does the story take place?
  - b. What does it look like?
  - c. What can the characters see?
  - d. What can they hear and smell?
2. After 3 minutes, **say:** In your groups draw a picture of the setting. Write some adjectives next to the picture to describe your setting. You have 8 minutes.
3. Make sure pupils understand and are doing the activity.
4. When pupils have finished, invite 2 or 3 groups to share their pictures with the class. Ask them to tell the class about their setting.




### Closing (1 minute)

1. **Say:** Today we talked about the characters and the setting for your stories. In the next lesson, you will write your stories. For homework, think about the plot for your story.

### CHARACTER PYRAMID



<b>Lesson Title:</b> Writing a Story	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-017	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a story and write simple sentences to describe the plot.</p>		<p><b>Teaching Aids</b> 1. Questions about plot at the end of the lesson plan 2. Pupils' information about characters and settings from Lesson 16</p>		<p><b>Preparation</b> Write the questions about the lesson on the board (see end of lesson).</p>
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### Opening (4 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Look at the character pyramids you drew yesterday. Look at the picture you drew.
3. Ask 2 or 3 pupils to tell you about their characters.
4. Ask 2 or 3 pupils to tell you about the setting for their story.
5. Tell pupils that in the last lesson they thought about the characters and the setting for their story.
6. **Ask:** What do we need to think about today? (Answer: plot)

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

1. Write 'Plot' on the board. **Ask:** What are the 3 parts of a plot? Raise your hand. (Answer: beginning, build up, ending)
2. Tell pupils to get into their pairs from the previous lesson.
3. **Say:** Take 8 minutes to think about the plot. Think about the questions on the board as a guide. Discuss your ideas with your partner. Don't write yet. Just share your ideas.
4. Support pupils who need help with vocabulary.

### Guided Practice (6 minutes)

1. **Say:** Make short notes about your story. Do not write full sentences. You have 4 minutes.
2. Ask pupils to raise their hand to share parts of their plots.
3. **Ask:** Where are your characters at the beginning of the story?
4. **Ask:** Do you have a problem in your story? What is it?
5. **Ask:** Is your ending happy or sad?

### Independent Practice (14 minutes)

1. **Say:** Write your story. You have 12 minutes.
2. Give pupils time to work in pairs to write their stories. Support pupils who need help with spelling or vocabulary.
3. When pupils have almost finished, remind them to check spelling, punctuation and grammar.



**Closing** (1 minute)

1. Tell pupils that they will share their stories with the rest of the class in the next lesson.

*QUESTIONS ABOUT PLOT*

Beginning: Where are your characters at the beginning of the story?

Build up: What happens to your characters in the build up?




Is there a problem?

How can the character fix the problem?

Ending: What happens at the end of the story?

Is it a happy ending or a sad ending?

<b>Lesson Title:</b> Retelling Stories	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-018	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell stories in correct order and with descriptions of the main characters.</p>		<p><b>Teaching Aids</b> Pupils' stories from Lesson 17.</p>		<p><b>Preparation</b> None</p>
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### Opening (1 minute)

1. Tell pupils that today they are going to share their stories with the rest of the class.

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

1. Ask pupils to find their partner from the previous lesson and read their story again.
2. **Ask:** Are there any mistakes? Do you need to add any extra information? Does your story have a title?
3. **Say:** You have 5 minutes to read and check your stories. Remember to give your story a title.
4. Make sure pupils understand and are checking their stories.

### Guided Practice (10 minutes)

1. **Say:** Before you share your stories with others, we are going to draw some pictures to go with your stories. The pictures will make it easier to understand your story.
2. **Say:** In pairs choose 3 scenes from your story.
3. Give pupils 8 minutes to work.

### Independent Practice (14 minutes)




1. Ask 2 pairs to work together – each pair should turn to a pair near them.
2. **Say:** One pair is A, one is B.
3. **Say:** Pair A. You will start. Decide who will read the story.
4. Ask the pupils who will read the story to raise their hand.
5. **Say:** Good. Pair A, as you read the story, show Pair B your pictures.
6. **Say:** Pair A read your story. Pair B look at the pictures and listen to the story. Start now.
7. Give Pair A 6 minutes to read their story to Pair B.
8. **Say:** Change roles. Pair B read your story. Pair A look at the pictures as you listen to the story.
9. Give Pair B 6 minutes to read their story to Pair A.
10. If you have time, invite a few pairs to show their pictures and read their story to the whole class.

### Closing (2 minutes)

1. **Ask:** Would someone like to share a story they heard?

2. Have as many pupils respond as possible.
3. **Say:** Well done, you have listened well and retold the stories you have heard.

<b>Lesson Title:</b> Fiction	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-019	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list qualities of a text that tells a story (fiction).</p>	 <p><b>Teaching Aids</b> 1. Text. 2. True / False statements at the end of the lesson. 3. Questions at the end of the lesson.</p>	 <p><b>Preparation</b> 1. Write the text at the end of the plan on the board. 2. Write the True / False statements at the end of the plan on the board. 3. Write the questions at the end of the plan on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Do you like reading? Do you have a favourite book or a favourite story?
2. Invite pupils to answer the questions.
3. **Say:** Today you are going to tell your friends about your favourite books and your favourite stories. These books and stories are not true stories.

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

1. **Ask:** Do you remember the story you wrote in the last lesson? Did this story really happen? Was this a true story? Raise your hand. (Answer: No, these stories weren't true.)
2. **Say:** When we make up a story even if it is similar to real life, we call it 'fiction'.
3. Write 'fiction' on the board and ask pupils to repeat the word 3 times.
4. Read out the text about Musa. Ask pupils to follow along as you read.
5. Explain the meaning of the following words: comic (books with drawings and dialogues); book series (many books which have a same characters and the same writer); Japanese (from the country of Japan); detective (someone who finds clues and solves a crime).
6. **Say:** Musa is talking about his favourite book in this passage. Look at the True / False sentences. Write the statements in your exercise books. Then decide if the statements are True or False.
7. Explain the statements if needed.
8. Give pupils 6 minutes to read the text and answer the True / False statements.
9. Ask pupils to raise their hand to share their answers.
10. Write the correct answers on the board and ask pupils to check their work. (Answers: a-True, b-False – It is a Japanese detective series. c-True, d-True, e-False – He is intelligent and brave.)

### Guided Practice (8 minutes)

1. **Say:** Read the text about Musa again. This time answer the questions about the title or the name of the book and the character. Write the answers in your exercise books. Do not write the questions.
2. Give pupils time to read the text and answer the questions.
3. Ask pupils to raise their hand to share their answers.

4. Write the correct answers on the board and ask pupils to check their work. (Answers: 1-*Case Closed*, 2-Jimmy Kudo, 3-He is intelligent and brave.)

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

1. **Say:** Now it is time to think about your favourite book or story. Look at the 3 questions on the board about Musa's favourite book.
2. **Ask:** What is your favourite book? Who is the main character? What kind of person is he or she?
3. **Say:** You are going to tell your partner about your favourite book. Before you speak, you have 2 minutes to think about the answers.
4. **Say:** Work in pairs. Take turns to discuss your favourite book or favourite story. Use the questions on the board to help you. You have 6 minutes.
5. Make sure pupils understand and are doing the activity.

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

1. Invite different pupils to tell the whole class about their partner's favourite book or story.

*TEXT* adapted from Grade 5, *Tieng Anh*

Musa loves reading comic books. On Saturday mornings he stays home and reads. He loves reading the *Case Closed* series. These are Japanese detective stories. Jimmy Kudo is the main character. He is a brilliant pupil who often helps the Japanese police as a detective. In one case, he changes his name to Conan Kudo. He fights against the Evil Organisation. Musa likes Conan Kudo very much because the detective is intelligent and brave.




### *TRUE / FALSE STATEMENTS*

- a. Musa loves reading comic books.
- b. *Case Closed* is a funny Japanese story.
- c. The main character in the series is Jimmy Kudo.
- d. Conan Kudo and Jimmy Kudo are the same person.
- e. The detective is scared of criminals.

### *QUESTIONS*

1. What is the title of Musa's favourite book series?
2. Who is the main character in the detective stories?
3. What kind of person is he?

<b>Lesson Title:</b> Nonfiction Text	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-020	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list qualities of a text that provide information (non-fiction).</p>	 <p><b>Teaching Aids</b> Questions, report, and features of a report at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the questions at the end of the plan on the board. 2. Write the report at the end of the plan on the board. 3. Write the features of a report at the end of the plan on the board.</p>
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### Opening (3 minutes)

1. **Say:** Last lesson we talked about stories and books.
2. **Ask:** Were these stories true or not true? Raise your hand if you thought they were true.  
(Answer: not true)
3. **Ask:** Can you remember the word we use to talk about stories that are not true? Raise your hand. (Answer: fiction)
4. **Say:** Today we are going to look at a report. The information in the report is true.
5. **Ask:** Is this fiction? Raise your hand if your answer is no. (Answer: no)

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

1. **Say:** Any text, for example a news report, the story of someone's life or anything that states facts is called non-fiction. It is the opposite of fiction.
2. Write on the board: non-fiction and ask pupils to say it three times.
3. Write in the middle of the board: wild animals. **Ask:** Is a cat a wild animal? (Answer: no)
4. **Ask:** Is a gorilla a wild animal? (Answer: yes)
5. Write 'gorilla' on the board. Invite pupils to call out the names of other wild animals. (Example answers: elephants, lions, hippos, bears, tigers, rhinos, antelope)
6. Write the animals on the board as the pupils call them out.
7. **Say:** Today we are going to look at some information about lions. Before we read the report tell me what you know about lions.
8. Invite pupils to share what they know about lions.
9. **Ask:** What kind of information do you think you will find in the report? Raise your hand.  
(Example answers: information about diet / food, appearance, habitat)

### Guided Practice (10 minutes)

1. Ask pupils to read the questions on the board.
2. **Say:** I will now read out the report. Listen carefully, you will find the answers in this report.
3. Read the report. Give pupils 8 minutes to answer the questions in their exercise books.

4. Ask pupils to share their answers. Write the answers on the board. Ask pupils to correct their own work. (Answers: a. Africa and Asia, b. up to 15 years, c. a pride, d. cubs, e. carnivores)

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

1. Ask pupils to look at the report again and raise their hand to answer the questions.
2. **Ask:** Is the information true or not true? (Answer: true)
3. **Ask:** What do we call this type of writing? Is it fiction or non-fiction? (Answer: non-fiction)
4. Read out the features of a report and explain them. **Say:** Find examples of each feature in the report about lions.
5. Do the first example (uses third person) together. Point to the report and ask pupils to give you examples. (Third person example: lions, they, their tails, male lions)
6. **Say:** Work in pairs. Find examples of the other features: present tense, factual information, technical vocabulary.
7. After 6 minutes, invite different pairs to give examples. (Answers: present tense – are, lives, hunt, eat, factual information – everything in the report is factual, technical vocabulary – prides, carnivores, physical characteristics, cubs)

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

1. Ask pupils what other types of non-fiction books or text can there be. (Example answers: newspaper reports, life stories, geography text book, dictionary)

### *FEATURES OF A REPORT*

A report...

- uses the third person
- uses the present tense
- uses factual information
- uses technical vocabulary

### *QUESTIONS*

- a. Where do lions live?
- b. How long do lions live?
- c. What do we call a group of lions?
- d. What do we call baby lions?
- e. What do we call animals that eat meat?

### *REPORT: LIONS*

**Name:** Lion.

Lions are part of the cat family.




**Home:** Lions are found on the African and Asian continents.

**Characteristics:** Male lions are from 2.6 to 3.3 metres long from nose to tail. Female lions are from 2.4 to 2.7 metres long. Their tails are from 60 to 100 centimetres long. Lions can live up to 15 years.

**Diet:** Lions are carnivores and so they hunt and eat other mammals such as giraffes, buffalo and deer.

**Family:** Lions are social animals and live with family groups called prides. These are made up of 50-30 lions. Lions protect the family while lionesses hunt for food. Baby lions are called 'cubs'. Lions can sleep for 20 hours a day.

<b>Lesson Title:</b> Compare and Contrast: Adjectives and Adverbs	<b>Theme:</b> Comparing and Contrasting	
<b>Lesson Number:</b> L-05-021	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast adjectives and adverbs.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Draw 2 stick people on the board. The first person is short. The second person is tall. Write a name under each person e.g. Amanita and Tamba. 2. Write on the board: tall, short, slow, fast, young, old. 3. Write the verbs and adverbs on the board: run quickly, walk slowly, write carefully, speak loudly, speak quietly.</p>
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### Opening (3 minutes)

1. Ask pupils to look at the people on the board.
2. **Ask:** Are they the same or different? (Answer: different)
3. **Say:** Today we are going to look at how to talk about differences. We will look at how to compare 2 people. This language is called 'comparatives'.
4. Write 'comparatives' on the board.

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

1. **Say:** Look at the words on the board. Are they nouns, verbs or adjectives? Raise your hand. (Answer: adjectives)
2. **Say:** Look at the people on the board. Look at the first person.
3. **Ask:** Think of an adjective to describe Amanita. Raise your hand. (Example answer: short)
4. **Ask:** Can you make a sentence about Amanita and Tamba? Raise your hand. (Example answer: Amanita is shorter than Tamba.)
5. Write the sentence on the board: Amanita is shorter than Tamba.
6. **Say:** Look at the adjective 'short'.
7. **Ask:** What happens to the adjective - short? Raise your hand. (Answer: we add -er)
8. **Say:** Look at the other adjectives on the board. **Ask:** Can you add '-er' to these adjectives?
9. Write the comparative forms next to the adjectives on the board as the pupils call out the answers. (Answer: taller, shorter, slower, faster, younger, older)
10. **Say:** We call these words comparatives.
11. Point to the sentence on the board about Amanita and Tamba.
12. **Ask:** Which word comes after the comparative? Raise your hand. (Answer: than)
13. Underline 'than'.
14. Point to the verbs and adverbs on the board: run quickly, walk slowly, write carefully, speak loudly, speak quietly.



15. **Ask:** What kind of words are these? (Answer: verbs and adverbs)
16. **Ask:** What kind of words are verbs? Raise your hand. (Answer: action or doing words)
17. **Ask:** What do adverbs do? Raise your hand. (Answer: describe verbs)
18. **Say:** We can also compare the things Amanita and Tamba do.
19. **Say:** Aminata runs more quickly than Tamba.
20. Write the sentence on the board: Aminata runs more quickly than Tamba.
21. **Ask:** Which word comes before the adverb? Raise your hand. (Answer: more)
22. Underline 'more'.
23. **Ask:** Does the adverb stay the same or change? (Answer: It stays the same)
24. **Ask:** Which word comes after the comparative? (Answer: than) Underline 'than'.
25. **Say:** Look at the other adverbs on the board. **Ask:** What are the comparative forms?
26. Write the comparative forms next to the adverbs on the board as the pupils call out the answers. (Answer: more slowly, more carefully, more quickly, more loudly, more quietly)

### **Guided Practice** (5 minutes)

1. Invite 2 pupils to volunteer to come to the front of the class.
2. Ask the other pupils to work in pairs and make sentences about them using the adjectives on the board. (Example answers: Kumba is older than Sao. Sao is faster than Kumba. Sao is younger than Kumba. Kumba is taller than Sao.)
3. **Say:** Write 1 sentence about Kumba and Sao in your exercise books.
4. Check the sentences for spelling, punctuation and grammar mistakes.




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

1. **Say:** Think of the names of 2 people you know. They can be friends in your class, or people in your family. Write the names of the 2 people in your exercise books.
2. Give pupil 1 minute to think of 2 people and write their names in their exercise books.
3. **Say:** Now you are going to practise comparing them. Look at the adjectives on the board.
4. **Ask:** What do we add to make a comparative? (Answer: -er)
5. **Ask:** What comes after the comparative? (Answer: than)
6. **Ask:** What do we need before the adverb to make a comparative? (Answer: -more)
7. **Ask:** What comes after the comparative? (Answer: than)  
**Say:** Now you are ready to write your own sentences. Use the adjectives and adverbs on the board to write 3 sentences about 2 people you know. You have 8 minutes.
8. Make sure pupils understand and are doing the activity.
9. When pupils have finished, ask them to show their sentences to their partner. Remind them to check for spelling, punctuation and grammar mistakes.

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

1. Invite 3 or 4 pupils to volunteer to read out their sentences. Correct any mistakes.

<b>Lesson Title:</b> Compare and Contrast in Science: Living and Non-Living Things	<b>Theme:</b> Comparing and Contrasting	
<b>Lesson Number:</b> L-05-022	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast plants and animals (e.g. living things and non-living things).</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the fact files for lions and elephants at the end of the plan on the board. 2. Write on the board: tall, short, slow, fast, big, small, heavy, lazy, beautiful. 3. Write the sentence frames in the introduction to New Material on the board.</p>
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### Opening (3 minutes)

1. Write on the board: Amanita is shorter than Tamba. Underline 'shorter than'.
2. **Ask:** Can you remember what we call this language? Raise your hand. (Answer: comparative)
3. **Say:** Last lesson we compared people. Today we are going to compare animals.

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

1. Point to these words on the board: tall, short, slow, fast, big, small, heavy, lazy, beautiful.
2. **Say:** Here are some adjectives we can use to describe animals. Check that pupils understand the meaning of 'heavy' and 'lazy'.
3. Read the following sentences on the board:
  - a. \_\_\_\_\_ are bigger than \_\_\_\_\_.
  - b. \_\_\_\_\_ are lazier than \_\_\_\_\_.
  - c. \_\_\_\_\_ are more beautiful than \_\_\_\_\_.
4. Ask pupils to look at the information about lions and elephants.
5. **Ask:** Which is bigger? An elephant or a lion? Raise your hand if your answer is 'lion'. (Answer: an elephant)
6. Write 'Elephants' in the first space in sentence a.
7. Ask pupils what to put in the second space. (Answer: lions)
8. **Say:** Look at the next 2 sentences. Look at the information on the board about lions and elephants. Help me finish the sentences.
9. Ask pupils to raise their hand to answer. (Answers: Elephants are bigger than lions. Lions are lazier than Elephants. Lions are more beautiful than Elephants or Elephants are more beautiful than Lions. The last answer depends on the pupils' opinion.)
10. Read and explain the comparative rules to the pupils.
11. **Say:** For simple words, just add -er. For example, tall, taller.
12. **Say:** For words ending in a vowel + consonant, double the consonant and add -er. For example, big, bigger.

13. **Say:** For words ending in –y, drop the –y and add –ier. For example, lazy, lazier.
14. For adjectives with 2 or more syllables use ‘more’ + adjective. For example, beautiful, more beautiful.

**Guided Practice** (12 minutes)

1. Ask pupils to read the ‘Fact File’ on the board silently. Give them 5 minutes.
2. While they read, write the words down the left side of the board: tall, short, slow, fast, big, small, strong, heavy, lazy, ugly, noisy, beautiful, dangerous, friendly.
3. Ask pupils to work in pairs. **Say:** Write the adjectives in your exercise book. Write the comparative next to the adjective. For example, tall – taller.
4. Make sure pupils understand and are doing the activity.
5. Invite different pupils to raise their hand and tell you the answers.
6. Write the correct answer on the board. (Answers: tall - taller, short - shorter, slow - slower, fast - faster, big - bigger, small - smaller, strong - stronger, heavy - heavier, lazy - lazier, ugly - uglier, noisy - noisier, beautiful more beautiful, dangerous – more dangerous, friendly – more friendly)
7. Ask pupils to check their spelling and correct any mistakes.

**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs. **Say:** Now you are going to practise comparing lions and elephants using the information on the board. Look at the adjectives on the board. Write 2 sentences comparing your 2 animals. Remember the rules about changing the adjective to the comparative. Remember to use ‘than’ after the comparative. You have 8 minutes.
2. Make sure pupils understand and are doing the activity.
3. When pupils finish, remind them to check their spelling, punctuation and grammar.




**Closing** (2 minutes)

1. Invite 3 or 4 pupils to read out their sentences. Correct any mistakes. (Example answers: Lions have longer tails than elephants; Elephants are heavier than lions.)

*FACT FILE*

<p><b>Name</b> Lion</p> <p><b>Home</b> Lions live in Africa and Asia.</p> <p><b>Characteristics</b></p> <p>Male lions are 3.3 metres long from nose to tail.            Their tails are 60 – 100 centimetres long.            Lions weigh up to 190 kg            Lions live up to 15 years.            Lions can sleep for 20 hours a day.</p>	<p><b>Name</b> Elephant</p> <p><b>Home</b> Elephants live in Africa and Asia.</p> <p><b>Characteristics</b></p> <p>Elephants are 3.5 metres tall.            Their tails are 1.5 metres long.            Elephants weigh up to 6,000 kg.            Elephants live 60 – 70 years in the wild.            Elephants sleep 2 – 3 hours a day.</p>
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<b>Lesson Title:</b> Compare and Contrast in Math: Fractions and Whole Numbers	<b>Theme:</b> Comparing and Contrasting	
<b>Lesson Number:</b> L-05-023	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes




 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast fractions and whole numbers (e.g. 1 and <math>\frac{1}{2}</math>).</p>	 <p><b>Teaching Aids</b> Fractions diagrams and True / False questions at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw the fraction table on the board (see Opening). 2. Write the True / False questions at the end of the lesson plan on the board.</p>
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**Opening** (2 minutes)

1. Write on the board:  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$
2. **Ask:** Does anyone know what we call these in English? (Answer: fractions)
3. Write 'fractions' on the board and tell pupils that we will look at fractions today.

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

1. Point to the fraction table on the board:

	Diagram	Number	Word
a.			
b.			
c.			

2. Point to the fractions written on the board. **Ask:** Which fraction matches the coloured part of each square?
3. Write the answers in the second column (a.  $\frac{1}{2}$ , b.  $\frac{1}{3}$ , c.  $\frac{1}{4}$ )
4. Write on the board: a quarter, a half, a third.
5. Ask pupils to match the word with the correct diagram.
6. Write the answers in the second column (a. a half, b. a third, c. a quarter).
7. If needed, explain further. Explain that a 'quarter' is the same as 'a fourth'.
8. Ask pupils to copy the diagram, the fractions and the words into their exercise books.

**Guided Practice** (10 minutes)

1. **Ask:** Is two thirds more than one third? (Answer: yes) Use your hands to show 'more'.

2. Ask pupils to look at the diagram for a quarter. Invite a pupil to come to the board and change the diagram to three quarters.
3. **Ask:** Is three quarters less than one quarter? Raise your hand if your answer is yes. (Answer: no)
4. **Ask:** Is one quarter smaller than three quarters. Raise your hand if your answer is yes. (Answer: yes)
5. Read the True / False questions on the board.
6. Tell pupils they are going to do a maths quiz.
7. **Say:** Look at the sentences on the board and decide if they are True or False. Let's do number 1 together.
8. Invite pupils to answer the first question. Ask the class if they agree or disagree with the answer. (Answer: True)
9. Write 'True' next to number 1.

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

1. **Say:** Work in pairs. Decide if the other statements are True or False. You have 8 minutes.
2. Ask pupils to raise their hand and share answers. (Answers: True, False, True, True, False)




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

1. Explain the answers if needed.
2. Give pupils time to correct their work.
3. Ask: Which is bigger – 1 or  $\frac{1}{4}$ ? Raise your hand. (Answer: 1)
4. Ask: Is there any proper fraction bigger than 1? Raise your hand. (Answer: No)

### *TRUE / FALSE QUESTIONS*

1. A half is more than a quarter.
2. Three quarters is less than a half.
3. A third is less than three.
4. A third is less than two thirds.
5. A quarter is more than a half.

<b>Lesson Title:</b> Reading for Information	<b>Theme:</b> Comparing and Contrasting	
<b>Lesson Number:</b> L-05-024	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss a text about a bicycle and how it works.</p>	 <p><b>Teaching Aids</b> Text and questions at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw a picture of a bicycle on the board with all its parts.</li> <li>2. Write on the board: wheels, brakes, handle bars, gears, pedals, cog, chain.</li> <li>3. Write the questions and the text at the end of the lesson plan on the board.</li> <li>4. Check the meaning of the technical words in the text at the end of the lesson plan.</li> </ol>
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### Opening (6 minutes)

1. Point to the picture of a bicycle on the board. Ask pupils if they know how a bicycle works.
2. Point to the words on the board. **Say:** These are all parts of a bike.
3. **Ask:** Do you know where they are?
4. Invite 2 or 3 pupils to volunteer to come to the board and draw a line from the words to the bike parts. They can take help from other pupils.
5. **Say:** You have 1 minute to remember all of the parts of a bicycle.
6. After 1 minute erase the bike part words from the board.
7. Ask pupils to work in pairs. **Say:** Write down as many bike parts as you can in 1 minute.
8. Invite pupils to call out the parts. As pupils call out the parts, write the words on the board so everyone can check the spelling.

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

1. **Say:** We are going to read a text about how a bicycle works. Before we read the text look at the questions on the board. Work in pairs and try to answer the questions. For each question choose a or b and write the answer in your exercise books. If you are not sure, you can guess. You have 5 minutes. Don't look at the text yet.
2. Give pupils 5 minutes to read the questions and choose an answer. Don't check the answers yet.

### Guided Practice (10 minutes)

1. Point to the text on the board and read it slowly. Explain with actions and using the picture of the bicycle.
2. Ask pupils to read the text on the board silently and check their answers.
3. If necessary, help pupils with any difficult vocabulary.
4. When pupils have finished, check the answers. (Answers: 1.b, 2.a, 3.b, 4.b, 5.a, 6.a)

### **Independent Practice** (8 minutes)

1. Ask pupils to work in pairs. **Say:** Choose 1 part of the bike and tell your partner how it works.
2. Make sure pupils understand and are doing the activity.

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

1. Invite 3 or 4 pupils to volunteer to explain their bicycle part to the class. Other pupils listen and guess which part it is.

### *MULTIPLE CHOICE QUESTIONS*

1. A bicycle is made up of:  
a. a few parts  
b. a lot of different parts
2. Which part do you use if you are going too fast?  
a. the brakes  
b. the handlebars
3. When the handle bars are turned to the right?  
a. the bicycle stops  
b. the bicycle changes direction
4. How do you make the bicycle move?  
a. use the handle bars  
b. use the pedal
5. What makes the back wheels move more quickly or more slowly?  
a. the gears  
b. the handlebars
6. When the wheels turn, the bike:  
a. moves forward  
b. stands still

### *TEXT*

A bicycle is a machine made up of many small parts such as pedals, wheels, brakes, gears and handle bars. All the parts work together. If you know what each part does and how to work each one, then you can move the bicycle, change your speed, change direction, slow down and stop.

If you push the pedal forward with your foot, another part of the bicycle, called a cog, will turn. This cog will pull the chain, which is attached to another smaller cog on the back wheel. So when the large cog turns, the chain is pulled and the small cog on the back wheel turns. When the cogs turn, the wheels turn and the bicycle moves forward.




If you want to change speed, then use the gears. These are attached to different sized cogs which will make the back wheel turn faster or turn slower.

If you want to change direction, turn the handle bars at the front of the bicycle. Turning the handlebars will make the front wheel change direction. If you want to turn the bicycle to the right, turn the handlebars to the right first.

If you want to slow down or stop the bicycle, squeeze the brakes attached to the handlebars.

Now you know how a bicycle works. Always remember to ride carefully and safely.

<b>Lesson Title:</b> Paragraph Writing	<b>Theme:</b> Comparing and Contrasting	
<b>Lesson Number:</b> L-05-025	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast familiar objects, people or places.</p>		<p><b>Teaching Aids</b> Text and table at the end of the plan</p>		<p><b>Preparation</b> 1. Write the text at the end of the plan on the board. 2. Write the list of adjectives for people and places at the end of the lesson plan.</p>
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**Opening (1 minute)**

1. **Say:** Today I'm going to tell you about my 2 sisters – Esther and Grace. Then we will practise some more ways of comparing things, people and places.

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

1. **Say:** I am going to read the text on the board. While we read I want you to think about the answer to my question: Are my sisters the same or different?
2. Ask pupils to raise their hand if they think the sisters are different. (Answer: different)
3. **Say:** Quickly read the text and find the comparatives. Don't worry about reading every word. Just look quickly at the text and find 4 comparatives. You have 4 minutes. Remember, comparatives are words that are used to show the difference between things and usually end with an -er or have the word 'more' before them.
4. While pupils read, draw the table below **without** the answers under the 'Comparative' column.
5. Invite different pupils to name the comparatives. Write the answers on the board like this:

Adjective	Comparative	Esther / Grace
	older taller funnier more serious	

**Guided Practice (5 minutes)**

1. **Say:** Read the text 1 more time. This time match the names – Grace *or* Esther – with the comparative. Let us do the first one together – older.
2. **Ask:** Who is older – Grace or Esther? (Answer: Grace)
3. Write 'Grace' in column 3, next to 'older'.
4. Give pupils 3 minutes to read the text again and write the names.
5. When pupils have finished, ask them to share their answers and check their work. (Answers: older – Grace, taller – Grace, funnier – Esther, more serious – Grace)
6. Remind pupils of the rules for making comparatives:
  - a. For simple words, just add -er (tall – taller / old - older).



- b. For words ending in a vowel + consonant, double the consonant and add –er (big – bigger).
- c. For words ending in –y, drop the –y and add –ier (funny – funnier).
- d. For adjectives with 2 or more syllables use ‘more’ + adjective (more serious).

### **Independent Practice** (15 minutes)

1. Tell pupils they are going to write a paragraph with at least 3 sentences comparing 2 people or places they know. They can be 2 friends, 2 family members or 2 places they have visited.
2. Ask pupils to write the names of the 2 people/2 places in their exercise books.
3. Point to the adjectives for places on the board: big, crowded, hot, expensive, friendly.
4. **Say:** If you are comparing two places, think about which one is bigger? More crowded? Hotter? More expensive? Has friendlier people?
5. Point to the adjectives for people on the board: tall, fat, serious, long hair, louder.
6. **Say:** If you are comparing two people, think about which one is taller? Fatter? More serious? Has longer hair? Is louder when they talk? Has friendlier people?
7. **Ask:** Think about your 2 people/2 places. What do they look like? Are they the same or different?
8. **Say:** Use the adjectives on the board or think of your own adjectives to compare the two. Then use the comparative for each adjective to write your sentences.
9. Make sure pupils understand and are doing the activity.
10. Remind pupils to think about the rules for making comparatives.
11. Remind pupils to check their spelling and punctuation.

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

1. Invite 2 or 3 pupils to volunteer to read out their paragraphs. (Example answers: My father is taller and fatter than my mother. He is also more serious. My mother has longer hair and speaks much louder than my father.)
2. Correct any mistakes related to comparatives.




### *TEXT*

I am going to talk to you about my 2 sisters – Esther and Grace. Esther is 10 and Grace is 12, so Grace is older than Esther. They are both tall and slim, but Grace is taller. I love both my sisters, but their characters are very different. Esther likes to joke a lot so she is funnier than Grace. Grace loves studying so she is more serious than Esther.

*ADJECTIVES FOR PLACES:* big, crowded, hot, expensive, friendly.

*ADJECTIVES FOR PEOPLE:* tall, fat, serious, long hair, louder

<b>Lesson Title:</b> Reading a Poem	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-026	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain parts of a poem using pictures.</p>		<p><b>Teaching Aids</b> Poem at the end of the plan</p>		<p><b>Preparation</b> Write the poem at the end of the plan on the board.</p>
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**Opening (1 minute)**

1. **Say:** We are going to read a poem today. The poem has 2 sections. These sections are called 'stanzas'.
2. Write 'stanza' on the board.
3. **Say:** Each stanza in this poem has 10 lines. We are going to look at the first stanza.

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

1. **Say:** Let's read the first 2 lines of the poem together.
2. Read the first 2 lines.
3. **Ask:** Do you think the first stanza is about the wet season or the dry season? Raise your hand for 'dry season'. (Answer: dry season)
4. **Ask:** Which nouns and adjectives in the first 2 lines tell you it is the dry season? Raise your hand. (Answer: sun, hot)
5. Draw the table on the board and write the answers in the correct column like this:

Season	Noun	Adjective
dry season	sun	hot

6. Ask pupils to copy the table in their exercise books.
7. **Say:** Let's read the rest of the first stanza. As we read think about the other nouns and adjectives that tell us it is the dry season.
8. Read the poem together.
9. Give pupils time to write the nouns and adjectives in the table.
10. After 5 minutes, ask pupils to raise their hand and share their responses.
11. Write the answers on the board and ask pupils to add in any they may have missed. (Answers: nouns – birds, grass, cars, dust, trees, stream; adjectives – hot, quiet, brown, high, grey, dry)

**Guided Practice (10 minutes)**

1. Read the second stanza.

2. **Ask:** What season is the second stanza about? Raise your hand to answer. (Answer: The second stanza is about the wet season.)
3. Ask pupils to work in pairs.
4. **Say:** Read the second stanza again. Complete the table in your exercise book by adding the nouns and adjectives we use to talk about the wet season. You have 4 minutes.
5. After 4 minutes, ask pupils to raise their hand and share their responses.
6. Write the answers on the board and ask pupils to add in any they may have missed. (Answers: nouns – ground, school, road, air, trees, grass, world, adjectives – cold, muddy, cool, green, clean)

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

1. Ask pupils to work in pairs.
2. **Say:** Choose 2 lines from the poem. Draw a picture to explain the 2 lines.
3. When pupils have finished, ask them to show their pictures to another pair. Ask the other pair to match the picture with the 2 lines from the poem.
4. Ask pupils to write the 2 lines from the poem under their picture.

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

1. **Ask:** Did it rain in the poem? How do you know? (Answer: No. They are waiting for the rain.)
2. **Ask:** Do you like the poem? Why? Why not?
3. Listen to pupils' answers.




### *POEM: WAITING FOR THE RAIN*

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

and the air is cool.  
 The trees and grass are  
 growing green,  
 The world has been  
 washed and clean.  
 Tomorrow will be the same  
 again – or will it rain?

The ground is cold  
 as we walk to school,  
 The road is muddy

<b>Lesson Title:</b> Describing Emotions	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-027	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe a time they felt an emotion.</p>		<p><b>Teaching Aids</b> Situations at the end of the plan</p>		<p><b>Preparation</b> Write the situations at the end of the plan.</p>
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### Opening (3 minutes)

1. Write the word 'emotions' in the middle of the board.
2. Explain that an emotion is like a feeling inside, for example 'happy'.
3. **Ask:** Can you give me some more adjectives to describe emotions? Raise your hand.
4. Write their answers on the board. (Example answers: scared, angry, happy, excited, sad, annoyed)

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

1. **Say:** Some emotions make you feel good. Some emotions make you feel bad. Look at the emotions on the board. Let's circle the good emotions and underline the bad emotions.
2. Say an emotion and invite pupils to tell you whether it's good or bad. Repeat this with all of the emotions on the board. (Example answers: good – happy, excited; bad – annoyed, sad, angry, scared)
3. Mime, or draw an emotion on the board. Ask pupils to guess what the emotion is.
4. Invite 3 or 4 pupils to volunteer come to the front of the class. Ask them to choose an emotion and mime or draw it. Ask the other pupils to watch and guess what the emotion is.

### Guided Practice (10 minutes)

1. Read the situations written on the board.
2. Ask pupils to match the situations with the feelings in the list.
3. After 6 minutes, ask pupils to raise their hand to share their answers.
4. Match the answers on the board and ask pupils to correct their work. (Answers: a-happy, b-scared, c-angry, d-sad, e-excited, f-sad)

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Choose 1 emotion. Remember the situations when you felt that emotion. For example, 'happy – when it was my birthday, when I got a good mark, when I won a prize'. Write a list of all the situations when you felt that emotion. You have 3 minutes.
3. Make sure pupils understand and are doing the activity.

4. When pupils have finished their list, ask them to work with another pair. Tell pupils to take it in turns to read out their list. The other pair must listen to the situations and guess the emotion.




**Closing** (4 minutes)

1. Invite 2 or 3 pairs to volunteer to come to the front of the class. Ask them to read out their lists. The other pupils must listen and guess the emotion they felt.

**SITUATIONS**

<b>How did you feel?</b>	<b>Feeling</b>
a. When my friend shared her ice cream with me, I felt.....	sad
b. When there was a lion in the classroom, I felt....	happy
c. When my little brother hit me, I felt.....	sad
d. When I got a bad mark in a test, I felt.....	excited
e. When I won a prize for coming first in class, I felt.....	angry
f. When my friend didn't want to play with me, I felt.....	scared

<b>Lesson Title:</b> Writing About Events	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-028	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use past tense in a composition describing a family event.</p>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the plan on the board. 2. Write the questions on the board: a. What was the event? b. Who was at the event? c. What did you do? d. How did you feel?</p>
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### Opening (3 minutes)

1. Write the word 'event' in the middle of the board.
2. **Ask:** Can anybody give me an example of an event?
3. Write pupils' ideas on the board around the word. (Example answers: party, wedding, football match, school dance)

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

1. **Say:** Today we are going to talk about special events. Read the text on the board and tell me, what the special event is. (Answer: my birthday)
2. Point to the questions on the board.
3. Tell pupils to read the text again and write answers to these questions in their exercise books.
4. Ask pupils to raise their hand and share their answers. (Answers: a. my family – mother, aunts, uncles, brothers, sisters, cousins b. We ate cake and played football. c. very excited)
5. **Ask:** When was the party? Raise your hand. (Answer: last week)
6. **Ask:** Is 'last week' the past, present or future? Raise your hand. (Answer: past)
7. **Ask:** Look at the verbs in my paragraph. Can you give me some examples? Raise your hand. (Example answers: was, invited, celebrated, played, scored, made)
8. **Ask:** What tense are these verbs? Raise your hand. (Answer: past simple)
9. **Ask:** What is the ending for regular past simple verbs? Raise your hand. (Answer: -ed)
10. **Say:** Look at the adjectives. Give me some examples. Raise your hand. (Answer: excited, delicious, fun)
11. **Say:** Adjectives make our writing more interesting. Remember to use adjectives to describe your family event.

### Guided Practice (8 minutes)

1. Tell pupils they are going to write about their own family event.
2. Read these questions from the board.
3. **Say:** Write down your ideas in your exercise books. Do not write sentences. Just important words and ideas.

**Independent Practice** (12 minutes)

1. Ask pupils to take a new page in their exercise books.
2. **Say:** Write the name of your event at the top of the page. Write a paragraph about your family event. You can use your notes to help you. Remember to use the past tense. Remember to use adjectives to describe your event. You have 10 minutes.
3. Make sure pupils understand and are doing the activity.

**Closing** (2 minutes)




1. Invite as many pupils as possible to read their paragraphs.

*TEXT*

It was my birthday last week. I was so excited! My mother invited my aunts and uncles for lunch on Sunday so we celebrated together. My aunt made a cake. It was delicious.

After lunch my brothers and sisters and cousins all played football in the street. It was fun. I scored a goal but we didn't win the match.

<b>Lesson Title:</b> Garrie Processing	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-029	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain the steps of how garrie is processed.</p>		<p><b>Teaching Aids</b> Text at the end of the plan</p>		<p><b>Preparation</b> 1. Check the meaning of these verbs: peel, grate, crush, drain, package. 2. Write these words on the board: peel, grate, crush, drain, package.</p>
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### Opening (3 minutes)

1. **Ask:** What is garrie? Do you like it? Do you eat it often?
2. Listen to pupils' answers.
3. **Say:** Today we are going to look at the how to make garrie.
4. Write on the board: Garrie processing.

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

1. **Ask:** What is garrie made of? Raise your hand. (Answer: cassava tubers)
2. Tell pupils there are many new verbs to describe the process of making garrie.
3. Read the words on the board: peel, dry, package, wash, grate, press.
4. Mime or explain the verbs. Ask pupils to guess what the verbs mean. Explain the meaning where needed (peel – remove the outer covering of a fruit or vegetable, dry – free from moisture or liquid, not wet, package – an object or group of objects wrapped or packed together, wash – clean with water and maybe soap, grate – reduce, probably food, to small shreds using a grater, press - apply pressure to something to flatten, shape, or smooth it)
5. **Say:** Now look at the sentences on the board. Work in pairs. Read the sentences and try to put them in the correct order. The first one is done for you. It is sentence A.
6. Give pupils 5 minutes to order the sentences.
7. Ask pupils to raise their hand to share the answers.
8. Mark the correct answers on the board and ask pupils to correct their work. (Answers: A, D, F, B, E, C)

### Guided Practice (8 minutes)

1. Ask pupils to copy the text into their exercise books.
2. Ask pupil to read and try to remember the steps for garrie processing.
3. Give pupils time to copy and read.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.



2. **Say:** Close your books.
3. **Ask:** Can you remember the process?
4. **Say:** Tell your partner. If you cannot remember a step, your partner will mime the action to help you. If you cannot remember a word, your partner will tell you.
5. Make sure pupils understand and are doing the activity.




**Closing** (2 minutes)

1. Ask pupils about their favourite garrie dish.

*TEXT*

- A. To make garrie, first peel, wash and grate the cassava tubers.
- B. Fry the cassava in a large clay frying pot to dry it again.
- C. Finally, the garrie is ready to be packaged.
- D. Then put the cassava in a press machine to remove extra water.
- E. After frying the garrie, sieve it.
- F. When the cassava is dry, it is ready to be cooked.

<b>Lesson Title:</b> People in Your Community	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-030	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe important people in their community.</p>	 <p><b>Teaching Aids</b> Text and table at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the plan on the board. 2. Write the blank table at the end of the plan on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Do you know who Emerson is? Who is he? Why is he important?

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

1. Tell pupils that we are going to read some information about Emerson.
2. Before pupils read, **say:** Copy the table on the board into your exercise books. You have 2 minutes.
3. **Say:** Read the text about Emerson on the board, and write the information in the table. You have 6 minutes.
4. Give pupils time to read and write their answers.
5. **Say:** Work in pairs and check you have the same information.
6. Ask pupils to raise their hand and share their answers
7. Write the answers on the boards and ask them to correct their work. (Answers: See completed table at the end of the plan.)

### Guided Practice (12 minutes)

1. **Say:** You are going to write a paragraph about an important person in your community. Before you write your paragraph, you must think and plan. Think of an important person in your community. Why are they important? You have 1 minute.
2. **Ask:** Look at the questions on the board about Emerson - can you answer these questions about your famous person? Think. You have 2 minutes.
3. **Say:** Open your exercise books. Copy the blank table. Write some notes about your important person in the table. Not sentences. Just words.
4. Give pupils 8 minutes to plan their writing.

### Independent Practice (10 minutes)

1. **Say:** Write a paragraph describing your important person. You have your ideas and words in your table. Now you need to make some sentences. Use the text on the board to help you. Remember to think about spelling, grammar and punctuation. You have 8 minutes.
2. Make sure pupils understand and are doing the activity.

**Closing (2 minutes)**

1. Invite 2-3 pupils to volunteer to read out their paragraph to the class.

*TEXT*

**Emmerson**

Emmerson Amidu Bockarie was born in December 1980. He is a Sierra Leonean Afropop musician. He sings in Krio and English.

His father died when Emmerson was 2 years old. He was brought up by his mother who also died a few years ago.

People like his music because it has a strong message and is great to dance to. His first song was 'U Go Si Am'. This means 'You will see it' in English. In this song, Emmerson says that the people who are stealing from his country, Sierra Leone, will be punished.

Borbor Belle and Tu Fut Arata are the best-selling albums in Sierra Leone.




*BLANK TABLE*

Name	
Where is he from?	
When was he born?	
Why is he important?	
Other information: family	
Other information: his music	

*COMPLETED TABLE*

Name	Emmerson
Where is he from?	Sierra Leone
When was he born?	December 1980
Why is he important?	famous musician
Other information: family	Father died when he was 2 Mother died a few years ago
Other information: his music	His music has a political message. Borbor Belle and Tu Fut Arata are the best-selling albums in Sierra Leone.

<b>Lesson Title:</b> Reading a Poem	<b>Theme:</b> Vocabulary Development	
<b>Lesson Number:</b> L-05-031	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read a poem and respond to questions about it.</p>	 <p><b>Teaching Aids</b> Poem and questions at the end of the plan</p>	 <p><b>Preparation</b> 1. Practise reading the poem at the end of the plan, out loud. 2. Write the poem at the end of the plan on the board. 3. Write the questions at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils to look at the poem on the board.
2. **Ask:** How many stanzas are there? Raise your hand. (Answer: 3)
3. **Ask:** How many lines are in the first stanza? Raise your hand. (Answer: 4)
4. **Ask:** How many lines are in the last stanza? Raise your hand. (Answer: 2)
5. **Ask:** What is the title of the poem? Raise your hand. (Answer: Windy Days)

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

1. Ask 2 pupils to come to the front of the class to role play walking to school on a windy day.
2. **Ask:** What happens on a windy day? Raise your hand. (Example answers: The wind blows leaves and dust. It is difficult to walk. Sometimes my hat blows away.)
3. Tell pupils that there are 2 new verbs in the poem: blow and scatter.
4. Mime the action for 'blow' by blowing air from your mouth.
5. **Ask:** What is the verb? Raise your hand. (Answer: blow)
6. Mime the action for 'scatter' by miming paper scattered across the road.
7. **Ask:** What is the verb? Raise your hand. (Answer: scatter)
8. **Say:** Let's read the poem together. While we read, think about the answer to my question: Does the poet like windy days?
9. Read the poem together.
10. Ask pupils to raise their hand to answer the question. (Answer: yes)
11. **Ask:** Which word tells us that the poet likes windy days? What does the poet say when the wind comes? Raise your hand. (Answer: Hurray!)

### Guided Practice (10 minutes)

1. **Say:** Look at the questions on the board. Work in pairs. Write the answers to the questions in your exercise books.
2. Make sure pupils understand and are doing the activity.
3. When pupils have finished, ask them to raise their hand to share the answers.

4. Ask pupils to check their work. (Answers: a. They don't like windy days. b. Because it blows the dust and scatters papers on the ground, c. They like windy days. d. Because the trees look nice when the wind blows.)

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

1. Ask pupils to copy the poem into their exercise books.
2. Tell pupils they are going to practice reading the poem aloud with their partner. Ask pupil 1 to read the first stanza about the town people, and pupil 2 to read the stanza about the country people, and both pupils read the last stanza together.
3. Remind pupils to think about the rhythm of the poem. Remind pupils to think about their pronunciation.
4. Give pupils time to practise reading with their partner.

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

1. Invite 2 or 3 pairs to volunteer to read out the poem at the front of the class.

### *POEM*

#### Windy Days

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




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

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

### *QUESTIONS*

- a. How do the people in the town feel about a windy day?
- b. Why don't they like a windy day?
- c. How do country people feel about a windy day?
- d. Why do they like a windy day?

<b>Lesson Title:</b> Oral African Stories	<b>Theme:</b> Vocabulary Development	
<b>Lesson Number:</b> L-05-032	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss an African story and its importance.</p>		<p><b>Teaching Aids</b> Story and sentences at the end of the plan</p>		<p><b>Preparation</b> 1. Practise reading the story out loud. 2. Write the sentences on the board.</p>
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### Opening (1 minute)

1. Draw 2 pictures of Anansi on the board: a picture of a spider with short, fat legs and a picture of a spider with long thin legs. **Say:** This is Anansi the spider.
2. **Ask:** Do you want to know how Anansi got thin legs?

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

1. Write the question on the board: How did Anansi get thin legs?
2. Tell pupils this is the name of the story. Ask pupils to think of reasons why Anansi's short, fat legs became thin and long. Give pupils 1 minute to think. Invite pupils to share their ideas.
3. Ask pupils to listen to the story and check if their ideas are correct.
4. Read the story. When you finish reading, **ask:** Were your ideas correct?
5. Invite pupils to tell you how Anansi got thin legs.

### Guided Practice (10 minutes)

1. **Say:** Write the sentences on the board, into your exercise book. You have 5 minutes.
2. Ask pupils to look at the first sentence. **Ask:** Is this sentence true or false? (Answer: false)
3. **Say:** Listen to the story again. As you listen, underline the words in your sentences that are false.

### Independent Practice (10 minutes)

1. Ask pupils to look at the first sentence. **Ask:** How can we change it to make it true? (Answer: Anansi loved eating.)
2. **Say:** Work in pairs to change the sentences to true sentences in your exercise books.
3. Invite different pairs to read out their new sentences. (Answers: a. Anansi loved eating. b. The rabbit was cooking greens. c. The monkey was cooking beans. d. The water hog was cooking garrie. e. Anansi tied all his legs with a web. f. All his friends pulled the web at the same time. g. Anansi's legs got thinner and thinner. h. Anansi went to look for some food at home.)

### Closing (2 minutes)

1. Ask pupils if Anansi learnt a lesson. (Answer: There is no correct answer. It depends on the pupils' ideas. Some pupils might think he learnt his lesson because he says 'Maybe that wasn't a good idea.' Other pupils might think he didn't learn, because he continues to look for food. Some pupils might think that the story teaches us not to be greedy.)

*STORY: HOW DID ANANSI GET THIN LEGS? ADAPTED FROM A TRADITIONAL WEST AFRICAN STORY*

There was once a spider named Anansi. He was a fat spider with a big head and eight fat legs. Anansi loved to eat and was very greedy. Anansi loved to eat the tasty food of the other animals in the forest. All the animals were very friendly.

One sunny day Anansi met Rabbit, his friend. Rabbit was cooking greens in a large pot. 'Mmm! Do I smell greens?' asked Anansi. Rabbit told Anansi the greens were not yet cooked but invited him to stay and wait until they were ready. Anansi replied, 'No, I can't stay, but I'll tie a thread from my web to my leg. If you pull my web when the greens are cooked, I'll come running!'

Rabbit agreed.

As Anansi walked towards the river, he saw Monkey. 'Do I smell beans? I love beans. Yummy!' said Anansi. Monkey told Anansi the beans were almost cooked and invited him to dinner.

Anansi replied, 'No, I can't stay, but I'll tie a thread from my web to my leg. If you pull my web when the beans are cooked, I'll come running!'

Monkey agreed.

As Anansi walked towards the river, he saw Water hog. 'I can smell garrie! My favourite!' said Anansi. Water hog invited Anansi to eat with him when the garrie was ready.

No, I can't stay, but I'll tie a thread from my web to my leg. If you pull my web when the garrie is ready, I'll come running!'

Water hog agreed.

As Anansi walked towards the river, he met other friends. All of them invited him to taste and eat their food when it was ready.

When Anansi arrived at the river, the food was ready and his friends all pulled the web. Anansi fell over because his legs were tied with threads from his web. His legs got thinner and thinner. 'Maybe that wasn't a good idea after all! Look at my thin legs. Oh well, maybe there's some food at home.' thought Anansi.




And that's why the spider has eight thin legs.

*SENTENCES*

Find the mistake, underline it and write the correct word.

- |  |  |
|--|--|
| a. Anansi hated eating.                    | f. All his friends pulled the food at the same time. |
| b. The rabbit was cooking cakes.           | g. Anansi's legs got bigger and bigger.              |
| c. The monkey was cooking greens.          | h. Anansi went to look for some friends at home.     |
| d. The water hog was cooking sweet apples. |  |
| e. Anansi tied all his arms with a web.    |  |

<b>Lesson Title:</b> Vocabulary	<b>Theme:</b> Vocabulary Development	
<b>Lesson Number:</b> L-05-033	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use prefixes to determine the meaning of words.</p>	 <p><b>Teaching Aids</b> Definitions at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw a picture of a bicycle on the board. Write 'bicycle' under the picture. 2. Write these prefixes in a large circle on the board: bi-, sub- tri-. 3. Write these root words on the right hand side of the board: angle, cycle, marine, merge, noculars, way, athlon, sect.</p>
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### Opening (2 minutes)

1. Point to the picture of the bicycle on the board.
2. **Ask:** How many wheels does a bicycle have? Raise your hand. (Answer: 2)
3. **Say:** Look at the word. This word has 2 parts – bi + cycle.
4. **Ask:** Which part of the word means 2? Raise your hand. (Answer: bi)

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

1. **Say:** 'bi' is a prefix. We attach it to the beginning of the word. It helps us to understand the meaning of the word.
2. Write 'prefixes' on the board.
3. Read the prefixes on the board: bi-, sub- tri-.
4. **Say:** These prefixes are found in lots of words in English. Knowing what they mean can help you guess the meaning of words. 'Bi-' means two, 'sub-' means under and 'tri-' means three.
5. Read the root words on the right hand side of the board: angle, cycle, marine, merge, noculars, way, athlon, sect.
6. **Say:** I am going to give you a definition. Choose 1 prefix + 1 root word to make a word that matches my definition. Raise your hand to answer.
7. Read the definitions at the end of the lesson plan one by one.
8. After each definition, invite pupils to tell you the word.
9. Write the correct word on the board and explain its meaning again.
10. **Say:** Most of the words on the board are nouns, but there are 2 verbs.
11. **Ask:** Which are the verbs? (Answer: submerge, bisect)

### Guided Practice (10 minutes)

1. **Say:** Copy the words into their exercise books. Read the definitions one more time. Draw a picture next to each word to explain the meaning. You have 10 minutes.



**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Write 3 sentences using as many new words as you can. You have 9 minutes.
3. Make sure pupils understand and are doing the activity.

**Closing** (3 minutes)

1. Invite 3 or 4 pairs to read their sentences to the whole class.

**DEFINITIONS**

This is a shape with 3 sides. (Answer: triangle)

This means to cut something into two half. (Answer: bisect)

This is a special vessel that travels under the water. (Answer: submarine)

This means to put something under the water. (Answer: submerge)




These are special glasses that help you see things a long way away. (Answer: binoculars)

This is a bike with 3 wheels. (Answer: tricycle)

This is an athletic contest with 3 events – swimming, running and cycling. (Answer: triathlon)

This is an underground train. (Answer: subway)

<b>Lesson Title:</b> Vocabulary	<b>Theme:</b> Vocabulary Development	
<b>Lesson Number:</b> L-05-034	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use suffixes to explain the meaning of words.</p>	 <p><b>Teaching Aids</b> Tables at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write tables 1 and 2 at the end of the lesson plan on the board. Don't underline anything.</li> <li>2. Write these suffixes on the board: -y, -ly, -er, -ed.</li> <li>3. Write these words on the board: monthly, fatter, talked, worked, deadly, hilly, rainy, bigger, smelly, smellier, hillier, farmer, miner, farmed, mined, weekly, walker, cooked.</li> </ol>
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### Opening (2 minutes)

1. **Ask:** Do you remember the story about Anansi and his thin legs? What do you remember?
2. Listen to pupils' answers. **Say:** Today we are going to look at some words and sentences from this story.

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

1. Write these prefixes on the board: bi-, sub- tri-.
2. **Ask:** Do you remember what we call these? Raise your hand. (Answer: prefixes)
3. **Ask:** Do we put prefixes at the start or end of the root word? Raise your hand. (Answer: start)
4. Point to Table 2 on the board. **Say:** Read the sentences.
5. Underline the letters in the word in the same way as the table at the end of the lesson plan.
6. Point to the suffixes on the board: -y, -ly, -er, -ed. **Say:** These are suffixes. We add them to the end of the root word. Suffixes can tell us a lot about words and grammar. We can add '-y' or '-ly' to some nouns or verbs to make adjectives.
7. **Ask:** What does 'sunny' mean? Raise your hand. (Answer: with sun)
8. **Ask:** What does 'tasty' mean? Raise your hand. (Answer: with taste)
9. **Say:** We can add '-er' to adjectives to make comparatives.
10. **Ask:** What does 'thinner' mean? Raise your hand. (Answer: more thin)
11. **Say:** Sometimes we add '-er' to a verb to make a person.
12. Write these words on the board: work-worker, teach-teacher.
13. **Ask:** What does the suffix '-ed' on the end of a verb tell us? (Answer: It is simple past)
14. Ask pupils to copy Table 1 in their exercise books.

**Guided Practice (10 minutes)**

1. Point to these words on the board: monthly, fatter, talked, worked, deadly, hilly, rainy, bigger, smelly, smellier, hillier, farmer, miner, farmed, mined, weekly, walker, cooked.
2. Ask pupils to work in pairs. **Say:** Put the words into the correct column of Table 1.
3. Write the answers on the board and ask pupils to correct their work. (Answers: noun + -y or -ly: monthly, deadly, hilly, rainy, smelly, weekly; adjective + -er to make comparatives: fatter, bigger, smellier, hillier; root verb + er to make nouns for people: farmer, miner, walker; root verb + -ed to make simple past: talked, worked, worked, cooked)
4. Ask pupils questions to check understanding. For example - Who works on a farm? What is the simple past of 'work'?

**Independent Practice (10 minutes)**

1. Ask pupils to work in pairs. **Say:** Choose 1 word from each column of the table. Write 4 sentences using the words. You have 5 minutes.
2. When pupils have finished, ask them to exchange their exercise books with another pair.
3. **Say:** Read you partner's sentences. Underline the word with a suffix. Say what the suffix tells us about the word.
4. When pupils finish, **say:** Return the exercise books.

**Closing (3 minutes)**

1. Invite 3 or 4 pairs to read out 1 of their sentences.
2. **Say:** When you are reading, look at words and see if it has a suffix that can help you understand grammar and meaning.




TABLE 1

Noun + y or +ly to make adjectives (with)	Adjective + er to form comparatives (more)	Root verb +er to make nouns for people	Root verb + ed to form simple past verbs
sunny, tasty	thinner	teacher	walked

TABLE 2

Sentence	Suffix
Anansi was <u>greedy</u> .	-y
Anansi love to eat the <u>tasty</u> food of the other animals.	-y
One <u>sunny</u> day Anansi met Rabbit.	-y
All the animals were very <u>friendly</u> .	-ly
His legs got thinner and <u>thinner</u> .	-er
As Anansi <u>walked</u> towards the river, ...	-ed

<b>Lesson Title:</b> Writing African Stories	<b>Theme:</b> Vocabulary Development	
<b>Lesson Number:</b> L-05-035	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe a setting in Sierra Leone.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> None</p>
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### Opening (2 minutes)

1. **Ask:** What do we call the people in a story? Raise your hand. (Answer: characters)
2. **Say:** Can anyone remember the word for what happens in the story? Raise your hand. (Answer: plot)
3. **Ask:** What do we call the place where the story happens? Raise your hand. (Answer: setting)
4. **Say:** Today we are going to talk about setting.

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

1. Tell pupils that they are going to plan a story. The story is set in Sierra Leone.
2. Ask pupils to close their eyes.
3. **Say:** Think of a place you know in Sierra Leone. It can be a place you have visited, or a place you have read about. It can be in the city or it can be in the country. It can be in the jungle or at the beach.
4. Pause to give pupils time to think of their place.
5. **Say:** I will ask you some questions. Picture the answers. Keep your eyes closed.
6. Ask the pupils these questions. Pause after each question to give pupils time to think of an answer:
  - a. What can you see?
  - b. What can you smell?
  - c. What can you hear?
  - d. What can you feel?
  - e. What can you touch?
7. Ask pupils to open their eyes. Invite pupils to tell you about the setting they saw.

### Guided Practice (12 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Draw a picture of your setting. You have 5 minutes. Work alone.
3. Make sure pupils understand and are doing the activity.
4. When pupils have finished ask them to show their picture to the pupil next to them.
5. **Say:** Now you are going to write a description of your setting.
6. **Ask:** Who can tell me some adjectives to describe your setting? Raise your hand. (Example answers: dry, hot, dusty, busy, quiet, green, scary)

7. Write the adjectives on the board.
8. Write these words down the left hand side of the board: see, smell, hear, feel, touch.
9. **Ask:** What can you see in your setting? Invite pupils to answer.
10. Write their ideas on the board next to 'see'.
11. Repeat this process for smell, hear, feel, touch.




**Independent Practice** (10 minutes)

1. Ask pupils to write a description of their setting in their exercise books. Give them 10 minutes.
2. While pupils are writing, help any of the pupils who need extra help.
3. Remind pupils to check their spelling and punctuation.

**Closing** (3 minutes)

1. Invite 2 or 3 pupils to read their descriptions to the whole class.
2. Remember to thank them and **say:** Well done!

<b>Lesson Title:</b> Writing African Stories	<b>Theme:</b> African Stories	
<b>Lesson Number:</b> L-05-036	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a character for an African story.</p>		<p><b>Teaching Aids</b> Character pyramid at the end of the plan</p>		<p><b>Preparation</b> 1. Draw the character pyramid at the end of the plan on the board. 2. Write on the board: racchatrse, tplo, ttgnies.</p>
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### Opening (3 minutes)

1. Point to the words on the board: racchatrse, tplo, ttgnies.
2. Ask pupils to put the letters in the right order to make 3 words.
3. Ask pupils to raise their hand to share answers. (Answer: characters, plot, setting).
4. **Say:** In the last lesson we looked at setting. Today we are going to plan a character who lives in your setting.

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

1. Ask pupils to look at the character pyramid on the board.
2. **Ask:** Do you remember Amina from the story about the Old Woman and the Corn? What can you see at the top of the pyramid? Raise your hand. (Answer: Amina – the name of the character)
3. **Ask:** What can you see in the middle of the pyramid? Raise your hand. (Answer: a young girl in the village – information about who the character is)
4. **Ask:** What can you see at the bottom of the pyramid? Raise your hand. (Answer: smart, brave, proud - adjectives to describe the character)
5. Write 'setting' on the board.
6. **Say:** Remember the setting you thought of in the last lesson. You have 1 minute.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** In your pairs think of the characters for your stories.
3. **Ask:** What are their names? Who are they? What are they like?
4. Give pupils 3 minutes to discuss.
5. **Ask:** Can you draw a character pyramid for your characters? If you have 2 characters, draw 2 pyramids. You have 5 minutes.
6. Make sure pupils understand and are doing the activity.
7. When pupils have finished, invite 2 pairs to share 1 of their characters with the whole class.

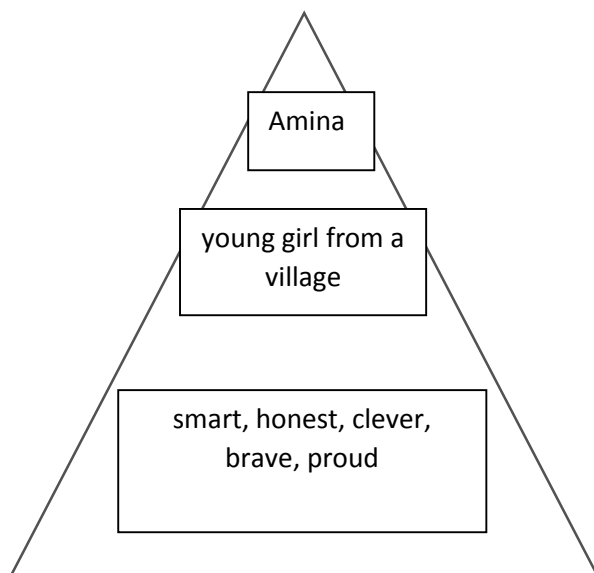
**Independent Practice** (12 minutes)

1. **Say:** Now draw a picture of your main character. Write their names under the pictures. You have 8 minutes. Work alone.
2. When pupils have finished, invite 2 or 3 groups to share their pictures with the whole class. Ask them to tell the class about their characters.




**Closing** (2 minutes)

1. **Say:** Today we talked about the characters and the setting for your African stories. In the next lesson, you will write your African stories. For homework, think about the plot for your story. Don't forget to bring your exercise books to the next class.

*CHARACTER PYRAMID*



<b>Lesson Title:</b> Structure	<b>Theme:</b> African Stories	
<b>Lesson Number:</b> L-05-037	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using correct verb agreement.</p>		<p><b>Teaching Aids</b> Text at the end of the plan</p>		<p><b>Preparation</b> Write the text at the end of the plan on the board.</p>
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### Opening (1 minute)

1. **Say:** In the last lesson we talked about the people in their story.
2. **Ask:** What do we call the people in a story? Raise your hand. (Answer: characters)
3. **Say:** Today we are going to talk about what happens in the story. Can anyone remember the word for what happens in the story? Raise your hand. (Answer: plot)

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

1. **Ask:** Do you remember the 3 parts of the plot? Raise your hand. (Answer: an opening, a build up and an ending)
2. Write on the left hand side of the board: opening, build up, ending.
3. **Say:** Close your eyes and think about the beginning of their story.
4. **Ask:** Where are the characters? What are they doing? How do they feel?
5. **Say:** Read the text on the board.
6. While pupils read, write the 3 questions on the board: Where are the characters? What are they doing? How do they feel?
7. Invite different pupils to answer the 3 questions. (Answers: In the jungle, walking through the jungle, scared)
8. Ask pupils to raise their hand and call out the verbs in the text.
9. Underline the verbs. (Answer: were, was, walked, screamed, is, asked, said, whispered)
10. **Ask:** What tense are most of the verbs? (Answer: past simple)
11. Circle 'was' and 'were'.
12. **Ask:** Why do we say 'We were...' and 'It was...' and 'Mity was...'? Does any one want to try to answer. Guide pupils if needed. (Answer: because 'we' is more than 1 person, but 'it' is 1 thing and 'Mity' is 1 girl)
13. **Ask:** Which verb is in the present tense? (Answer: is)
14. **Ask:** Why? Does any one want to try to answer. Guide pupils if needed. (Answer: it is in quotation marks (' '))
15. **Say:** So in your story, most of the verbs will be in the past simple. But if the character is speaking, the verb will be in the present simple.

### Guided Practice (8 minutes)

1. Ask pupils to work in pairs.



2. **Say:** Talk to your partner. Choose a setting and 2 or 3 characters from the last lessons. Work together and plan the beginning of your story. You do not have to write yet. Just share your ideas.
3. Give pupils time to talk in pairs.

**Independent Practice** (10 minutes)

1. **Say:** Start writing the beginning of your stories. Work alone. You have 10 minutes.
2. Remind pupils to use past simple and present simple verbs.
3. Make sure pupils understand and are doing the activity.

**Closing** (4 minutes)

1. Invite some pupils to read out the beginning of their story to the whole class.
2. Tell pupils that we will continue to work on their stories in the next lesson. Remind them to bring their exercise books for the next lesson to continue writing the story.

*TEXT*

We were in the jungle. It was nice and cool under the trees. Mity was brave, so she walked in front. Suddenly she screamed.




'Is it a snake?' asked Zinab.

'No. It's bigger than a snake,' said Mity.

'Is it a lion?' whispered Samuel.

.....

<b>Lesson Title:</b> Role Play	<b>Theme:</b> African Stories	
<b>Lesson Number:</b> L-05-038	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to perform role play to illustrate the plot a story.</p>	 <p><b>Teaching Aids</b> Text at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the plan on the board. 2. Draw 3 stick figures on the board with speech bubbles. Write the name of each character under a stick figure.</p>
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### Opening (1 minute)

1. Tell pupils that today they are going to role play the beginning of the story they wrote yesterday.

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

1. Ask pupils to read the text and tell you how many characters are in the story. (Answer: 3)
2. Point to the 3 stick figures on the board with speech bubbles.
3. **Ask:** What do I write in Zinab's speech bubble? (Answer: Is it a snake?)
4. **Ask:** What do I write in Mity's speech bubble? (Answer: No. It's bigger than a snake.)
5. **Ask:** What do I write in Samuel's speech bubble? (Answer: Is it a lion?)
6. **Say:** We have 3 characters, but we also need a narrator. The narrator tells the story when the characters aren't speaking. So we need 4 actors. Let us think about the three characters in this story – Zinab, Mity and Samuel.
7. **Ask:** Can you think of some words to describe Zinab? What is her voice like? What kind of person is she? Use your imagination. There are no right or wrong answer.
8. Ask pupils to raise their hand and share their answers. (Example answers: Easily scared, has a quiet voice, likes to take walks)
9. **Ask:** Can you think of some words to describe Mity? What is her voice like? What kind of person is she? Use your imagination. There are no right or wrong answer.
10. Ask pupils to raise their hand and share their answers. (Example answers: Brave, excited, friendly, had a loud voice)
11. **Ask:** Can you think of some words to describe Samuel? What is his voice like? What kind of person is he? Use your imagination. There are no right or wrong answer.
12. Ask pupils to raise their hand and share their answers. (Example answers: Scared, pretends to be brave, likes to talk a lot)

### Guided Practice (8 minutes)

1. Invite 4 pupils to volunteer to come to the front of the class to role play the story.
2. **Say:** The narrator reads the text, and the characters say the words in their speech bubbles. Remember how we described the characters and try to act like that.
3. Thank the actors and give them a clap.

**Independent Practice** (12 minutes)

1. Divide the class into four groups – right-front of the class, right-back of the class, left-front of the class and left-back of the class. Assign the different roles (Mity, Zinab, Samuel, narrator) to four different groups.
2. Have one volunteer from each group play the character assigned to the group and have them act out the story together.
3. Repeat the role play with as many pupils as possible.

**Closing** (2 minutes)

1. Ask pupils to guess what animal Mity, Zinab and Samuel saw in the jungle. There are no right or wrong answers. Ask pupils to use their imagination.

*TEXT*

We were in the jungle. It was nice and cool under the trees. Mity was brave, so she walked in front. Suddenly she screamed.




‘Is it a snake?’ asked Zinab.

‘No. It’s bigger than a snake,’ said Mity.

‘Is it a lion?’ whispered Samuel.

.....

<b>Lesson Title:</b> Writing African Stories	<b>Theme:</b> African Stories	
<b>Lesson Number:</b> L-05-039	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use simple present and past tense in writing a short African story.</p>		<p><b>Teaching Aids</b> Questions about plot at the end of the plan.</p>		<p><b>Preparation</b> Write the questions about plot at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. Tell pupils that today they are going to finish writing their African stories.

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

1. Tell pupils that they have a setting, they have characters, and they have the beginning of their stories.
2. **Ask:** What is missing? (Answer: build-up and ending)
3. Point to the questions on the board and ask pupils to think about them for their story.
4. **Ask:** Where are your characters at the beginning of the story? What happens to your characters in the build-up? Is there a problem? How can the character fix the problem? What happens at the end of the story? Is it a happy ending or a sad ending?

### Guided Practice (10 minutes)

1. Ask pupils to work in the same pairs as the last lesson.
2. **Say:** Think about your plot. Share your ideas with your partner. Don't write yet. Just share your ideas.
3. Make sure pupils understand and are doing the activity.
4. Help pupils who need help with vocabulary.

### Independent Practice (17 minutes)

1. **Ask:** Are you ready to write your story?
2. **Ask:** How do we make most simple past verbs? Raise your hand. (Answer: add -er)
3. **Ask:** Can you tell me some simple past irregular verbs? Raise your hand. (Example answers: eat-ate, see-saw, fall-fell, know-knew, break-broke, hear-heard, feel-felt)
4. **Say:** Remember to use present simple and past tenses. Work alone. You have 15 minutes.
5. Remind pupils of simple present and past simple verbs.
6. Give pupils time to write their stories. Help pupils who need help with spelling or vocabulary.
7. When pupils have almost finished, remind them to check spelling, punctuation and grammar.

**Closing (1 minute)**

1. Tell pupils that they will share their stories with other groups in the next lesson.
2. Remind pupils to bring their exercise books to class for the next lesson.




*QUESTIONS ABOUT PLOT*

Beginning:      Where are your characters at the beginning of the story?

Build-up:        What happens to your characters in the build-up?  
Is there a problem?  
How can the character fix the problem?

Ending:          What happens at the end of the story?  
Is it a happy ending or a sad ending?

<b>Lesson Title:</b> Reading African Stories	<b>Theme:</b> African Stories	
<b>Lesson Number:</b> L-05-040	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read our stories with expression.</p>		<p><b>Teaching Aids</b> Text at the end of the plan</p>		<p><b>Preparation</b> Write the text at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. Tell pupils that today they are going share their African stories with the class.

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

1. Tell pupils that when we read it is important that our voices sound interesting.
2. Ask pupils to look at the text on the board.
3. **Ask:** How do you think the characters feel? Raise your hand. (Answer: scared)
4. **Ask:** How can I make my voice sound scared? Raise your hand to try. (Answer: whisper / speak in a high or trembling voice)
5. **Say:** Let's look at the punctuation.
6. **Ask:** What do I do if I see a full stop? Raise your hand. (Answer: stop)
7. **Ask:** What do I do if I see a comma? Raise your hand. (Answer: pause)
8. **Ask:** What do I do if I see a question mark? Raise your hand. (Answer: voice goes up)
9. **Say:** Let's practise together.
10. Read the text. Pause after each sentence and ask the class to repeat.

### Guided Practice (8 minutes)

1. **Say:** Now it's time to practise reading your stories. First I will give you time to practice reading in your pairs. Then I will invite some pupils to read their stories to the class.
2. Remind pupils to think about how to make their voices interesting. Remind pupils to think about the punctuation.
3. Give pupils time to practice reading in their pairs.

### Independent Practice (15 minutes)

1. Invite different pairs to come to the front and read their stories.
2. Remember to thank pairs and give them a clap.

### Closing (3 minutes)

1. Ask pupils which story they like the best and why.

*TEXT*

We were in the jungle. It was nice and cool under the trees. Mity was brave, so she walked in front. Suddenly she screamed.




'Is it a snake?' asked Zinab.

'No. It's bigger than a snake,' said Mity.

'Is it a lion?' whispered Samuel.

.....

<b>Lesson Title:</b> Speaking	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-041	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to work out the meaning of new words by naming them as verbs or nouns.</p>	 <p><b>Teaching Aids</b> Table and word grid at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw the table at the end of the plan on the board. 2. Write the sentences at the end of the plan on the board. 3. Write these words on the board: rats, wish, elders, clinic, magic. 4. Write these verbs on the board: follow, drown, build, laugh, return, make, play the flute, dance.</p>
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### Opening (1 minute)

1. Tell pupils that in the next lesson we are going to read a new story. Before we read the story, we need to learn some new words. The new words will help us to understand the story.

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

1. Read these words from the board: rats, wish, elders, clinic, magic.
2. **Say:** I will give you a definition. You try and guess the word. Raise your hand to answer.
3. **Say:** This is a place. It is like a small hospital. (Answer: clinic)
4. **Say:** These people are old and wise. (Answer: elders)
5. **Say:** This animal is like a big mouse. It has a long tail. (Answer: rat)
6. **Say:** When you want something a lot, you make a ... (Answer: wish)
7. **Say:** This word means special powers. (Answer: magic)
8. Ask pupils to copy these words into their exercise books.

### Guided Practice (15 minutes)

1. Read these verbs from the board: follow, drown, build, laugh, return, make, play the flute, dance.
2. Mime each verb and ask the pupils to guess the meaning. If necessary ask pupils to translate the verb into their local language.
3. **Say:** The story we will read next week happened a long time ago, so the verbs in the story are in the past. **Ask:** Who can remember how we make the past simple? (Answer: add –ed)
4. **Say:** Yes. For regular verbs we add –ed. We have 8 verbs today. 6 of them are regular verbs, but 2 of them are irregular. Irregular verbs don't follow the –ed pattern.
5. Write on the board: built, made.



6. **Say:** These are the past tense forms. **Ask:** What is the simple present form? (Answer: build, make)
7. **Say:** The other verbs are regular verbs. Copy the table in your exercise books and complete the 'past' column.
8. Make sure pupils understand and are doing the activity.
9. Ask pupils to raise their hand and answer.
10. Write the answers on the board and ask pupils to check their work. (Answers: followed, drowned, built, laughed, returned, made, played, danced)

**Independent Practice** (12 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Write the sentences in your exercise books. Complete the sentences using a noun or a verb from today's lesson.
3. Check answers by inviting different pupils to read out their sentences.
4. Write the answers on the board. (Answers: a. elders, b. made / wish, c. rats / drowned, d. played / laughed / danced, e. built / clinic)

**Closing** (1 minute)

1. Read out the words one by one and ask pupils to raise their hand and explain what they mean.




TABLE

present	past
follow	
drown	
build	
laugh	
return	
make	
play	
dance	

**SENTENCES**

- a. The wise, old people in the village are called \_\_\_\_\_.
- b. When they heard Umeh play his magic flute, they \_\_\_\_\_ a \_\_\_\_\_.
- c. The \_\_\_\_\_ ran into the river and \_\_\_\_\_.
- d. When Umeh \_\_\_\_\_ his flute, all the children \_\_\_\_\_ and \_\_\_\_\_.
- e. He \_\_\_\_\_ a \_\_\_\_\_ to help the sick people in his village.

<b>Lesson Title:</b> Oral Reading: Phrases	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-042	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to group words (read phrases) when reading aloud.</p>		<p><b>Teaching Aids</b> Questions and story at the end of the plan</p>		<p><b>Preparation</b> 1. Write the questions at the end of the plan on the board. 2. Write the story at the end of the plan on the board.</p>
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### Opening (1 minute)

1. Ask pupils to look at the title of the story on the board: The boy who made wishes come true.
2. **Ask:** Would you like to meet this boy? Listen to pupils' answers.
3. **Say:** Today we will learn about reading a story properly.

### Introduction to the New Material (16 minutes)

1. Ask pupils to read the questions about the story on the board.
2. **Say:** Now we are going to practice reading aloud. After we read the story, you will answer the questions. When we read the story, we want to break the story into sections to make it easy to understand. We also stress the important words. To make it easier I have marked each phrase with / and I have underlined the important words.
3. Read the story paragraph by paragraph. Pause at the end of each phrase. Stress the important words.
4. At the end of each paragraph, ask the whole class to read and repeat.
5. Ask pupils to copy the story into their exercise books. Give them 10 minutes.

### Guided Practice (5 minutes)

1. Ask pupils to work in pairs to answer the questions.
2. Ask pupils to raise their hand and share answers. (Answers: a. There were rats everywhere. b. They called a meeting and decided to ask Umeh to help them. c. Umeh had a magic flute that made wishes come true. d. They wished for the rats to leave the village. e. Umeh wanted money to build a clinic and a school for his village.)

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Now you will practice reading the story with your partner. The first person reads the first paragraph, the second person reads the second paragraph, and so on.
3. Remind pupils to stress the key words and to pause at the end of each phrase.

**Closing (3 minutes)**

1. Invite 2 or 3 pairs to volunteer to read a section of the story to the whole class.

**QUESTIONS**

- a. What was the problem in the village?
- b. What did the elders do?
- c. Why was Umeh special?
- d. What did the elders wish for?
- e. What did Umeh want?

*STORY: THE BOY WHO MADE WISHES COME TRUE* (Adapted from Literacy lesson plans, Primary 5, week 16, Lagos State Government)

**Part 1**

There were rats / in the streets. /There were rats/ in the school. /There were rats / in the houses./

The village elders /called a meeting /to decide what to do. /They talked/ for a long time./ Then an old woman /remembered a boy /who lived in a small village far away./ His name was Umeh. /




Umeh had a long silver flute/ that he played beautifully. /It was a magic flute./ When Umeh played, /people made a wish./ If the wish was kind./ their wish came true./

'Let's ask Umeh /to come here and play his flute.' / said the old woman. /'We can ask for a wish / to make the rats leave our village.'/

The elders sent two men to find Umeh./ A month later /they returned with the boy. /Umeh said, /'My town is very poor./ If I make the rats leave your village, /you must give me money/ to buy a new school /and a new clinic /for my village.'/

The elders promised./ Umeh said, /'Every rat will die /when I play my flute.'/

<b>Lesson Title:</b> Oral Reading: Punctuation	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-043	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use punctuation marks to read aloud more fluently.</p>		<p><b>Teaching Aids</b> Questions and story at the end of the plan</p>		<p><b>Preparation</b> 1. Write the questions at the end of the plan on the board. 2. Write the story at the end of the plan on the board</p>
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### Opening (1 minute)

1. Ask pupils to tell you what they remember about Part 1 of the story 'The boy who made wishes come true'.
2. **Ask:** Do you want to know what happens at the end of the story?
3. **Say:** Today we are going to practise reading with punctuation marks.

### Introduction to the New Material (16 minutes)

1. **Ask:** What happened when Umeh played his flute? Can you guess the answer before we read the story? Invite pupils to share their ideas.
1. **Say:** Now we are going to practise reading aloud.
2. **Ask:** What did we practice when we read aloud yesterday? (Answer: phrases and stress)
3. Remind pupils how we can break the story into sections to make it easy to understand, and to stress the important words.
4. **Say:** Today we are also going to think about punctuation.
5. Write on the board: . , ?
6. **Ask:** What are these punctuation marks? Raise your hand. (Answer: full stop, comma, question mark)
7. **Ask:** What do we do when we see a comma? Raise your hand. (Answer: pause)
8. **Ask:** What do we do when we see a full stop? Raise your hand. (Answer: pause for a longer time)
9. **Ask:** What happens to our voice when we see a question mark? Raise your hand. (Answer: our voice goes up)
10. Read the story paragraph by paragraph. Pause at the end of each phrase. Stress the important words. Use punctuation to help you. At the end of each paragraph, ask the whole class to read and repeat.
11. Ask pupils to copy the story into their exercise books. Give them 10 minutes.

### Guided Practice (5 minutes)

1. Ask pupils to work in pairs to answer the questions.
2. Ask pupils to raise their hand and share answers. (Answers: a. The rats ran into the river and drowned. b. because Umeh was not from their village so the school and the clinic will not help)

them, c. Umeh played his flute and all of the children followed him to the river, d. They gave Umeh the money.)

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

1. Ask pupils to work in pairs.
2. **Say:** Now you will practise reading the story with your partner. The first person reads the first paragraph, the second person reads the second paragraph, and so on.
3. Remind pupils to stress the key words, to pause at the end of each phrase, and to use the punctuation to help them.

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

1. Invite 2 or 3 pairs to volunteer to read a section of the story to the whole class.

### *QUESTIONS*

1. What happened when Umeh played his flute?
2. Why did the elders refuse to pay him?
3. What did Umeh do when the elders refused to pay him?
4. What did the elders do at the end of the story?

*STORY: THE BOY WHO MADE WISHES COME TRUE* Adapted from ESSPIN Literacy lesson plans, Primary 5, week 16

#### Part 2

Early the next morning Umeh started to play his flute. The rats ran from the houses. They ran from the streets. They ran from the school. Umeh walked to the river. The rats followed. Umeh walked into the river. The rats followed and they all drowned.




Everyone was very happy. But the elders said, 'Why should we give Umeh so much money? He is not from our village. The school and the clinic will not help us.'

When Umeh returned from the village, the elders refused to give him the money. Umeh was very angry. Umeh started to play his flute. This time all of the children came running to hear Umeh play. They laughed and they danced. Umeh walked towards the river. They followed Umeh.

Suddenly all of the elders were scared. 'He will drown our children,' said the old woman. 'Please stop, Umeh. We are very sorry. We will give you the money.'

The elders gave Umeh the money and he returned to his village. He used the money to build a new school and a new clinic.

<b>Lesson Title:</b> Oral Reading: Expression	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-044	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use expression when reading aloud.</p>	 <p><b>Teaching Aids</b> Story at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the story at the end of the plan on the board. 2. Draw 2 pictures of Umeh on the board with 2 thought bubbles.</p>
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### Opening (2 minutes)

1. **Ask:** Do you remember the story about the boy who made wishes come true? What was your favourite part of the story? Invite pupils to share their ideas.
2. **Say:** Today we are going to put together what we learned about reading, and read aloud with expression.

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

1. Point to the 2 pictures of Umeh on the board with 2 thought bubbles.
2. **Say:** The first picture is Umeh when the rats drowned. The second picture is Umeh when the elders refused to pay him.
3. **Ask:** What is Umeh thinking in the first picture? Invite pupils to share their ideas and write their ideas in the first thought bubble. (Example answers: The rats are dead. The elders will be happy. I feel proud and happy. Now I can build a new school and a new clinic for my village).
4. **Ask:** What is Umeh thinking in the second picture? Invite pupils to share their ideas and write their ideas in the second thought bubble. (Example answers: The elders are greedy. Why don't they pay me? I feel very angry. I will punish them).
5. **Say:** When we read, it is important to think about how the characters feel.

### Guided Practice (10 minutes)

1. **Say:** Read the whole story silently. As you read try to imagine how Umeh feels. Try to imagine how the elders feel.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Now you will practice reading the story. Remember to think about how Umeh and the elders feel. If Umeh feels proud, make your voice sound proud. If Umeh feels angry, make your voice sound angry. If the elders feel scared, make your voice sound scared. The first person reads the first paragraph, the second person reads the second paragraph, and so on.
3. Remind pupils to stress the key words and to pause at the end of each phrase.

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

1. Ask pupils to raise their hand and share what they would do to help their village if they were Umeh.

*STORY: THE BOY WHO MADE WISHES COME TRUE* Adapted from ESSPIN Literacy lesson plans, Primary 5, week 16

#### Part 1

There were rats in the streets. There were rats in the school. There were rats in the houses.

The village elders called a meeting to decide what to do. They talked for a long time. Then an old woman remembered a boy who lived in a small village far away. His name was Umeh.

Umeh had a long silver flute that he played beautifully. It was a magic flute. When Umeh played, people made a wish. If the wish was kind, their wish came true.

‘Let’s ask Umeh to come here and play his flute.’ said the old woman. ‘We can ask for a wish to make the rats leave our village.’

The elders sent two men to find Umeh. A month later they returned with the boy. Umeh said, ‘My town is very poor. If I make the rats leave your village, you must give me money to buy a new school and a new clinic for my village.’

The elders promised. Umeh said, ‘Every rat will die when I play my flute.’

#### Part 2

Early the next morning Umeh started to play his flute. The rats ran from the houses. They ran from the streets. They ran from the school. Umeh walked to the river. The rats followed. Umeh walked into the river. The rats followed and they all drowned.




Everyone was very happy. But the elders said, ‘Why should we give Umeh so much money? He is not from our village. The school and the clinic will not help us.’

When Umeh returned from the village, the elders refused to give him the money. Umeh was very angry. Umeh started to play his flute. This time all of the children came running to hear Umeh play. They laughed and they danced. Umeh walked towards the river. They followed Umeh.

Suddenly all of the elders were scared. ‘He will drown our children,’ said the old woman. ‘Please stop, Umeh. We are very sorry. We will give you the money.’

The elders gave Umeh the money and he returned to his village. He used the money to build a new school and a new clinic.

<b>Lesson Title:</b> Role Play	<b>Theme:</b> Reading Skills	
<b>Lesson Number:</b> L-05-045	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw pictures to depict parts of a story.</p>		<p><b>Teaching Aids</b> Story at the end of the plan</p>		<p><b>Preparation</b> None</p>
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### Opening (2 minutes)

1. Tell pupils that today they are going to role play the story about the boy who made wishes come true.

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

1. Ask pupils to think about the story.
2. **Ask:** Who are the characters in the story? Raise your hand. (Answer: rats, Umeh, elders, an old woman, children)
3. Write the characters on the board.
4. What is the name of the person who tells the story when the characters aren't speaking? (Answer: a narrator)

### Guided Practice (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** One pupil in the pair will draw Part 1 of the story, the other will draw Part 2 of the story. First, revise the story once again. Read the story from your exercise book. You have 7 minutes.

### Independent Practice (15 minutes)

1. **Say:** Now make your drawings. Decide who will draw Part 1 and Part 2. You can draw one big drawing or many small ones. You have 12 minutes.

### Closing (3 minutes)

1. Ask pupils to volunteer to hold up their drawings and talk about their pictures.

*STORY: THE BOY WHO MADE WISHES COME TRUE* Adapted from ESSPIN Literacy lesson plans, Primary 5, week 16

#### Part 1

There were rats in the streets. There were rats in the school. There were rats in the houses.



The village elders called a meeting to decide what to do. They talked for a long time. Then an old woman remembered a boy who lived in a small village far away. His name was Umeh.

Umeh had a long silver flute that he played beautifully. It was a magic flute. When Umeh played, people made a wish. If the wish was kind, their wish came true.

‘Let’s ask Umeh to come here and play his flute.’ said the old woman. ‘We can ask for a wish to make the rats leave our village.’

The elders sent two men to find Umeh. A month later they returned with the boy. Umeh said, ‘My town is very poor. If I make the rats leave your village, you must give me money to buy a new school and a new clinic for my village.’

The elders promised. Umeh said, ‘Every rat will die when I play my flute.’

## Part 2

Early the next morning Umeh started to play his flute. The rats ran from the houses. They ran from the streets. They ran from the school. Umeh walked to the river. The rats followed. Umeh walked into the river. The rats followed and they all drowned.




Everyone was very happy. But the elders said, ‘Why should we give Umeh so much money? He is not from our village. The school and the clinic will not help us.’

When Umeh returned from the village, the elders refused to give him the money. Umeh was very angry. Umeh started to play his flute. This time all of the children came running to hear Umeh play. They laughed and they danced. Umeh walked towards the river. They followed Umeh.

Suddenly all of the elders were scared. ‘He will drown our children,’ said the old woman. ‘Please stop, Umeh. We are very sorry. We will give you the money.’

The elders gave Umeh the money and he returned to his village. He used the money to build a new school and a new clinic.

<b>Lesson Title:</b> Emerging Issues: Expressing Opinions	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-046	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to express ideas on a topic.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (3 minutes)

1. Draw a circle in the middle of the board. Write 'school subjects' in the middle of the circle.
2. Invite pupils to tell you different school subjects.
3. Write their answers left hand side of the board. (Example answers: English, Krio, maths, science, history, art, PE, geography)
4. Ask pupils to tell you some adjectives to describe school subjects.
5. Write their answers on the right hand side of the board. (Example answers: interesting, boring, easy, difficult, useful)
6. **Say:** Today you will learn about sharing your ideas with other people.

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

1. **Say:** Today you are going to talk to your friends about school subjects. You are going to tell your friends what you think about your school subjects. This is called giving your opinion.
2. Write at the top of the board: Giving opinions.
3. Draw a box on the board. In the box write: I think... / In my opinion... / I don't think...
4. **Say:** These are some phrases we use to give our opinions.
5. **Ask:** Do you think maths is easy?
6. Invite different pupils to answer the question. Encourage pupils to use the phrases in the box.
7. Ask pupils to think of some more questions about maths.
8. Write their questions on the board. (Example answers: Do you like maths? Do you think maths is useful? Do you think maths is boring?)
9. Ask the questions on the board. Encourage pupils to raise their hand to answer using the phrases in the box.

### Guided Practice (8 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Work with your partner. Choose 2 subjects. Write 2 questions in your exercise books for each subject. You have 5 minutes.
3. Make sure pupils understand and are doing the activity.

### Independent Practice (12 minutes)




1. Ask pupils to change partners.

2. **Say:** Take turns to interview your new partner. Ask their opinions about school subjects. Write their answers in your exercise books. For example, Mity thinks science is useful. You have 10 minutes.
3. Give a signal after 5 minutes, asking pupils to switch from asking questions to answering questions.
4. Give pupils time to interview their new partners and write their answers in their exercise books.

**Closing** (2 minutes)

1. Ask pupils to turn to their original partners and take turns to tell them about the pupil they interviewed.

<b>Lesson Title:</b> Emerging Issues: For and Against	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-047	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to argue <u>for</u> and <u>against</u> an emerging issue.</p>		<p><b>Teaching Aids</b> Text at the end of the plan</p>		<p><b>Preparation</b> Write the text at the end of the plan on the board.</p>
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### Opening (1 minute)

1. **Say:** Today we are going to read a letter by Bintu. Bintu is unhappy. He is complaining about something. Then we are going to discuss whether we agree or disagree on what Bintu is saying.

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

1. Ask pupils to read the first sentence of the letter.
2. **Ask:** What is Bintu complaining about? Raise your hand. (Answer: the plan to build a new road)
3. **Say:** In the letter, the businessmen think the road is a good idea. They are for the road. Bintu thinks the road is a bad idea. He is against the road.
4. Draw 2 columns on the board. Write 'for' at the top of the first column. Write 'against' at the top of the second column.
5. **Say:** Before we read the letter, think about why the road is a good idea. Invite pupils to share their ideas.
6. **Say:** Think about why the road is a bad idea. Invite pupils to share their ideas.
7. **Say:** Let's read the letter together. Let's see if Bintu's ideas are the same as yours.
8. Read the letter aloud.
9. If necessary, explain difficult words e.g. provide, species, conserving wildlife, devastating.

### Guided Practice (6 minutes)

1. Invite pupils to raise their hand and point out the reasons for the road, written in the letter. Underline the answer. (Answer: The road will help businesses bring goods to the local area.)
2. Invite pupils to raise their hand and point out the reasons against the road, written in the letter. Underline the answers. (Answers: There is a lovely park here, where there is a safe place for children to play. There are many fruit trees growing in the fields here, which provide food for local people. It is home to many species of beautiful birds and other animals. The loss of this area would have a devastating effect on the local school and community.)

### Independent Practice (12 minutes)

1. Ask pupils to copy the 'for' and 'against' columns into their exercise books.
2. **Say:** Look at the phrases we have underlined in the letter. Decide if each phrase is for or against the road. Write the sentences and phrases into the correct column in your exercise book.

**Closing** (6 minutes)

1. Ask pupils if they think the road is a good idea or a bad idea. Are they for or against the road?
2. Ask pupils to raise their hand and share their opinions.

*TEXT* Adapted from ESSPIN Literacy lesson plans, Primary 5, week 12

Dear Sir,

I am writing to complain about the plan to build a new road through the local area that is close to my home and my school.

Firstly, there is a lovely park here, where there is a safe place for children to play. Many of us go there to relax after school.




Secondly, there are many fruit trees growing in the fields here, which provide food for local people. Although I understand that the road will help businesses bring goods to the local area, surely local people are more important.

Furthermore, it is home to many species of beautiful birds and other animals. We often go there during our lessons at school to take part in outdoor learning. Do you really believe that building a road is more important than conserving wildlife?

I hope you can see that the loss of this area would have a devastating effect on the local school and community.

Yours faithfully,  
Bintu

<b>Lesson Title:</b> Identifying	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-048	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify main characters in the story.</p>		<p><b>Teaching Aids</b> Character pyramid at the end of the plan</p>		<p><b>Preparation</b> 1. Draw the character pyramid at the end of the plan on the board. 2. Write on the board: mheU, dreels, dlo.</p>
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**Opening (2 minutes)**

1. Point to the jumbled words on the board: mheU, dreels, dlo.
2. Ask pupils to unjumble the letters to make 3 words from the story about the boy who made wishes come true. (Answer: Umeh, elders, old)
3. **Say:** Today we are going to think about the characters from the story.

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

1. Ask pupils to look at the character pyramid on the board.
2. **Ask:** What belongs at the top of the pyramid? Raise your hand. (Answer: the name of the character)
3. **Ask:** What can you see in the middle of the pyramid? Raise your hand. (Answer: information about who the character is)
4. **Ask:** What can you see at the bottom of the pyramid? Raise your hand. (Answer: adjectives to describe the character)

**Guided Practice (10 minutes)**

1. Divide the class in half – left and right sides of the classroom.
2. **Say:** Half of you will make a character pyramid for Umeh. Half of you will make a character pyramid for the elders. Work in pairs. You have 5 minutes.
3. Make sure pupils understand and are doing the activity.
4. When pupils have finished, ask them to share their character pyramid with another pair sitting near them, who have the same character. Tell pupils to add any extra information to their own pyramid.
5. When pupils have finished, invite 2 groups to share their character pyramid with the whole class. (Example answers: Umeh – a boy from a poor village far away – kind, generous, angry, clever, Elders – old people from the village with rats – worried, greedy, scared)

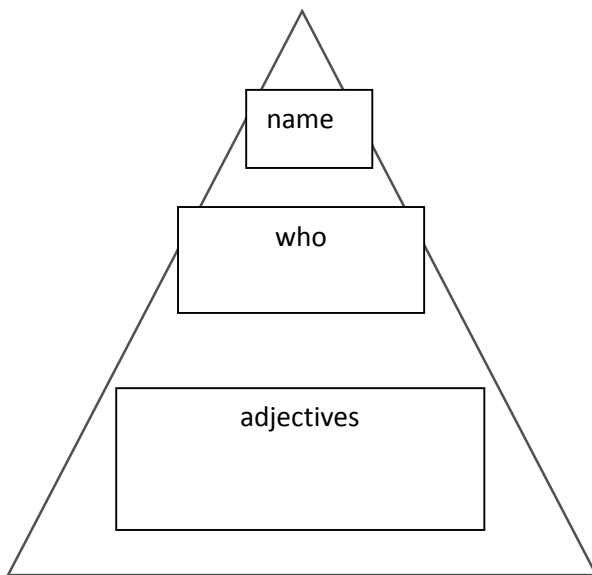
**Independent Practice** (10 minutes)

1. **Say:** Work in your pairs. Use your character pyramid to write a paragraph describing your character.
2. Remind pupils to check their spelling, punctuation and grammar.




**Closing** (5 minutes)

1. Invite 2 or 3 pairs to volunteer to read their paragraph to the whole class.

*CHARACTER PYRAMID*



<b>Lesson Title:</b> Expressing	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-049	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to express ideas on emerging issues.</p>		<p><b>Teaching Aids</b> Table at the end of the plan</p>		<p><b>Preparation</b> Write the table at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. Tell pupils that today we are going to think more about the problem of the road in Bintu's letter.

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

1. Ask pupils to look at the table on the board and to think about Bintu's letter.
2. **Ask:** Is Bintu for or against the road? Raise your hand if you think 'against'. (Answer: He is against the road.)
3. **Ask:** How about the businessmen? Are they for or against the road? Raise your hand if you think 'against'. (Answer: They are for the road.)
4. **Ask:** Why are the businessmen for the road? (Answer: The road will help businesses bring goods to the local area.)
5. **Say:** Pretend you are businessmen. You must fight for the road. Think of more reasons 'for' the road. Take 2 minutes to think.
6. Invite pupils to share their ideas.
7. Write their ideas in the 'for' column in the table. (Example answers: A new road will bring more people. A new road will make it easier to travel to the city.)

### Guided Practice (10 minutes)

1. Write on the board: Although the new road will bring goods to the local area, it will destroy the lovely park.
2. Ask pupils to read the sentence.
3. Invite a pupil to volunteer to point out the 'for' part of the sentence. Circle it.
4. Invite another pupil to volunteer to point out the 'against' part of the sentence. Underline it.
5. Draw a box around 'although'.
6. **Say:** When we are joining a positive and a negative idea, we start the sentence with 'although'. This shows we have thought about both ideas, but we really agree with the last part of the sentence. Look at my sentence again.
7. **Ask:** What is the last part of my sentence? (Answer: it will destroy the lovely park.)
8. **Ask:** So am I for or against the road? Raise your hand if you think 'against'. (Answer: against the road)



**Independent Practice (10 minutes)**

1. Ask pupils to work in pairs.
2. **Say:** Look at the ideas on the table. Together, write 3 more sentences using 'although' in your exercise books. Remember to discuss and put your opinion in the last part of the sentence.
3. Make sure pupils understand and are doing the activity.




**Closing (3 minutes)**

1. Ask 2 or 3 pupils to volunteer to read their sentences. Ask other pupils to listen and decide if they are for or against the road.

*TABLE*

	FOR	AGAINST
Although	The new road will help businesses bring goods to the local area.	There is a lovely park.  There are many fruit trees which provide food for local people.  It is home to many species of beautiful birds and animals.  The loss of this area would have a devastating effect on the local school and community.

<b>Lesson Title:</b> Reading	<b>Theme:</b> Creative Expression	
<b>Lesson Number:</b> L-05-050	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask and answer questions about a text exploring an emerging issue.</p>	 <p><b>Teaching Aids</b> Letter, questions, vocabulary activity and exercise at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the letter on the board. 2. Write on the board: the park, the wildlife, reason for writing, closing, the fields. 3. Write the questions on the board.</p>
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### Opening (1 minute)

1. Tell pupils that today we are going to look more carefully at Bintu's letter.

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

1. **Say:** Read the letter again. Match the headings (the park, the wildlife, reason for writing, closing, the fields) on the board with paragraphs from the letter.
2. Give pupils time to read the letter and match the headings.
3. Invite different pupils to point out the headings that match the different paragraphs.
4. Write the correct headings next to each paragraph. (Answers: reason for writing, the park, the fields, the wildlife, closing)
5. **Say:** Bintu's letter is very well organised. In each paragraph in the body of the letter Bintu looks at the effects of the road on a different part of the village.

### Guided Practice (10 minutes)

1. **Say:** Work in pairs. I am going to ask you a question. Discuss it with your partner and then raise your hand to share your ideas with the rest of the class.
2. **Ask:** Do you agree with Bintu or the businessmen?
3. Give pupils 1 minute to discuss and then ask them to share out. (Example answers: Bintu, the businessmen)
4. Repeat this with the following questions:
  - a. Why do you agree with Bintu or the businessmen? (Example answers: I agree with Bintu because I think the park is more important than what the businessmen want. I agree with the businessmen because children can play in other parks. The road is important to bring more goods to us.)
  - b. If you were Bintu and heard that the road was being built even after you sent the letter, what would you do? (Example answers: I would organise a protest in the park. I would tell other people to write letters too.)

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

1. Ask pupils to work in pairs.
2. Point to the questions on the board.
3. **Say:** Write the answers to these questions in your exercise books. You have 6 minutes.
4. While pupils are working, write the vocabulary activity at the end of the lesson plan on the board.
5. Ask pupils to raise their hand to share their answers.
6. Write the answers on the board and ask pupils to check their work. (Answers: a. his local government, b. no, c. informal, d. to tell the local government not to build the road)

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

1. Ask pupils what they would like to write to their local government about.

*TEXT (Adapted from Literacy lesson plans, Primary 5, week 12, Lagos State Government)*

Dear Sir,

I am writing to complain about the plan to build a new road through the local area that is close to my home and my school.

Firstly, there is a lovely park here, where there is a safe place for children to play. Many of us go there to relax after school.

Secondly, there are many fruit trees growing in the fields here, which provide food for local people. Although I understand that the road will help businesses bring goods to the local area, surely local people are more important?

Furthermore, it is home to many species of beautiful birds and other animals. We often go there during our lessons at school to take part in outdoor learning. Do you really believe that building a road is more important than conserving wildlife?

I hope you can see that the loss of this area would have a devastating effect on the local school and community.




Yours faithfully,

Bintu

### **QUESTIONS**

- a. Who is Bintu writing to? (his teacher, his friend, his local government)
- b. Does Bintu know this person?
- c. Is this letter formal or informal?
- d. What is the purpose of this letter?

<b>Lesson Title:</b> Writing Reported Speech	<b>Theme:</b> Structure in English	
<b>Lesson Number:</b> L-05-051	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using reported speech.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> 1. Draw a girl and a boy on the board. 2. Write the two questions on the board: a. How old are you? b. What food do you like?</p>
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### Opening (1 minute)

1. Point to the drawings on the board. **Say:** This is Marie, this is Omar. They are meeting for the first time.
2. **Ask:** What kind of things can Marie tell Omar about herself? (Example answers: age, where she lives, how many brothers and sisters she has, likes/dislikes)
3. **Say:** Today we will learn how to tell someone something that another person has said.

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

1. Ask 2 pupils to volunteer to come to the front of the class. Call one 'Marie' and the other pupil 'Omar'.
2. Tell Marie to tell Omar that she is 10 years old – Marie: I am 10 years old.
3. Write on the board 'Marie: I am 10 years old'.
4. Tell Marie to tell Omar that she has 2 sisters and 1 brother – Marie: I have 2 sisters and 1 brother.
5. Tell Marie to tell Omar that she likes mangoes – Marie: I like mangoes.
6. Write on the board 'Marie: I like mangoes'.
7. Tell pupils to copy the two sentences in their exercise books.
8. Write the sentences on the board and ask the pupils to copy them in their exercise books.
9. Draw another girl on the board.
10. **Say:** This is Fatu. She is friends with Omar. After Omar met Marie he went to visit Fatu. Fatu wants to know more about Marie, so Omar tells her.
11. **Say:** This is called reported speech. When you tell someone what another person said, you are reporting it.
12. Write: 'Reported speech' on the board.
13. Point to the first sentence: I am 10 years old. **Say:** Let us turn this into reported speech.
14. Write: Marie said that she was 10 years old.
15. **Say:** The rules to convert a dialogue into reported speech are:
  - a. Write the name of the person who said the dialogue. (Underline the word 'Marie'.)
  - b. Write the words 'said that'. (Underline 'said that')
  - c. Add the pronoun for the person who said the dialogue – he or she. (Underline 'she'.)
  - d. Change the verb to simple past because she said the dialogue in the past. (Underline 'was'.)

- e. Write what the person said. (Underline '10 years old'.)
16. Point to the first sentence: I like mangoes. **Say:** Let us turn this into reported speech.
  17. **Say:** Let us make the reported speech sentences together. Raise your hand to answer.
  18. **Ask:** What will be the first word in the sentence? Who said 'I like mangoes'? (Answer: Marie)
  19. Write: Marie.
  20. **Ask:** What comes next? Can you find a clue from the first sentence we did? (Answer: said that)
  21. Write: said that.
  22. **Ask:** What comes next? Can you find a clue from the first sentence we did? (Answer: she)
  23. Write: she.
  24. **Ask:** What comes next? Can you find a clue from the first sentence we did? (Answer: liked)
  25. Write: liked.
  26. **Ask:** What comes next? What did Marie say she liked? (Answer: mangoes)
  27. Write: mangoes.
  28. Read the whole sentence with the class: Marie said that she liked mangoes.

### **Guided Practice** (6 minutes)

1. **Say:** Get into pairs and ask your partner 'How old are you?' and answer the question with 'I am \_\_\_\_ years old'.
2. Give pupils time to ask each other and answer.
3. Write your partner's response in your exercise book.
4. Ask your partner 'What food do you like?' and answer the question with 'I like \_\_\_\_.'
5. Write your partner's response in your exercise book.




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

1. **Say:** Now I want you to convert your partner's response to reported speech. Use the examples on the board to help you. You have 8 minutes for both sentences.
2. Walk around and help pupil with spellings if needed.

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

1. Invite as many pupils as possible to tell you their sentences. (Example answers: Amina said that she was 12 years old. Amina said that she liked rice.)
2. Correct any mistakes.

<b>Lesson Title:</b> Speaking Reported Speech	<b>Theme:</b> Structure in English	
<b>Lesson Number:</b> L-05-052	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to make requests using reported speech.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Draw a girl and a lady on the board.</p>
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### Opening (1 minute)

1. Point to the drawings. **Say:** This is Georgieta, this is Ma Hassanatou. Ma Hassanatou is very old and can't walk far, so Georgieta is going to help her. We are going to help Georgieta with her English.

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

1. **Say:** Ma Hassanatou needs Georgieta to buy some rice and take a letter to the post office. What does Ma Hassanatou say to Georgieta? Raise your hand.
2. Write the answers on the board and ask the pupils to copy them in their exercise books. (Answers: Buy me some rice. Take a letter to the post office.)
3. **Ask:** Georgieta is in the market. What does she say to the owner of the rice stall?
4. Write on the board: Ma Hassanatou asked me to buy some rice.
5. **Ask:** What did Ma Hassanatou say to Georgieta? Raise your hand. (Answer: Buy me some rice.)
6. Remind pupils of the rule to use: Person + asked me + to + verb in simple past tense....
7. **Ask:** What does Georgieta say at the market?
8. Read together from the board: Ma Hassanatou asked me to buy some rice.
9. **Ask:** What tense is that in? Raise your hand. (Answer: simple past.)
10. **Say:** Ma Hassanatou is not in the market, so Georgieta uses the simple past.
11. **Ask:** Georgieta is in the post office. What does she say? Raise your hand.
12. Write the answer on the board and ask pupils to copy it. (Answer: Ma Hassanatou asked me to post her letter.) Now she is in the pharmacy.
13. **Say:** This is called reported requests. When you tell someone what another person asked for, you are reporting it. So, reported requests.

### Guided Practice (12 minutes)

1. **Say:** Georgieta also does things for Pa Patrick. Now I want you to write Pa Patrick's requests
2. Here are some things that Pa Patrick asked Georgieta to do.
3. Write on the board: Buy 4 mangoes. Pay electricity bill. Post a letter.
4. **Say:** Work with a partner and write what Pa Patrick asks Georgieta to do. You have 3 minutes.
5. Give the pupils time to think and write. Check they understand the task and are doing it.
6. Invite pupils to answer. Write their answers on the board. (Answers: Buy 4 mangoes. Pay the electricity bill. Post a letter)

7. **Say:** Now I want you to write what Georgieta says when she goes to do these things. Let us do the first one together.
8. **Say:** Pa Patrick asks Georgieta – Buy 4 mangoes. Imagine Georgieta goes to the market and tells fruitseller what Pa Patrick asked her to do.
9. **Ask:** What will be the reported request? Raise your hand.
10. Write the answer on the board. (Answer: Pa Patrick asked me to buy 4 mangoes.)
14. Explain the rule again: Person + asked me + to + verb in simple past tense....




#### **Independent Practice** (8 minutes)

1. **Say:** Now I want you to work with your partner and write the reported requests for the remaining two sentences:
  - a. Pay the electricity bill.
  - b. Post a letter.
2. Write the two sentences on the board.
3. **Say:** You have 6 minutes. Remember to start with the name of the person who said the request.
4. Make sure pupils understand the task.

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

1. Check the answers with the whole class. Ask pupils to share their answers. (Answers: Pa Patrick asked me to pay the electricity bill. Pa Patrick asked me to post a letter.)
2. Write the answers on the board and ask pupils to check their work.

<b>Lesson Title:</b> Reading: Personal Experience	<b>Theme:</b> Structure in English	
<b>Lesson Number:</b> L-05-053	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to relate reading to personal experience.</p>		<p><b>Teaching Aids</b> Story and questions at the end of the plan</p>		<p><b>Preparation</b> 1. Write the story at the end of the plan on the board. 2. Write the questions at the end of the plan on the board.</p>
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### Opening (1 minute)

1. **Ask:** Are you afraid when you have to do something new? What kind of situations can make people scared?
2. Listen to pupils' answers.
3. **Say:** Today we are going to read about Barrie and what he was afraid of.

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

1. **Say:** I'm going to read the story on the board to you. While I am reading follow along and try to find the answer to this question: Why was Barrie afraid?
2. Read the story out loudly and slowly.
3. **Ask:** Why was Barrie afraid? Raise your hand. (Answer: because he was going to a new school and didn't have friends there)
4. **Say:** I'm going to read the story again. This time try to find the answer to this question: Why did Barrie feel better at the end?
5. Read the story out loudly and slowly.
6. **Ask:** Why did Barrie feel better at the end? Raise your hand. (Answer: because a girl smiled at him)

### Guided Practice (10 minutes)

1. Read the questions on the board one at a time. Give pupils 1 minute to think.
2. Ask pupils to raise their hand to answer.
3. Invite different pupils to answer. (Answers: a. get out of bed, b. because his family had moved to a new town, c. 70, d. because he was afraid to look at the boys and girls)



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

1. **Say:** Now I want you to work in pairs. Tell your partner about a time when you were scared. What was the problem? What happened? Did you feel better in the end like Barrie? You have 8 minutes to talk to each other.
2. Give the pupils time to talk. Check they understand and are doing the task.

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

1. Invite as many pupils as possible to tell you their story.




### *TEXT*

Yesterday Barrie started going to a new school. He was very afraid. He didn't want to get out of bed and he couldn't eat his breakfast. His family moved to a new town and he didn't know anyone. All of his friends were in his old school. His mother walked with him to the school and when they went into the class Barrie saw 70 faces he didn't know. They all looked at him. His mother left him in the class and the teacher told him where to sit. Barrie sat down and looked at the desk. He was afraid to look at the other boys and girls. The teacher started the lesson. He looked at the girl next to him and she smiled. He smiled back. Maybe everything would be okay after all.

### *QUESTIONS*

- a. What didn't Barrie want to do before school?
- b. Why didn't he know anyone?
- c. How many pupils did he see in the class?
- d. Why do you think Barrie looked at the desk?

<b>Lesson Title:</b> Reading: Text-Text Connections	<b>Theme:</b> Structure in English	
<b>Lesson Number:</b> L-05-054	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to relate reading to other texts.</p>		<p><b>Teaching Aids</b> Story and questions at the end of the plan</p>		<p><b>Preparation</b> 1. Write the story at the end of the plan on the board. 2. Write the questions at the end of the plan on the board.</p>
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### Opening (1 minute)

1. **Ask:** Do you remember Barrie from the last lesson? What was he afraid of? (Answer: starting a new school)
2. **Say:** Today we are going to read more about Barrie and the school.

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

1. **Say:** In a minute we are going to read a story, but first I want you to raise your hand and help me with some words.
2. **Ask:** What do you call this verb? (Knock on the door or a table). (Answer: to knock)
3. **Ask:** What is a verb for having a good time? (Answer: to enjoy something)
4. **Ask:** What is an adjective for when something is new and good to eat? (Answer: fresh)
5. Write the words on the board and get the pupils to copy them in their exercise books.
6. **Say:** I'm going to read the story on the board to you. While I am reading follow along and try to find the answer to this question: Why is Barrie happy now?
7. Read the story out loudly and slowly.
8. **Ask:** Why is Barrie happy now? (Answer: because he has lots of friends and likes his school)

### Guided Practice (10 minutes)

1. Read the questions on the board one at a time. Give pupils 1 minute to think.
2. Ask pupils to raise their hand to answer.
3. Give the pupils time to read and write the answers.
4. Invite different pupils to answer. (Answers: a. He knocked on his door. B. Because he was talking and laughing with his friends, c. No, because they finished it. D. She is the girl who smiled at him on the first day.)

### Independent Practice (10 minutes)

1. Write the sentence frame on the board: Before Barrie \_\_\_\_\_, and later he \_\_\_\_\_.
2. **Say:** Use this sentence frame to compare today's story with the last one. For example, 'Before Barrie did not want to go to school, and later he wanted to go to school'.
3. Write the sentence on the board.

4. **Say:** Now I want you to work in pairs. I want you to compare today's story with the last one. Say what is different. Discuss and write 2 different things. You have 5 minutes.
5. Give the pupils time to talk and write. Check they understand and are doing the task.

**Closing** (4 minutes)

1. Invite as many pairs as possible to tell you differences in the stories. (Example answers: Before Barrie walked to school with his mum, and later he ran with his friend. Before Barrie was afraid to speak, and later he could not stop speaking.)




**STORY**

Barrie was very happy. This was the last day of school and the next day the summer holidays started. He knocked on the door of his friend Yusuff's house and they ran to school together. When they got to the classroom Barrie sat down with the 70 other pupils. After five minutes the teacher had to tell him to be quiet because he couldn't stop talking and laughing with his friends. He enjoyed the lesson and they finished the book they were reading. At the end of school Barrie took a fresh orange from his bag and gave it to Christiana, the girl beside him. 'Thank you,' he said. 'You were the first person to smile at me and make me happy to be in this class and now I have many friends and I love it here.'

**QUESTIONS**

- a. How did he find Yusuff in the morning?
- b. Why did the teacher tell Barrie to be quiet?
- c. Will they have the same book next term?
- d. Who is Christiana?

<b>Lesson Title:</b> Vocabulary: Using Context	<b>Theme:</b> Structure in English	
<b>Lesson Number:</b> L-05-055	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to determine meaning of words from context</p>		<p><b>Teaching Aids</b> 1. Text at the end of the plan 2. Word Meaning table at the end of the plan</p>		<p><b>Preparation</b> Write the text and the Word Meaning table at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What do you do if you don't know a word in a sentence? (Example answers: ask someone, check a dictionary)
2. **Ask:** What do you call it when a person is not happy because something bad happened? Maybe they are crying, or their mouth is down like this (make a sad face.) (Answer: sad)
3. **Ask:** How did you know what the word was? (Answer: guessing from the description and the sad face.)
4. **Say:** Today we are going to look at guessing the meaning of words.

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

1. Point to the text. **Say:** Read the text and answer the question: How many friends does Victor have?
2. Give pupils time to read.
3. **Ask:** How many friends does Victor have? Raise your hand. (Answer: 6)
4. Point to the 'Word' column in the Word Meaning table on the board.
5. Invite pupils in the front row to come to the board and circle or underline the words.
6. **Say:** Look at the 'Meaning' column in the table. They are the meanings of the 7 words in the text. They are all words to describe people.
7. Do one example with the pupils. Read: Someone who always happily gives things to people.
8. **Ask:** Which word do you think this matches? Raise your hand. (Answer: 7. Generous)
9. **Ask:** Who was generous in the story? Raise your hand. (Answer: Unisa)

### Guided Practice (10 minutes)

1. Work in pairs. Read the text and then read the meanings and see if you can match the words to their meanings. The reading text will help you. You have 8 minutes.
2. Give the pupils time to read and match.
3. Ask the pupils to raise their hand to share answers. (Answers: b-4, c-1, d-2, e-5, f-3, g-6)

### Independent Practice (12 minutes)

1. **Say:** I am going to read you a description of 7 people. You have to listen carefully and write one of our new words for each person. I will read the descriptions 2 times. Work alone.

2. Read the descriptions 2 times:
  - a. Suzan studies all the time. She wants to get a good job as a manager when she leaves school.
  - b. Abraham is always angry. He shouts at children playing football in the street every day.
  - c. Unisa is very clever. He always gets very good marks at school.
  - d. Lucy likes to give her friends things. She cooks food for them or gives them fruit from her garden.
  - e. Doris is not afraid of anything. She would not even run away from a lion.
  - f. Musa is always on time. He never forgets to do things and he always remembers what he promises.
  - g. Barrie speaks all the time. He always has a story to tell.
3. **Say:** Check the answers with your partner. You have 1 minute.
4. Give the pupils time to check.
5. **Ask:** Who can tell me the answers? (Answers: a-ambitious, b-bad-tempered, c-intelligent, d-generous, e-brave, f-reliable, g-talkative)

**Closing (1 minute)**

1. Say: When you read something and you don't know the meaning of a word you should look for clues in the text to help you.




*TEXT: MY FRIENDS*

Hi. I am Victor. I have a lot of friends and they are very nice. There is Tejan who is very talkative. He's always telling me about everything. There is Unisa who buys me sweets. He is very generous. Then, there is Doris. She's always studying. She's very clever. She is very ambitious too. She says she's going to be a politician. Then, there is Suzan. She is very brave. Once, she once stopped a dog from biting me. Finally, there is Jesse. If Jesse says he will give me a book to read or walk home with me, he does it. I can count on Jesse! I am lucky to have these friends. I am happy that my friends are nice.

*WORD MEANING TABLE*

<i>Meaning</i>		<i>Word</i>
a. Someone who always happily gives things to people.	1.	brave
b. Someone who wants to have a good job, so studies or works hard.	2.	reliable
c. Someone who is not afraid of things.	3.	bad-tempered
d. Someone who always does what he says.	4.	ambitious
e. Someone who speaks a lot.	5.	talkative
f. Someone who is often angry.	6.	intelligent
g. Someone very clever.	7.	generous

<b>Lesson Title:</b> Writing: Informal Letters	<b>Theme:</b> Writing Skills	
<b>Lesson Number:</b> L-05-056	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write informal letters.	 <b>Teaching Aids</b> Letter template at the end of the plan	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Ask:** Before phones and the Internet, if someone wanted to give some news to a friend who lived far away, how do you think they did it? (Answer: letter)
2. **Ask:** Do you think this should be formal or informal? (Answer: informal)
3. **Say:** Today we are going to write an informal letter.

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

1. **Say:** To write an informal letter we need: address, date, greeting, introduction, body, ending, closing, and signature.
2. Write this list of things on the board.
3. Draw a rectangle on the board.
4. **Say:** This is the letter. Where do you think things go? Raise your hand to answer.
5. As pupils answer, fill up the rectangle on the board to make a full template.
6. **Ask:** Where do we write the address in an informal letter? Raise your hand. (Answer: top right)
7. **Ask:** Where do we put the date? (Answer: under the address)
8. **Ask:** Where do we write the greeting? (Answer: left side under the date)
9. **Ask:** What comes next? (Answer: introduction, body, ending)
10. **Ask:** What are the last things? (Answers: closing and signature)
11. Ask the pupils to copy the template in their exercise books.
12. Give pupils time to copy. Check they understand and are doing the task.

### Guided Practice (10 minutes)

1. **Say:** Today we are going to write a letter to a friend about our class. Let us write our school address where the address has to go, followed by the date.
2. Write the school address and date on the board.
3. For the greeting we start with 'Dear...'
4. Ask pupils to choose a name.
5. Write this on the board.
6. **Ask:** What could we put in the introduction? (Example answer: I hope you are well. I want to tell you about my class.)
7. Write the sentences on the board.
8. **Say:** We are going to complete the body of the letter later so leave a big space.
9. **Ask:** What do we write at the end? (Example answer: Please write to me soon and tell me about your class.)

10. Write this on the board.
11. **Ask:** What do we write for the closing? (Example answers: Love, Love from, See you soon...)
12. Write this on the board.
13. **Ask:** Do we sign our full name or only our first name? (Answer: first name)
14. **Say:** Okay, you will write your name here.
15. **Say:** Copy this information, in the given format into your exercise books and leave a space for the body.

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Write the body of the letter. What do you want to say about your class? (Example answers: how many pupils, how many girls, how many boys, what subjects you study, information about your teacher, and so on.)
2. **Say:** You have 9 minutes to discuss and write as much as you can in the body of the letter.
3. Give the pupils time to discuss and write.




**Closing** (4 minutes)

1. Invite as many pairs as possible to read what they wrote.

*LETTER TEMPLATE*

	Address
	Date
Dear.....	
Introduction	
Body	
Ending	
Closing	

<b>Lesson Title:</b> Writing: Semi-Formal Letters	<b>Theme:</b> Writing Skills	
<b>Lesson Number:</b> L-05-057	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write semi-formal letters.	 <b>Teaching Aids</b> Letter template at the end of the plan	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Ask:** In the last lesson what kind of letter did we write? (Answer: informal)
2. **Ask:** What kind of letter do we write to someone we know, who is not a close friend? (Answer: semi-formal)
3. **Say:** Today we are going to write a semi-formal letter.

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

1. **Ask:** We need the same things in a semi-formal letter as in an informal letter, what are they? (Answer: address, date, greeting, introduction, body, ending, closing, signature)
2. **Say:** The difference between a semi-formal letter and an informal letter is the language. In an informal letter you can say anything you like because it is to a close friend. In a semi-formal letter we have to be more polite.
3. **Say:** Write your address and the date in the correct place on a page in your exercise book. You have 2 minutes.
4. Give the pupils time to write.
5. **Ask:** What can we write for the greeting? (Answer: Dear...)
6. **Say:** Write the greeting in the correct place. We are writing to Mr. Allen. You have 1 minute.
7. Give the pupils time to write.

### Guided Practice (10 minutes)

1. **Say:** We want to invite Mr. Allen to a concert at our school.
2. **Ask:** What could we put in the introduction? Raise your hand. (Example answer: We hope you are well. We want to invite you to a concert at our school.)
3. Write the sentences on the board.
4. **Say:** We are going to do the body later so leave a big space.
5. **Ask:** What do we write in the ending? Raise your hand. (Example answer: Please come to the concert, we will be very happy to see you.)
6. Write the sentences on the board.
7. **Ask:** What do we write for the closing? (Example answers: best wishes; warm regards)
8. **Ask:** What do we sign? (Answer: first and second name, name of class)
9. Write the closing and sign these on the board.



10. Ask the pupils to copy from the board into their exercise books.

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Write the body of the letter.
2. **Ask:** What do you want to say to Mr. Allen? (Example answers: date and time of concert, where to come, what the concert will be.)
3. **Say:** You have 9 minutes to discuss and write as much as you can in the body of the letter.
4. Give the pupils time to discuss and write.




**Closing** (4 minutes)

1. Invite as many pairs as possible to read what they wrote.

*LETTER TEMPLATE*

	Address
	Date
Dear.....	
Introduction	
Body	
Ending	
Closing	

<b>Lesson Title:</b> Conjunctions and Compound Sentences	<b>Theme:</b> Writing Skills	
<b>Lesson Number:</b> L-05-058	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify conjunctions we use to create compound sentences.</p>	 <p><b>Teaching Aids</b> Exercise 1 at the end of the plan</p>	 <p><b>Preparation</b> 1.. Write the example sentences (see 'Introduction to the New Material' section) on the board. 2. Write 'Exercise 1' on the board (see end of plan).</p>
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### Opening (1 minute)

1. **Say:** Raise your hand if you:
  - a. Like fruit.
  - b. Like vegetables.
  - c. Have a schoolbag.
  - d. Have a shopping bag.
  - e. Have a bike.
  - f. Have a motorbike.
2. **Say:** Today we are going to learn about putting 2 answers together.

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

1. Point to these example sentences on the board:
  - a. My dog is friendly and my cat is friendly too.
  - b. He eats mangoes or bananas for breakfast.
  - c. She likes pink but she does not like blue.
  - d. I ran to school today because I was late.
2. Read the first sentence from the board.
3. **Ask:** In the first sentence is only one animal friendly? Raise your hand. (Answer: no)
4. **Ask:** Are the two animals friendly? Raise your hand. (Answer: yes)
5. **Say:** We use 'and' when we are talking about two or more things in a list.
6. Underline 'and' in the sentence.
7. Read the second sentence from the board.
8. **Ask:** In sentence b., does 'he' eat two things for breakfast or one? (Answer: one)
9. **Say:** We use 'or' when there is a choice.
10. Underline 'or' in the sentence.
11. Read the third sentence from the board.
12. **Ask:** In sentence c., does 'she' like two things or one? (Answer: one)
13. **Say:** We use 'but' when something is opposite, for example 'like' 'does not like'.
14. Underline 'but' in the sentence.
15. Read the fourth sentence from the board.
16. **Ask:** In sentence d. 'I ran to school' is the action what is 'I was late'? (Answer: why he ran/the reason)

17. **Say:** We use 'because' when we are saying why something happened.
18. Underline 'because' in the sentence.
19. **Say:** These are called 'conjunctions' or 'joining words'.
20. Write 'conjunctions' on the board and ask pupils to repeat the word.

**Guided Practice** (10 minutes)

1. Ask pupils to copy the sentences in their exercise books and underline the conjunctions.
2. Give the pupils time to write.
3. Ask pupils to get into pairs.
4. Say the conjunctions one-by-one (and, or, but, because) and ask pupils to work in pairs to make sentence using the word.
5. Give pupils 1 minute to discuss each sentence.
6. Ask them to volunteer to share their sentences.
7. Correct any mistakes.

**Independent Practice** (10 minutes)

1. Point to Exercise 1 on the board. Ask pupils to copy it in their exercise books.
2. **Say:** Put and, or, because, but in the gaps. Read carefully and decide which one to write in each sentence. You have 8 minutes.
3. Give the pupils time to write.
4. Ask pupils to raise their hand to share answers.
5. Fill the correct answers on the board. Ask pupils to correct their work. (Answers: a. but, b. because, c. and, d. or)




**Closing** (4 minutes)

1. Invite as many pupils as possible to read out their sentences from Exercise 1.

**EXERCISE 1**

- a. She has a bike ..... she does not have a car.
- b. He got an A in the test ..... he studied very hard.
- c. I have a phone ..... a computer.
- d. You can take one, the pen ..... the pencil.

<b>Lesson Title:</b> Conjunctions and Compound Sentences (Continued)	<b>Theme:</b> Writing Skills	
<b>Lesson Number:</b> L-05-059	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to combine simple sentences to create compound sentences.</p>		<p><b>Teaching Aids</b> Exercise 1 at the end of the plan</p>		<p><b>Preparation</b> Write Exercise 1 on the board (see end of plan).</p>
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### Opening (2 minutes)

1. **Ask:** Can you remember the conjunction or joining words we used in the last lesson? What were they? Raise your hand. (Answers: and, but, because, or)
2. **Say:** Today we are going to practise using them.

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

1. **Ask:** Who can tell me 2 things they have with them today? Raise your hand. (Example answer: exercise book, pen, bag, pencil, book)
2. **Ask:** How can we make this into a sentence using a conjunction? Raise your hand. (Example answer: He has an exercise book and a pen.)
3. Write the sentence on the board.
4. **Ask:** What can you use when you are writing? (Answer: I can use a pencil or a pen.)
5. Write the sentence on the board.
6. **Ask:** Why was Fatmata late for school? (Example answer: She was late because she got up late.)
7. Write the sentence on the board.
8. **Ask:** Emmanuel eats mangoes. He doesn't eat pineapples. Why is this? (Answer: He likes mangoes but he does not like pineapples.)
9. Write the sentence on the board.
10. Read all the sentences again and underline the conjunction words.

### Guided Practice (12 minutes)

1. Point to the exercise on the board. Ask pupils to copy it in their exercise books.
2. **Say:** Write the end of the sentences. Check that the whole sentence makes sense. Work alone. You have 4 minutes to write.
3. Give the pupils time to do the exercise. Check they understand the task and are doing it.
4. Invite 4 different pupils to volunteer to share their answers. (Answers will all be different. Example answers: a. She has a cat but she doesn't have a dog. b. He likes rice and cassava. c. They are going to Freetown because they want to visit their friends. d. You can sit there or here.)
5. Invite as many correct answers as you can from the pupils.

**Independent Practice** (12 minutes)

1. **Say:** Work in pairs. Listen to me. When I say 'and', discuss and think of a sentence with 'and' in it. Do the same when I say 'or', 'because' and 'but'. When you have a sentence put your hands up to see which pair gets a correct sentence first.
2. Say one of the words (and, but, because, or).
3. Tell the pupils to discuss and think of a sentence then put their hands up.
4. Choose 3-4 pairs to share a sentence for each word. Correct their response if needed.
5. Repeat as many times as possible.




**Closing** (1 minute)

1. **Ask:** Can someone think of a sentence using two conjunction words? Raise your hand to answer.
2. Take as many answers as possible. (Example answer: I like apples and oranges but I do not like grapes.)

*EXERCISE 1*

- a. She has a cat but
- b. He likes rice and
- c. They are going to Freetown because
- d. You can sit there or

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Writing Skills	
<b>Lesson Number:</b> L-05-060	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use question tags in everyday communication.</p>	 <p><b>Teaching Aids</b> Exercise 1 from the end of the plan</p>	 <p><b>Preparation</b> 1. Draw a girl on the board. Write 'Kenya' beside her. Draw a boy on the board and write 'Nigeria' beside him. Draw a man and a woman together. Write 'Liberia' beside them. 2. Write Exercise 1 on the board (see end of plan).</p>
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### Opening (1 minute)

- Ask:** What question do I ask if I want to know where someone is from? Raise your hand.  
(Answer: Where is he/she from?)
- Say:** Today we are going to look at a different way of asking questions.

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

- Point to the pictures on the board. **Say:** These are some people I met in the city. I don't know them very well but my friend does. I think I know which countries they come from so I want to ask her to check if I am right. I could ask 'Where does she come from?' But I think I know the answer so I can ask something else. I can say – 'She's from Kenya, isn't she?'
- Ask:** Do I think I know where she is from? Raise your hand. (Answer: Yes.)
- Ask:** Do I think she is from Nigeria? Raise your hand. (Answer: No.)
- Ask:** Do I think she is from Kenya? Raise your hand. (Answer: Yes.)
- Ask:** Am I checking? Raise your hand. (Answer: Yes.)
- Say:** That is why I ask, 'She's from Kenya, isn't she?'
- Ask pupils to repeat as a whole class.
- Say:** The 'isn't it?' at the end is called a question tag because it changes the sentence into a question.
- Write the heading 'Question tags' on the board.
- Ask:** How can I ask about the boy using a question tag? Raise your hand. (Answer: He's from Nigeria, isn't he?)
- Ask:** He's from Nigeria, isn't he?
- Ask pupils to repeat as a whole class.
- Ask:** How can I ask about the man and the woman? Raise your hand. (Answer: They're from Liberia, aren't they?)
- Ask:** They're from Liberia, aren't they?
- Ask pupils to repeat as a whole class.
- Ask:** How can I ask about you? Raise your hand. (Answer: You're from Sierra Leone, aren't you?)
- Ask:** You're from Sierra Leone, aren't you?
- Ask pupils to repeat as a whole class.

### Guided Practice (10 minutes)

1. Ask pupils to copy the question tags in their exercise books.
2. Give the pupils time to write.
3. Ask pupils to get into pairs.
4. **Say:** I meet my friend in the market. I think it was her birthday yesterday but I am not sure. What will I ask her, using a question tag? Raise your hand.
5. Give pupils 1 minute to discuss.
6. Ask pupils to raise their hand to answer. (Answer: It was your birthday yesterday, wasn't it?)
7. **Say:** I tell my friend that I will meet him at 5.15pm to go to church together. I call him at 5.10pm to check whether he is ready. What will I ask him, using a question tag? Raise your hand.
8. Give pupils 1 minute to discuss.
9. Ask pupils to raise their hand to answer. (Answer: You are ready, aren't you?)

### Independent Practice (10 minutes)

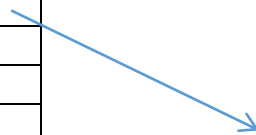
1. Point to Exercise 1 on the board. Ask pupils to copy these sentences in their exercise books.
2. **Say:** You have to match the sentences to the correct question tag and write the correct answer. Do not make the table. Just write the whole sentence. Check that the tag question makes sense. You are working alone. You have 8 minutes to do the exercise.
3. Give the pupils time to do the exercise. Check they understand the task and are doing it.
4. **Ask:** Who can give me their answers? Raise your hand. (Answers: 1. She's 18, isn't she? 2. They're married, aren't they? 3. I'm clever, aren't I? 4. You're from Freetown, aren't you? 5. We're early, aren't we? 6. He's tall isn't he? 7. It's 10 o'clock, isn't it?)

### Closing (4 minutes)

1. Ask pupils to swap notebooks and correct each other's work.
2. Give pupils time to review their work and make corrections, if needed.

### EXERCISE 1

1. She's 18,		aren't they?
2. They're married,		aren't you?
3. I'm clever,		isn't he?
4. You're from Freetown,		isn't she?
5. We're early,		isn't it?
6. He's tall,		aren't I?
7. It's 10 o'clock,		aren't we?













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