



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**4**  
CLASS

**2**  
TERM



## Foreword

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

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

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

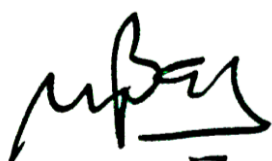
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology

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# Introduction

## to the Lesson Plan Manual

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

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

<b>Lesson Title:</b> Answering 'Why' Questions	<b>Theme:</b> Expressing Opinions	
<b>Lesson Number:</b> L-04-061	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer 'why' questions about a passage by inferring.	 <b>Teaching Aids</b> Story: Decision (at the end of the lesson plan)	 <b>Preparation</b> None
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**Note:** In this lesson pupils answer questions about a story. Some answers are in the story, some answers are not. Pupils must use what they know about real issues facing communities to answer. Accept and talk about all suggestions.

**Opening (2 minutes)**

1. Greet pupils and **write** the date on the board.
2. **Say:** Today we are going to answer questions about a story.
3. **Write** on the board: My village had many problems.
4. **Say:** This is the first line of a story.
5. **Ask:** What problems can a village have? Raise your hand to answer. Pupils suggest problems. (Example answers: water shortage, not enough books in schools)

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

1. Read the first paragraph of the story (from 'We made a long line ...' to '... carelessly'). Read slowly and clearly.
2. Explain the story using actions, pictures or explanations. (Possible new words – fetch – to get; locked – closed with a lock and key; roamed – walked around; fence – a wall wooden structure separating 2 houses; donated – gave free of cost for a good cause; thieves – people who steal; dropped out – leave in the middle without completing; maids – women who do household work in other people's houses)
3. **Ask:** What problems did the village have? Raise your hand to answer. (Answers: water shortage, food shortage, thieves, children left school, young girls had to work as maids, young boys roamed the streets or worked in other people's farms, rubbish and broken glass thrown everywhere)
4. Read the second paragraph of the story (from 'Then one day ...' to the end). Read slowly and clearly.
5. **Ask:** How did the people in the village solve their problems? Raise your hand to answer. (Answer: They had a meeting. They decided to work together to solve the problems.)
6. Read the story again.

**Guided Practice (6 minutes)**

1. **Say:** People in the village made a long line to fetch water.
2. **Ask:** Why? Raise your hand to answer. (Answer: because there was only one tap)
3. **Say:** People in the village locked their houses early.
4. **Ask:** Why? Raise your hand to answer. (Answer: because of thieves)
5. **Say:** There was only one tap. Why? Raise your hand to answer.



6. **Ask:** Can we answer this question from the story? (Answer: No.)
7. Explain that the answer is not in the story. Pupils must think about the answer and give reasons.
8. Guide pupils to suggest reasons. (Example answers: There was not enough money for more taps. There was only one well.)
9. **Say:** There were thieves... **Ask:** Why? Raise your hand to answer. Pupils suggest reasons. (Example answers: There was no respect. People had no money. There was no work.)
10. **Say:** We can ask a lot of questions when we read or listen to a story. This can help us to understand the story more. Sometimes it can make us think about our own lives and communities too.

### Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** The children dropped out of school. **Ask:** Why? **Say:** Work in pairs to think of an answer. When you are ready, raise your hands.
3. Have pairs volunteer to answer.
4. Repeat with these questions:
  - Young girls worked as maids in other villages. Why?
  - Young boys roamed around the village. Why?
  - When the wind blew, waste paper hung on trees and fences. Why?
  - People were cut by glass. Why?
5. Have different pairs volunteer to answer each time.

### Closing (3 minutes)

1. **Say:** The people in the village had a meeting. They decided to work together to solve the problems.
2. **Ask:** Can you remember what they will do? Raise your hand to answer. (Answer: clean up the rubbish, join together to grow food, dig a well)
2. Praise pupils for their hard work.




[STORY: *DECISION*] by Ursula Nafula and Vusi Malindi from <http://www.africanstorybook.org/>

My village had many problems.

We made a long line to fetch water from one tap. We waited for food donated by others. We locked our houses early because of thieves. Many children dropped out of school. Young girls worked as maids in other villages. Young boys roamed around the village while others worked on people's farms. When the wind blew, waste paper hung on trees and fences. People were cut by broken glass that was thrown carelessly.

Then one day, the tap dried up and our jerry cans were empty. My father walked from house to house asking people to attend a village meeting. People gathered under a big tree and listened. My father stood up and said, 'We need to work together to solve our problems.' 8-year-old Juma, sitting on a tree trunk, shouted, 'I can help with cleaning up.' One woman said, 'The women can join me to grow food.' Another man stood up and said, 'The men will dig a well.' We all shouted with one voice, 'We must change our lives.' From that day we worked together to solve our problems.

<b>Lesson Title:</b> Personal Attitudes	<b>Theme:</b> Expressing Opinions	
<b>Lesson Number:</b> L-04-062	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to express an opinion about issues in their communities.</p>		<p><b>Teaching Aids</b> Play: The village meeting (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Write the play at the end of the lesson plan on the board. 2. Practice reading the play using different voices.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask:** Do you remember our story about the village with many problems.
3. **Ask:** What did they do to at the end of the story? Raise your hand to answer.  
(Answer: They had a village meeting. They agreed to work together to solve their problems.)
4. Tell pupils that today they are going to read a play and think about it.

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

1. Point to the play on the board. Explain that each line is a person talking.
2. **Ask:** How many people talk in the play? Raise your hand to answer. (Answer: 5)
3. Explain that the people in the play are villagers. They are at a village meeting. They're talking about the problems in the village.
4. Point to the first line 'Villager 1'. Explain that the villager says the words.
5. Read the words slowly and clearly: We only have one tap. I think this is our biggest problem. The men can build a well.
6. Ask pupils to raise their hand to share what they think the line means.
7. Repeat this for all the dialogues in the play.
8. **Read** the lines of the play again. Use different voices for the villagers.
9. Divide the class into 4 big groups – left front, left back, right front and right back. Each group reads the lines for one villager together. You (teacher) read the line of 'Villager 5'. Pupils can read the last line together: Yes, we agree! Let's work together!

### Guided Practice (8 minutes)

1. Point to the lines. **Say:** The village has 5 problems:
  - a. They only have one tap.
  - b. They must wait for food.
  - c. There are thieves.
  - d. The children don't go to school.
  - e. There is a lot of rubbish.
2. **Ask:** Which is the biggest problem?
3. Tell pupils to decide in pairs. Explain that there is no right or wrong answer. This is their opinion, and they can choose any of the problems. Tell pupils they have 2 minutes.
4. **Say:** They only have one tap.
5. **Ask:** Is this the biggest problem? Raise your hands if they you think this is the biggest problem.

6. Have 1 or 2 pupils volunteer to share why they think this is the biggest problem.
7. Repeat this with all the problems:
  - a. They must wait for food.
  - b. There are thieves.
  - c. The children don't go to school.
  - d. There is a lot of rubbish.

**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. Ask them to discuss the questions:
  - a. Has your community faced any of these problems? If yes. Which ones?
  - b. Can you think of possible solutions to any 2 problems?
3. Give pupils 5 minutes.
4. **Say:** Write 2 sentences. Write 1 sentence about a problem in your community. Write 1 sentence about how to solve the problem. You have 3 minutes.




**Closing** (5 minutes)

1. Ask pairs to volunteer to share the possible solutions they thought of for each of the problems.
2. Ask pupils what they have talked about today. (Answer: problems in the community and solutions)

[PLAY: THE VILLAGE MEETING] by Kim Ashmore, based on the story *Decision* from African Storybook: <http://www.africanstorybook.org/>

- Villager 1: We only have one tap. I think this is our biggest problem. The men can build a well.
- Villager 2: Good idea! Also, we must wait for food. I think this is our biggest problem. Let's grow our food.
- Villager 3: Yes, I can help. And there are thieves. We must lock our houses early. I believe this is a big problem.
- Villager 4: Our children don't go to school. I think this is a big problem. We must send them to school.
- Villager 5: And there is a lot of rubbish. I believe this is a big problem too. The children can help clean the village.
- All villagers: Yes, we agree! Let's work together!

<b>Lesson Title:</b> Composition	<b>Theme:</b> Expressing Opinions	
<b>Lesson Number:</b> L-04-063	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draft a paragraph expressing an opinion.</p>	 <p><b>Teaching Aids</b> Text: Rubbish (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Draw on the board (or show) a picture of rubbish on the board (e.g. waste paper and broken glass).</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the picture of the rubbish.
3. **Ask:** What is this? Raise your hand to answer. Pupils say: Rubbish (or waste paper and broken glass).
4. **Ask:** Is rubbish a problem? (Answer: Yes)
5. **Ask:** Why is it a problem? Raise your hand to answer. (Answers: The wind blows rubbish everywhere; broken glass can cut you)
6. **Say:** Think of more problems that rubbish can bring. (Example answers: People and animals can be ill)
7. Tell pupils that today we are going to write a paragraph about our opinions.

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

1. Point to the text on the board. **Read** it slowly and clearly.
2. Explain the words in the text using actions or explanations. (Possible new words: ill – not well; believe – to feel that something is true; can be – something that may or may not be true.)
3. **Say:** This is a paragraph. A paragraph has more than one sentence. The sentences are about the same idea.
4. Read the 1st sentence: There is a lot of rubbish. **Say:** This sentence tells us the problem.
5. Read the 2nd sentence: I believe this is a big problem. **Say:** This tells us the writer's opinion.
6. Read the 3rd, 4th and 5th sentences (from 'When the wind blows ...' to 'People and animals can be ill'). **Say:** These sentences give us reasons for the writer's opinion. They tell us more about the problem.
7. Read the last 2 sentences: Let's work together. Let's clean the village. **Say:** These sentences describe a way to solve the problem.
8. Read the text again.

### Guided Practice (10 minutes)

1. Draw a rectangle on the board. **Write** 'school' in the rectangle.
2. **Say:** One of the problems from the story we read was about school.
3. **Ask:** What is the problem? Raise your hand to answer. (Answer: Children leave school, children don't go to school.)

4. **Ask:** Why is this a problem? Raise your hand to answer. (Answer: Girls work as maids. Boys work in the fields, or roam around the village.)
5. **Say:** Think of more problems that can happen if children don't go to school (Example answers: they may not get better jobs, they will not know how to read)
6. **Say:** We will write a paragraph together. The first sentence tells us the problem.
7. **Write** 'Children do not go to school' on the board.
8. **Say:** The second sentence tells us the writer's opinion. Guide pupils to suggest the sentence.
9. **Write** it on the board. (Example answer: I think this is a big problem).
10. **Say:** The next sentences tell us more about the problem. Guide pupils to suggest the sentences.
11. **Write** them on the board. (Example answers: Girls work as maids. Boys work in the fields. They roam around the village.)
12. **Say:** The final sentences describe a way to solve a problem. Guide pupils to suggest the sentences. **Write** them on the board. (Example answers: Let's work together. Let's send our children to school.)
13. **Ask:** What were the other problems from the story? Raise your hand to answer.
14. **Write** the problems on the board. (Examples answers: we only have one tap, we must wait for food, there are thieves)

#### **Independent Practice** (13 minutes)

1. Put pupils in pairs.
2. **Say:** Write a paragraph about one of the problems. You can write about rubbish, school or another problem. Remember 1. write what the problem is, 2. write an opinion, 3. write about the problem and 4. write a solution.
3. Give pupils 8 minutes.
4. Ask pupils to volunteer to read their paragraphs to the rest of the class.




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

1. **Ask:** What problem did you write about today? Raise your hand to answer. (Example answer: children not going to school)
2. **Ask:** What did you learn to do today? Raise your hand to answer. (Answer: write a paragraph about what we feel and think)
3. **Say:** Now you can write about your opinions. Practice writing more paragraphs about problems in your community.
4. Praise pupils for their hard work.

[TEXT: RUBBISH] by Kim Ashmore.

There is a lot of rubbish. I believe this is a big problem. When the wind blows, waste paper hangs on trees and fences. Broken glass cuts people and animals. People and animals can be ill. Let's work together. Let's clean the village.

<b>Lesson Title:</b> Vocabulary Work	<b>Theme:</b> Expressing Opinions	
<b>Lesson Number:</b> L-04-064	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare synonyms and antonyms to determine the meaning of new words.</p>	 <p><b>Teaching Aids</b> Text: Let's clean up! (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write the text 'Let's clean up!' at the end of the lesson plan on the board. 2. Write the 6 sentences from the Independent Practice section on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask:** Is there rubbish in your community? Raise your hand to answer.
3. **Ask:** What kind of rubbish? Raise your hand to answer. (Example answers: paper, glass, sweet wrappers)
4. Tell pupils that today they are going to talk about words that are similar and words that are opposites.

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

1. Read the text slowly and clearly.
2. **Ask:** What is the problem? Raise your hand to answer. (Answer: The school has a lot of rubbish.)
3. **Say:** It is asking people to do something.
4. **Ask:** What? Raise your hand to answer. (Answer: To join together to clean up the school.)
5. Read the text again. Use a lot of expression. Encourage pupils to join in.
6. Read the line: Our school isn't clean. It's filthy!
7. **Say:** The school isn't clean.
8. **Ask:** What is the opposite of clean? Raise your hands. (Answer: dirty/filthy)
9. **Ask:** What does 'filthy' mean? Can you guess? (Answer: dirty)
10. Explain that 'filthy' and 'dirty' have similar meanings.
11. Read the line 'Do you feel angry and upset?'
12. **Ask:** What does 'angry' mean? Raise your hand to answer.
13. Pupils say, or show, what it means. (Example answer: to feel annoyed with something)
14. **Ask:** What does 'upset' mean? Can you guess? Raise your hand to answer.
15. Pupils say, or show, what it means. (Example: to feel angry or annoyed with something)
16. Explain that 'angry' and 'upset' have similar meanings.
17. **Say:** Words that have similar meanings are called synonyms.
18. **Write:** synonyms – similar meaning words.

### Guided Practice (8 minutes)

1. **Write** on the board: She isn't hungry. She's full.
2. Tell pupils to read the words as you write them.
3. **Ask:** What does 'full' mean? Can you guess? Raise your hand to answer.
4. Pupils say, or show, what it means. (Example answer: to not have any more space for something)

5. If they can't guess, remind them to look at the words in the sentence ('isn't hungry' means the word is the opposite of 'hungry').
6. **Write** on the board: The snail was slow and steady.
7. **Ask:** What does 'steady' mean in this sentence? Can you guess? Raise your hand to answer.
8. Pupils say, or show, what it means. (Answer: similar to 'slow')
9. If they can't guess, remind them to look at the words in the sentence ('and' means it's a similar word).
10. Say: Let us do one more sentence together.
11. **Write:** The food was not delicious. It was disgusting.
12. **Ask:** What does 'disgusting' mean? Raise your hand to answer. (Example answer: not delicious, bad tasting).
13. Explain that in these sentences, delicious and disgusting mean the opposite things.
14. **Write:** antonyms – different meaning words

### Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Look at the practice sentences on the board. One word is underlined. You have to guess by reading the full sentences what the words mean and whether they have similar or opposite meanings to another word in the sentences. Discuss with your partner and raise your hand to answer.
3. Go over the sentences one by one, asking pupils to volunteer to share their answers.
  - a. It was so hot yesterday. It was boiling. (Answer: Similar to hot).
  - b. This isn't very easy. It's difficult. (Answer: Opposite of easy).
  - c. The girl wasn't very nice. She was mean. (Answer: Opposite of nice).
  - d. The box is big. It's huge. (Answer: Similar to big).
  - e. The bird wasn't very big. It was tiny. (Answer: opposite of big)
  - f. My sister is clever. She's so intelligent. (Answer: similar to clever)




### Closing (8 minutes)

1. Ask pupils to write 'Synonyms' as the title in their exercise books. Ask pupils to write all the matching words from the sentences with synonyms or similar words. Give them 3 minutes
2. Do one as an example: hot – boiling.
3. Ask pupils to raise their hand to answer when they are done. (Answer: big – huge, intelligent-clever)
4. Ask pupils to write 'Antonyms' as the title in their exercise books. Ask pupils to write all the matching words from the sentences with antonyms or opposite words. Give them 3 minutes
5. Do one as an example: difficult - easy.
6. Ask pupils to raise their hand to answer when they are done. (Answer: nice-mean, big-tiny)

[TEXT: LET'S CLEAN UP!] by Kim Ashmore.

There is waste paper in the trees.  
 There are plastic bags in the yard.  
 There is broken glass on the ground.  
 Our school isn't clean. It's filthy!  
 Do you feel angry and upset?

<b>Lesson Title:</b> Synonyms	<b>Theme:</b> Expressing Opinions	
<b>Lesson Number:</b> L-04-065	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to find words similar in meaning to words used in the passage.</p>	 <p><b>Teaching Aids</b> Sentences from the story: Decision (at the end of the lesson plan)</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the sentences (at the end of the lesson plan) on the board.</li> <li>Write the list of words from the Independent Practice section on the board.</li> </ol>
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### Opening (3 minutes)

- Greet** pupils and **write** the date on the board.
- Say:** Happy. Ask pupils to say an opposite word (e.g. sad, unhappy).
- Repeat with these words: good (Answer: bad), clean (Answer: dirty), slow (Answer: fast), big (Answer: small), easy (Answer: difficult), hot (Answer: cold).  
Explain that these words are opposites (or antonyms).
- Tell pupils that today they are going to learn about words that are similar in meaning.

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

- Explain that the sentences on the board are from the story: Decision.
- Read the sentences.
- Explain words using actions.
- Write** 'homes' on the board.
- Say:** Read the word. What does it mean? Raise your hand to answer.
- Tell pupils to look for a word with a similar meaning in the sentences.
- Ask:** Can you see the word? Raise your hand to answer. (Answer: houses)
- If pupils can't see the word, point to the sentence with the word. **Say:** The word is in this sentence.
- Draw a circle around the word 'houses'. Explain that it is in the plural form here.
- Explain that words can have similar meanings. These words are called synonyms.
- Read the sentences again.

### Guided Practice (11 minutes)

- Write** 'meet' on the board.
- Say:** Read the word. What does it mean? Raise your hands.
- Say:** There is a word with a similar meaning in the sentences.
- Ask:** Can you see the word? Raise your hand to answer. (Answer: gather)
- If pupils can't see the word, point to the sentence with the word. **Say:** The word is in this sentence.
- Draw a circle around the word 'gathered'. Explain that it is in the past tense here.

### Independent Practice (13 minutes)

- Point to the list of words on the board:



- a. walk (Answer: roam)
- b. give (Answer: donate)
- c. get (Answer: fetch)
- d. go to (Answer: attend)
- e. huge (Answer: big)
- f. a lot of (Answer: many)
- g. queue (Answer: line)
- h. leave (Answer: drop out of)

2. Tell pupils to write the list of words in their exercise books in a list (one under the other).
3. **Say:** Write the similar words from the sentences next to the words. For example: home = house.
4. Give pupils 9 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: home = house, meet = gather, walk = roam, give = donate, get = fetch, go to = attend, huge = big, a lot of = many, queue = line, leave = drop out of)




**Closing** (2 minutes)

1. **Say** a word from the Independent Practice activity. Ask pupils to say a similar word.

[*SENTENCES FROM A STORY: DECISION*] by Ursula Nafula and Vusi Malindi,  
<http://www.africanstorybook.org/>

We made a long line to fetch water from one tap.  
 We waited for food donated by others.  
 We locked our houses early because of thieves.  
 Many children dropped out of school.  
 Young boys roamed around the village.  
 My father asked people to attend a village meeting.  
 People gathered under a big tree and listened.

<b>Lesson Title:</b> Storytelling	<b>Theme:</b> Storytelling	
<b>Lesson Number:</b> L-04-066	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell the beginning, middle and end of a traditional story in their own words.</p>		<p><b>Teaching Aids</b> Story: How Tortoise got his crooked shell (at the end of the lesson plan)</p>		<p><b>Preparation</b> Draw a tortoise on the board.</p>
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### Opening (2 minutes)

1. **Greet** pupils and **write** the day on the board.
2. Point to the picture of the tortoise. **Ask:** What is this? Raise your hand to answer. (Answer: a tortoise)
3. Point to the shell. **Ask:** What is this? Raise your hand to answer. (Answer: a shell)
4. **Ask** questions about tortoises. Ask pupils to raise their hands to answer the questions.
  - a. How do they move? (Example answer: slowly)
  - b. What does their shell look like? (Example answer: hard and round)
5. Tell pupils that today we are going to listen to a traditional story about a tortoise.

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

1. **Write** the title of the story on the board: How Tortoise got his crooked shell.
2. Read the title. Ask pupils what it means. Explain if necessary.
3. Read the story slowly and clearly.
4. Explain the story as you read using actions or explanations. (Possible new words: crops – grain and other food; starving – without food; healthy – without disease; greedy – wanting more and more; feast – lots of good food).
5. Read the story again.

### Guided Practice (13 minutes)

1. **Write** on the board: Long ago ...
2. Explain that traditional stories often begin with these words.
3. **Say:** Let us review what happened at the beginning of the story.
4. **Ask** questions to help pupils. Pupils raise their hands to answer.
  - a. Did the animals have food? (Answer: no)
  - b. Why not? (Answer: there was no rain for 2 year so there were no crops)
  - c. Was tortoise hungry? (Answer: yes)
  - d. Where did he go? (Answer: to the market)
5. **Write** important words and phrases on the board - no rain, no food, Tortoise was starving, market.
6. **Say:** Let us review what happened in the middle of the story.
7. **Ask** questions to help pupils. Pupils raise their hands to answer.
  - a. Who did he meet at the market? (Answer: Rabbit)
  - b. Was Rabbit sad? (Answer: no)
  - c. Was Tortoise's father ill? (Answer: no)

- d. Where did Tortoise and Rabbit go? (Answer: middle of the forest)
  - e. What happened in the forest? (Answer: Rabbit sang a song and a rope came down)
  - f. What was at the top of the rope? (Answer: Rabbit's mother and a feast)
  - g. What did Tortoise do when he was hungry again? (Answer: went back to the forest and sang the song to get the rope)
  - h. What did Rabbit's mother do? (Answer: cut the rope)
8. **Write** important words and phrases on the board - met Rabbit, greedy, helped, middle of a forest, sang a song, rope, feast, went back, cut the rope.
  9. **Say:** Let us review what happened in the end of the story.
  10. **Ask** questions to help pupils. Pupils raise their hands to answer.
  11. What happened to Tortoise? (Answer: fell to the ground)
  12. What happened to his shell? (Answer: broke and became crooked)
  13. **Write** important words and phrases on the board – fell, landed on a rock, broke, crooked shell.

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

1. Put pupils in pairs.
2. **Say:** In your pairs, tell the story from the beginning to the end. Use the words on the board to help you.
3. Give pupils 8 minutes to tell the story. After 4 minutes, clap to tell the pupils in pairs to switch roles.
4. Ask 1-2 pupils to volunteer to tell the story to the whole class. Help them as needed.

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

1. Tell pupils to tell the story when they are at home. **Say:** You can use some English to tell the story.
2. Praise pupils for their hard work.

[*STORY: HOW TORTOISE GOT HIS CROOKED SHELL*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 17




Long ago, there was no rain for 2 years and the crops did not grow. The animals had no food, and Tortoise was starving. He went to the market, but there was no food.

At the market, he met Rabbit, who looked happy and healthy. Tortoise said, 'My father is ill, I need some food. Can you help me, please?' It wasn't true. Tortoise's father was not ill, but Tortoise was greedy. Rabbit agreed to help Tortoise, and he took him to the middle of the forest. Rabbit sang a song and a long rope came down from the sky.

At the top of the rope, Tortoise saw a huge feast. Rabbit's mother gave Tortoise a lot of food. Tortoise went home and rested. Soon, he was hungry again. He went back to the forest, and sang Rabbit's song. The rope came down from the sky again. But as he was climbing, Rabbit's mother saw that it was Tortoise, and she cut the rope with a knife.

Tortoise fell to the ground. He landed on a rock and his shell broke. Now, tortoises have a crooked shell.

<b>Lesson Title:</b> Describing an Event	<b>Theme:</b> Storytelling	
<b>Lesson Number:</b> L-04-067	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

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

1. Greet pupils and **write** the date on the board.
2. **Say:** Think about the story How Tortoise got his crooked shell. Remember that Tortoise went to a feast.
3. **Ask:** What can you eat at a feast? Raise your hand to answer. Pupils suggest food and dishes.
4. **Say:** Today we are going to talk about holidays and festivals.

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

1. **Say:** I am going to write some sentences on the board. Read them as I write.
2. **Write:** It was a holiday. We had a picnic at the top of a hill. The view was good. We could see ....
3. **Ask:** What could we see? Use your imagination. Raise your hand to answer. (Example answers: trees and villages)?
4. Complete the sentence with suggestions. Explain words if pupils don't understand them.
5. **Write:** We took food and water up the hill. The food was good. We ate ....
6. **Ask:** What did we eat? Raise your hand to answer. (Example answers: rice, chicken)
7. Complete the sentence with pupils' suggestions.
8. **Write:** We sang some songs and we danced. Everyone felt happy.
9. Read the description on the board.

Example:

It was a holiday. We had a picnic at the top of a hill. The view was good. We could see trees and villages. We took food and water up the hill. The food was good. We ate rice, chicken and cake. We sang some songs and we danced. Everyone felt happy.

### Guided Practice (10 minutes)

1. **Say:** The description on the board is good, but we can make it better.
2. Read the sentence: The view was good.
3. Point to the word 'good'.
4. **Ask:** Can you think of words with a similar meaning (synonyms)? Raise your hand to answer. (Example answers: nice, lovely, beautiful, fantastic).
5. **Write** 2 or 3 words on the board.
6. **Read** the sentence beginning with 'We could see ...'
7. **Ask:** How can we describe what we can see? Raise your hand to answer. (Example answers: tall, green trees; small, deserted villages)
8. **Write** 2 or 3 words on the board.
9. **Read** the sentence: The food was good.

10. Point to the word 'good'.
11. **Ask:** How can we describe the food? Raise your hand to answer. (Example answers: delicious, tasty, fantastic)
12. **Write** 2 or 3 words on the board.
13. Read the sentence: Everyone felt happy.
14. Point to the word 'happy'.
15. **Ask:** Can you think of words with a similar meaning? Raise your hand to answer. (Example answers: excited, cheerful, glad).
16. **Write** 2 or 3 words on the board.




**Independent Practice** (11 minutes)

1. **Say:** Write some sentences about a holiday or festival. You can use words from the board, or you can use your own words. Remember to use adjectives in the description.
2. Give pupils time 7 minutes.
3. Have a boy and a girl pupil volunteer to read out their passage to the rest of the class.
4. Talk about their work. **Say:** Your writing is very good. **Ask:** Did you dance? Did you sing? Did you enjoy the festival?

**Closing** (2 minutes)

1. Ask pupils what they have learned today.

<b>Lesson Title:</b> Describing an Advertisement	<b>Theme:</b> Storytelling	
<b>Lesson Number:</b> L-04-068	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain the purpose of a familiar advertisement or saying.</p>		<p><b>Teaching Aids</b> Text: 'School picnic' (at the end of the lesson)</p>		<p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Practice reading the text with expression, like an advertisement.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. Explain the word 'picnic'.
3. **Say:** A picnic is when you take food and drinks with you and eat a meal together outside.
4. Ask pupils some questions about picnics. For example: Have you been on a picnic? Where was it? What did you eat? Ask pupils to raise their hands to answer.
5. Tell pupils that today they are going to talk about advertisements.

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

1. Read the text slowly and clearly.
2. **Ask:** Is this a story? Raise your hand if you think it is a story. (Answer: No)
3. **Ask:** Is this a poem? Raise your hand if you think it is a poem. (Answer: No)
4. **Ask:** Is this a letter? Raise your hand if you think it is a letter. (Answer: No).
5. Explain that this is an advertisement/advert.
6. **Ask:** What is the purpose of the advert? Raise your hand to answer. (Answer: to invite pupils to a picnic)
7. **Ask** pupils to raise their hands to answer these questions:
  - a. Why is there a picnic? (Answer: because exams are over)
  - b. Who can go to the picnic? (Answer: all pupils and teachers)
  - c. When is it? (Answer: next Friday at 2 o'clock)
  - d. Where is it? (Answer: in the school yard)
8. **Read** the text again. Use a lot of expression.
9. Point to the first line: School picnic.
10. **Say:** This is the title. It says what the event is. It is very short.
11. Point to the next lines: Our exams finished last week. Now we can have some fun. All teachers and pupils are invited to a picnic at the school.
12. **Say:** This gives information about the event. It says why the event is happening. It says who can come.
13. Point to the next line: Next Friday, 2 o'clock. Meet in the school yard.
14. **Say:** This gives important information: the time and the place.
15. **Point** to the next line: Bring something to eat and drink.
16. **Say:** This gives instructions. It tells people what to bring.
17. Point to the final line: Please come along. Get ready to sing your favourite songs.  
**Say:** This line tells people to come. It says what will happen at the event.

### **Guided Practice** (8 minutes)

1. Tell pupils to think of an event. (Example answers: a school play/open day)
2. **Ask:** Can you suggest a title? Raise your hand to answer.
3. **Write** the title on the board. (Example title: school play/school open day)
4. **Write** an advert on the board using the format of the 'school picnic' advert. Ask pupils to suggest ideas:
  - more information about the event
  - time, place
  - instructions
  - something that will persuade people to come
5. Example answers:

School play  
We are acting in an English play. All teachers and pupils are invited to the play.  
Friday, 8<sup>th</sup> June. In the school yard.  
Bring an umbrella.  
Please come along. You will have great fun!
6. Read the new advert on the board.

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

1. **Say:** Work in pairs. Write an advert for an event. Write a title, information about the time and place, instructions and something to call people to come. Use the examples on the board to help you. You have 8 minutes.
2. Walk around and make sure pupils understand the task.

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




1. Have 1 or 2 pupils volunteer to read their adverts.
2. Ask pupils what they have learned today. Point to the advert on the board. **Ask:** What's this? Raise your hand to answer.
3. If possible, stick some adverts on the board or on classroom walls.

[TEXT: SCHOOL PICNIC] by Kim Ashmore.

#### School picnic

Our exams finished last week. Now we can have some fun.  
All teachers and pupils are invited to a picnic.  
Next Friday, 2 o'clock. In the school yard.  
Bring something to eat and drink.  
Please come along. We'll sing your favourite songs!

<b>Lesson Title:</b> Identifying the Main Character in a Traditional Story	<b>Theme:</b> Storytelling	
<b>Lesson Number:</b> L-04-069	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe the problem the main character faces in a traditional story.</p>		<p><b>Teaching Aids</b> Story: 'Grasshopper and Toad – Part 1' (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw simple pictures of a toad and a grasshopper on the board. 2. Write part 1 of the story at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Greet** pupils and **write** the date on the board.
2. Point to the pictures of the grasshopper and the toad.  
**Ask:** What is this? Raise your hand to answer.
3. Point to different parts of the body of the grasshopper and toad (e.g. head, legs, wings).  
**Ask:** What is this? Raise your hand to answer.  
Point to the forelegs (front legs) of the toad. **Say:** These are forelegs.
4. Tell pupils that today they are going to listen to a traditional story about a grasshopper and a toad. They are going to describe a problem a character faces.

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

1. Read Part 1 of the story slowly and clearly.
2. Explain the story as you read it using actions (e.g. washed, rubbing), sounds (e.g. sound of a grasshopper) or explanations. (Possible new words: forelegs – front 2 legs; invited – call someone to come visit; horrible – very bad; impossible – something that cannot be done; complained – say that you do not like something; bitterly – in a bad mood).
3. Tell pupils you are going to ask them questions about the story. Tell them to raise their hands to answer the questions.
  - a. Where were Grasshopper and Toad? (Answer: at Toad's house)
  - b. Grasshopper washed his forelegs. Why? (Answer: Toad asked him to.)
  - c. What happened when he washed his forelegs? (Answer: It made a loud noise.)
  - d. Did Toad like the noise? (Answer: No.)
  - e. How did Grasshopper feel? (Answer: He felt angry.)
  - f. Did Grasshopper eat anything? (Answer: No.)
4. Read the story again.

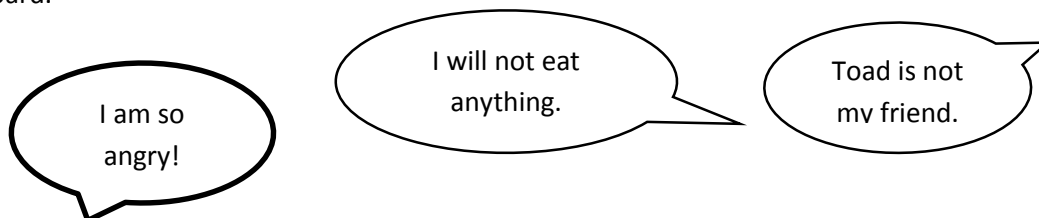
### Guided Practice (8 minutes)

1. **Ask:** Who are the characters in the story? Raise your hand to answer. (Answer: Grasshopper, Toad)
2. **Write** 'Grasshopper' and 'Toad' on the board.
3. Point to the word 'Grasshopper'.



**Ask:** What do you know about Grasshopper? Raise your hand to answer. (Example answers: He was Toad's friend. He had dinner at Toad's house. He washed his forelegs. He made a noise. Toad complained about the noise he made. He was angry. He ate nothing.)

4. **Ask:** What is Grasshopper's problem? Raise your hand to answer. (Answer: His made a loud noise, Toad complained. Grasshopper and got angry and did not eat.)
5. Ask pupils to imagine what Grasshopper was thinking. Ask pupils to suggest some sentences. Encourage pupils to use as much English as possible. Write 2 or 3 ideas in speech bubbles on the board.



6. Explain that Grasshopper has a problem. His friend is unkind. He is angry.

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

1. **Say:** Draw a picture of Grasshopper. Draw some speech bubbles and write what Grasshopper is thinking about his problem.
2. Give pupils 9 minutes to draw and write.
3. Have 1 girl and 1 boy pupil volunteer to show the class their pictures and talk about it.

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

1. **Ask:** What is Grasshopper's problem? Raise your hand to answer. (Answer: He made a noise. Toad complained. He is angry. He will not eat anything).
2. Tell pupils that they will finish the story next time.
3. Praise pupils for their hard work




[*STORY: GRASSHOPPER AND TOAD: PART 1*] from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 18.

Grasshopper and Toad were very good friends. One day Toad invited Grasshopper to eat at his house. The next day, before they sat down to eat, Toad washed his forelegs and asked Grasshopper to do the same. Grasshopper did so, and it made a loud noise.

Toad said, 'I cannot eat with that horrible noise.'

So Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Toad complained bitterly. Grasshopper felt angry and ate nothing.

<b>Lesson Title:</b> Analysing Problems	<b>Theme:</b> Storytelling	
<b>Lesson Number:</b> L-04-070	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain how the character solves the problem, and write an alternative ending.</p>		<p><b>Teaching Aids</b> Story: 'Grasshopper and Toad – Parts 1 and 2' (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw simple pictures of a toad and a grasshopper on the board. 2. Write Part 2 of the story on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask:** What noise does a grasshopper make? Raise your hand to answer.
3. Ask the pupils to stand up.
4. **Say:** Do the actions and make the noise of a grasshopper.
5. **Say:** When I raise my hands make more noise, when I lower my hands make less noise.
6. Raise and lower your hands. Pupils make more or less noise.
7. Tell pupils that today they are going to listen to the next part of the story about the grasshopper and the toad. Tell pupils they are going to explain how Grasshopper solves his problem and they will write a different ending.

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

1. Point to the pictures of the grasshopper and the toad. **Ask:** What can you remember about Part 1 of the story?  
Tell pupils that you are going to ask them some questions to help them remember. Ask them to raise their hands to answer the questions.  
What was Grasshopper doing at Toad's house? (Answer: He had come for dinner.)  
What did Toad ask him to do? (Answer: wash his forelegs)  
What happened? (Answer: Grasshopper's forelegs made a loud noise)  
Why did Toad complain? (Answer: because the noise was horrible)  
How did Grasshopper feel? (Answer: angry)
2. **Read** Part 1 of the story again.
3. **Say:** Grasshopper had a problem.
4. **Ask:** What was Grasshopper's problem? Guide pupils to say: Toad was unkind: Grasshopper was angry: Grasshopper could not eat.
5. **Ask:** What does Grasshopper do next? Can you guess? Raise your hand to answer.
6. **Write** pupils' ideas on the board. (Example answers: Grasshopper asked other grasshoppers to come. They sat outside Toad's house. They made a loud noise. Grasshopper had dinner with a different friend. Grasshopper went to Toad's house. He made the noise of a toad. )

### Guided Practice (10 minutes)

1. Read Part 2 of the story slowly and clearly.

2. Explain the story as you read it using actions (e.g. wash, hop, bit, furious), pictures (e.g. forelegs) or explanations. (Possible new words: arrive – come; meal – food; hopped – jumped on legs; furious – very angry)
3. **Ask** questions about the story. Guide pupils to raise their hand to answer.
4. **Ask:** What did the Grasshopper do? (Answer: He invited Toad for dinner)
5. **Ask:** What did they do before they ate? (Answer: They washed their forelegs)
6. **Ask:** What did Grasshopper say? (Answer: He said that Toad's legs were dirty)
7. **Ask:** How did Toad feel? (Answer: He was angry)
8. **Ask:** Are they friends now? (Answer: No)

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

1. Put pupils in pairs.
2. Read the different ideas that pupils had said earlier about what would happen in the story.
3. **Say:** You have 1 minute to think of different ending for the story.
4. Have pupils raise their hand to share their ideas. (Example answer: Toad went to Grasshopper's house and said sorry)
5. **Say:** Write a different ending for the story in your pairs. You can use one of the suggestions from earlier in the lesson, or you can write a different ending. Give pupils 10 minutes to write the ending.

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




1. Have 1 or 2 pairs volunteer to read their ending. **Say:** That's a good ending.
2. Praise pupils for their hard work.

[*STORY: GRASSHOPPER AND TOAD: PARTS 1 & 2*] from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 18.

Part 1: Grasshopper and Toad were very good friends. One day Toad invited Grasshopper to eat at his house. The next day, before they sat down to eat, Toad washed his forelegs and asked Grasshopper to do the same. Grasshopper did so, and it made a loud noise. Toad said, 'I cannot eat with that horrible noise.' So Grasshopper tried to eat without rubbing his forelegs together, but it was impossible. Toad complained bitterly. Grasshopper felt angry and ate nothing.

Part 2: Grasshopper said to Toad, 'I invite you to my house for dinner tomorrow.' The next day, Toad arrived at Grasshopper's house. As soon as the meal was ready, Grasshopper washed his forelegs and asked Toad to do the same thing. Toad did so, and then hopped towards the food. 'You had better go back and wash again,' said Grasshopper, 'Your forelegs are dirty again.' Toad washed again, then hopped back to the table and bit into some food. Grasshopper said, 'Please don't put your dirty forelegs into the food. Go and wash them again.' Toad was furious. 'You just don't want me to eat with you!' he said. Grasshopper replied, 'You are the one who started it yesterday.' From then on, they were no longer friends.

<b>Lesson Title:</b> Problem Solving involving the Main Character	<b>Theme:</b> Writing with Conventions	
<b>Lesson Number:</b> L-04-071	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to find ways of solving problems of the main character.	 <b>Teaching Aids</b> Story: 'Abu's problem – Part 1' (at the end of the lesson plan)	 <b>Preparation</b> Write the story at the end of the lesson plan on the board.
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** What are chores? Raise your hands. (Answer: jobs you do in the house to help your family).
3. Tell pupils you are going to ask them questions about their chores. Tell them to raise their hands to answer.
4. **Ask:** Do you do any chores? What chores do you do? What chores does your brother / sister do?
5. Tell pupils that today they are going to listen to a story and find ways to solve problems.

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

1. **Write** the title of the story on the board: Abu's problem.
2. **Ask:** Can you guess what the story will be about? Raise your hand to answer. (Answer: a person called Abu, he has a problem).
3. Explain that in many stories, the main character has a problem.
4. Read the story slowly and clearly.
5. Explain the story as you read using actions (e.g. open eyes, take by the hand, laugh) and explanations. (Possible new words: lazy – someone who does not like to do anything; busy – doing something all the time; realise – know and understand something clearly)
6. **Read** the story again.

### Guided Practice (8 minutes)

1. **Ask:** What is Abu's problem? Raise your hand to answer. (Answer: His little brother is not there at the market.)
2. **Say:** Abu needs to solve the problem.
3. Explain the meaning of 'solve' – to find an answer.
4. **Write** on the board: Abu can talk to the traders at the market.
5. Point to the words. Tell pupils to read the sentence.
6. **Ask:** What does this mean? Raise your hand. (Example answer: he can ask shopkeepers in the market if they have seen his brother.)
7. Explain that this is one way to solve the problem.  
**Ask:** What else can Abu do? Raise your hand to answer. (Example answers: He can walk around the market to look for his brother. He can ask people at the market if they have seen his brother.)
8. **Write** 2 or 3 of pupils' ideas on the board.
9. Check pupils understand the sentences.

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

1. **Say:** Write the sentences that are on the board.
2. Put pupils in pairs.
3. **Say:** think of 2 more suggestions for solving the problem.
4. Give pupils 4 minutes to think of suggestions.
5. **Say:** What suggestions do you have for Abu? Raise your hand. (Example answers: He can tell the police. He can shout his brother's name. He can go home and tell his mother.
6. **Write** on the board: Abu can ...
7. Tell pupils to write 2 sentences about what Abdu can do.
8. Give pupils 6 minutes to write their sentences.

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




1. Ask pupils what they can do when they have a problem. Tell pupils to raise their hands to answer.
2. Praise pupils for their hard work.

[*STORY: ABU'S PROBLEM: PART 1*] by Kim Ashmore.

Abu was feeling lazy. He was lying under the tree in the yard. Suddenly, he heard his mother. 'Abu! Where are you?' Abu opened his eyes and he saw his mother. 'Can you go to the market?' she said. 'We need some vegetables. And take your little brother.' Abu didn't want to go, but his mother was busy.

He took his little brother by the hand and they walked to the market. At the market, Abu bought the vegetables, and started to walk back home. As he was walking home, he saw his friend. 'Hello, Ibrahim,' he said. Abu and Ibrahim talked and laughed. Then Abu realised something. His little brother was not there. 'Oh no!' he said. 'Foday has gone! Where is he?'

<b>Lesson Title:</b> Parts of a Sentence	<b>Theme:</b> Writing with Conventions	
<b>Lesson Number:</b> L-04-072	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the parts of a sentence.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Write these words on the board: tree / was / a / Abu / under / lying.</p>
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### Opening (5 minutes)

1. Greet pupils and **write** the date on the board.
2. Read these words on the board: tree / was / a / Abu / under / lying.
3. **Say:** The words are in the wrong order. We are going to write the sentence correctly.
4. **Ask:** What's the first word? Raise your hand to. (Answer: Abu).
5. **Ask:** What's the second word? Raise your hand to answer. (Answer: was).
6. Continue with the other words.
7. **Write** the final sentence on the board: Abu was lying under a tree.
8. **Ask:** What does this mean? Pupils say, or show, what it means.
9. Tell pupils that today they are going to learn about the parts of a sentence.

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

1. **Say:** Every sentence must have a subject. The subject can be a person, a place, an object or an animal.
2. **Read** the sentence on the board: Abu was lying under a tree.
3. **Ask:** Who is the sentence about?
4. Draw a circle around the word 'Abu'.
5. **Ask:** What is the subject of this sentence. Who is the person? Raise your hand to answer. (Answer: Abu).
6. **Say:** The rest of the sentence has a verb or verbs, (action words), and says something about the subject.
7. Explain the sentence must have a verb. Sentences can have more than one verb.
8. Underline the verbs: 'was lying'.
9. **Ask:** What are the verbs in this sentence? Raise your hand to answer. Pupils say the verbs.
10. **Write** on the board: The men will dig a well. Tell pupils to read the sentence as you write it.
11. **Ask:** What does the sentence mean? Explain or do an action if necessary.
12. **Ask:** Who is the sentence about?
13. Draw a circle around the words 'The men'.
14. **Ask:** What is the subject or the people? (Answer: The men)
15. Underline the words 'will dig'.
16. **Ask:** What are the verbs? Raise your hand to answer. (Answer: will dig)
17. Repeat with these sentences:
  - a. We must change our lives. (Answer: subject = we; verbs = must change)
  - b. I am sitting with Mamie's family. (Answer: subject = I; verbs = am sitting)

### **Guided Practice** (10 minutes)

1. **Say:** I will write some sentences on the board. Write the sentences in your exercise books.
2. **Write:** these sentences on the board: Snails are very slow. Broken glass cuts people. Freetown is our capital city.
3. Ask the pupils what the subject of the first sentence is.
4. Draw a circle around the subject.
5. Ask the pupils what the verb in the first sentence is.
6. Underline the verb in the sentence.
7. Repeat for each sentence. (Answers: Snails are very slow. (Answer: subject= snails; verb = are) Broken glass cuts people. (Answer: subject = broken glass; verb = cuts) Freetown is our capital city. (Answer = Freetown; verb = is))
8. Write these sentences on the board and ask pupils to copy them as you write them: Mamie and Musa are dancing. She will write more tomorrow. Tortoises sleep 16 hours a day. Young girls worked as maids. I cannot sleep with that horrible noise. His little brother was not there. The animals were all hungry.




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

1. **Say:** Draw a circle around the subject of each sentence. Underline the verbs.
2. Give pupils 7 minutes to find the subjects and verbs.
3. **Ask:** Who can tell me the subjects? Raise your hand to answer.
4. Draw circles around the subjects on the board. (Answers: Mamie and Musa; she; tortoises; young girls; I; his little brother; the animals)
5. **Ask:** Who can tell me the verbs? Raise your hand to answer.
6. Underline the verbs. (Answers: are dancing, will write, sleep, worked, cannot sleep, was, were)

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

1. **Say:** Well done class! Now you know the parts of a sentence. You know subjects and verbs.
2. **Say:** We will learn more about Abu next lesson.
3. Praise pupils for their hard work.

<b>Lesson Title:</b> Describing how Problems Happen in the Story	<b>Theme:</b> Writing with Conventions	
<b>Lesson Number:</b> L-04-073	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe how problems happen in the story.	 <b>Teaching Aids</b> Story: Abu's problem – Part 1 (at the end of the lesson)	 <b>Preparation</b> Draw a boy's face on the board.
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### Opening (3 minutes)

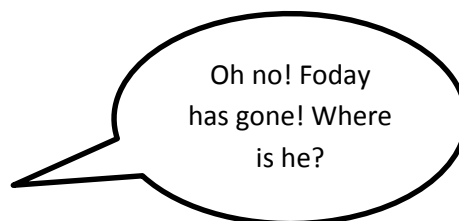
1. Greet pupils and **write** the date on the board.
2. Point to the picture of the boy's face on the board. **Say:** This is Abu.
3. **Write** on the board: Abu was feeling lazy.
4. **Ask:** What is the subject of the sentence? Raise your hand to answer. (Answer: Abu).
5. **Ask:** What are the verbs? Raise your hand to answer. (Answer: was feeling).
6. Tell pupils that today they are going to learn more about Abu and why problems happen.

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

1. **Say:** 'Abu was feeling lazy' is the first sentence of a story from the last class.
2. **Say:** Do you remember the story? Can you tell me? Raise your hand to answer.
3. **Read** the story slowly and clearly.
4. **Ask** questions about the story *Abu's problem*. Tell pupils to raise their hands to answer the questions.
  - a. How was Abu feeling? (Answer: lazy)
  - b. What was he doing? (Answer: lying under a tree in the yard)
  - c. What did his mother ask? (Answer: to go to the market) Who did Abu take? (Answer: his little brother)
  - d. Did he want to go to the market? (Answer: No)
  - e. Did he buy the vegetables? (Answer: Yes)
  - f. Who did he see on his way home? (Answer: his friend, Ibrahim)
  - g. What happened? (Answer: his little brother was not there)
5. Read the story again slowly and clearly.

### Guided Practice (8 minutes)

1. Draw a speech bubble next to the face on the board.
2. **Ask:** What does Abu say when he realises Foday is not there?
3. **Write** in the speech bubble:
4. Draw another speech bubble next to the face.
5. **Ask:** What is Abu thinking? Pupils suggest what he is thinking.
6. **Write** 2 or 3 pupils' ideas in the speech bubble. (Example answers: I am so worried. My mother will be angry. Foday will be afraid.)





7. **Ask:** How did this problem happen? Raise your hand to answer.
8. **Write** 1 or 2 pupils' ideas on the board. (Example answers: Abu didn't want to go to the market. Abu didn't want to take his brother. He wanted to see his friend. He forgot about Foday. He didn't look after Foday. He was too busy talking to his friend.)
9. Read the sentences. Ask pupils to listen and repeat.

**Independent Practice** (12 minutes)

1. Put pupils in pairs.
2. **Say:** Think of more ideas for how this problem happened.
3. Give pupils 3 minutes to think of ideas.
4. Ask pupils for some ideas.
5. Add the examples to those already on the board.
6. **Say:** Write 2 sentences about why the problem happened.
7. Give pupils 6 minutes to write their sentences.
8. Have 1 girl and 1 boy pupil volunteer to show the class their sentences and talk about their work.

**Closing** (2 minutes)




1. Tell pupils to imagine they are Abu.
2. Pupils say together: Oh no! Foday has gone! Where is he?
3. Praise pupils for their hard work.

[*STORY: ABU'S PROBLEM: PART 1*] by Kim Ashmore.

Abu was feeling lazy. He was lying under the tree in the yard. Suddenly, he heard his mother. 'Abu! Where are you?' Abu opened his eyes and he saw his mother. 'Can you go to the market?' she said. 'We need some vegetables. And take your little brother.' Abu didn't want to go, but his mother was busy.

He took his little brother by the hand and they walked to the market. At the market, Abu bought the vegetables, and started to walk back home. As he was walking home, he saw his friend. 'Hello, Ibrahim,' he said. Abu and Ibrahim talked and laughed. Then Abu realised something. His little brother was not there. 'Oh no!' he said. 'Foday has gone! Where is he?'

<b>Lesson Title:</b> Description of a Character	<b>Theme:</b> Writing with Conventions	
<b>Lesson Number:</b> L-04-074	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe a character in their community.</p>		<p><b>Teaching Aids</b> Passage: 'Character description' (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw a simple picture of a man on the board. 2. Write the passage (with gaps) on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** Imagine that you are traders at a market.
3. **Ask:** What would you sell? Raise your hand to answer. (Example answers: fruits, mobile recharge)
4. Tell pupils that today they are going to describe a person in our community.

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

1. Point to the picture of the man on the board.
2. Read the first sentence of the passage: In my home village, there is a \_\_\_\_\_
3. Point to the space and **ask:** What is this word? Can you guess? Raise your hand to answer.
4. Pupils suggest ideas. Do not say if they right or wrong.
5. **Say:** In my home village, there is a trader. His name is \_\_\_\_\_.
6. Point to the space and **ask:** What is his name? Can you guess? Raise your hand to answer.
7. Pupils suggest ideas. Do not say if they right or wrong.
8. **Say:** His name is Mr. Ganda. He works \_\_\_\_\_.
9. Point to the space and **ask:** Where does he work? Can you guess? Raise your hand to answer.
10. Pupils suggest ideas. Do not say if they are right or wrong.
11. **Say:** He works in the market.
12. Continue with the other sentences on the board. Stop at each space. Ask pupils to guess what the word is. Pupils suggest ideas. Do not say if they are right or wrong. **Say** the sentence again with the answer. The complete passage is:  

In my home village, there is a trader. His name is Mr. Ganda.  
He works at the market. He sells bags and clothes.  
He lives with his wife. He has 3 children.  
Mr. Ganda is a good man. He's cheerful and honest.
13. Read the passage again. Stop at each gap. Pupils say the words.
14. Tell the class to read the passage together. Point to the words as they read.

### Guided Practice (10 minutes)

1. **Say:** We are going to talk about a woman in our community.
2. Ask the pupils to choose a well-known person in the community (e.g. a teacher).
3. Read the first sentence of the passage: In my home village, there is a ... Pupils say: teacher.
4. Point to the next sentence. Guide pupils to say: Her name is... (Example answers: Mrs Conteh). Make sure pupils use the word 'her' and not 'his'.

5. Point to the next sentence. Guide pupils to say: She works (at the school). Make sure pupils use 'she' and not 'he'.
6. Continue with the rest of the passage. Point to the sentences. Pupils read and complete them. Change sentences if necessary (Example answer: She has one child).
7. **Read** the passage with the new information.
8. Tell the class to read the passage together with the new information.

Example passage:

In my home village, there is a teacher.

Her name is Mrs Conteh.

She works at the school. She teaches children.

She lives with her family. She has one child.

She is a good teacher. She is fair and kind.

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

1. **Say:** Can you say the names of other people in the community? Raise your hands. (Example answers: health worker, doctor, shopkeeper, religious leader)
2. Put pupils in pairs.
3. Tell pupils to think of 1 man or 1 woman in the community. Give them a minute to think of the people.
4. **Say:** First talk about the person to your partner. Work together to describe the person. Then write a short description about each. Use the sentences on the board to help you.
5. Give pupils 8 minutes to talk and write.
6. Have 2 or 3 pupils volunteer to read their sentences to the class.

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

1. Ask pupils what they learned today.
2. Tell pupils that next lesson they will listen to the last part of the story 'Abu's problem'.
3. Praise pupils for their hard work.

[PASSAGE: CHARACTER DESCRIPTION] by Kim Ashmore.




In my home village, there is a \_\_\_\_\_. His name is \_\_\_\_\_.

He works \_\_\_\_\_. He \_\_\_\_\_.

He lives with \_\_\_\_\_. He has \_\_\_\_\_ children.

Mr. Ganda is a good man. He's \_\_\_\_\_ and \_\_\_\_\_.

<b>Lesson Title:</b> Decision Making	<b>Theme:</b> Writing with Conventions	
<b>Lesson Number:</b> L-04-075	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and discuss the decisions made by a character.</p>	 <p><b>Teaching Aids</b> Story: 'Abu's problem' (at the end of the lesson)</p>	 <p><b>Preparation</b> Write these sentences on the board: a. He will talk to traders at the market. b. He will go home and tell his mother. c. He will tell the police. d. He will walk around the market. He will talk to people buying things at the market. e. He will shout his brother's name.</p>
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**Opening (3 minutes)**

1. Greet pupils and **write** the date on the board.
2. **Ask:** Can you remember the first line of the story 'Abu's problem'? Raise your hands.
3. **Write** this sentence on the board: Abu was feeling lazy.
4. **Say:** Read the sentence together.
5. Ask pupils to raise their hands if they can remember more of the story.
6. **Say:** Today we are going to hear the end of the story and talk about Abu's decisions.

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

1. Read Part 1 of the story (from 'Abu was feeling lazy' to 'Foday has gone! Where is he?').
2. **Ask:** What is Abu's problem? Raise your hand to answer.
3. Guide pupils to give the answer: Abu is at the market. He's talking to his friend. His little brother is not there.
4. Tell pupils that Abu needs to solve the problem.
5. Read the first sentence on the board: He will talk to traders at the market.
6. **Ask:** What does the sentence mean? Raise your hand to answer. (Example answer: He will ask the shopkeepers there if they have seen his brother.)
7. **Ask:** Do you think Abu will do this? Tell pupils to raise their hands if they agree.
8. **Say:** All the pupils who raised their hands, say, 'I think he will talk to traders at the market.' Pupils repeat.
9. **Repeat** with the other sentences on the board – ask pupils what they think the sentence means, ask them if they think Abu will do that. Ask the pupils who agree to say the full sentence starting with 'I think he will...'

**Guided Practice (10 minutes)**

1. Read Part 2 of the story slowly and clearly.
2. **Ask:** Did Abu go home and tell his mother? (Answer: No).
3. Tell pupils you are going to ask them more questions about the story. Tell pupils to raise their hands to answer.
  - e. Did he talk to traders at the market? (Answer: yes)
  - f. Did he tell the police? (Answer: no)
  - g. Did he walk around the market? (Answer: yes)

- h. Did he talk to people buying things at the market? (Answer: yes)
- i. Did he shout his brother's name? (Answer: no)

**Independent Practice** (10 minutes)

1. Talk about Abu's decisions. Ask pupils to raise their hand to answer the questions.  
**Ask:** Were they good decisions? Why? Why not? (Example answers: No, he did not make a good decision. He should have told the police; Yes, he made a good decision, because he found his brother and he did not get a scolding from his mother.)
2. **Say:** Open your exercise books and draw a picture from the story. Write a sentence next to the picture.
3. Give pupils 6 minutes to draw and write.
4. **Say:** Show your picture to the pupil sitting next to you. Take turns to talk about your picture.
5. Have 1 girl and 1 boy pupil volunteer to show the class their picture and talk about their work.

**Closing** (2 minutes)

1. Explain that stories often have a message.
2. **Ask:** What is the message of this story? Raise your hand to answer. (Example answers: Make good decisions, don't be lazy, take care of your younger sister or brother).
3. Praise pupils for their hard work.




[*STORY: ABU'S PROBLEM*] by Kim Ashmore.

**Part 1:** Abu was feeling lazy. He was lying under the tree in the yard. Suddenly, he heard his mother. 'Abu! Where are you?' Abu opened his eyes and he saw his mother. 'Can you go to the market?' she said. 'We need some vegetables. And take your little brother.' Abu didn't want to go but his mother was busy.

He took his little brother by the hand and they walked to the market. At the market, Abu bought the vegetables, and started to walk back home. As he was walking home, he saw his friend. 'Hello, Ibrahim,' he said. Abu and Ibrahim talked and laughed. Then Abu realised something. His little brother was not there. 'Oh no!' he said. 'Foday has gone! Where is he?'

**Part 2:** Abu ran back to the market. He talked to some traders, but they didn't know where Foday was. He walked around the market, but he couldn't see little Foday. 'Mother will be so angry,' he thought. 'I can't go back home.' Then he saw his friend's mother, Mrs. Mustapha. She was buying some things at the market. Have you seen Foday?' he asked. 'Oh, yes,' said Mrs. Mustapha. 'He's with Mr. Ganda. Mr. Ganda is always so cheerful!' Abu quickly found Mr. Ganda and there was Foday, happily talking to the friendly trader. Abu took Foday's hand, and went back home. After that day, Abu always looked after his little brother.

<b>Lesson Title:</b> Compound Sentences	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-076	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to join 2 simple sentences into 1 compound sentence.</p>	 <p><b>Teaching Aids</b> Sentences (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write the sentences (at the end of the lesson plan) on the board. Leave gaps between each pair of sentences. 2. Write the fill-in-the-blank sentences on the board (see Guided Practice section)</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** I will say an activity. If you like the activity, wave your hands in the air. If you don't like the activity, put your hands on your heads.
3. **Say:** Singing. Pupils wave their hands in the air, or put their hands on the heads.
4. Repeat with these activities: drawing, writing, listening to stories, playing football, going for a picnic, cooking, sewing, swimming.
5. **Say:** Today we are going to talk about the things we like or don't like doing and to join sentences.

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

1. Read the first sentence on the board: I love singing. I like drumming.
2. **Ask:** How many sentences are there? Raise your hand to answer. (Answer: 2)
3. **Say:** The 2 sentences both say what I like. We can join the 2 sentences to make 1 sentence using the word 'and'.
4. Erase the first full stop. **Write** the word 'and' between the sentences.
5. Read the sentence: I love singing and I like drumming.
6. Ask pupils to listen and repeat the sentence. Check pupils understand the sentence.
7. Practice joining the next 2 sentences with 'and' in the same way: I love drawing. I like writing.
8. Read these sentences: I love football. I don't like basketball.
9. **Ask:** How many sentences are there? Raise your hand to answer. (Answer: 2)
10. **Ask:** Do the sentences both say what I like? Raise your hand to answer. (Answer: No)
11. **Say:** No, the ideas in the 2 sentences are different.
12. **Say:** We can join the 2 sentences to make 1 sentence using the word 'but'.
13. Erase the first full stop. **Write** the word 'but' between the sentences.
14. Read the sentence: I love football but I don't like basketball.
15. Ask pupils to listen and repeat the sentence. Check pupils understand the sentence.
16. Practice joining the next 2 sentences with 'but' in the same way: I don't like writing. I like reading.
17. Read these sentences: I like sewing. I can make clothes.
18. **Ask:** How many sentences are there? Raise your hand to answer. (Answer: 2).
19. **Say:** The second sentence explains why the person likes the activity.
20. **Say:** We can join the 2 sentences to make 1 sentence using the word 'because'.

21. Erase first full stop. **Write** the word 'because' between the sentences.
22. **Read** the sentence: I like sewing because I can make clothes.
23. Ask pupils to listen and repeat the sentence. Check pupils understand the sentence.
24. Practice joining the next 2 sentences with 'because' in the same way: I like swimming in the river. The water is nice and cool.
25. **Say:** When we join 2 simple sentences together we make a compound sentence. Compound sentences make passages and stories more interesting for the reader or listener.

**Guided Practice** (7 minutes)

1. **Say:** Let us complete these fill-in-the-blank sentences on the board. Raise your hand to fill the blanks with something that is true for you:  
 I love \_\_\_\_ and I like \_\_\_\_.  
 I like \_\_\_\_ but I don't like \_\_\_\_.  
 I like \_\_\_\_ because \_\_\_\_.
2. Read the first sentence. Have 1-2 pupils answer. (Example answer: I love singing *and* I like dancing). If pupils have difficulty, give more examples.
3. Read the second sentence. Have 1-2 pupils answer. (Example answer: I like singing *but* I don't like dancing). If pupils have difficulty, give more examples.
4. Read the third sentence. Have 1-2 pupils answer. (Example answer: I love drumming *because* it makes a loud noise). Guide pupils to give reasons.

**Independent Practice** (10 minutes)

1. **Say:** Copy and complete these 3 sentences in your exercise books with things you like or don't like. You have 6 minutes.
2. Have 4-5 pupils volunteer to read one of their sentences to the rest of the class.

**Closing** (1 minute)




1. Praise pupils for their hard work.

[SENTENCES]

**Note:** Leave a gap between the 2 sentences.

- |                               |                             |
|-------------------------------|-----------------------------|
| I love singing.               | I like drumming.            |
| I love drawing.               | I like writing.             |
| I love football.              | I don't like basketball.    |
| I don't like writing.         | I like reading.             |
| I like sewing.                | I can make clothes.         |
| I like swimming in the river. | The water is nice and cool. |

<b>Lesson Title:</b> Language to Persuade	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-077	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use specific language to persuade another person.</p>		<p><b>Teaching Aids</b> Dialogue: Let's go to the river (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Practice reading the dialogue using different voices.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** Raise your hands if you swim.
3. **Say:** Raise your hands if you like swimming.
4. **Ask:** Why? Raise your hand to answer. (Example answer: because it is fun)
5. **Ask:** Why not? Raise your hand to answer. (Example answer: because I'm scared of the water)
6. Tell pupils that today they are going to do some acting and use language to persuade someone to do something.
7. Explain that 'persuade' means to try and change someone's mind to do something they don't want to. Explain in the local language if needed.

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

1. Point to the dialogue on the board. **Say:** 2 boys are talking. They are Olu and John. These are the words they say.
2. Read the dialogue slowly and clearly. Explain words as you read it using actions (e.g. lazy), pictures (e.g. river) or explanations. (Possible new words: far – a distance away; lazy – not wanting to do anything; cool – not hot; join us – invite someone to do something with you).
3. Read the dialogue again one line at a time. Ask pupils to listen and repeat each line after you.
4. Divide the class in 2 groups (e.g. left and right of the class, front and back, or girls and boys).
5. Ask group 1 to read Olu's lines. Ask group 2 to read John's lines.
6. Change the groups. Group 1 reads John's lines. Group 2 reads Olu's lines.

### Guided Practice (8 minutes)

1. **Ask:** Does John want to go to the river at first? Raise your hand to answer. (Answer: No)
2. **Ask:** Why doesn't John want to go? Raise your hand to answer. (Answer: It's too far; he's feeling lazy; he's too hot.)
3. **Say:** Olu tries to persuade John.
4. **Ask:** What does he say to persuade him? Raise your hand to answer. (Answer: 'We can sing while we walk, what do you think?')
5. **Say:** He tells John why it is good to go to the river.
6. **Ask:** Why is it good to go to the river? Raise your hand to answer. (Answers: His friend will be there, it will be cool).
7. **Say:** He persuades John by saying: 'Are you sure?' 'Come and join us!'



**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Imagine another conversation between Olu and John. Olu wants to play football but John does not feel like playing football. Imagine what Olu would say to John to persuade him to play football. You can use words from the dialogue on the board to help you but think of what you will say in your own words.
2. Give pupils 30 seconds to decide who will be Olu and who will be John. Then tell them to say their dialogues.
3. After 3 minutes, ask pupils to swap roles in the pairs and repeat the activity.

**Closing** (6 minutes)

1. Have 2 pairs of pupils volunteer to act out their own dialogue in front of the class.
2. **Say:** Well done. Now you can ask and persuade someone to do something with you.

[DIALOGUE: LET'S GO TO THE RIVER] by Kim Ashmore.

Olu: Hello, John.

John: Hello, Olu. What are you doing?

Olu: I'm going to the river. Do you want to come?

John: No thank you. The river is too far.

Olu: We can sing while we walk. What do you think?

John: I don't know. I'm feeling lazy today.




Olu: Are you sure? Peter will be there. Peter is your friend.

John: It sounds fun, but I'm too hot.

Olu: The river is nice and cool. We can swim. Come and join us!

John: OK. Let's go to the river.

<b>Lesson Title:</b> Writing an Informal Letter	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-078	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcome</b> By the end of the lesson, pupils will be able to write an informal letter to a friend persuading them to join them at an event.</p>		<p><b>Teaching Aids</b> Letter – ‘Part 1: A football match’ (at the end of the lesson plan).</p>		<p><b>Preparation</b> Write the following parts of the letter as a list on the board: address, date, greeting, introduction line, body of the letter, ending line, from</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask:** Do you know what a letter is? Raise your hand to answer. (Example answer: A message you write on a paper and send to someone who lives far away.)
3. Explain that letters are sent through the post office all over the world. Now with phones and Internet, people do not write as many letters as they did before but letters are still used by some people and for business.
4. **Ask:** Have you ever written a letter? Raise your hands if you have.
5. **Ask:** Have you written a letter to a friend? Raise your hands if you have.
6. Tell pupils that today they are going to start writing a letter to a friend asking them to come to an event.

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

1. Point to the words address and date on the board. **Say:** When we write a letter, the first thing we write is where we live. This is called an ‘address’ – it tells the person reading the letter where they can send the reply to the letter. Then I have to write today’s date to tell the reader when it was sent.
2. **Ask:** What do we write first? Raise your hand to answer. (Answer: an address)
3. **Write** an address at the top right-hand side of the board (see example at the end of the lesson plan).
4. Explain the different parts of the address – the number of the house, the name of the street, the city and the country.
5. **Ask:** What do we write below the address? Raise your hand to answer. (Answer: the date)
6. **Ask:** What’s the date? Pupils say the date. **Write** the date below the address (see example at the end of the lesson plan).
7. **Say:** The letter is to a friend so we will start by greeting the friend using his/her name. We usually start with the greeting ‘Dear’. **Write** the name and a comma: Dear Tamba,
8. **Say:** The introduction of a letter says why the person is writing the letter. Read the sentence as I write. **Write:** I am writing to ask if you would like to come to a football match with me.
9. **Say:** The body of the letter, which is the main part, says where and when the event is taking place. Read the sentence as I write.
10. **Write:** The football match will take place at Freetown Primary School on 30<sup>th</sup> November.
11. **Say:** The next part of the letter gives more information. We will write this part next lesson – leave 6 lines for it. We will now write the end of the letter. The ending lines of the letter remind the reader why you are writing. Read the sentence as I write.
12. **Write:** I hope that we will see you on 30<sup>th</sup> November for the football match. Please reply by letter as soon as you can.
13. **Say:** We need to say who the letter is from. **Write:** Your friend, Jusu.
14. Read the full letter.

### Guided Practice (8 minutes)

1. **Say:** You will write a letter. In the letter, you will ask a friend to come to an event.
2. **Ask:** What do you need to write before writing the letter? Raise your hand to answer. (Answer: the address and date at the top) Point to the address and date on the board.
3. **Say:** You will choose a friend's name. Point to the words: Dear Tamba.
4. Point to the opening sentence of the letter. **Ask:** What does this sentence do? Raise your hand to answer. (Answer: It says why you are writing the letter).
5. **Say:** You will choose an event. What event can you choose? Raise your hand to answer. (Example answers: a picnic, a school play, a party).
6. Show how the sentence changes using an example: I am writing to ask if you would like to come to a picnic with me.
7. Point to the next sentence of the letter. **Say:** You will need to say where the event is, and when the event is.
8. Leave 6 lines to write more about the event later.
9. Point to the ending sentences of the letter: I hope I will see you on 30<sup>th</sup> November for the football match.
10. **Say:** You will need to change the date and the event. For example, I hope we will see you on 8<sup>th</sup> March for the picnic.
11. Point to the end of the letter. **Say:** You will need to end the letter and write your name.

### Independent Practice (11 minutes)

1. **Say:** Open your exercise books to a new page. Copy the address and date on the top right corner like you seen on the board. You have 3 minutes.
2. **Say:** Think of a friend's name, an event and the date for the event. You have 1 minute.
3. **Say:** Write the beginning and end of your letter. Do not forget to leave 6 lines to write more later. Use the letter on the board to help you. You have 6 minutes. Use the list on the board to check whether you have written all the parts.

### Closing (2 minutes)

1. Have 2 or 3 pupils volunteer to read the opening sentence of their letter (Example answer: I am writing to ask if you would like to come to a picnic with me.) **Say:** Bring your letters to the next lesson.

[LETTER: PART 1: A FOOTBALL MATCH] by Kim Ashmore.

18 Riverside Street,  
Freetown, Sierra Leone  
31<sup>st</sup> October 2016

Dear Tamba,

I am writing to ask if you would like to come to a football match with me.

The football match will take place at Freetown Primary School on 30<sup>th</sup> November.




[More information – we will write next lesson. Leave 6 lines]

I hope I will see you on 30<sup>th</sup> November for the football match.

Please reply by letter as soon as you can.

Your friend,  
Jusu

<b>Lesson Title:</b> Writing an Informal Letter	<b>Theme:</b> Letter writing	
<b>Lesson Number:</b> L-04-079	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write an informal letter to a friend persuading them to join them at an event. (Continuation)</p>	 <p><b>Teaching Aids</b> Letter: 'A football match' (at the end of the lesson plan)</p>	 <p><b>Preparation</b> Write the letter 'Part 1 A football match' (at the end of the lesson plan) on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** Raise your hands if you have a birthday in March.
3. Ask pupils who have a birthday in March to tell you the date.
4. Tell pupils that today they are going to finish writing a letter to a friend.

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

1. **Say:** Remember that we started to write a letter last lesson. Here is the letter with more information.
2. Read the letter slowly and clearly.
3. Explain the letter as you read it using actions (e.g. exciting), pictures (e.g. trophy) and explanations. (Possible new words: enjoy – have fun; final – last; exciting – fun; trophy – a cup given to the winners; delicious - tasty).
4. **Ask:** Does Tamba like football? Raise your hand to answer. (Answer: No)
5. **Ask:** Does Jusu want Tamba to come? Raise your hand to answer. (Answer: Yes)
6. Explain that Jusu tries to persuade his friend to come. He says good things about the event.
7. **Ask:** What does 'persuade' mean? Raise your hand. (Answer: Say things to someone to make them do something they may not want to)
8. **Ask:** What good things does he say about the event? Raise your hand to answer. (Answers: It will be exciting, family and friends will be there, they may win a trophy, and there will be delicious food.)
9. **Say:** He uses phrases to encourage and persuade: 'Come and join us!' 'You should...'
10. Read the letter again slowly and clearly.

### Guided Practice (6 minutes)

1. **Say:** You started to write a letter last lesson. You wrote a beginning and an end. You asked a friend to come to an event. Imagine that your friend is not very interested. Persuade your friend to come to the event. Imagine the event is a picnic.
2. **Ask:** How we can persuade people to come to a picnic? Raise your hand to answer.  
Pupils suggest ideas. (Example answers: the weather is very nice, we will play fun games with friends, the food will be delicious)
3. **Write** 3 or 4 ideas on the board.

**Independent Practice** (12 minutes)

1. **Say:** Write the main part of the letter in the 6 lines that you left blank. Persuade your friend to come to the event. Say the good things about the event. Use some phrases to encourage your friend to come. Use the sentences on the board if you need help. You have 10 minutes to write to 4 sentences.

**Closing** (5 minutes)

2. Have 1 or 2 pupils volunteer to read their letters in front of the class.
3. If possible, stick some of the letters on the board or on the wall for the pupils to read later.
4. Say: Well done! You can now write a letter to a friend.

[LETTER: A FOOTBALL MATCH] by Kim Ashmore.

18 Riverside Street,  
Freetown

31.10.2016

Dear Tamba,

I am writing to ask if you would like to come to a football match with me.

The football match will take place at Freetown Primary School on 30<sup>th</sup> November.

I know that you don't like football very much, but I think that you will enjoy this match. It is the final match and will be very exciting. My family and our friends will also come. Let's win the trophy!

You should come to my house before the match because my mother and auntie are cooking some delicious food. Come and join us!




I hope I will see you on 30<sup>th</sup> November for the football match.

Please reply by letter as soon as you can.

Your friend,

Jusu

<b>Lesson Title:</b> Reading Non-Fiction	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-080	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use headings and titles to learn from a non-fiction text.	 <b>Teaching Aids</b> Passage: 'Football around the world' (at the end of the lesson plan)	 <b>Preparation</b> Write the passage 'Football around the world' (at the end of the lesson plan) on the board.
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Write** the word 'Football' on the board. **Ask:** Can you say any words about football? Raise your hand to answer.
3. **Write** some words on the board (Example answers: match, competition, player, final, trophy)
4. Tell pupils that today they are going to use a passage to learn about football.

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

1. Read the title: Football around the world.
2. **Say:** This is the title. This passage is not a story - it is non-fiction. This means it is not made up, but real. It gives real information about a topic.
3. Read the first heading: The beginnings of the game.
4. **Say:** This is the heading for the first paragraph.
5. **Ask:** Do you know anything about the start of modern football? Raise your hand to answer. Pupils suggest ideas. (Example answer: It began in England)
6. Explain that this paragraph will give information about the beginnings of football. Do not read the paragraph yet.
7. Read the second heading: The World Cup.
8. **Ask:** Do you know anything about the football World Cup? Raise your hand to answer. Pupils suggest ideas (Example answer: it is a football competition).
9. Explain that the World Cup is an international football competition. Tell pupils the paragraph gives information about the World cup. Do not read the paragraph yet.
10. Read the third heading: The African Cup of Nations.
11. **Ask:** What do you know about the African Cup of Nations? Raise your hand to answer. Pupils suggest ideas (Example answer: it is a football competition in Africa).
12. Tell pupils the paragraph gives information about the African Cup of Nations. Do not read the paragraph yet.
13. Read the final heading: Football in Sierra Leone.
14. **Ask:** What do you know about football in Sierra Leone? Raise your hand to answer. Pupils suggest ideas (Example answer: the national team is called 'Leone Stars').
15. Tell pupils the paragraph will give information about Football in Sierra Leone. Do not read the paragraph yet.

### Guided Practice (10 minutes)

1. Tell pupils that they are going to read the headings and paragraphs and you will ask them questions. Tell them to raise their hands to answer. Explain new words paragraph by paragraph.
2. Read the heading of the first paragraph again: The beginnings of football. Read the first paragraph (from 'The modern game...' to '... around the world').
3. **Ask:** When did football begin? (Answer: 1863)
4. **Ask:** Where did it begin? (Answer: in England).

5. Read the heading of the second paragraph again: The World Cup. Read the second paragraph (from 'The World Cup...' to '... in South Africa').
6. **Ask:** When was the first World Cup? (Answer: 1930)
7. **Ask:** How many times has Brazil won? (Answer: 5 times)
8. **Ask:** Where was the World Cup in 2010? (Answer: South Africa).
9. Read the heading of the third paragraph again: The African Cup of Nations. Read the third paragraph (from 'The top international ...' to '... African Women's Championship').
10. **Ask:** What is the most important championship in Africa? (Answer: the African Cup of Nations)
11. **Ask:** How many times has Nigeria won? (Answer: 8 times).
12. Read the heading of the final paragraph again: Football in Sierra Leone. Read the final paragraph (from 'The national team ...' to the end).
13. **Ask:** What is the national team? Raise your hands. (Answer: Leone Stars).
14. **Ask:** What colour is their kit? (Answer: green, white and blue).
15. **Ask:** Can you say some other important teams? (Answer: East End Lions, Mighty Blackpool)
16. **Say:** We have found out a lot about football.

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

1. **Say:** Write 1 sentence for each of the following in your exercise books: The beginnings of football; The World Cup; The African Cup of Nations; Football in Sierra Leone.
2. Give pupils 8 minutes. Have pupils volunteer to read their sentences to the rest of the class.

### **Closing** (1 minutes)

1. **Ask:** Have you ever been to a football match? Which team do you like best? Who is your favourite football player?
2. Praise pupils for their hard work.

[PASSAGE: FOOTBALL AROUND THE WORLD] by Kim Ashmore.

## **Football around the world**

### **The beginnings of the game.**

The modern game of football began in 1863 in England. By 1900 football was popular in many countries around the world.

### **The World Cup**

The football World Cup takes place every 4 years. The first World Cup took place in Uruguay in South America in 1930. Brazil has won the World Cup 5 times. In 2010 the World Cup took place in South Africa.




### **The African Cup of Nations**

The top international championship in Africa is the African Cup of Nations. It takes place every 2 years. Nigeria has won 8 times. There is also an African Women's Championship.

### **Football in Sierra Leone**

The national team of Sierra Leone is the Leone Stars. Their kit is green, white and blue. Other important teams are East End Lions and Mighty Blackpool.

<b>Lesson Title:</b> To Gain Personal Experience about World Issues	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-081	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to give their personal experience of things happening in the community.	 <b>Teaching Aids</b> Letter – ‘Part 1: A school competition’ (at the end of the lesson plan)	 <b>Preparation</b> Write the letter ‘Part 1: A school competition’ on the board.
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Write** some years on the board (e.g. 1863, 1900, 1930, 2010, 2016). Ask pupils to say the years.
3. **Say:** Today we are going to start writing a letter about something happening in the community.

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

1. Point to the address. Remind pupils that we need to write an address at the top of a letter.
2. Point to the date. **Ask:** What’s the date? Raise your hand to answer. (Example answer: 14<sup>th</sup> January 2017)
3. Read: Dear Mamie. **Say:** Remember that we begin letters with ‘Dear’ and then the person’s name.
4. Explain that the first sentence says why a person is writing.
5. **Read** the first sentence: I am writing to tell you about a school competition.
6. **Ask:** Why is Kumba writing? Raise your hands. Guide pupils to answer: to tell Mamie about a school competition.
7. Explain that the next part of the letter gives more information about the competition.
8. Read from ‘Our head teacher ...’ to ‘I hope my story will win.’
9. Explain that in the next lesson, we will write the next paragraph of the letter. We will leave some space for it right now.
10. Explain that we need to end the letter.
11. Read: Please write soon.
12. Explain that we need to say who the letter is from.
13. Read: Your friend, Kumba.
14. Read the letter again.
15. Ask pupils to say what the sentences mean.

### Guided Practice (10 minutes)

1. **Say:** You are going to write a letter. In the letter, you will tell a friend about something happening at school or in your village or town.
2. **Ask:** What do we write before writing the letter? Raise your hands. (Answer: The address and date at the top.)
3. Give pupils 3 minutes to write the address and date.
4. Point to the words: Dear Mamie. **Say:** Choose a friend’s name. Write ‘Dear...’ and then your friend’s name in the correct place (show on the board). You have 1 minute.



5. Point to the first sentence of the letter. **Say:** You need to choose something to write about. This must be something happening at school or in their village or town. You have 30 seconds to think of something.
6. **Ask:** What is happening at school or in your village or town? Raise your hands. Pupils suggest some things. (Example answers: annual day, football match, sports day)
7. **Write** some ideas on the board.
8. Point to the next part of the letter.
9. **Say:** You need to give more information about it. This can be one or more sentences.
10. Explain that pupils need to end the letter and write their name.

**Independent Practice** (8 minutes)

1. Put pupils in pairs.
2. **Say:** You will write a letter together. Write a letter to a friend about something that is happening at school or where you live. Choose a topic from the board. Leave 6 lines for the main part where you will add more information. Write the beginning and end of the letter. Use the letter on the board to help you.
3. Give pupils 7 minutes.

**Closing** (4 minutes)

1. Have 1 or 2 pairs volunteer to read their letter in front of the class.
2. Tell pupils to bring their letters next lesson.
3. Praise pupils for their hard work.

[LETTER: PART 1: A SCHOOL COMPETITION] by Kim Ashmore.

6 Free Street,  
Makeni

14<sup>th</sup> January, 2017.

Dear Mamie,

I am writing to tell you about a school competition.

Our head teacher asked us to write a story about our town for a writing competition. I am writing a story about a fire. The fire happened in December. I hope my story will win.




*[we will write another paragraph next lesson – leave 6 lines]*

Please write soon.

Your friend,

Kumba

<b>Lesson Title:</b> Compose a Paragraph about a Single Topic or Idea	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-082	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compose a paragraph about their personal experiences and their opinion about them.</p>		<p><b>Teaching Aids</b> Letter: 'A school competition' (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the letter 'A school competition' at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask:** Who likes writing? Raise your hands. Pupils raise hands if they like writing.
3. **Ask:** Who has written a story? Raise your hands. Pupils raise hands if they have written a story.
4. **Ask** one or 2 pupils what they wrote about.
5. **Ask:** Who can tell me what a paragraph is? Raise your hands. (Answer: A group of sentences about the same thing.)
6. Tell pupils that today they are going to write a paragraph about your experiences and opinions.

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

1. **Say:** Last lesson we started to write a letter.
2. Read the letter slowly and clearly.
3. **Ask** questions about the letter. Tell pupils to raise their hands to answer:
  - a. Why has Kumba written the letter? (Answer: To tell her friend about a school competition.)
  - b. What is the competition? (Answer: To write a story about her town.)
  - c. How often do they have the competition? (Answer: Every year.)
  - d. What does Kumba think about the competition? (Answer: she thinks it's a good idea.)
  - e. Why does she think it's a good idea? (Answer: it helps pupils to write better, they feel proud, they can win a prize.)
4. Read the letter again.

### Guided Practice (5 minutes)

1. **Say:** You wrote some of a letter last lesson. The letter is telling a friend about something that is happening at school or where you live.
2. **Say:** Write another paragraph. In the paragraph, give your opinion about what is happening at school or where you live. Also give reasons for your opinion.
3. Explain what 'opinion' means. An 'Opinion' is what you think about it, and if you agree with what is happening or not.
4. **Ask** 1 or 2 pairs to say what their letter is about (Example answer: planting trees in the community).
5. **Ask:** What do you think about the topic? Is planting trees a good idea or not?

6. **Ask:** Why or why not? Pupils suggest ideas. (Example answers: I believe it is good for the town. Trees are important for other plants and animals. They give us wood. They give us medicine. They give us oxygen.)
7. **Write** ideas on the board.

**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** Write another paragraph in your letter. In this paragraph, give your opinion about what is happening at school or in your community. Give reasons for your opinion. Write it in the 6 lines you left blank in your letter. Remember to use capital letters and full stops.

**Closing** (5 minutes)

1. Have 1 or 2 pairs volunteer to read their letter in front of the class.
2. Ask pupils what they have learned today.
3. Praise pupils for their hard work.

[*LETTER: A SCHOOL COMPETITION*] by Kim Ashmore.

6 Free Street,  
Makeni

14<sup>th</sup> January, 2017.

Dear Mamie,

I am writing to tell you about a school competition.

Our head teacher asked us to write a story about our town. I am writing a story about a fire. The fire happened in December. I hope my story will win.




We have a story competition every year. I think it is a good idea. It helps pupils to write better, and we all feel proud of our stories. The writer of the best story wins a prize for the class. Last year my class won a dictionary.

Please write soon.

Your friend,

Kumba

<b>Lesson Title:</b> Business Letter	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-083	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a letter to an official in their community.</p>		<p><b>Teaching Aids</b> Letter: Prize giving ceremony (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the letter at the end of the lesson plan on the board (with gaps).</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the letter on the board.
3. **Ask:** Is this a story? (Answer: No)
4. **Ask?** Is this a poem? (Answer: No)
5. **Ask:** What is it? Raise your hands. (Answer: A letter)
6. **Ask:** How do you know it's a letter? Raise your hands. Guide pupils to answer: There is an address and a date at the top, it begins with 'Dear'..., it ends with a name.
7. **Say:** Today we are going to read and write another letter to an official.

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

1. Read the first address. Stop at the gap: 30<sup>th</sup> \_\_\_\_\_, 2017.
2. **Ask:** What's the word? Raise your hands. Pupils guess. Do not say if they are right or wrong.
3. Continue with the rest of the letter. Stop reading at each gap. Ask pupils to guess the word. Do not say if they are right or wrong.
4. Read the letter again. This time, read the complete letter with the gaps. **Write** in the gaps as you read. Gap 1 = January Gap 2 = Street Gap 3 = Mr. Gap 4 = writing Gap 5 = February Gap 6 = book Gap 7 = you Gap 8 = Mrs.
5. Point to each gap. Tell pupils to say the word for each gap.
6. **Ask** questions about the letter. Tell pupils to raise their hands to answer.
  - a. Who is the letter to? (Answer: Mr. Mustapha)
  - b. What is his job? (Answer: an official at the council)
  - c. Who has written the letter? (Answer: Mrs. Kabba)
  - d. What is her job? (Answer: a teacher)
  - e. Why has Mrs. Kabba written the letter? (Answer: the school has had a competition. She wants Mr. Mustapha to come to a prize-giving ceremony. She wants him to give the prize.)

### Guided Practice (5 minutes)

1. **Say:** This is a formal letter.
2. Explain that we write formal letters when we write to officials or businesses.
3. **Ask:** What is at the top of the letter? Raise your hands. (Answer: The address of the writer and the date at the top, like other letters). Point to the address.
4. Explain that this letter also has the address of the person she is writing to (on the left-hand side). Point to the address.

5. **Say:** In a formal letter we use more formal language. For examples, 'Mr. or Mrs.' is used, we do not call the person by his or her first names. We use the word 'attend' which is more formal than 'come to'. We use the word 'grateful' which is more formal than 'happy'.
6. Explain that we use a formal ending: I look forward to hearing from you, Yours sincerely.  
Point to the ending.

**Independent Practice** (12 minutes)

1. **Say:** Copy sentences from the letter. Complete the gaps as you write.
2. Give pupils 9 minutes.
3. **Say:** Class, read the letter.
4. Point to the words as pupils read the letter.

**Closing** (3 minutes)

1. **Ask:** Did we learn to write a letter to a friend? (Answer: no)
2. **Ask:** Whom did we write to? (Answer: Mr. Mustapha)
3. Praise pupils for their hard work.

[LETTER: PRIZE-GIVING CEREMONY] by Kim Ashmore.

Makeni Primary School,  
Makeni

30<sup>th</sup> \_\_\_\_\_, 2017.

Makeni Council,  
Free \_\_\_\_\_,  
Makeni

Dear \_\_\_\_\_ Mustapha,

I am \_\_\_\_\_ to ask if you could attend a prize-giving ceremony. It will take place at Makeni Primary School on 22<sup>nd</sup> \_\_\_\_\_.

Every year we have a story competition at the school. This year, the winner is Kumba Sei. She is one of our brightest pupils. She has won a \_\_\_\_\_ about animals.

We would be very grateful if \_\_\_\_\_ could give the prize to her at the ceremony.




I look forward to hearing from you.

Yours sincerely,

\_\_\_\_\_ Kabba

(Class 4 teacher, Makeni School)

<b>Lesson Title:</b> Tables of Contents	<b>Theme:</b> Letter writing	
<b>Lesson Number:</b> L-04-084	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the table of contents to find answers to questions.</p>		<p><b>Teaching Aids</b> Text: Table of Contents (at the end of the lesson)</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. **Write** on the board: The African bush elephant.
3. **Ask:** What is this? Raise your hands. (Answer: It's an animal)
4. **Ask:** What do you know about the African bush elephant? Raise your hands. Pupils say what they know about the elephant.
5. Point to the words 'The African bush elephant' on the board. **Say:** Today we are going to look at a page from a book about the African bush elephant. This is the title of a book. It is a non-fiction book. It is not made up. It has real information about elephants.
6. **Ask:** What kind of information could the book give us? Raise your hand. (Example answers: What elephants eat, where they live, what they do, how many babies they have)
7. **Say:** Today we are going to look at the table of contents of a book to find information.

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

1. Point to the text on the board. **Say:** This is a page from a book about the African bush elephant. It is called the 'table of contents'. This page is at the start of the book. It shows the chapters – or parts – of the book. Each chapter has a title.
2. **Say:** This book has 6 chapters. The first chapter is called 'What it looks like.'
3. **Ask:** What do you think this chapter is about? Raise your hands. (Example answers: size, colour, parts of the elephant's body)
4. Read each title. For each title, **ask:** What do you think the chapter is about? (Possible new words: predators – an animal that eats other animals; conservation – take care of and save from harm)
5. Point to the words: Page 2.
6. Explain that this is the first page of the chapter called 'What it looks like. If readers want to read about what the elephant looks like, they need to turn to this page.
7. **Ask:** What page does chapter 3 begin on? Raise your hands. (Answer: Page 7.)
8. Explain that books often have a table of contents page. The page numbers help readers to find the information they need more quickly.

### Guided Practice (9 minutes)

1. **Say:** I will ask a question about the African bush elephant. Raise your hands to answer. Choose pupils to ask for the answer.
2. **Ask:** Where will I find out about how tall the African bush elephant is? (Answer: Chapter 1 'What it looks like')

3. **Ask:** Where will I find out about where the elephant lives? (Answer: Chapter 4 'How it lives')
4. **Ask:** Where will I know about if there any African bush elephants in Sierra Leone? (Answer: Chapter 2 'Where it lives')
5. **Ask:** Where will I find out if lions eat elephants? (Answer: Chapter 5 'Its predators')
6. **Ask:** Where will I know how can we look after elephants? (Answer: Chapter 6 'Elephant conservation')
7. **Ask:** Where will I find out if it eats plants or animals? (Answer: Chapter 3 'What it eats')

**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** I will ask a question. Work together to say which chapter has the answer.
3. **Ask:** Does it eat fruit?
4. Give pupils a minute to think about the answer. Choose 1 pair to answer. (Answer: Chapter 3)
5. Repeat with these questions:
  - a. Do they fight? (Answer: Chapter 4)
  - b. Which animal kills most elephants? (Answer: Chapter 5)
  - c. Does it live in the forest? (Answer: Chapter 2)
  - d. Are there more elephants now? (Answer: Chapter 6)
  - e. Are female elephants bigger or smaller than male elephants? (Answer: Chapter 1)

**Closing** (3 minutes)




1. **Ask:** Are there any African bush elephants in Sierra Leone? Raise your hands. (Answer: yes)
2. **Ask:** Have you seen an African bush elephant?
3. Praise pupils for their hard work.

[TEXT: TABLE OF CONTENTS] by Kim Ashmore.

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<b>Lesson Title:</b> Prefixes and Suffixes	<b>Theme:</b> Letter Writing	
<b>Lesson Number:</b> L-04-085	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match words with prefixes and suffixes to create new words.</p>		<p><b>Teaching Aids</b> Word list - see preparation</p>		<p><b>Preparation</b> Write these words on the board: friendly, healthy, lock, agree, honest, like, teach, clean, write, cheer, colour, help. Make sure there is space around each word.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the word 'friendly' on the board. **Say** the word clearly.
3. Ask pupils to repeat the word. Check pronunciation.
4. Repeat with all the words on the board.
5. Tell pupils that today they are going to make new words by adding to the beginning and end of words.

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

1. **Say** the word 'friendly' again.
2. **Ask:** What does 'friendly' mean? Raise your hands. (Answer: to like to have a lot of friends).
3. Repeat with all the other words. Check that the pupils understand the meaning of the words using actions and explanations. (Answers: healthy – not unwell, fit; lock – close with a lock and key; agree – to believe the same; honest – truthful; like – to think something is nice; teach – make someone learn something; clean – to remove dirt; write – compose text; cheer – support in a happy way; colour – change the colour of something; help – support)
4. **Say:** We can take some words and add letters to the *beginning* to make a new word.
5. Point to the word 'friendly'. **Write** 'un' before the word 'friendly' to make 'unfriendly'.
6. **Say:** Unfriendly. Pupils repeat 2 times.
7. **Say:** When we add 'un' to the beginning of a word, it gives it an opposite meaning.
8. Ask pupils to say what 'unfriendly' means in the mother tongue.
9. Point to the word 'agree'. **Write** 'dis' before the word to make 'disagree'.
10. **Say:** disagree. Pupils repeat 2 times.
11. **Say:** When we add 'dis' to the beginning of a word, it gives it an opposite meaning.
12. Ask pupils to say what 'disagree' means in the mother tongue.
13. **Say:** 'un' and 'dis' are **prefixes**. We can add them to the beginning of words, but they are not words when they are by themselves.
14. **Write:** prefixes - un', 'dis'
15. **Say:** We can also add letters to the end of some of these words to make a new word.
16. Point to the word 'teach'. **Write** 'er' after the word to make 'teacher'.
17. **Say:** teacher. Pupils repeat 2 times.
18. **Say:** When we add 'er' to the end of a word, it means the person who does the action.
19. Ask pupils to say what 'teacher' means in the local language.
20. Point to the word 'cheer'. **Write** 'ful' after the word to make 'cheerful'.



21. **Say:** cheerful. Pupils repeat 2 times.
22. **Say:** When we add 'ful' to the end of a word, it describes a person or object.
23. Ask pupils to say what 'cheerful' means in the local language.
24. **Say:** 'er' and 'ful' are **suffixes**. We can add them to the end of words, but they are not words when they are by themselves.
25. **Write:** suffixes - 'er', 'ful'

### **Guided Practice** (9 minutes)

1. **Say:** Now we are going to practice using prefixes and suffixes to make new words. Raise your hand to guess what the new words mean.
2. Point to the word: friendly. **Say** the word. Pupils repeat.
3. **Write** 'un' in front of the word. **Say** the word. Pupils repeat.
4. Ask pupils what the word means. (Answer: the opposite of friendly – to not want to make friends).
5. Repeat with the words: healthy and lock. (Answers: unhealthy – unwell or unfit; lock – to open something).
6. Point to the word: agree. **Say** the word. Pupils repeat.
7. **Write** 'dis' in front of the word.
8. **Say** the word 'disagree'. Pupils repeat.
9. Ask the pupils what it means. (Answer: the opposite of agree – to not believe the same thing as someone).
10. Repeat with the words: honest and like. (Answers: dishonest – to lie; dislike – to think something is not nice)
11. Point to the word: teach. **Say** the word. Pupils repeat.
12. **Write** 'er' at the end of the word.
13. **Say** the word 'teacher'. Pupils repeat.
14. Ask the pupils what it means. (Answer: a person who teaches).
15. Repeat with the words: clean and write. (Answers – cleaner – someone who cleans; writer – someone who writes).
16. Point to the word: cheer. **Say** the word. Pupils repeat.
17. **Write** 'ful' at the end of the word.
18. Ask the pupils what it means. (Answer: cheerful – someone who is happy)
19. Repeat with the words: colour and help. (Answers: colourful – something with lots of colours; helpful – someone who helps)

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




1. **Write** on the board: kind. **Say** the word. Pupils repeat.
2. **Write** 'un' in front of the word.
3. **Say** the word 'unkind'. Pupils repeat.
4. **Ask:** What does 'unkind' mean? Raise your hands. (Answer: The opposite of kind, someone who is mean).
5. **Write** these words on the board: read, believe, true, hope, play.
6. Put pupils in pairs.

7. Ask pupils to add a prefix or a suffix to make: opposite words using 'un' or 'dis', a person who does the action using 'er', a word that describes a person or object using 'ful'. Remind pupils to make sure that the new words make sense – all the prefixes and suffixes don't go with all the words.
8. Give pupils 6 minutes.
9. Have pupils volunteer to share their new words with the rest of the class. (Answers: reader, disbelieve, untrue, hopeful, playful)
10. Ask pupils to say the words again.
11. Ask pupils to say what the words mean. (Answers: reader – someone who reads; disbelieve – not think something is true; untrue – a lie; hopeful – someone who hopes or wishes for something; playful) – someone who likes to play)

**Closing** (3 minutes)

1. Point to the words on the board. **Ask:** Who can tell me a prefix we can use? Raise your hands. (Answer: un, dis)
2. **Ask:** Who can tell me a suffix we can use? Raise your hands. (Answer: ful, er)
3. Praise pupils for their hard work.

<b>Lesson Title:</b> Regular Past Tense	<b>Theme:</b> Grammar/Structure	
<b>Lesson Number:</b> L-04-086	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to change simple present tense to past tense (regular verbs).</p>		<p><b>Teaching Aids</b> Sentences and practice sentences (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the sentences and practice sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Ask** questions about days. Ask pupils to raise their hands to answer.
  - a. What day was it yesterday?
  - b. What day is it tomorrow?
  - c. What day comes after Thursday? (Answer: Friday)
3. Tell pupils that today they are going to change sentences from the present to the past.

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

1. Read sentence a: I walk to school.
2. **Ask:** Is this present (now), past or future? (Answer: present)
3. Ask pupils to say what it means in the local language or in English.
4. Read sentence b: He helps my uncle.
5. **Ask** pupils to say what it means in the local language or in English.
6. Continue with the remaining sentences. Read each sentence. Ask pupils to say what it means in the local language or in English.

### Guided Practice (10 minutes)

1. **Write** the letters 'ed' at the end of 'walk' in sentence a. to make: I walked to school.
2. Explain that when the verb has the suffix 'ed' we know that the sentence is talking about the past.
3. Ask the pupils what the sentence means now in the local language or in English.
4. Read sentence b. Point to the verb 'helps'.
5. **Ask:** How can we change this to the past tense? Guide pupils to answer.
6. Erase the letter 's' and add 'ed' to the end of 'help' to make: He helped my uncle.
7. Tell pupils that past tense verbs are the same for every person.  
Ask pupils to say what the sentence means now in the local language or in English.
8. Repeat with the remaining sentences – read each sentence, point to the verb and ask how to change it to the past tense. (Answers: cleaned, cooked, enjoyed, lived, arrived, carried)
9. Point to sentence h. Explain that when a verb ends in a consonant and the letter 'y' we change the 'y' to 'i' (Answer: carry: carried)
10. Ask the pupils to read each sentence in the past tense form altogether.

### Independent Practice (12 minutes)

1. Read the 5 practice sentences from the board. Explain that the sentences on the board talk about the present.
2. Ask pupils to write the sentences in their exercise books.
3. **Say:** Change the sentences to the past tense. You must add the suffix 'ed' to the end of each verb. You have 8 minutes.
4. Have pupils volunteer to read their simple past sentences.
5. **Write** the past tense verbs on the board as pupils say them. (Answers: loved, played, climbed, danced, cried).
6. Check the spelling of 'cried'. Explain that when a verb ends in a consonant and the letter 'y' we change the 'y' to 'i'.

**Closing** (1 minute)

1. Tell pupils they will learn more verbs next lesson.
2. Praise pupils for their hard work.




[SENTENCES]

- a. I walk to school.
- b. He helps my uncle.
- c. The dog cleans its tail.
- d. She cooks delicious rice.
- e. You enjoy English lessons.
- f. We live in a village.
- g. The teacher arrives at school.
- h. They carry my school bag.

[PRACTICE SENTENCES]

- a. I love stories.
- b. You play football.
- c. He climbs the tree.
- d. She dances with her friend.
- e. We cry.

<b>Lesson Title:</b> Irregular Past Tense	<b>Theme:</b> Grammar/Structure	
<b>Lesson Number:</b> L-04-087	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to change simple present tense to past tense (irregular verbs).</p>		<p><b>Teaching Aids</b> 1. A ball (or you can make one out of paper) 2. Verbs list - see preparation</p>		<p><b>Preparation</b> 1. Write these verbs in a list on the board: meet, buy, come, eat, get, go, have, make, say, see, sing, write. 2. Get a ball or make a paper ball.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Write** on the board: I walk to school.
3. Explain that this sentence talks about the present.
4. **Ask:** How can we change this to the past tense? Raise your hands. (Answer: add 'ed' to the end of 'walk' to make 'walked'.
5. **Write** 'ed' at the end of the verb 'walk' on the board.
6. **Say:** We can add 'ed' to the end of verbs to change them to the past tense. We call these regular verbs. We can't do this with all verbs. Some verbs are different when they are in the past tense. We call these irregular verbs.
7. Tell pupils that today they are going to learn about irregular verbs in the past tense.

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

1. Point to a verb on the board - meet). **Say:** meet. Pupils repeat 2 times. Check pronunciation.
2. Ask pupils to say what the verb 'meet' means in the local language or in English.
3. Repeat with all the verbs on the board.
4. **Write** a past tense verb on the board: met.
5. Explain that this is a past tense verb.
6. **Say** the verb. Pupils repeat 2 times. Check pronunciation.
7. Point to the past tense verb - met.
8. **Ask:** What's the present tense of the verb? Raise your hands. Pupils say: meet.
9. Draw a line between 'meet' and 'met'.
10. Continue with all the verbs on the board. (Answers: buy – bought; come – came; eat – ate; get – got; have – had; make – made; say – said; see – saw; sing – sang; write – wrote)

### Guided Practice (9 minutes)

1. Explain you will say a word. Pupils should raise their hand if they know the answer. You will throw the ball to of them, who has to catch the ball and say the verb in the past tense.
2. **Say** a verb in the present tense (e.g. come). Throw a ball to a girl who has raised her hand. The pupil says the verb in the past tense (e.g. came).
3. Ask the girl to say a different verb in the present tense from the board (e.g. go). Tell the girl to throw the ball to a boy who has raised his hand. The boy says the verb in the past tense (e.g. went).

4. The boy says a verb in the present tense from the board (e.g. see) and throws the ball to another pupil who has raised his or her hand. The next pupil says the verb in the past tense (e.g. saw).
5. Pupils continue. If pupils have problems with pronunciation, **say** the word again. Pupils repeat.
6. When pupils are confident, **ask** them to say the past tense of the verb without looking at the board.




**Independent Practice** (10 minutes)

1. **Say** a verb (e.g. write). Ask pupils to write the verb in the past tense (e.g. wrote) in their exercise books. Point to the past tense verb on the board. Pupils check the spelling.
2. Repeat step 1 with all the verbs on the board.
3. If there is time, pupils can write 2 or 3 sentences with the verbs.

**Closing** (3 minutes)

1. Ask pupils to repeat all the past tense verbs on the board.
2. Ask pupils what they have learned today.
3. **Say:** We will talk more about the past next lesson.
4. Praise pupils for their hard work.

<b>Lesson Title:</b> Past Tense	<b>Theme:</b> Grammar/Structure	
<b>Lesson Number:</b> L-04-088	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use 'used to' to express past tense.</p>		<p><b>Teaching Aids</b> Dialogue: 'I used to work hard' (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the dialogue (without the underlines) at the end of the lesson plan on the board.</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** I will say a verb. You must say the past tense of that verb.
3. **Say:** buy. Pupils say: bought.
4. Repeat with these verbs: come (came), eat (ate), get (got), go (went), have (had), make (made), meet (met), say (said), see (saw), sing (sang), write (wrote).
5. Tell pupils that today they are going to talk about things that we used to do but do not do now.

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

1. Point to the dialogue on the board. **Say:** 2 people are talking. They are Fatmata and her grandfather. These are the words they say.
2. Read the dialogue slowly and clearly.
3. **Ask** pupils questions about the dialogue. Tell pupils to raise their hands to answer.
  - a. Did grandfather work when he was young? (Answer: Yes)
  - b. What did he do? (Answer: He built houses)
  - c. How many hours did he work? (Answer: many hours)
  - d. What did he do after work? (Answer: He walked home)
  - e. Does he work now? (Answer: No)
  - f. Does he walk now? (Answer: No, he takes the poda poda)
4. Read the dialogue again one line at a time. Pupils listen and repeat each sentence. Check pronunciation.
5. Divide the class into 2 groups. Left-hand side of the class and right-hand side of the class. Group 1 on the left reads Fatmata's lines. Group 2 on the right reads Grandfather's lines.
6. Then, change and Group 2 on the right reads Fatmata's lines. Group 1 on the left reads Grandfather's lines.

### Guided Practice (8 minutes)

1. **Read:** I used to work very hard.
2. Explain that we use 'used to' to talk about things we often did in the past, but don't do any more. Grandfather worked when he was young, but he doesn't work now.
3. **Say:** Can you find other examples in the dialogue? Raise your hand to answer. (Answers underlined in text below)
4. Underline all the 'used to' phrases in the text.
5. **Ask:** What do these sentences mean? Raise your hand to answer.

- I used to work in the fields. (Answers: I worked in the fields in the past but do not work there now.)
- I used to work many hours every day. (Answers: I worked many hours in the past but do not work many hours now.)
- I used to walk many miles. (Answers: I walk many miles in the past but do not walk many miles now.)

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

1. **Say:** Get into pairs. Imagine that you are Grandfather. Write 2 sentences about your past with the phrase 'used to'.
2. Remind pupils that we use 'used to' to talk about things we often did in the past, but we don't do now.
3. Give pupils 8 minutes.
4. Have 2 or 3 pupils volunteer to read a sentence each.

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




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

[DIALOGUE: I USED TO WORK HARD] by Kim Ashmore.

Fatmata: Good morning, grandfather. How are you?  
 Grandfather: I am happy, my child.  
 Fatmata: Why are you so happy?  
 Grandfather: Because now I can rest. When I was a young man, I used to work very hard.  
 Fatmata: What did you do?  
 Grandfather: I used to build houses.  
 Fatmata: Did you work many hours?  
 Grandfather: Yes. I used to work many hours every day.  
 Fatmata: What did you do after work?  
 Grandfather: I walked home. I used to walk many miles.  
 Fatmata: Now you can take the poda poda.  
 Grandfather: Yes! And now I can sit under this shady tree, and talk to you.



<b>Lesson Title:</b> Gender	<b>Theme:</b> Grammar/Structure	
<b>Lesson Number:</b> L-04-089	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify nouns by gender for persons and animals.</p>		<p><b>Teaching Aids</b> Story: 'Grandmother' (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the story at the end of the lesson plan on the board (with gaps).</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. Ask pupils questions about grandmothers. Tell pupils to raise their hands to answer.
  - a. Do you have a grandmother?
  - b. What does she do?
  - c. What did she do when she was young?
3. Tell pupils that today they are going to read a story about a grandmother and find words for male and female.

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

1. Read the story slowly and clearly. Stop at the gap: Her \_\_\_\_\_ worked in the city.
2. **Ask:** What's the word? Raise your hands. Pupils guess. Do not say if they are right or wrong.
3. Continue with the rest of the story. Stop reading at each gap. Ask pupils to guess the word. Do not say if they are right or wrong.
4. Read the story again. This time, read the complete story with the words for the gaps. Gap 1 = husband. Gap 2 = men. Gap 3 = mother. Gap 4 = aunties. Gap 5 = brothers. Gap 6 = chickens. Gap 7 = goats. Gap 8 = girl
5. Point to each gap. Ask pupils to say the word for each gap. **Write** the words in the gaps.
6. Ask pupils questions about the letter. Tell pupils to raise their hands to answer.
  - a. Who worked in the city? (Answer: grandfather, the men)
  - b. Who worked in the fields? (Answer: grandmother, mother and aunties)
  - c. Who helped at harvest time? (Answer: the brothers)
  - d. Who looked after the chickens and goats? (Answer: Grandmother)

### Guided Practice (8 minutes)

1. Point to the word 'children'. Explain that the word 'children' talks about both boys and girls.
2. **Say:** Some words talk only about a male or a female.
3. Explain the words 'male' (related to men) and 'female' (related to women).
4. Point to the word 'grandmother'. **Ask:** Is this male or female? Raise your hands. (Answer: female)
5. **Ask:** What word do we use for a male? Raise your hands. (Answer: grandfather)
6. **Write** 'grandfather' on the board.
7. Repeat with these words: husband (Answer: male; female = wife), men (Answer: male; female = woman), mother (Answer: female; male = father), aunties (Answer: female; male = uncles), brother (Answer: male; female = sister), girl (Answer: female; male = boy)

8. Point to the words 'goats' and 'chickens'. **Say:** These words talk about both male and female animals.
9. Explain that we can use other words to talk about a male or a female.
10. Point to the words: billy goat.
11. **Ask:** Is this male or female? Pupils guess.
12. **Say:** It's male. A female goat is a 'nanny goat'.
13. **Write** 'nanny goat' on the board.
14. Point to the word: cockerel.
15. **Ask:** Is this male or female? Pupils guess.
16. **Say:** It's male. A female chicken is a 'hen'.
17. **Write** 'hen' on the board.

### **Independent Practice** (14 minutes)

1. **Say:** Open your exercise books. At the top of the page, make 3 columns and write 3 headings: male, female, both.
2. **Say:** Get into pairs. Read the story. As you read look for words that are male, female or both. Write them under the correct heading in your exercise books.
3. Give pupils 10 minutes.
4. Have pupils volunteer to tell you which words are male, female or both.
5. **Write** the answers on the board and ask pupils to check their work. (Answers: male – husband, men, brother, billy goat, cockerel; female – grandmother, mother, aunties, girl; both – children, goats, chickens)

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

1. Praise pupils for their hard work.




[*STORY: GRANDMOTHER*] by Kim Ashmore.

When she was young, my grandmother worked very hard. Her \_\_\_\_\_ worked in the city with many \_\_\_\_\_ from the village, so she worked in the fields with my \_\_\_\_\_ and \_\_\_\_\_. My \_\_\_\_\_ and other \_\_\_\_\_ helped at harvest time. Every day, she gathered wood for the fire, and cooked. Now my grandmother is very old. She tells me stories about the time when she was a little \_\_\_\_\_. She used to look after the \_\_\_\_\_ and the \_\_\_\_\_. One billy goat and one cockerel liked her very much. They always followed her around the village. My grandmother is very funny!

### COMPLETE STORY

When she was young, my grandmother worked very hard. Her husband worked in the city with many men from the village, so she worked in the fields with my mother and aunties. My brother and other children helped at harvest time. Every day, she gathered wood for the fire, and cooked. Now my grandmother is very old. She tells me stories about the time when she was a little girl. She used to look after the goats and the chickens. One billy goat and one cockerel liked her very much. They used to follow her around the village. My grandmother is very funny!

<b>Lesson Title:</b> Pronouns and Gender	<b>Theme:</b> Grammar/Structure	
<b>Lesson Number:</b> L-04-090	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to categorize words and pronouns by gender.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** In the last class we read a story about a Grandmother.
3. **Ask:** What can you remember about the story of Grandmother? Raise your hands.
4. Tell pupils that today they are going to learn more about words and pronouns by gender. Explain that gender means male or female.
5. **Ask:** Can you tell me some pronouns? Raise your hands. (Answer: I, you, he, she, it, we, they)

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

1. Draw a line down the middle of the board. Draw it from the top to the bottom.  
At the top of the left-hand side (left side for the pupils, not you), **write:** male.  
At the top of the right-hand side (left side for the pupils, not you), **write:** female.
2. **Say:** I will say a word. If the word is a male word, raise your left hand. If the word is a female word, raise your right hand.
3. **Say:** Grandmother. Pupils raise their right hands.
4. **Write** 'Grandmother' on the right-hand side of the board (under 'female').
5. **Say:** Husband. Pupils raise their left hands.
6. **Write** 'Husband' on the left-hand side of the board (under 'male').
7. Repeat with these words: husband, she, cockerel, sir, woman, hen, son, her, boar, mother, cow, boy, his, daughter, bull, madam, dad, ewe, man, ram, he, wife, girl.  
(Answers: male words - husband, cockerel, sir, son, boar, boy, his, bull, dad, man, ram, he;  
female words – she, woman, hen, her, mother, cow, daughter, madam, ewe, wife, girl)
8. When all the words are on the board, point to each word. Ask pupils to say what they mean.  
(Possible new words: boar – male pig; ram – male sheep; ewe – female sheep)
9. **Say** each word. Pupils repeat 3 times. Check pronunciation.

### Guided Practice (8 minutes)

1. **Say:** Let's play a game.
2. Ask 2 pupils to volunteer to come to the front of the class.
3. **Say:** Pupil A face the class. Do not look at the board. Pupil B says a word on the board (e.g. madam).
4. Pupil A must say 'male' or 'female'.

5. If pupil A is correct, she/he wins a point.
6. If pupil A is not correct, pupil B wins a point.
7. After a minute or 2, **say:** Swap over. Pupil B face the class and do not look at the board. Pupil A say a word on the board. Pupil B say 'male' or 'female'. If pupil B is correct, he / she wins a point. If pupil B is not correct, pupil A wins a point.




**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Play the game in your pairs. Pupil A must not look at the board. Pupil B says a word. Pupils A says if it is male or female. Pupils take turns to say the words.
2. Listen to 1 or 2 pairs as they play the game. Help if necessary.

**Closing** (3 minutes)

1. **Say:** Close your eyes.
2. **Ask:** Can you tell me as many female words as you can remember? Raise your hand. Choose some pupils to answer.
3. Praise pupils for their hard work.

<b>Lesson Title:</b> Infinitives	<b>Theme:</b> Original Poetry	
<b>Lesson Number:</b> L-04-091	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify infinitives in a short text.</p>	 <p><b>Teaching Aids</b> Passage (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write the passage (at the end of the lesson plan) on the board (with gaps). 2. Write the sentences in the 'Guided Practice' section on the board (without the answers).</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** I will say a word. If it is female you must raise your right hand, if it is male you must raise your left hand.
3. **Say:** Father. Pupils raise their left hands.
4. Repeat with these words: daughter (female), mother (female), uncle (male), son (male), sister (female), grandmother (female), brother (male).
5. **Say:** Today we are going to read a passage about a mother.

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

1. Read the passage slowly and clearly. Stop at the gap: When I was young I used to \_\_\_\_\_ to school. Point to the gap.
2. **Ask:** What's the word? Pupils guess. Do not say if they are right or wrong.
3. Continue with the rest of the passage. Stop reading at each gap. Ask pupils to guess the word. Do not say if they are right or wrong.
4. **Write** the words in the gaps: Gap 1 = go Gap 2 = send Gap 3 = be Gap 4 = attend Gap 5 = work Gap 6 = go
5. Read the complete passage.
6. Tell pupils you will ask them some questions about the passage. Ask them to raise their hands to answer.
7. Did the mother go to school? (Answer: Yes, she went to primary school)
8. Did she go to secondary school? (Answer: No)
9. Why didn't she go? (Answer: It was expensive)
10. How many children does she have? (Answer: 2)
11. Do they go to school? (Answer: Yes)
12. What does her son want to do? (Answer: He wants to be a scientist)
13. What does her daughter want to do? (Answer: She wants to work in a hospital)
14. Read the passage again.

### Guided Practice (12 minutes)

1. Point to the verbs in the gaps. **Say:** These are infinitive verbs.
2. **Write:** Infinitive verbs
3. Explain that these are basic verbs. They do not describe a subject. They do not tell us about time. We use infinitive verbs after some other verbs.

4. **Say:** I will write some sentences on the board. Copy the sentences as I write them.
5. Read these sentences from the board. Do not read the answers:
  - a. My father used to \_\_\_\_\_ English at school. (Answers: learn, speak, study, write, read)
  - b. My grandmother could not \_\_\_\_\_ school. (Answer: attend)
  - c. Musa would like to \_\_\_\_\_ a doctor. (Answer: be)
  - d. All children should \_\_\_\_\_ to school. (Answer: go)
6. **Say:** Work in pairs. Copy and complete the sentences. You must write an infinitive verb in each gap.
7. Give pupils 6 minutes.

### Independent Practice (9 minutes)

1. Have pupils volunteer to tell you the infinitive verbs for the gaps in the 'Guided Practice' sentences.
2. **Write** the verbs in the gaps. Note: Sometimes there is more than one answer, as in the first sentence.
3. **Write** these sentence starters on the board. Ask pupils to write them in their exercise books as you are writing them on the board:
  - a. My grandfather used to ...
  - b. I would like to ...
  - c. All children should ...
4. Ask pupils to finish the sentences. Give pupils 5 minutes.
5. Have pupils volunteer to read 1 of their sentences to the other pupils in the class.

### Closing (1 minute)

1. **Ask:** What would you like to do when you are older? Raise your hand to answer. (Example answers: I would like to be a doctor, I would like to go to university.)
2. Praise pupils and say goodbye.




[PASSAGE: SCHOOL] by Kim Ashmore.

When I was young I used to \_\_\_\_\_ to school. But it was expensive and my parents could not \_\_\_\_\_ me to secondary school. Now I have 2 children and I send them to school. My son is in 4<sup>th</sup> grade. He is very good at science, and he would like to \_\_\_\_\_ a scientist when he is older. My daughter is in 6<sup>th</sup> grade and she will \_\_\_\_\_ junior secondary school next. She wants to \_\_\_\_\_ in a hospital. I believe that all children should \_\_\_\_\_ to school.

[PASSAGE: SCHOOL: ANSWERS] by Kim Ashmore.

When I was young I used to go to school. But it was expensive and my parents could not send me to secondary school. Now I have 2 children and I send them to school. My son is in 4<sup>th</sup> grade. He is very good at science, and he would like to be a scientist when he is older. My daughter is in 6<sup>th</sup> grade and she will attend junior secondary school next. She wants to work in a hospital. I believe that all children should go to school.

<b>Lesson Title:</b> The Use of Infinitives in Writing Composition	<b>Theme:</b> Original Poetry	
<b>Lesson Number:</b> L-04-092	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write original sentences with infinitives.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> Write these jumbled sentences on the board: a. school / my / to / used to / mother / go b. grandmother / not / my / attend / could / school c. like / be / Mary / scientist / a / would / to</p>
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### Opening (1 minute)

1. Greet pupils and **write** the date on the board.
2. **Say:** Today we are going to write sentences about ourselves with infinitives.

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

1. Point to the jumbled sentence: school / my / to / used to / mother / go
2. Explain that these words make a sentence. Explain that they are in the wrong order.
3. **Ask:** What's the first word? (Answer: My)
4. **Ask:** What's the next word? (Answer: mother)
5. **Ask:** What's the next word? (Answer: used to)
6. **Ask:** What's the next word? (Answer: go)
7. **Ask:** What's the next word? (Answer: to)
8. **Ask:** What's the next word? (Answer: school)
9. **Write** on the board: My mother used to go to school.
10. Point to the jumbled sentence: grandmother / not / my / attend / could / school  
(Answer: My grandmother could not attend school.)
11. **Say:** Work in pairs.
12. Point to the jumbled sentence: like / be / Mary / scientist / a / would / to
13. **Say:** Decide the order of the words in your pairs. Raise your hand when you are ready.
14. **Ask** 1 pair to volunteer to say the sentence. (Answer: Mary would like to be a scientist.)
15. **Write** the sentence on the board.
16. Read the sentences. Ask pupils to say what they mean.

### Guided Practice (13 minutes)

1. **Write** on the board: \_\_\_\_\_ used to \_\_\_\_\_.
2. Explain that we need to write a person's name in the first gap.
3. **Ask:** What name shall we use? Raise your hands. Pupils suggest names.
4. Remind pupils that 'used to' describes what somebody did the past, but doesn't do any more
5. Explain that we need to use an infinitive verb after 'used to'.
6. We need to write an infinitive verb in the second gap.
7. Guide pupils to make a sentence. It can be about any topic.

8. Complete the sentence with their suggestions (Example answer: Peter used to live in Makeni.)
9. **Write** on the board: \_\_\_\_\_ could \_\_\_\_\_.
10. **Ask** pupils for a person's name for the first gap.
11. Explain that 'could' is the past tense of 'can' here.
12. Explain that we need to use an infinitive verb after this verb. The second gap is an infinitive verb.
13. Guide pupils to make a true sentence (Example answer: Mity could walk when she was 2 years old).
14. **Write** the sentence.
15. **Repeat** with the following:
  - a. \_\_\_\_\_ would like to \_\_\_\_\_.
  - b. \_\_\_\_\_ want to \_\_\_\_\_.
  - c. \_\_\_\_\_ should \_\_\_\_\_.
16. **Read** the sentences. Check pupils can understand them.

**Independent Practice** (8 minutes)




1. Tell pupils to complete 5 of the sentences of the Guided Practice with your own ideas.
2. Give pupils 7 minutes.

**Closing** (3 minutes)

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



<b>Lesson Title:</b> Opinion about a Text	<b>Theme:</b> Original Poetry	
<b>Lesson Number:</b> L-04-093	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a personal opinion about a short passage.</p>		<p><b>Teaching Aids</b> Passage (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the passage (at the end of the lesson plan) on the board (with gaps).</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the date on the board.
2. **Say:** Tell me some words related to school. Raise your hands. (Example answers: teacher, study, science)
3. Tell pupils that today they are going to write about our opinions.

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

1. Put pupils in pairs.
2. Start to read the passage. Stop at the first gap: When I was young I ...?
3. **Ask:** What is the word? Tell your partner not the whole class.
4. **Say:** Write the word in your exercise books. Work together to decide what the word is, and how to spell it.
5. Give pupils a minute to write the word.
6. Continue with the rest of the passage. Stop reading at each gap. Ask pupils to decide what the missing word is and write the words in their exercise books.
7. When you have read the passage, point to the first gap.
8. Have 1 pupil volunteer to write the word in the gap. (Answer: used). Check the spelling.
9. Repeat with the other gaps. (Answers: could, would, will, wants, should)
10. Read the complete passage. Check pupils understand the passage.

### Guided Practice (10 minutes)

1. **Ask:** Why should children go to school? Raise your hands. Pupils suggest reasons why children should go to school. **Write** pupils' ideas on the board. If pupils don't have many ideas, write the example answers below:
  - We can get a good job.
  - Other people can respect us.
  - We can learn about the world.
  - We can help our friends and family.
2. Check that pupils understand the sentences.
3. **Say:** Work in pairs. Which do you think is the best reason? Think for a minute.
4. Give pupils time to decide. Explain that there is no right or wrong answer. This is their opinion, and they can choose any of the reasons.
5. **Say:** We can get a good job.
6. **Ask:** Is this the best reason? Raise your hands. Pupils raise their hands if they think this is the best reason.

7. **Write** on the board: If we go to school, we can get a good job. I think this is the best reason.
8. Repeat with the other reasons.
9. Read the sentences on the board. Pupils listen and repeat.

**Independent Practice** (10 minutes)

1. **Say:** Write 2 reasons for going to school, in your exercise books. Choose reasons that you agree with. Use the sentences on the board to help you.
2. Give pupils 5 minutes.
3. **Say:** Write a sentence saying which you think is the best reason. Use the sentence frame used earlier: If we go to school, \_\_\_\_\_. I think this is the best reason.
4. Give pupils 4 minutes.

**Closing** (3 minutes)

1. Ask pupils to volunteer to read their sentence.
2. Praise pupils for their hard work.




[PASSAGE: SCHOOL] by Kim Ashmore.

When I was young I \_\_\_\_\_ to go to school. But it was expensive and my parents \_\_\_\_\_ not send me to secondary school. Now I have 2 children and I send them to school. My son is in 4<sup>th</sup> grade. He is very good at science, and he \_\_\_\_\_ like to be a scientist when he is older. My daughter is in 6<sup>th</sup> grade and she \_\_\_\_\_ attend junior secondary school next. She \_\_\_\_\_ to work in a hospital. I believe that all children \_\_\_\_\_ go to school.

[PASSAGE: SCHOOL: ANSWERS]

When I was young I used to go to school. But it was expensive and my parents could not send me to secondary school. Now I have 2 children and I send them to school. My son is in 4<sup>th</sup> grade. He is very good at science, and he would like to be a scientist when he is older. My daughter is in 6<sup>th</sup> grade and she will attend junior secondary school next. She wants to work in a hospital. I believe that all children should go to school.

<b>Lesson Title:</b> Poems about our Communities	<b>Theme:</b> Original Poetry	
<b>Lesson Number:</b> L-04-094	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compose a short poem about an issue in the community.</p>	 <p><b>Teaching Aids</b> Poem (at the end of the lesson plan)</p>	 <p><b>Preparation</b> 1. Write these capital letters from the top to the bottom of the board: S, C, H, O, O, L. Make sure the letters are big. Make sure the letter 'S' is at the top, and the letter 'L' is at the bottom. 2. Practice reading the poem.</p>
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### Opening (1 minute)

1. Greet pupils and **write** the date on the board.
2. **Ask:** Can you tell me the names of school subjects in English? Raise your hands. (Example answers: Math, English Language Arts, Games)
3. Tell pupils that today they are going to write a poem.

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

1. Point to the letter 'S' at the top of the board. **Ask:** What words begin with this letter? Raise your hands.
2. Guide pupils to say different kinds of words: nouns, verbs, adjectives. The words can be about any topic (Example answers: snail, sixteen, sad, she, sit)
3. Repeat with the other letters: C, H, O, O, L.
4. **Say:** I have written a poem about school subjects. Poems do not always rhyme or have sentences that end with the same sound, and this poem does not rhyme.
5. Tell pupils to read aloud as you write the poem.
6. Next to the letter 'S' **write:** Spelling and writing in language arts.  
Tell pupils to read aloud as you write the sentence.
7. Next to the letter 'C' **write:** Counting and adding in maths.
8. Continue to write the rest of the poem on the board line by line.
9. **Say:** Read the poem. Point to the words. The class reads the poem.

### Guided Practice (12 minutes)

1. **Say:** Now we will write a poem about school together.
2. **Write** more capital letters that make a word. Write the letters from top to bottom: L E A R N.
3. Point to the letter 'L'. Ask pupils to suggest words for the line. The line can be just one word (e.g. Learn), or could be 2 words (e.g. Learning is ...), or could be more words (e.g. Learning is good for us.)
4. Choose a good line and write it on the board.
5. Continue with the other letters.
6. At the end, you will have a poem on the board.
7. Read the poem.  
Example answer:  
Learning is fun

Everyday we learn new things  
And we have fun  
Run to school!  
Never be late!

**Independent Practice** (11 minutes)

1. Put pupils in pairs.
2. **Say:** Write a poem in your pairs. You can use the letters: F,U,N or you can use the letters: L,E,A,R,N. Remind them that each line can have one or more words.
3. Give pupils 9 minutes.
4. Have 1 or 2 pairs volunteer to read their poem.




**Closing** (1 minute)

1. Tell pupils to bring their poems to next lesson.
2. Praise pupils for their hard work.

[*POEM: SCHOOL*] by Kim Ashmore.

Spelling and writing in language arts,  
Counting and adding in maths,  
History or science  
Or geography. What do you like best?  
Oh! We're  
Learning a lot at school today!

<b>Lesson Title:</b> Poems about our Communities	<b>Theme:</b> Original Poetry	
<b>Lesson Number:</b> L-04-095	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to recite an original poem.</p>		<p><b>Teaching Aids</b> 1. Poem (at the end of the lesson plan) 2. Chart paper and marker pens (if possible)</p>		<p><b>Preparation</b> If possible, write the poem on a piece of chart paper. If not, write the poem at the end of the lesson plan on the board. Draw designs or pictures.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the poem on the board. **Read** the poem.
3. Tell pupils that today they are going to recite a poem. Check the pupils understand 'recite' (to say a poem out loud).

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

1. Put pupils in pairs. Ask pupils to find the poem that they wrote last lesson. If they do not have a poem, they can write another one, or they can use the poem on the board.
2. **Say:** Write your poem again in your exercise books. Check your spellings and write neatly. Draw designs or pictures to go with your poem. You have 6 minutes

### Guided Practice (10 minutes)

1. Tell pupils to practice saying the poems to each other in their pairs. They can take it in turns to read the poem. Explain that if pupils say the poem many times, it will be easy to remember it better.
2. After 5 minutes, ask pupils to join another pair (e.g. pupils on benches/one table can turn around to face the pupils behind them on another bench/table).
3. Tell pupils to say their poems to each other. Listen to 1 to 2 pairs as they say their poems. Help them if necessary.

### Independent Practice (10 minutes)

1. Ask some pairs to volunteer to recite their poems in front of the class. Ask other pupils to listen and to clap. **Say:** You read that very well. You chose some interesting words.
2. Collect some of the poems. If possible, stick them on the board or one the wall.

### Closing (3 minutes)

1. Read the poem on the board again. Ask the class to recite the poem together.

[*POEM: SCHOOL*] by Kim Ashmore.

Spelling and writing in language arts




Counting and adding in maths,

History or science

Or geography. What do you like best?

Oh! We're learning a lot at school today!

<b>Lesson Title:</b> Using 'Who' and 'What' Questions	<b>Theme:</b> Asking Questions about a Text: Moral lessons	
<b>Lesson Number:</b> L-04-096	<b>Class/Level:</b> Class 4	<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 starting with 'who' and 'what' to discuss a story or a passage.</p>		<p><b>Teaching Aids</b> Story (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw a simple wolf on the board. 2. Write the sentences in the 'Guided Practice' section on the board.</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the picture. **Ask:** What's this? Raise your hands. (Answer: a wolf)
3. Explain that wolves often hunt other animals.
4. **Ask:** Which animals do people keep in a village? Raise your hands. (Example answers: e.g., chickens, goats).
5. **Say:** Today we are going to listen to a story and make questions about the story.

### Introduction to the New Material (15 minutes)

1. Read the first paragraph of the story (from 'Joseph looked after ...' to '... kill the goats')
2. **Say:** I am going to ask some questions about the story. Raise your hands to answer.
  - a. What did Joseph look after? (Answer: goats)
  - b. Where did he take the goats? (Answer: to the hills)
  - c. What lived in the hills? (Answer: wolves)
  - d. What did the wolves used to do? (Answer: They killed the goats.)
3. Read the second paragraph of the story (from 'One day, Joseph was bored' to '... there were no wolves.')
4. **Say:** I am going to ask some questions about the story. Raise your hands to answer.
  - a. Where did Joseph run? (Answer: to the village)
  - b. What did he shout? (Answer: Wolf! Help!)
  - c. What did the villagers do? (Answer: They ran to the hills, they waved sticks.)
  - d. What did Joseph do? (Answer: He climbed a tree.)
  - e. Were there any wolves? (Answer: No.)
5. Read the third paragraph of the story (from 'Joseph laughed' to '... the goats are safe.')
6. **Say:** I am going to ask some questions about the story. Raise your hands to answer.
  - a. What did Joseph do? (Answer: He laughed/told them it was a joke.)
  - b. What did he say to the villagers? (Answer: You should be happy; the goats are safe.)
7. **Read** the fourth paragraph of the story (from 'Some days later' to '... they were very angry.')
8. **Say:** I am going to ask some questions about the story. Raise your hands to answer.
  - a. What did Joseph shout? (Answer: Wolf!)
  - b. Who ran to the hills? (Answer: The villagers.)
  - c. Were there any wolves? (Answer: No.)
  - d. Were they happy? (Answer: No, they were angry.)
9. Read the final paragraph of the story (from 'A week later' to the end).
10. **Say:** I am going to ask some questions about the story. Raise your hands to answer.
11. What did Joseph hear? (Answer: Goats.)

12. What was there? (Answer: Wolves.)
13. What did Joseph do? (Answer: He ran to the village, he shouted, 'Wolf!')
14. What did the villagers do? (Answer: They didn't help him.)
15. What did the wolves do? (They killed the goats.)
16. What did Joseph do? (Answer: He cried.)
17. Explain any new words. (Possible new words: hill – small mountain; pack of wolves – group of wolves; bored – not doing anything; trick – joke; watched – saw without doing anything; waving – moving from side to side; lie – say something that is not true)

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

1. Ask pupils to copy these sentences in their exercise books.
  - a. \_\_\_\_\_ looked after goats? Joseph looked after the goats.
  - b. \_\_\_\_\_ lived in the hills? Wolves lived in the hills.
  - c. \_\_\_\_\_ ran to the hills? The villagers ran to the hills.
  - d. \_\_\_\_\_ did Joseph shout? Joseph shouted 'Wolves, help!'
2. **Say:** Read the questions and answers together. Think about the missing word. Do not write anything. Read and think.

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

1. **Write** on the board: who, what.
2. Tell pupils to complete the questions with one of these words. Give pupils 4 minutes.
3. Point to each gap. Ask pupils to raise their hand to answer. (Answers: a. Who; b. What; c. Who; d. What)
4. Put pupils in pairs. **Say:** Read the questions and answers.

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

1. Tell pupils they will listen to the story again next class. Praise pupils for their hard work.

[*STORY: THE BOY WHO CRIED WOLF*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 18

Joseph looked after the village goats. He took them to the hills every day to eat grass. A large pack of wolves lived in the hills. They used to come and kill the goats.




One day, Joseph was bored. He decided to play a trick. He ran down the hill to the village, and shouted, 'Wolf! Help!' The villagers heard his shouts, and ran to the hills. Joseph climbed up to the top of a tree and watched. They were shouting and waving sticks, but there were no wolves.

Joseph laughed so much, he nearly fell out of the tree. He climbed down, and told them it was just a joke. 'You should be happy,' he said. 'The goats are safe.'

Some days later, Joseph played the trick again. He shouted, 'Wolf!', and the villagers came running with sticks. They were very angry.

A week later, Joseph was sitting in the sun when he heard the goats. The wolves were there. He ran to the village, and shouted, 'Wolves! Help!' This time the villagers did not help him. He ran back to the hills, and all the goats were all dead. He sat down and cried. 'Why did I lie?'

<b>Lesson Title:</b> Using 'Why' and 'How' Questions	<b>Theme:</b> Asking Questions about a Text: Moral lessons	
<b>Lesson Number:</b> L-04-097	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask and answer 'why' and 'how' questions to discuss a text.	 <b>Teaching Aids</b> Story (at the end of the lesson plan)	 <b>Preparation</b> None
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### Opening (3 minutes)

1. Greet pupils and **write** the date on the board.
2. **Write** these words on the board: what, who, where, when.
3. Ask pupils to say what they mean in the local language.
4. Tell pupils that today they are going to ask more questions about a story.

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

1. **Say:** Raise your hand if you remember the story from the last class.
2. Read the story slowly and clearly.
3. Help pupils to understand as you read it by using actions (Possible new words: hill – small mountain; pack of wolves – group of wolves; bored – not doing anything; trick – joke; watched – saw without doing anything; waving – moving from side to side; lie – say something that is not true)
4. **Say:** I am going to ask you some questions. Raise your hand to answer.
  - a. Why did Joseph take the goats to the hills? (Answer: To eat grass.)
  - b. Why did Joseph decide to play a trick? (Answer: He was bored.)
  - c. Why did the villagers run up the hill? (Answer: Joseph said there were wolves.)
  - d. Why did Joseph laugh? (Answer: He thought the villagers were funny.)
  - e. How did the villagers feel? (Answer: They were angry.)
  - f. Why did Joseph run to the village at the end of the story? (Answer: The wolves came.)
  - g. How did Joseph feel? (Answer: He was sad, he was sorry.)

### Guided Practice (12 minutes)

1. **Write** this sentence on the board: Joseph took the goats to the hills to eat grass.
2. Tell pupils to read the sentence as you write it. Ask pupils to say what the sentence means.
3. Explain that the sentence is an answer to a question.
4. **Write** on the board: Why ...?
5. **Ask:** How can we make the question? Guide pupils to make the question.
6. **Write** on the board: Why did Joseph take the goats to the hills?
7. Repeat steps with these sentences. Guide pupils to make each question:
  - Joseph played a trick because he was bored. (Answer: Why did Joseph play a trick?)
  - Joseph laughed because the villagers were funny. (Answer: Why did Joseph laugh?)
  - The villagers felt angry. (Answer: How did the villagers feel?)



**Independent Practice** (8 minutes)

1. Put pupils in pairs.
2. Tell pupils to ask and answer the questions on the board. 1 pupil can ask the questions while the other answers. Then they can change.
3. Listen to 1 or 2 pairs. Check pronunciation.

**Closing** (2 minutes)

1. Tell pupils to imagine that they are Joseph. Tell them to say, 'Help! Wolves!'
2. Ask the pupils whether Joseph played a good trick.
3. Praise pupils for their hard work.

[*STORY: THE BOY WHO CRIED WOLF*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 18

Joseph looked after the village goats. He took them to the hills every day to eat grass. A large pack of wolves lived in the hills. They used to come and kill the goats.




One day, Joseph was bored. He decided to play a trick. He ran down the hill to the village, and shouted, 'Wolf! Help!' The villagers heard his shouts, and ran to the hills. Joseph climbed up to the top of a tree and watched. They were shouting and waving sticks, but there were no wolves.

Joseph laughed so much, he nearly fell out of the tree. He climbed down, and told them it was just a joke. 'You should be happy,' he said. 'The goats are safe.'

Some days later, Joseph played the trick again. He shouted, 'Wolf!', and the villagers came running with sticks. They were very angry.

A week later, Joseph was sitting in the sun when he heard the goats. The wolves were there. He ran to the village, and shouted, 'Wolves! Help!' This time the villagers did not help him. He ran back to the hills, and all the goats were all dead. He sat down and cried. 'Why did I lie?'

<b>Lesson Title:</b> Book Talks	<b>Theme:</b> Asking Questions about a Text: Moral Lessons	
<b>Lesson Number:</b> L-04-098	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

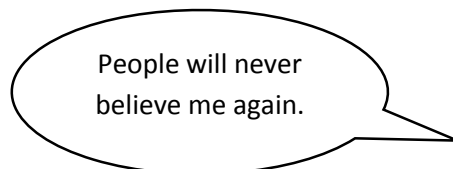
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to make connections to other stories.	 <b>Teaching Aids</b> 1. Story (at the end of the lesson plan) 2. Chart paper and markers (if possible)	 <b>Preparation</b> Draw a picture of a boy's face on the board.
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### Opening (1 minute)

1. Greet pupils and **write** the date on the board.
2. **Say:** Raise your hands if you remember the story from the last lesson.
3. Tell pupils that today they are going to talk about characters in different stories.

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

1. Point to the boy's face on the board. **Say:** This is Joseph.
2. **Ask:** What do you know about Joseph? Raise your hands. (Example answers: He looked after the village goats; he was bored; he played a trick; he laughed at the villagers; he made the villagers angry; the wolves killed the goat; he was sad and sorry.)
3. **Say:** Imagine what Joseph was thinking at the end of the story. Ask the pupils to suggest some sentences.
4. **Write** suggestions in speech bubbles. (Example answers below)



### Guided Practice (10 minutes)

1. **Ask:** Does Joseph remind you of any other character in another story?
2. Pupils suggest characters. Ask them to give reasons for their answers.
3. If pupils cannot think of any other characters, give an example. For example: Tortoise in the story 'How Tortoise got his crooked shell' also told lies. When he told lies he had problems. Mother Rabbit cut the rope and he landed on a rock.
4. **Say:** The story 'The boy who cried wolf' has a lesson, or a moral.
5. **Ask:** What is the moral of this story? (Answer: Do not tell lies.)
6. **Ask:** Can you think of any other stories with lessons or morals?
7. Pupils suggest stories, and say what the lessons are.
8. If pupils can't think of any other stories, give an example. The story Abu's problem has a lesson. Abu did not look after his little brother, and then he lost him. He was very worried. After that, he always looked after his brother. The moral is look after people that are younger than you.

### **Independent Practice** (14 minutes)

1. Put pupils in pairs. **Say:** Choose a character from any story.
2. Give pupils 2 minutes to choose a character.
3. Tell each group to find a clean piece of paper in their exercise books.
4. **Say:** Draw a picture of the character. Write words or sentences about the character.
5. **Say:** If you like, you can draw speech bubbles and write what the character says or thinks. For example: My mother will be angry (for Abu).
6. Give pupils 9 minutes.
7. Have 1 pair volunteer to show you their work. Talk about it. **Ask:** Who is this? What did he / she do? What did she / he say?
8. If possible, collect some character pictures and stick them on the board or wall.

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

1. Have 1 pair volunteer to tell the class about their character. Ask questions about the character.
2. **Ask:** Which character had a problem? Which moral or lesson do you like? Raise your hands. Pupils offer suggestions.
3. Praise pupils for their hard work.

[*STORY: THE BOY WHO CRIED WOLF*] adapted from ESSPIN Lessons plans, Literacy Class 4 weeks 16-20, Week 18

Joseph looked after the village goats. He took them to the hills every day to eat grass. A large pack of wolves lived in the hills. They used to come and kill the goats.




One day, Joseph was bored. He decided to play a trick. He ran down the hill to the village, and shouted, 'Wolf! Help!' The villagers heard his shouts, and ran to the hills. Joseph climbed up to the top of a tree and watched. They were shouting and waving sticks, but there were no wolves.

Joseph laughed so much, he nearly fell out of the tree. He climbed down, and told them it was just a joke. 'You should be happy,' he said. 'The goats are safe.'

Some days later, Joseph played the trick again. He shouted, 'Wolf!', and the villagers came running with sticks. They were very angry.

A week later, Joseph was sitting in the sun when he heard the goats. The wolves were there. He ran to the village, and shouted, 'Wolves! Help!' This time the villagers did not help him. He ran back to the hills, and all the goats were all dead. He sat down and cried. 'Why did I lie?'

<b>Lesson Title:</b> Moral Lesson: Story	<b>Theme:</b> Asking Questions about a Text; Moral Lessons	
<b>Lesson Number:</b> L-04-099	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain the moral lesson from a story.</p>		<p><b>Teaching Aids</b> Story (at the end of the lesson plan)</p>		<p><b>Preparation</b> Draw a simple picture of a bird on the board. The bird needs a beak and feathers.</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the picture of the bird on the board. Point to parts of the bird's body.
3. **Ask** pupils to say the words: head, eye, beak, wing, feather, tail, leg. Make sure pupils understand 'beak' and 'feather'.
4. **Say:** Today we are going to listen to another story and explain the moral of the story.

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

1. **Write** the title on the board: The rabbit and the bird.
2. **Ask:** What do you think the story will be about? Raise your hand to answer. (Answer: a rabbit and a bird)
3. As you read, explain any new words that you think pupils may not know. (Possible new words: through – the middle of; breakfast – the food we eat in the morning; delicious – tasty; huge – big; beautiful – pretty looking; colourful – having many colours; strong – having lots of power; intelligent – clever; wonderful – great, beautiful; proud – to think that you are the very good; horrible – very bad)
4. Read the first paragraph (from 'Rabbit was walking through the forest' to '... bread in its beak')
5. **Ask:** Where was Rabbit walking? Raise your hand to answer. (Answer: In the forest.)
6. **Ask:** What did he smell? Raise your hand to answer. (Answer: Bread)
7. **Ask:** Who had the bread? Raise your hand to answer. (Answer: A bird)
8. Explain that Rabbit wants to eat the bread.
9. **Say:** Raise your hands if you think Rabbit will eat the bread. Do not say if they are right or wrong.
10. **Read** the next 3 paragraphs (from 'Good morning' to 'And I am strong and intelligent').
11. **Ask:** What did the Rabbit do? Raise your hands. (Answer: He tried to make the bird come down the tree; he said that the bread was not fresh; he said nice things about the bird.)
12. **Ask:** What will happen next? Pupils suggest ideas. Do not say if they are right or wrong.
13. **Read** the final paragraph of the story.
14. **Ask:** Did the bird sing? Raise your hand to answer. (Answer: Yes).
15. **Ask:** What happened to the bread? Raise your hand to answer. (Answer: It fell.)
16. **Ask:** Did Rabbit eat the bread? Raise your hand to answer. (Answer: Yes)
17. Read the story again.

### Guided Practice (5 minutes)

1. **Ask:** Did Rabbit really think the bird was beautiful? Raise your hand to answer. (Answer: No)

**Ask:** Did Rabbit really want to hear the bird sing? Raise your hand to answer. (Answer: No)

**Ask:** Why did he ask the bird to sing? Raise your hand to answer. (Answer: He wanted her bread.)

2. **Ask:** Why did the bird drop the bread? Raise your hand to answer. (Answer: She dropped the bread because she was too proud. She believed the things that Rabbit said.)
3. Explain that this story has a moral lesson. **Ask:** What is the moral lesson? Raise your hand to answer.
4. Guide pupils to say: We should not believe praise that is not true or sincere.
5. Explain that the word 'praise' means something good about someone; the word 'sincere' means something that is said truly and not for a hidden reason.
6. **Write** on the board. The moral lesson of this story is: We should not believe praise that is not true or sincere.
7. Ask pupils to say what this means.

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

1. **Say:** Write the sentence about the moral lesson. Draw a picture to represent the moral lesson. For example: Rabbit and a speech bubble saying 'Please sing!' A bird with its beak open and the bread falling. Give pupils 9 minutes.
2. Have 1 boy and 1 girl pupil volunteer to show you their work. Talk about it.
3. **Ask:** Can you read the sentence? What do you think about the moral lesson?
4. **Say:** That's a good picture.

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

1. Ask pupils to think about the moral lesson. **Ask:** Can you think of any examples from other stories or from real life?
4. Praise pupils for their hard work.

[*STORY: THE RABBIT AND THE BIRD*] from Traditional Aesop's tale *The Fox and the Crow* adapted by Kim Ashmore.

Rabbit was walking through the forest. He was hungry, and he wanted his breakfast. He smelled something delicious. 'Bread,' he said. 'Why is there bread in the middle of the forest?' He looked up and saw a big bird with a huge piece of bread in its beak.




'Good morning,' said Rabbit. 'Do you want to join me?' The bird looked at the Rabbit. 'If I go down,' thought the bird, 'he will take my bread. I'll stay here in this tree.'

Then Rabbit said, 'That bread does not look very good. You'll be ill.' The bird thought, 'This bread is fresh. I am going to eat it now.'

Rabbit tried again. 'Your feathers are so beautiful and colourful. And you are so strong, and intelligent.' The bird listened. 'He's right,' she thought. 'My feathers are lovely. And I am strong and intelligent.'

'I would like to hear you sing,' said Rabbit. 'I think you are a wonderful singer.' The bird felt very proud. She opened her beak and started to sing. The bread fell to the ground. Rabbit jumped on the bread, and ate it all up. 'Thank you, bird,' he said. 'You can stop singing now. It's horrible!'

<b>Lesson Title:</b> Moral Lesson: Poem	<b>Theme:</b> Asking questions about a text; Moral Lessons	
<b>Lesson Number:</b> L-04-100	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to explain the moral lesson from a poem.</p>		<p><b>Teaching Aids</b></p> <p>1. Poem (at the end of the lesson plan)</p> <p>2. Picture of a tortoise and a rabbit</p>		<p><b>Preparation</b></p> <p>1. Draw a picture of a tortoise and a rabbit on the board.</p> <p>2. Write the poem on the board (with gaps).</p>
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### Opening (4 minutes)

1. Greet pupils and **write** the date on the board.
2. Point to the pictures of the tortoise and the rabbit. **Ask:** Do you know what these animals are? Raise your hand. (Answers: tortoise and rabbit)
3. Tell pupils that today they are going to read a poem about these animals.

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

1. Begin reading the poem slowly and clearly.
2. Stop at the gap: Said Rabbit to Tortoise's \_\_\_\_\_. Point to the gap.
3. **Ask:** What's the word? Raise your hand to answer. Explain that the word rhymes with 'disgrace' and point to your face if necessary. Pupils guess. (Answer: face)
4. **Write** 'face' in the gap.
5. Read the rest of the poem. Stop at each gap. Ask pupils to guess the word each time. Remind them that it rhymes. Give them clues where needed.
6. **Write** the words in the gaps. (Answers: kick; bed; sun; creep; line; race)
7. **Say:** Can you guess what these words mean? (Point to each word: disgrace, race, swift, struggled, lead, creep, cross the line, steady).
8. If pupils cannot guess, explain what they mean using actions, or explanations. (Answers: disgrace – shame; race – running competition; swift – fast; shrugged – shake your head to show you don't care about something; struggled – find it hard to do something; lead – get ahead; creep – move slowly; cross the line – go over the winning line; steady – keep moving slowly without stopping)
9. Read the poem again.

### Guided Practice (8 minutes)

1. **Say:** I'm going to ask some questions about the poem. Raise your hand to answer. Guide pupils to answer.
2. **Ask:** What did Rabbit think about Tortoise? (Answer: He thought he was slow.)
3. **Ask:** Which animals were in the race? (Answer: Rabbit and Tortoise.)
4. **Ask:** Was Rabbit quick? (Answer: Yes)
5. **Ask:** Was Tortoise quick? (Answer: No)
6. **Ask:** Who won the race? (Answer: Tortoise)
7. If you have time, ask more questions about the poem. Guide pupils to answer.
8. **Ask:** How did Tortoise win the race? (Answer: Rabbit fell asleep, the Tortoise did not stop.)

9. **Ask:** Why did Rabbit sleep? (Answer: he was ahead, he thought the race was easy, he did not believe in Tortoise.)
10. **Say:** This poem has a moral lesson. It teaches us a lesson.
11. **Ask:** What is the moral lesson? Raise your hands if you think you know.
12. Pupils suggest ideas.
13. **Write** on the board: The moral lesson of this story is: It is better to do things slowly and well.
14. Ask pupils to tell you what this means in the local language or in English.

**Independent Practice** (10 minutes)

1. **Say:** Write the sentence about the moral lesson.
2. Tell the pupils to draw a picture to represent the moral lesson. For example: Tortoise crossing the winning line, and Rabbit asleep.
3. Give pupils 7 minutes.
4. Ask pupils to show another pupil their picture and talk about the story and the moral lesson.
5. Have 1 boy and 1 girl pupil volunteer to show you their work. Talk about it.
6. **Ask:** Can you read the sentence? What do you think about the moral lesson?
7. **Say:** That is a good picture.

**Closing** (3 minutes)




1. Ask pupils to think about the moral lesson. **Ask:** Can you think of any examples of this lesson from real life? Raise your hands. (Example answers: studying something every day, and not all at the last minute.)
2. Praise pupils for their hard work.

[*POEM: THE TORTOISE AND THE RABBIT*] based on a traditional Aesop's tale adapted by Kim Ashmore.

'You're so slow! You're a disgrace!'  
Said Rabbit to Tortoise's \_\_\_\_\_.  
So Rabbit and Tortoise started to race.  
  
Rabbit was swift and he was quick,  
He started like lightning, off with a \_\_\_\_\_.  
  
He was so fast and so far ahead,  
He decided to lie down, as if in his \_\_\_\_\_.

Tortoise shrugged and struggled on,  
Walking slowly in the day \_\_\_\_\_.  
  
He slowly passed Rabbit, fast asleep,  
Then into the lead he quietly did \_\_\_\_\_.  
  
Rabbit he woke up just in time  
To see the tortoise cross the \_\_\_\_\_.  
  
You should have seen poor Rabbit's face,  
For slow and steady wins the \_\_\_\_\_!

<b>Lesson Title:</b> Recitation of Poems	<b>Theme:</b> Structure: Verb tenses	
<b>Lesson Number:</b> L-04-101	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to recite poems with fluency.</p>		<p><b>Teaching Aids</b> Poem (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Write the poem at the end of the lesson plan and the name of the poet on the board. 2. Practice reading the poem with fluency.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** What is the weather like today? Raise your hand to answer. Guide pupils to answer.
3. Tell pupils that today they are going to read a poem about wind with fluency.
4. Explain what 'fluency' means - to read smoothly and naturally.

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

1. Point to the name: Christina Rossetti (1830-1894).
2. **Say:** This is the writer of the poem. She was born in 1830 and died in 1894. She wrote poems about love and religion. She also wrote poems for children.
3. Point to the title. **Ask:** What is the title of the poem? Raise your hands. (Answer: Who has seen the wind?)
4. Ask pupils if it is possible to see the wind. Pupils give their ideas.
5. Read the poem slowly and clearly.
6. Explain new words in the poem using actions or explanations. (Possible new words: neither – not; nor – not; trembling – shaking; passing through – going past something without stopping; bow down – bend forward)
7. **Ask:** How does the poet know that the wind is blowing? Raise your hands. (Answer: the leaves are moving; the trees are blowing over).
8. **Ask:** What other ways can we see the wind? Raise your hands. If pupils do not know, draw a kite and a boat on the board. (Example answers: We can see the wind when a kite is flying in the sky; when boats are moving across the water.)

### Guided Practice (10 minutes)

1. Read the first line of the poem again. Read fluently and with expression.
2. Pupils listen and repeat each line. If pupils have problems with pronunciation or fluency, read the line again. Pupils repeat.
3. Repeat until the end of the poem.
4. Explain that there is punctuation at the end of each line. This means that readers should pause
5. They should pause for a short time when they see a comma. They should pause for a longer time when they see a colon or a full stop.
6. Tell pupils to read the poem loudly, together.
7. Point to the words as they read. Check pronunciation.



**Independent Practice** (10 minutes)

1. Put pupils in pairs. **Say:** Practice reading the poem in your pairs. You can take it in turns to read the poem, or each say a line.
2. Explain that if pupils say the poem many times, they will be more fluent and they will remember it better.
3. After 8 minutes, have some pairs volunteer to read the poem in front of the class. Encourage other pupils to listen and to clap.
4. Praise pupils. **Say:** You read that very well.

**Closing** (1 minute)




1. Tell pupils to read the poem to their friends and family.
2. Praise pupils for all their hard work.

[*POEM: WHO HAS SEEN THE WIND?*] by Christina Rossetti (1830-1894)

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang trembling,  
The wind is passing through.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads,  
The wind is passing by.

<b>Lesson Title:</b> Verbs in Writing	<b>Theme:</b> Structure: Verb tenses	
<b>Lesson Number:</b> L-04-102	<b>Class/Level:</b> Class 4	<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 present continuous tenses in writing.</p>		<p><b>Teaching Aids</b> Sentences (at the end of the lesson plan)</p>		<p><b>Preparation</b> Write sentences at the end of the lesson on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. Ask pupils to say words that they know about the weather. (Example answers: sun, sunny, rain, rainy, cloud, cloudy, wind, windy, hot, cold)
3. Tell pupils that today they are going to write about the weather using present simple and continuous tenses.

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

1. Read sentence (a): The wind is blowing today.
2. **Ask:** What does this mean? Explain in any language.
3. **Say:** Do an action.
4. **Say:** The verb is in the present continuous tense: is blowing. We use this tense when we talk about something that is happening at this moment.
5. Read sentence (b): The wind often blows in January.
6. **Ask:** What does this mean? Explain in any language.
7. **Say:** The verb is in the present simple tense: blows. We use this tense when we talk about something that happens regularly, or something that is a general fact.
8. Point to sentence (c): It [rains /is raining] now.
9. Point to 'rains' and **say:** Raise your hand if you think the verb is 'rains'?
10. Point to 'is raining' and **say:** Raise your hand if you think the verb is 'is raining'? (Answer: is raining)
11. Explain the answer - it is raining. It is happening now
12. **Ask:** What does this mean? Explain in any language.
13. Repeat with sentences d-h. (Answers: d. rains; e. shines; f. is shining; g. is coming; h. arrive)

### Guided Practice (8 minutes)

8. **Ask:** Is the wind blowing today? Pupils say 'yes' or 'no' depending on the weather.
9. **Write** a true sentence on the board. (e.g. The wind is blowing. The wind is not blowing)
10. Repeat with more questions: Is the sun shining today? Is it hot today? Is a storm coming? Is it raining now?
11. **Write** true sentences on the board (e.g. The sun isn't shining. It's hot. A storm isn't coming. It's raining.)
12. Check pupils understand the sentences on the board.

**Independent Practice** (9 minutes)

1. **Say:** Write 3 true sentences about the weather today and this month. Use the present continuous tense for sentences about the weather at this moment, and the present simple tense for sentences about the weather in general. Use the sentences on the board to help you.
2. Give pupils 6 minutes.
3. Have 1 girl and 1 boy pupil volunteer to show you their sentences. Ask questions about their work.
4. **Ask:** Can you read this sentence? What does it mean? Do you like the rain?




**Closing** (2 minutes)

1. Have some pupils to volunteer to read a sentence in front of the class.
2. Praise pupils for their hard work.

[SENTENCES: WEATHER]

- a. The wind is blowing today.
- b. The wind often blows in January.
- c. It (rains /is raining) now.
- d. In the rainy season, it (rains / is raining) most days.
- e. The sun (shines / is shining) a lot in the dry season.
- f. The sun (shines / is shining) and it is so hot.
- g. Look at the clouds! A storm (comes / is coming).
- h. Storms often (arrive / are arriving) at the coast.

<b>Lesson Title:</b> Verbs in Writing	<b>Theme:</b> Structure: Verb tenses	
<b>Lesson Number:</b> L-04-103	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to change present tense verbs to past (regular and irregular) tense in sentences.</p>	 <p><b>Teaching Aids</b> 1. Sentences (at the end of the lesson) 2. A ball (you can make one out of paper)</p>	 <p><b>Preparation</b> 1. Write these verbs on the board in a list: rain, love, carry, play, cry, clean, cook, wash, walk, help, shine, have, blow, come, see, write, buy, eat, make, go. 2. Write the sentences in the Independent Practice section on the board.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** What is the weather like today? Raise your hands. Pupils say sentences about the weather
3. Encourage pupils to use present continuous tense if appropriate (Example answers: It is raining. The wind is blowing.)
4. Tell pupils that today they are going to write sentences in the past tense.

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

1. Point to a regular verb on the board - rain. **Say:** rain.
2. Ask pupils to say what the verb means. They can do an action if they cannot explain.
3. Explain that this is a regular verb. We add the letters 'ed' to the end of the verb to make the past tense.
4. **Write** on the board and **say:** rained.
5. Repeat with other regular verbs: love, carry, play, cry, clean, cook, wash, walk, help. Ask pupils what it means and add 'ed' at the end to make it past tense.
6. Point to an irregular verb - shine. **Say** the verb.
7. Ask pupils to say what the verb means. They can do an action if they cannot explain.
8. Explain that this is an irregular verb. Irregular verbs are different in the past tense.
9. **Write** on the board and **say:** shone.
10. Repeat with other irregular verbs: have-had, blow-blew, come-came, see-saw, write-wrote, buy-bought, eat-ate, make-made, go-went.

### Guided Practice (7 minutes)

1. **Say:** I am going to say a verb in the present tense. Raise your hand if you can say the past tense. I will throw the ball to 1 pupil who has raised his or her hand. The person who catches the ball should say the same verb in the past tense.
2. **Say** a verb in the present tense (e.g. see).
3. Throw a ball to a pupil.
4. Ask the pupil to say the verb in the past tense (e.g. saw).
5. Take the ball back and repeat 5-7 times, with different pupils.
6. If pupils have problems with pronunciation, **say** the word again and ask pupils to repeat.




### **Independent Practice** (13 minutes)

1. Point to the following sentences on the board and ask pupils to copy them:
  - a. I love windy weather.
  - b. It rains in August.
  - c. The sun shines all day.
  - d. The sky has a lot of clouds.
  - e. The wind blows the trees over.
  - f. We carry an umbrella in the rainy season.
2. Give pupils 6 minutes.
3. **Ask:** Are the verbs simple present or simple past? (Answer: simple present).
4. **Say:** Change the verbs in the sentences to the past tense. Some verbs are regular, and some verbs are irregular. Use the words on the board to help you.
5. Give pupils 6 minutes to change the verbs to the past tense.
6. Ask pupils to say the past tense verbs. **Write** the verbs on the board (Answers: a. loved, b. rained, c. shone, d. had, e. blew, f. carried).

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

1. Tell pupils we will read a story about the weather next lesson.
2. Praise pupils for their hard work.

<b>Lesson Title:</b> Categories of Verbs	<b>Theme:</b> Structure: Verb tenses	
<b>Lesson Number:</b> L-04-104	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to arrange verbs into categories of tenses.</p>		<p><b>Teaching Aids</b> Story (at the end of the lesson plan)</p>		<p><b>Preparation</b> 1. Draw simple pictures of sun, moon, rain and wind on board. 2. Write these verbs on the board: were fighting, wanted, decided, shine, give, sweep, listened, is shining, is raining, understand.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Write** the title of the story on the board: Sun, Moon, Rain and Wind.
3. Point to the pictures of sun, moon, rain and wind on board to check pupils understand what they mean.
4. **Ask:** What do you think the story is about? Raise your hands. Pupils suggest ideas. (Answer: the sun, moon, rain and wind; the weather)
5. Tell pupils that today they are going to listen to a story and arrange verbs into categories.

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

1. Read the story slowly and clearly.
2. Help pupils to understand as you read it using actions, pictures or explanations. (Possible new words: fighting – hit or shout at each other; shine – glow with light; earth – our planet, where we live; hunt – kill animals for food; sweep – clean by brushing; scatter – drop everywhere; warmth – heat)
3. Explain that Sun, Moon, Rain and Wind were fighting. **Say:** I will ask you some questions. Raise your hand to answer.
  - a. What does Moon do to help the earth? (Answer: shine at night so that the animals can hunt)
  - b. What does Rain do to help the earth? (Answer: give the earth water for trees, plants and animals)
  - c. What does Wind do to help the earth? (Answer: clean the earth)
  - d. What does Sun do to help the earth? (Answer: give light and warmth for plants and animals)

### Guided Practice (15 minutes)

1. Point to the verb on the board: were fighting.
2. **Say:** Make a sentence about the story using the verb. Raise your hand to answer. (Example answer: Sun, Wind, Rain and Moon were fighting)
3. **Ask:** Is this a verb in the present tense or past tense? Raise your hands. (Answer: past)
4. Ask pupils to say some other verbs using this tense (Example answers: were walking; was cleaning)
5. If pupils cannot do this, **write** the 2 example answers on the board.
6. Point to the verbs: wanted, decided, listened.
7. **Say:** Make sentences about the story using the verbs. Raise your hand to answer. (Example answers: Sun wanted to shine all day; they decided to talk; they listened carefully)
8. **Ask:** Are these verbs in the present tense or past tense? Raise your hands. (Answer: past)

9. Ask pupils to say some other verbs using this tense (Example answers: walked, went)
10. If pupils cannot do this, **write** 2 examples on the board.
11. Point to the verbs: shine, give, sweep, understand. **Say:** Make sentences about the story using the verbs. Raise your hand to answer. (Example answers: I shine so that animals can hunt; I give the earth water; I sweep the earth clean; they understand each other)
12. **Ask:** Are these verbs in the present tense or past tense? Raise your hands. (Answer: present)
13. Ask pupils to say some other verbs using this tense. (Example answers: help, grow)
14. If pupils cannot do this, **write** 2 examples on the board.
15. Point to the verbs: is shining, is raining. **Say:** Make sentences about the story using the verbs. Raise your hands. (Example answers: the sun is shining; it is raining)
16. **Ask:** Are these verbs in the present tense or past tense? Raise your hands. (Answer: present)
17. Ask pupils to say some other verbs using this tense. (Example answers: is blowing, is coming)
18. If pupils cannot do this, **write** 2 examples on the board.

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

1. **Say:** Write 1 sentence in present tense and one sentence in past tense using the different verbs on the board.
2. Give pupils 5 minutes. Have 3-4 pupils volunteer to read their sentences to the class.

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

1. **Ask:** Did you like the story? Raise your hands if you did. Pupils raise their hands if they liked the story.

[*STORY: SUN, MOON, RAIN AND WIND*] by Khothatso Ranoosi, Marion Drew and Children of Paleng from The African Storybook Initiative: <http://www.africanstorybook.org/>

Long ago, Sun, Wind, Rain and Moon were fighting. Sun wanted to shine the whole day. Moon wanted to shine her light every day. Rain wanted to rain every day, and Wind wanted to blow every day.

They decided to sit together and talk about it. Sun asked Moon, 'What do you do that helps the earth?' Moon answered, 'I shine at night so that the animals can hunt.'

Moon asked Rain, 'What do you do that helps the earth?' Rain answered, 'I give the earth water so that the trees and plants can grow well. I give water for animals to drink.'




Rain asked Wind, 'What do you do that helps the earth?' Wind answered, 'I sweep the earth clean. I scatter the rain over the whole earth.'

Wind asked Sun, 'What do you do that helps the earth?' Sun answered, 'I give the earth light and warmth, so that animals and plants can live.'

Sun, Moon, Rain and Wind listened carefully to each other. Then Sun said, 'It is true that each of us helps the earth in our own special way.' 'Yes,' said Moon. 'Not one of us is better than the others.' 'We can work together,' said Rain. Wind said, 'Then let us share the days.'

And that is why you sometimes see the moon when the sun is shining. And sometimes you feel the wind when it is raining. Sun, Moon, Rain and Wind work very well together. They understand each other.

<b>Lesson Title:</b> Comparing Non-fiction and Fiction	<b>Theme:</b> Structure: Verb tenses	
<b>Lesson Number:</b> L-04-105	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain the difference between fictional stories and non-fiction.</p>		<p><b>Teaching Aids</b> 1. Information text (at the end of the lesson plan) 2. Drawings on the board - see preparation</p>		<p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Draw a big sun, draw the earth away from the sun, and the moon near the earth in a triangular pattern (see image at the end of the lesson plan).</p>
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### Opening (5 minutes)

1. Greet pupils and **write** the day on the board.
2. **Ask:** What can you remember about the story 'Sun, Moon, Rain and Wind'? Raise your hands.
3. Tell pupils that today they will look at the difference between fictional stories and non-fiction. Fiction is something that is made up and not real. Non-fiction is the opposite of that – it is something which is true.

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

1. Point to the picture on the board.
2. Check pupils understand these words: sun, earth, moon.
3. Explain that the moon moves around the earth. Explain that both the earth and the moon move around the sun.
4. Read the first heading: The moon is a mirror. Show or explain 'mirror' in the local language.
5. Read the first paragraph slowly and clearly.
6. Draw rays of light from the sun to the moon, then smaller rays of light from the moon to the earth.
7. **Say:** The black parts of the earth show night. The part of the earth which is away from the sun has night. But the light of the sun is hitting the moon. The moon shines with that light and can be seen from the earth at night.
8. Read the second heading: Seeing the moon from earth. Show or explain 'mirror' in the local language.
9. Read the second paragraph.
10. **Say:** The moon is shining with the might of the sun all the time, but the sun is so bright in the day that we cannot see the small light of the moon. For example, if you went outside when there was bright sunlight and put on a little bulb far away, you would not be able to see the light from the bulb because the sun would be too bright. The same happens with the moon.
11. **Ask:** Why can we see the moon at night? Raise your hands. (Answer: the sun is not shining)
12. Read the text again.

### Guided Practice (7 minutes)

1. Draw a line down the middle of the board. On the left-hand side, **write** 'fiction'. On the right-hand side, **write** 'non-fiction'.
2. Point to the word 'fiction' – something that is made up and not real.



3. Explain that the story, 'Sun, Moon, Rain and Wind', is an example. The sun, moon, rain and wind did not actually talk like we read in the story – someone made that up.
4. **Ask:** What is fiction? Raise your hands.
5. **Write** pupils' ideas on the board. If they do not know, write and explain the following:
  - a. It often tells a story, and may not have true facts (e.g. the sun and moon were fighting).
  - b. It uses descriptions and adjectives, and many different tenses.
6. Point to the word 'non-fiction' – something that is true. Explain that the passage from this lesson is an example.
7. **Ask:** What is non-fiction? Raise your hands.  
**Write** pupils' ideas on the board. If they do not know, write and explain the following:
  - It has true information about a subject.
  - It usually uses the present tense, and uses the third person.
  - It often has headings, short paragraphs, diagrams, photos, maps.

### Independent Practice (10 minutes)

1. **Say:** Copy the lists from the board.
2. Give pupils 4 minutes.
3. Put pupils in pairs.
4. **Say:** One of you, tell your partner about fiction. The other, tell your partner about non-fiction.
5. Give pupils 3 minutes.
6. Ask 2-3 pupils to volunteer to explain the difference between fiction and non-fiction. (Example answer: fiction is made up, non-fiction is based on truth)

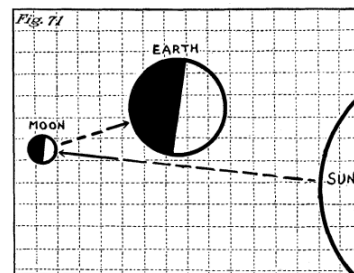
### Closing (1 minute)

1. Praise pupils for their hard work.

[TEXT: HOW DOES THE MOON SHINE?] by Kim Ashmore.

The moon is a mirror




The earth moves around the sun, and the moon moves around the earth. The sun shines on both the earth and the moon. The moon is like a mirror. As the sun's light hits the moon, it reflects from the moon and onto the earth.



Seeing the moon from earth

The moon reflects the sun's light all the time. At night, it is easy to see because the sun isn't shining, and the moon is close to the earth. During the day, we cannot usually see it because the sun is too bright.

<b>Lesson Title:</b> Adjective Review	<b>Theme:</b> Possessive Adjectives and Adjective Phrases	
<b>Lesson Number:</b> L-04-106	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe various objects, people and places using adjectives.	 <b>Teaching Aids</b> None	 <b>Preparation</b> Write the chart from the Introduction on the board.
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**Opening** (3 minutes)

1. Greet pupils and **write** the day on the board.
2. **Write** 'big' on the board.
3. **Say:** An adjective is a word that describes a noun – it tells us more about the noun. For example, in the sentence 'Elephants are big' – the noun is 'elephant' and the adjective 'big' tells us what the elephant looks like.
4. **Write** 'Adjectives' on the board.
5. Tell pupils that today we are going to write sentences with adjectives.

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

1. Draw a line down the middle of the board from top to bottom. Draw a line across the middle of the board from left to right. This will divide your board into 4 parts.

**Write** in each part:

Person	Animal
Place	Object

2. **Ask** pupils raise their hand to give 2 or 3 examples of a:
  - person (Example answers: sister, Amina, father)
  - animal (Example answers: hippo, goat, bird)
  - place (Example answers: my home, our school, Makeni)
  - object (Example answers: bed, tree, mango)
3. **Ask:** Can we use the word 'big' to describe all – persons, animals, places and objects? Raise your hand if you say 'yes'. (Answer: yes).
4. **Write** 'big' in each square.
5. **Say:** A person can be big, an animal can be big, a place can be big, and an object can be big.
6. **Ask:** Can we use the word 'intelligent' to describe all persons, animals, places and objects? Raise your hands.
7. Explain what intelligent means if they do not know – smart or clever. (Answer: No, we can use it with a person or an animal).

8. **Say:** We can say 'My brother is intelligent' or 'Elephants are intelligent' but we cannot say that 'My home is intelligent' or 'A mango is intelligent'.

**Guided Practice** (6 minutes)

1. **Say:** Colourful. Discuss with your partner and make a sentence with 'colourful'. You have 1 minute.
2. Ask pupils to raise their hand to share the sentence. Take 2-3 answers.
3. **Write** one of the sentences on the board (Example answer: Abu is wearing colourful shoes.)
4. Repeat with 3 more words: helpful, tall, warm.
5. **Write** the sentences on the board. (Example answers: My sister is helpful, The tree is very tall, Freetown is very warm in the summer.)




**Independent Practice** (10 minutes)

1. Put pupils in pairs.
2. **Say:** Write 4 sentences using the adjectives following adjectives: happy, hungry, dirty, short.
3. **Write** on the board: happy, hungry, dirty, short.
4. **Say:** Choose 1 adjective for people, 1 for animals, 1 for places and 1 for objects.
5. If possible, walk around and help pupils, if necessary.
6. Give pupils 7 minutes.
7. Have 1 or 2 pairs volunteer to read their sentences to the class. Praise pupils.

**Closing** (2 minutes)

1. **Ask:** What kind of words did we learn today? Raise your hands. (Answer: describing words, adjectives)
2. **Ask:** What did we describe? (Answer: people, animals, places and objects)
3. Praise pupils for their hard work.

<b>Lesson Title:</b> Main Points and Details	<b>Theme:</b> Possessive Adjectives and Adjective Phrases	
<b>Lesson Number:</b> L-04-107	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the main idea and supporting details of a non-fiction passage.</p>	 <p><b>Teaching Aids</b> 1. Information text (at the end of the lesson plan) 2. Drawing of an elephant - see preparation</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Draw a simple elephant on the board, with head, eyes, ears, a trunk and tusks.</p>
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### Opening (3 minutes)

1. Greet pupils and **write** the day on the board.
2. Point to the picture of the elephant on the board.
3. Point to parts of the elephant's body. **Say** the words: head, eye, ear, trunk, tusk.
4. Ask pupils to repeat the words. Use the picture and the local language to make sure pupils understand 'trunk' and 'tusk'.
5. Tell pupils that today they are going to read information about the African bush elephant.

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

1. Read the text slowly and clearly.
2. **Ask:** What is the main idea of the paragraph? Raise your hands. (Answer: It describes the African bush elephant. It says what it looks like.)
3. **Say:** What is a good title for the text? Raise your hands.
4. **Write** some suggestions on the board. (Example answers: The African bush elephant; About the African bush elephant)
5. Explain that the text has a lot of details about the main idea.
6. **Say:** Read the text silently. Find 3 details about the African bush elephant. You have 5 minutes.
7. Have different pupils volunteer to tell the class some details about the African bush elephant. (Example answers: It is the second tallest animal. They have very big ears and a long trunk. They suck up water with their trunks.)

### Guided Practice (8 minutes)

1. **Say:** When we write about the features of an animal, we can write about many things.  
**Write** on the board:
  - a. Size: It is...
  - b. Colour: It is ...
  - c. Special features: It has ...
  - d. It uses its big tusks to ...
2. Ask pupils to copy these sentence starters in their exercise books. Give them 5 minutes.
3. **Ask:** What do we know about the size of the elephant? Find the answer in the passage and raise your hand.
4. Ask 1-2 pupils to share answers. (Answers: The African bush elephant is the biggest and the heaviest animal on land. It is the second tallest animal. The male elephant is around 3.2 metres

tall at the shoulder and the average female is 2.6 metres. They have very big ears, and a long trunk.)

5. Complete the sentence about size. **Write:** It is the biggest and heaviest animal on land. It has big ears and long trunk.
6. Explain that we do not have to write all the details. Just the main idea.

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

1. Ask pupils to complete the 3 remaining sentences using information in the passage. Remind them to not copy all the information but only write the main idea.
2. Give them 8 minutes.
3. If possible, walk around and help pupils if necessary.




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

1. Have 1 or 2 pupils read 1 or 2 of their sentence to the class. (Example answers: It is grey in colour. It has big ears, a long trunk and big tusks. It uses its big tusks to dig, fight and gather food.)
2. Praise pupils for their hard work.

[*TEXT: THE AFRICAN BUSH ELEPHANT*] by Kim Ashmore.

The African bush elephant is the biggest and the heaviest animal on land. It is the second tallest animal. The male elephant is around 3.2 metres tall at the shoulder and the average female is 2.6 metres. They are grey in colour. These elephants have very big ears, and a long trunk. Their trunks are very strong, and they can pick up heavy objects (more than 180 kilos). The elephants suck up water with their trunks. They blow the water into their mouths and over their backs. They have big tusks, and they use them to dig, fight and gather food.

<b>Lesson Title:</b> Identifying Verbs	<b>Theme:</b> Possessive Adjectives and Adjective Phrases	
<b>Lesson Number:</b> L-04-108	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify various verb tenses in a passage.</p>		<p><b>Teaching Aids</b> Story at the end of the lesson plan)</p>		<p><b>Preparation</b> Write the story at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. **Write** the title of the story on the board: Goat and Hyena's knife. Ask pupils what the title means. Explain the title if pupils do not know – this story is about a goat, a hyena and the hyena's knife.
3. Tell pupils that today they will read a story about a goat and a hyena and study verb tenses.

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

1. Read the story slowly and clearly. Help pupils to understand as you read it using actions, pictures or explanations. (Possible new words: spell – period of time (in this context); imbowa plants – a kind of plant; knife – sharp tool used to cut things; climbing plant – plant which grows by climbing on trees or walls; remember – to have in your mind; source of livelihood – way to make money and live)
2. **Ask** some questions about the story. Guide pupils to answer. Ask pupils to raise their hands to answer.
  - a. Was there any grass for the animals? (Answer: no)
  - b. What could the animals eat? (Answer: Imbowa plants)
  - c. Why did Goat want Hyena's knife? (Answer: to cut the plants to eat them)
  - d. Could Goat find the knife? (Answer: no)
  - e. How did Hyena feel? (Answer: angry)
  - f. Why was he angry? (Answer: he needed the knife for his livelihood)
  - g. What will he do? (Answer: he will eat the goat and her babies)
3. Read the story again.

### Guided Practice (10 minutes)

1. Draw a circle around the verb 'was' on the board.
2. **Ask:** Is this verb describing the past, the present, or the future? Raise your hands. (Answer: the past)
3. **Ask:** Can you see any more past tense verbs in the story? Raise your hands. (Answers: ate, survived, was passing, asked, wanted, gave, cut, forgot, used, came, did, could, dropped, scratched, said, lost).
4. Draw circles around the verbs.  
Ask pupils to say what the verbs mean.
5. **Say:** Some of these verbs are regular. Regular verbs have the letters 'ed' at the end.

6. Read each verb: survived, asked, wanted, used, dropped, scratched. Pupils listen and repeat.
7. **Say:** Some of these verbs are irregular. Irregular verbs are different in the past tense.
8. Read each verb: was, ate, gave, cut, forgot, came, did, could, said, lost. Pupils listen and repeat.
9. **Say:** 'Was passing' is the past continuous tense. It describes what was continuing for some time.
10. Underline the verb 'hunts'. **Ask:** Is this verb describing the past, the present, or the future? Raise your hands to answer. (Answer: the present)
11. **Say:** There is another way to use the present tense. Raise your hand if you can see it. (Answer: is looking)
12. Underline the verb: is looking.
13. **Say:** 'hunts' is the present simple. It describes things that happen regularly, or general facts. The phrase 'is looking' is the present continuous. It describes things that are happening now, or around now.
14. Draw a square around 'will eat'. **Ask:** Is this verb describing the past, the present, or the future? Raise your hands. (Answer: the future)
15. **Say:** A future verb is only used once more. Can you see it? Raise your hand. (Answer: will eat)
16. Draw a square around the second example of 'will eat'.

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

1. Put pupils in pairs. **Say:** Write 3 sentences about your picture using different tenses.
2. Give pupils examples - Goat is cutting the imbowa plants; Hyena said, 'I will eat you!'
3. Give pupils 9 minutes.

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

1. Have 2-3 pupils volunteer to read out their sentences.
2. Praise pupils for their hard work.

[*STORY: GOAT AND HYENA'S KNIFE*] by Wekunya Cornelius and Wiehan de Jager. African Storybook: <http://www.africanstorybook.org/> Adapted by Kim Ashmore.




Long ago, there was a long dry spell. The animals ate all the grass in the country. Only the imbowa plants on the big trees survived.

One day, Hyena was passing by with a knife. Goat asked for the knife because she wanted to cut the imbowa plants to eat. Hyena gave the knife to Goat. She cut down the climbing plant, and ate until she was full. Goat forgot all about the knife she used.

When Hyena came back to ask for the knife, Goat did not know what to do. She could not remember where she dropped it. Goat scratched here and there to look for the knife. Goat said, 'You lost my knife, and it was the source of my livelihood. I will eat you, then I will eat your babies!'

Hyena always hunts goats, and today Goat is still looking for Hyena's knife.

<b>Lesson Title:</b> Possessive Adjectives	<b>Theme:</b> Possessive Adjectives and Adjective Phrases	
<b>Lesson Number:</b> L-04-109	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list possessive adjectives and use them in sentences.	 <b>Teaching Aids</b> Drawings on the board - see preparation	 <b>Preparation</b> Draw on the board: a boy's face, a girl's face, a goat, 2 chickens.
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### Opening (2 minutes)

1. Greet pupils and **write** the day on the board.
2. Think of an animal (e.g. a hippo). Tell pupils that you will describe an animal. They must listen and guess the animal. **Say** a sentence about the animal (e.g. It's big).
3. **Ask:** Can you guess? Raise your hands. **Say** more sentences until pupils guess the animal. (e.g. It is grey. It has big nostrils.)
4. Tell pupils that today they will talk about our families and animals using possessive adjectives. These are adjectives which tell us whom something belongs to.
5. Explain in the local language if needed.

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

1. **Say:** I will say some sentences. Then I will ask some questions. You must listen carefully.
2. Point to the picture of the man's face. **Write:** This is my brother. His ....
3. **Say:** This is my brother. His hair is black. His eyes are brown. His eyes are big. His mouth is small.
4. Point to the picture of the woman's face. **Write:** This is my sister. Her ....
5. **Say:** This is my sister. Her hair is brown. Her eyes are brown. Her nose is small. Her neck is long.
6. Point to the picture of the goat. **Write:** This is our goat. Its ....
7. **Say:** This is our goat. Its ears are long. Its legs are short.
8. Point to the picture of the chickens. **Write:** These are our chickens. Their ....
9. **Say:** These are our chickens. Their wings are small. Their legs are short.
10. Divide the class into 2 big groups, left-hand side (Group 1) and right-hand side (Group 2).
11. Point to the picture of the man's face. **Ask** Group 1: Who is this? Guide pupils to say: This is your brother.
12. Tell pupils to raise their hands to say what they can remember about him. They win a point for each correct sentence. Make sure pupils use the word 'his'.
13. Point to the picture of the woman's face. **Ask** Group 2: Who is this? Guide pupils to say: This is your sister.
14. Tell pupils to raise their hands to say what they can remember about her. They win a point for each correct sentence. Make sure pupils use the word 'her'.
15. Point to the picture of the goat.  
**Ask** Group 1: What is this? Guide pupils to say: It is your goat.  
 Tell pupils raise their hands to say what they can remember about it. They win a point for each correct sentence. Make sure pupils use the word 'its'.



16. Point to the picture of the chickens. **Ask** Group 2: What are these? Guide pupils to say: They are your chickens.
17. Tell pupils to raise their hands to say what they can remember about them. They win a point for each correct sentence. Make sure pupils use the word 'their'.

**Guided Practice** (8 minutes)

1. **Read** the sentences on the board.  
This is my brother. His ...  
This is my sister. Her ...  
This is our goat. Its ...  
These are our chickens. Their ...
2. Explain that we use possessive adjectives - my, your, his, her, its, our, their – to say whom something belongs to.
3. Have 1 girl pupil volunteer to come to the front of the room. Tell her to quickly draw a picture of a person or animal she knows. Guide her to say some sentences about the picture. (Examples: This is my father. His hair is black. His nose is big.)
4. Have 1 boy pupil volunteer to come to the front of the room. Tell him to quickly draw a picture of a person or animal that he knows. Guide him to say some sentences about the picture. (Examples: This is our dog. His tail is short. His body is big.)




**Independent Practice** (11 minutes)

1. Put pupils in pairs.
2. Tell them that each pupil must quickly draw a picture of a person's face or an animal. Give them 3 minutes.
3. **Say:** Say 2 sentences about the person or animal to their partner. You have 2 minutes.
4. **Say:** Write your sentences in your exercise books. Remember to use 'his', 'her', 'its' and 'their'.
5. You have 5 minutes.

**Closing** (3 minutes)

1. Have 2 or 3 pupils volunteer to show their picture and say some of their sentences in front of the class.
2. Praise pupils for their hard work.

<b>Lesson Title:</b> Adjective Phrases	<b>Theme:</b> Possessive Adjectives and Adjective Phrases	
<b>Lesson Number:</b> L-04-110	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use adjectives in phrases.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write these jumbled sentences on the board:             <ol style="list-style-type: none"> <li>a. big / not / are / mosquitoes / very</li> <li>b. very / trunk / the / strong / is / elephant's.</li> <li>c. than / faster / goats / are / hyenas</li> <li>d. has / butterfly / blue / the / wings / bright</li> </ol> </li> <li>2. Write the practice sentences from the Guided Practice section on the board. Do not write the answers.</li> </ol>
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### Opening (3 minutes)

1. Greet pupils and **write** the day on the board.
2. Think of an animal (e.g. a crocodile). Tell pupils that you will describe an animal. They must listen and guess. **Say** a sentence about the animal (e.g. Its tail is very long). Pupils guess. **Say** more sentences until pupils guess the animal. (Example sentence: It has a big mouth.)
3. Tell pupils that today they are going to describe animals.

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

1. Point to the jumbled sentence: big / not / are / mosquitoes / very
2. **Say:** These words make a sentence. They are in the wrong order.
3. Tell pupils that you will ask some questions. Tell pupils to raise their hands to answer.
4. **Ask:** What is the first word? (Answer: mosquitoes)
5. **Ask:** What is the next word? (Answer: are)
6. **Ask:** What is the next word? (Answer: not)
7. **Ask:** What is the next word? (Answer: very)
8. **Ask:** What's the next word? (Answer: big)
9. **Write** on the board: Mosquitoes are not very big.
10. Put pupils in pairs.
11. Point to the jumbled sentence: very / trunk / the / strong / is / elephant's
12. Ask pupils to decide the order of the words in their pairs. Tell pupils to raise their hands when they are ready.
13. Choose 1 pair to say the sentence. (Answer: The elephant's trunk is very strong.)
14. **Write** the sentence on the board.
15. Repeat with these sentences:
  - c. than / faster / goats / are / hyenas (Answer: Hyenas are faster than goats.)
  - d. has / butterfly / blue / the / wings / bright (Answer: The butterfly has bright blue wings.)
16. Read the sentences. Ask pupils to say what the sentences mean.

17. Point to the sentence: The elephant's trunk is very strong.
18. Draw a circle around 'very strong'. Explain that this is an adjective phrase. An adjective phrase is a group of words which describes a noun or a pronoun. An adjective phrase is not a sentence.
19. Draw a circle around these adjective phrases in the sentences:
  - faster than goats
  - bright blue
20. **Say:** These are all adjective phrases.

**Guided Practice** (8 minutes)

1. Point to the practice sentences on the board:
  - a. A \_\_\_\_\_ is very \_\_\_\_\_.
  - b. A \_\_\_\_\_ is not very \_\_\_\_\_. (Example answer: A tortoise is not very fast).
  - c. A \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_. (Example sentence: A crocodile is big and dangerous.)
2. Read the first sentence: A \_\_\_\_\_ is very \_\_\_\_\_.
3. Ask pupils to make 1 or 2 sentences about an animal using the sentence frame. Give pupils 1 minute.
4. Ask a pupil to raise their hand to give you a sentence. (Example answer: A giraffe is very tall.)
5. Repeat with the rest of the sentences.




**Independent Practice** (10 minutes)

1. **Say:** Write 3 sentences about animals using adjective phrases. You can use the sentence frames on the board to help you.
2. Give pupils 8 minutes.
3. Have 3 or 4 pupils volunteer to read one of their sentences in front of the class.

**Closing** (1 minute)

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

<b>Lesson Title:</b> Articles: A, An	<b>Theme:</b> Structure: Quantifiers	
<b>Lesson Number:</b> L-04-111	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify rules of the use of articles and use them in sentences.	 <b>Teaching Aids</b> None	 <b>Preparation</b> Write the practice sentences in the Guided Practice section on the board.
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What is the weather like today? Raise your hands. **Write** pupils' answer on the board.  
(Example answers: hot, windy, rainy)
3. **Ask:** What can you see in the room? Raise your hands. Pupils answer. (Example answers: bench, board)
4. Tell pupils they are going to learn how to use of 'a' and 'an' in sentences.
5. **Write** on the board: 'a' 'an'

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

1. **Write:** a, e, i, o, u in a list on the board.
2. **Ask:** What are these letters called? Raise your hand. (Answer: vowels)
3. **Ask:** What are all the other letters called? Raise your hand. (Answer: consonants)
4. **Write:** consonants – a  
vowels - an
5. **Say:** 'a' and 'an' are called articles. They go before a noun in a sentence.
6. **Write** this sentence on the board: She has a ball.
7. Underline 'a ball'.
8. **Say:** This is a noun. We put 'a' before a noun.
9. **Write:** I have a pencil. Underline 'a pencil'.
10. **Ask:** What nouns do you know beginning with 'a'? Raise your hands. Pupils say words (Example answers: apple, ant, animal).
11. **Write** one of the words on the board.
12. **Ask:** What nouns do you know beginning with 'e'? Raise your hands. Pupils say words, (Example answers: elephant, egg, exercise book).
13. **Write** one of the words on the board.
14. **Repeat** for 'i, o, u'. (Example answers: ice cream, orange, umbrella)
15. **Say:** We must put 'an' in front of these nouns. They begin with a vowel.
16. Underline the vowels that start the words.
17. **Write** 'an' before to each noun. For example, an apple, an egg, an orange, an umbrella.

### Guided Practice (9 minutes)

1. Point to the following practice sentences on the board:
  - a. I bought \_\_\_\_\_ cup.

- b. We went on \_\_\_\_\_ airplane.
  - c. I can see \_\_\_\_\_ ostrich.
  - d. I ride \_\_\_\_\_ bicycle.
2. Read sentence a.
  3. **Ask:** Is it 'a cup' or 'an cup'? Raise your hand to answer. (Answer: a cup)
  4. Repeat with the other sentences. Explain the meaning of sentences if needed.




**Independent Practice** (13 minutes)

1. Tell pupils to write the sentences (in the Guided Practice) in their exercise books. Tell pupils to complete the sentences with 'a' or 'an'.
2. Give pupils 6 minutes.
3. Check the sentences are correct with the pupils.
  - a. I bought a cup.
  - b. We went on an airplane.
  - c. I can see an ostrich.
  - d. I ride a bicycle.
4. Put pupils in pairs.
5. **Write** on the board: In the room there is ...
6. **Say:** Write 4 sentences. Write 2 sentences with 'a' and 2 sentences with 'an' using this sentence starter. For example, 'In the room there is a chair. In the room there is an egg.'
7. Give pupils 5 minutes.
8. Have 2 or 3 pupils volunteer to read their sentences in front of the class.

**Closing** (2 minutes)

1. **Ask:** What do we put with 'table'? Answer together. Pupils say: a table.
2. **Ask:** What do we put with 'chair'? Answer together. Pupils say: a chair.
3. **Ask:** What do we put with 'alligator'? Answer together. Pupils say: an alligator.
4. Praise pupils for their hard work.

<b>Lesson Title:</b> Writing a Semi-Formal Letter	<b>Theme:</b> Structure: Quantifiers	
<b>Lesson Number:</b> L-04-112	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a semi-formal letter to a specific person.</p>	 <p><b>Teaching Aids</b> 1. Letter at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the letter at the end of the lesson plan on the board. <b>Do not</b> write the words in brackets – they are the answers. 2. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What is the weather like today? **Write** pupils' answer on the board.
3. **Ask:** Do you ever write letters? Raise your hand if you do.
4. **Ask:** Do you ever get letters at home? Raise your hand if you do.
5. **Ask:** Whom would you like to write a letter to? Raise your hand to answer. (Example answers: friend, sister)
6. Tell pupils that today they are going to write a semi-formal letter to a grandfather.
7. Say: A semi-formal letter is written to someone you know, but your language has to be more polite. For example, when we write to a grandfather use polite language because he is older. Our letter will use more polite language, different from what we would use to write to a friend.

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

1. **Say:** I am going to ask you some questions about writing a letter. Raise your hand to answer.
  - a. How do you start to write a letter? (Answer: with the address)
  - b. Where do we put the address? (Answer: the top right of the page)
  - c. What do we put under the address? (Answer: the date)
  - d. How do we begin a letter? (Answer: Dear...)
  - e. How do we finish a letter? (Answer: Best wishes, Bye, Yours)
  - f. What is at the end of the letter? (Answer: Your signature and name)

### Guided Practice (14 minutes)

1. Point to the letter on the board. **Say:** Look at this letter.
2. Point to the different parts of the letter. **Read** the words. Explain that there are parts of the letter missing.
3. Put pupils in pairs.
4. Tell the pupils to write the letter together and fill in the gaps using the sentences on the board.
5. Give pupils 10 minutes.
6. Ask questions to help pupils who are having difficulties. **Ask:** How do we begin a letter? What do we say at the end? Where do we put the name?

**Independent Practice** (12 minutes)

1. Point to number 1. Ask a pupil to say what to write in gap 1.
2. **Write** answer in the gap. (Answers given in brackets in the letter below)
3. Point to number 2. Ask a pupil to say what to write in gap 2.
4. **Write** the answer in the gap.
5. Continue for the rest of the gaps.
6. Ask pupils to check their sentences.
7. **Say:** Let's read the letter together.
8. Read the letter. Pupils listen and read with you.

**Closing** (2 minutes)

1. Ask pupils what they have learned today. (Answer: Writing a semi-formal letter)
2. **Say:** Next lesson we will write our own invitation letter.
3. Praise pupils for their hard work.

[LETTER]

Mariatu Kamara

1. \_\_\_\_\_ (45 Green Road)

Bo

2. \_\_\_\_\_ (4 October 2016)

3. \_\_\_\_\_ (Dear Grandfather)

I hope you are well. 4. \_\_\_\_\_ (I am writing to invite you to my school sports day)

Please come to my school on Saturday, 10 October 2016 at 11am.

Let me know if you can come.

See you soon.

\_\_\_\_\_ (Best wishes,)

6. \_\_\_\_\_ (Mariatu Kamara)

**SENTENCES**

Best wishes,

Dear Grandfather,




Mariatu Kamara

I am writing to invite you to my school sports day.

4 October 2016

45 Green Road

<b>Lesson Title:</b> Writing a Semi-Formal Letter (Continued)	<b>Theme:</b> Structure: Quantifiers	
<b>Lesson Number:</b> L-04-113	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a semi-formal letter to a specific person.</p>	 <p><b>Teaching Aids</b> Letter at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the letter at the end of the lesson plan on the board. Leave a few lines of space between each gapped sentence.</p>
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**Opening** (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** Do you remember the letter from last lesson? Who was it to? What was it about? Raise your hand if you remember. Pupils answer. (Answers: The letter was to grandfather inviting him to the school sports day)
3. Tell pupils that today they are going to write a letter of invitation.

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

1. Point to the letter on the board. Remind pupils where to put the address, date, greeting and closing.
2. Read the full letter the letter slowly and clearly.
3. Read the line 'I am writing to invite you to my...'
4. **Say:** This is how we invite someone.
5. **Ask:** What can we invite people to? Raise your hands. Pupils answer. (Example answers: birthday party, school graduation, school sports day, school play).
6. **Write** pupils' answers on the board.
7. **Write:** Please come to ... on ... at ...
8. Explain we need to tell the person where to go, when to go and what time.
9. Ask pupils to tell you some places, dates, days of the week and times. **Write** them on the board.

Example:

Please come to     my house     on     5 November 2016, Saturday at     11am  
    school            on     15 January 2016, Friday at     3pm  
    the football pitch on     30 February, Monday     at     9am  
    the school hall    on     2 December, Monday     at     6pm

**Guided Practice** (9 minutes)

1. Put pupils in pairs. Tell pupils they are going to write a letter. Tell them to decide:
  - a. who to write to
  - b. what to invite them to
  - c. where and when



2. Give pupils 7 minutes.
3. Raise your hand to share what you decided. **Ask:**
  - a. Who are you writing to? (Example answer: my parents)
  - b. What is the event? (Example answer: school play)
  - c. Where will it be? (Example answer: school hall)
  - d. When will it be? (Example answer: on 12 January 2016, Friday at 7pm)

**Independent Practice** (11 minutes)

1. **Say:** Work alone. Write your letter of invitation. Use the letter on the board to help you.
2. Give pupils 8 minutes.
3. Have 1 girl and 1 boy volunteer to read their letters to the class.

**Closing** (1 minute)

1. **Ask:** What did we do in class today? Raise your hand to answer. (Answer: write an invitation letter)
2. **Say:** Read your letter to your family. Invite them to your event.
3. Praise the pupils for their hard work.

[LETTER] by Karen Waterston.

Mariatu Kamara  
 45 Green Road  
 Bo  
 4 October 2016

Dear Grandfather,

I hope you are well.

I am writing to invite you to \_\_\_\_\_.

Please come to \_\_\_\_\_ on \_\_\_\_\_, \_\_\_\_\_ at \_\_\_\_\_.




Let me know if you can come.

See you soon.

Best wishes

Mariatu Kamara

<b>Lesson Title:</b> Verb Tenses: Future	<b>Theme:</b> Structure: Quantifiers	
<b>Lesson Number:</b> L-04-114	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to construct sentences using the future tense.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What did you do yesterday? Raise your hand to answer. Pupils answer.
3. **Ask:** What tense do we use to talk about yesterday, present or past or future? Raise your hand to answer. (Answer: past tense)
4. Tell pupils that today they are going to write sentences about the future. Explain that 'future' means time that is going to come but has not come yet. For example, tomorrow or next year.

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

1. **Write:** I am going to play football on Saturday.
2. **Say:** I am going to play football on Saturday.
3. Repeat the sentence 2 times. Pupils listen and repeat 2 times.
4. **Say:** I am going to do my homework tonight.
5. Repeat the sentence 2 times. Pupils listen and repeat 2 times.
6. **Write** the sentence on the board.
7. **Write:** You/we/they are going to...  
He/she/it is going to...
8. **Read** the words as you write them on the board.
9. **Say:** My sister is going to cook dinner this evening.
10. Repeat the sentence 2 times. Pupils listen and repeat 2 times.
11. **Write** the sentence on the board.
12. **Say:** We are going to study English tomorrow.
13. Repeat the sentence 2 times. Pupils listen and repeat 2 times.
14. **Write** the sentence on the board.
15. Point to the words 'on Saturday', 'tonight', 'this evening' and 'tomorrow' in the sentences. Ask pupils if the words are about the past, present or future. (Answer: the future)
16. **Say:** Yes, these times have not come yet. This is how we talk about a future plan.
17. Read and point to the sentences on the board.
18. Remind pupils that when we use 'you/we/they', we use the verb 'are'. When we use 'he/she/it' we use the verb 'is'.

### Guided Practice (10 minutes)

1. **Say:** I am going to ask you some questions. Think for a minute. Then raise your hand to answer.
2. **Ask:** What are you going to do this evening? Give pupils a minute to think.
3. Have a pupil volunteer to answer the question. Guide the pupil to say: I am going to...

4. **Write** the sentence on the board. (Example answer: I am going to do my homework this evening.)
5. **Ask:** What are you going to do on Saturday? Give pupils a minute to think.
6. Have a pupil volunteer to answer the question. Guide the pupil to say: I am going to...
7. **Write** the sentence on the board. (Example answer: I am going to meet my uncle on Saturday.)
8. **Ask:** What is your mother going to do tonight? Give pupils a minute to think.
9. Have a pupil volunteer to answer the question. Guide the pupil to say: She is going to...
10. **Write** the sentence on the board. (Example answer: She is going to sleep tonight)
11. **Read** the sentences.
12. **Ask:** Are the sentences about the present or the future? Raise your hand to answer. (Answer: the future)




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

1. **Write** on the board: I / You / We / My mother / My father / My sister / My brother.
2. Tell pupils to write 3 sentences about future plans. Tell pupils to start each sentence with 1 of the pronouns or family members on the board.
3. Give pupils 8 minutes.
4. Have 1 girl and 1 boy pupil volunteer to read their sentences to the class. Correct any mistakes. (Example answers: I am going to the village next week; We are going to play football on Saturday)

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

1. **Ask:** What are you going to do next after this class? Pupils raise their hand to answer. (Example answers: go to the next class, play outside, drink water, have lunch)
2. Ask pupils what they have learned today.
3. Praise the pupils for their hard work.

<b>Lesson Title:</b> Quantifiers: Definition and Examples	<b>Theme:</b> Structure: Quantifiers	
<b>Lesson Number:</b> L-04-115	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define and list quantifiers.</p>	 <p><b>Teaching Aids</b> Paragraph at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the practice sentences from the Introduction to New Material section on the board. 2. Write the example sentences from the Guided Practice section on the board. 3. Write the sentence starters from the Independent Practice section on the board.</p>
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What can you see in the classroom? Raise your hands.
3. Guide pupils to answer with: I can see a/an...
4. **Say:** We use 'a' and 'an' for 1 person, place or thing.
5. Tell pupils that today they are going to learn how to talk about more than 1 thing and different quantities.

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

1. Read the practice sentences on the board.
  - a. I can see \_\_\_\_\_ trees. I can see \_\_\_\_\_ leaves.
  - b. I can see \_\_\_\_\_ cars. I can see \_\_\_\_\_ rain.
  - c. I can see \_\_\_\_\_ pupils. \_\_\_\_\_ the pupils are smiling.
2. Tell pupils you will read a short story. Ask pupils to write the missing words in the sentences - not the whole sentence but only the missing words. Tell pupils not to worry about spelling, write what they hear.
3. Read the paragraph at the end of the lesson plan slowly and clearly. Stop after each sentence to give pupils time to write the missing words.
4. Read the paragraph 2 times.
5. Point to the first space. **Ask:** What word is here? Raise your hands. (Answer: 7)
6. Point to the second space. **Ask:** What word is here? Raise your hands. (Answer: a lot of)
7. Write the words in the spaces in the first pair of sentences.
8. Pupils check their spelling.
9. Repeat with other sentences. (Answers: I can see 7 trees. I can see a lot of leaves. I can see some cars. I can see no clouds. I can see 55 pupils. All the pupils are smiling.
10. **Say:** We use these words to talk about quantity.
11. Explain the meaning of the words pupils do not know.

### Guided Practice (10 minutes)

1. Read the example sentences on the board:
  - a. I have a lot of homework.
  - b. I have some t-shirts.

- c. I have 2 brothers.
- d. I have no bicycle.
2. Explain the difference between 'a lot of' (a large quantity) and 'some' (no specific number but more than 1.)
3. Erase 'a lot of', 'some', '2' and 'no' from the sentences.
4. Ask pupils to raise their hand if they can remember the words.
5. Read the sentences again. Pupils listen and repeat.

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

1. Read the sentence starters on the board:
  - a. I have a lot of ...
  - b. I have some ...
  - c. I have (number) ...
  - d. I have no ...
2. **Say:** Complete the sentences. Think about how much of something the sentence is talking about. The sentences are about you.
3. Give pupils 7 minutes.
4. Put pupils in pairs.
5. **Say:** Read your sentences to your partner.
6. Give pupils 2 minutes.
7. Have 3 or 4 pupils volunteer to read their sentences to the class.

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

1. **Ask:** How many eyes do you have on your face? Raise your hand to answer. Pupils answer.
2. **Ask:** Is 'a lot' a big or small quantity? Raise your hand to answer. (Answer: a big quantity)
3. Praise pupils for their hard work.

### *[PARAGRAPH]*




What can you see outside the window?

I can see 7 trees. I can see a lot of leaves.

I can see some cars. I can see no clouds. I can see a lot of blue sky.

I can see 55 pupils. All the pupils are smiling. It is lunchtime.

<b>Lesson Title:</b> Countable and Uncountable Nouns	<b>Theme:</b> Grammar/Structure: Countable and Uncountable Nouns	
<b>Lesson Number:</b> L-04-116	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to classify countable and uncountable nouns.</p>		<p><b>Teaching Aids</b> 1. A glass of water (optional) 2. Dialogue at the end of the lesson plan</p>		<p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Bring a glass of water to the lesson if possible or draw one on the board.</p>
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. Hold up 3 pencils. **Ask:** How many pencils do I have? Pupils say: 3.
3. **Ask:** Can I count them? (Answer: Yes.)
4. Hold up the glass of water. **Ask:** How much water do I have? Pupils say: a glass.
5. **Ask:** Can I count the water inside the glass? (Answer: No)
6. **Say:** We cannot count water. We can count the glass or cup. We cannot count the water inside the glass.
7. Tell pupils that today they are going to talk about nouns we can count and nouns we cannot count.

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

1. Point to the dialogue on the board. **Say:** Look at the dialogue on the board. I am going to read. Listen carefully.
2. Read the dialogue. Pupils listen and read the dialogue.
3. **Say:** Some things we can count and some things we cannot count.
4. Underline 'many'. **Ask:** What word is next to 'many'? Raise your hand to answer. (Answer: fingers).
5. **Say:** We can count fingers. **Say:** We use 'many' to talk about things we can count.
6. Underline 'much'. **Ask:** What word is next to 'much'? Raise your hand to answer. (Answer: hair)
7. **Say:** We cannot count hair - it is too difficult.
8. **Say:** We use 'much' to talk about things we cannot count or are difficult to count.
9. **Say:** Let's read the dialogue again.
10. Read and as you read, underline the words 'many' and 'much'.
11. **Ask.** What are the words next to 'many' and 'much'? Raise your hands.
12. Ask pupils if we can or cannot count these things. (Answer: We can count fingers, pencils, sweets, chickens and ducks. We cannot count hair and homework.)

### Guided Practice (11 minutes)

1. **Write:**

countable (1,2,3)	uncountable
many	much
fingers	hair
2. Tell pupils to copy the table in their exercise books.

3. Ask pupils to read the dialogue and write the nouns in the correct column, countable or uncountable.
4. Give pupils 7 minutes.
5. **Ask:** How many nouns do you have in the countable column? (Answer: 5)
6. Have pupils volunteer to tell you which nouns are in the countable column. (Answers: fingers, pencils, sweets, chickens and ducks)
7. **Ask:** How many nouns do you have in the uncountable column? (Answer: 2).
8. Have pupils volunteer to tell you which nouns are in the uncountable column. (Answers: hair and homework)
9. **Write** the words in the correct columns. (Answer: see above)

**Independent Practice** (10 minutes)

1. **Say:** I will say some nouns. Think and write the nouns in the correct column in your exercise books.
2. Read these words one at a time, slowly and clearly. Pause for pupils to think and write. Explain the meaning if needed: water, pupils, rain, animals, people.
3. Have pupils volunteer to write the words in the correct column of the table on the board.

Answers:

- a. Water-uncountable
- b. Pupils-countable
- c. rain-uncountable
- d. animals-countable
- e. people-countable

**Closing** (1 minute)

1. **Ask:** What word do we use with 'hair'? Pupils say: much.
2. **Ask:** What word do we use with 'books'? Pupils say: many.
3. Praise pupils for their hard work.

[DIALOGUE: MANY AND MUCH]

A: How many fingers do you have?

B: I have 10 fingers.

A: How much hair do you have?

B: I don't have much hair.

A: How many pencils do you have?

B: I do not have many pencils, only 2.

A: Do you have much homework?

B: Yes! We have a lot of homework.




A: How many sweets do you have?

B: I have a lot of sweets. Here you are.

A: How many chickens do you have?

B: We do not have many chickens but we have a lot of ducks.

<b>Lesson Title:</b> Quantifiers with Countable and Uncountable Nouns	<b>Theme:</b> Grammar/Structure: Countable and Uncountable Nouns; Similes, Adjectives and Adverbs	
<b>Lesson Number:</b> L-04-117	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match quantifiers with countable and uncountable nouns.	 <b>Teaching Aids</b> Questions at the end of the lesson plan	 <b>Preparation</b> Write the questions at the end of the lesson plan on the board.
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### Opening (2 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Raise your hand if you can tell me 2 things we can count. Pupils answer. (Example answers: eggs, tables)
3. **Say:** Raise your hand if you can tell me 2 things we cannot count. Pupils answer. (Example answers: water, happiness)
4. Tell pupils they are going to learn more about things we can and cannot count today.

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

1. **Ask:** Do you remember the last lesson? Which word do we use with words we can count? Raise your hand to answer. (Answer: many)
2. **Ask:** Which word do we use with words can cannot count? Raise your hands. (Answer: much)
3. Read the questions at the end of the lesson plan. Stop at the gaps. **Ask:** Many or much? Raise your hands. Pupils answer.
4. **Write** 'many' or 'much' in the sentences on the board. Answers:
  - a. How many fingers do you have?
  - b. How much hair do you have?
  - c. How many pencils do you have?
  - d. Do you have much homework?
  - e. How many sweets do you have?
  - f. How many chickens do you have?
5. **Ask** the questions above. Tell pupils to raise their hand to answer.  
Answers/Example answers:
  - a. How many fingers do you have? (Answer: I have 10 fingers.)
  - b. How much hair do you have? (Example answer: I have too much hair.)
  - c. How many pencils do you have? (Example answer: I have 3 pencils.)
  - d. Do you have much homework? (Example answer: I don't have too much homework.)
  - e. How many sweets do you have? (Example answer: I have 39 sweets.)
  - f. How many chickens do you have? (Example answer: I have 2 chickens.)

### Guided Practice (11 minutes)

1. Draw 2 columns on the board. **Write** the headings 'many' and 'much'.
2. **Write** these words on the board: water, sisters, oil, tables, salt, teachers, windows, juice.



3. **Ask:** Water? Many or much? **Say:** Raise your right hand for the 'much' column and left hand for the 'many' column. Pupils point to the right column.
4. **Write** 'water' in the right column under 'much'.
5. Repeat for the other words on the board.
6. **Write** the words in the correct column on the board. Answers:
 

<u>many</u>	<u>much</u>
sisters	water
tables	oil
teachers	salt
windows	juice
7. **Write** the words from the Introduction to the New Material in the correct column on the board: fingers, hair, pencils, homework, sweets, chickens.

**Independent Practice** (10 minutes)

1. **Write** on the board: How many/much \_\_\_\_\_ do you have in your house/classroom?
2. Put pupils in pairs.
3. **Say:** Ask and answer this question on the board. Use the words in the table. For example: How many tables do you have in your house? I have 1 table in my house.
4. Give pupils 4 minutes.
5. **Say:** Write 2 sentences to answer 2 questions on the board.
6. Give pupils 5 minutes.




**Closing** (2 minutes)

1. Have 2 or 3 pupils volunteer to read their sentences to the rest of the class.
2. Praise the pupils for their hard work.

[QUESTIONS: MANY AND MUCH]

- a. How \_\_\_\_\_ fingers do you have?
- b. How \_\_\_\_\_ hair do you have?
- c. How \_\_\_\_\_ pencils do you have?
- d. Do you have \_\_\_\_\_ homework?
- e. How \_\_\_\_\_ sweets do you have?
- f. How \_\_\_\_\_ chickens do you have?

<b>Lesson Title:</b> Identifying Similes in Poems	<b>Theme:</b> Grammar/Structure: Countable and Uncountable Nouns; Similes, Adjectives and Adverbs	
<b>Lesson Number:</b> L-04-118	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define similes and identify them in poems.</p>		<p><b>Teaching Aids</b> 1. Poem at the end of the lesson plan 2. Picture of a girl on the board</p>		<p><b>Preparation</b> 1. Draw a picture of a girl on the board. 2. Write the poem at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Ask:** What weather words and nature words can you remember? Raise your hands. **Write** the words pupils tell you on the board. (Example answers: rain, hot, cold)
3. Tell pupils that today they are going to read a short poem and identify similes.

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

1. Point to the poem on the board. **Say:** I am going to read you a poem.
2. Read the poem clearly and slowly.
3. Explain any new words. (Possible new words: bright – sunny; breeze - is a small wind; come what may – no matter what happens)
4. Ask pupils to raise their hand to share what they think the poem is about. (Answer: a friend)
5. Point to the first line: My friend is like the sun on a beautiful day.
6. **Say** the line from the poem. Explain the meaning of the line if needed.
7. Explain that to make a poem more interesting and beautiful we can compare 2 things.
8. **Ask:** What does the poet compare the friend to in the first line? Raise your hands. (Answer: the sun on a beautiful day)
9. **Say:** A comparison of 2 things using 'like a' or 'like the' is called a simile.
10. **Write** the word 'simile' on the board. Underline 'like the' in the first line of the poem.
11. Have pupils volunteer to come to the board and underline the other similes in the poem. (Answers: She is like the stars in the sky; My friend is like the breeze on a hot summer's day; She sings like a bird)
12. Read the poem with the class.

### Guided Practice (10 minutes)

1. **Say:** Let's write a simile together.
2. **Write:** My friend \_\_\_ like \_\_\_\_
3. **Ask:** Can you tell me some verbs? Raise your hands. (Example answers: jump, dance, walk, run, move, shine, sleep, drink, swim).
4. **Write** the verbs on the board.
5. **Ask:** Can you tell me some weather or nature words? Raise your hands. (Example answers: sun, moon, star, rain, cloud, wind, flower, tree, world, hill, mountain)
6. **Write** the weather and nature words on the board.

7. **Say:** Let's make a simile using the verbs and the nature words. Remember, we are talking about our friend so we want to make nice similes.
8. **Write:** My friend...
9. **Ask:** Would someone like to pick a verb? (Example answer: dance)
10. **Write** in the sentence: My friend dances like ...
11. Point out that you have used present tense for the verb, but we can use any tense.
12. **Say:** Look at the list of words we have for the weather. Can you find one which goes with 'dance'? What dances? Raise your hand to answer. (Example answers: wind, rain, flower)
13. **Write** in the sentence: My friend dances like the wind.

**Independent Practice** (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Make 2 similes using sentence frame and the words on the board. You have 6 minutes.
3. Have 5-6 pairs volunteer to read their poems to the class.
4. **Write** pupils' similes on the board.
5. Read the similes on the board to the class.

**Closing** (2 minutes)

1. **Ask:** What is a simile? (Answer: When we compare someone or something to someone else using 'like')
2. Praise pupils for their hard work.

[SIMILE POEM: MY FRIEND] by Tanya Cotter.

My friend is like the sun on a beautiful day,

She is always there come what may.

She is like the stars in the sky,

She shines so bright.

My friend.

My friend is like the breeze on a hot summer's day,




She is always there come what may.

She sings like a bird,

She sounds so sweet.

My friend.

<b>Lesson Title:</b> Changing Adjectives to Adverbs	<b>Theme:</b> Grammar/Structure: Countable and Uncountable Nouns; Similes, Adjectives and Adverbs	
<b>Lesson Number:</b> L-04-119	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match adjectives to adverbs.</p>	 <p><b>Teaching Aids</b> 1. Pictures on the board of a cat, a bell and a man 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Draw a picture of a cat, a bell and a man on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the 2 lists from the Guided Practice section on the board. 4. Write the practice sentences from the Independent Practice section on the board.</p>
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### Opening (3 minutes)

1. Greet the class and **write** the date on the board.
2. **Say:** Let's review some adjectives.
3. Do an action for slow. **Ask:** What word is this? Pupils guess: slow.
4. Do an action for loud. **Ask:** What word is this? Pupils guess: loud.
5. Do an action for happy. **Ask:** What word is this? Pupils guess: happy.
6. Tell pupils that today they are going to match adjectives to adverbs.

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

1. Point to the sentences on the board. Check pupils understand all the words. Use the pictures on the board to help explain the word 'bell'.
2. **Say** each sentence and point to the pictures on the board.
3. Underline the adjective 'slow' in sentence 1. **Say:** This is an adjective.
4. **Ask:** What does it describe? Raise your hands. (Answer: the noun, the cat).
5. Underline 'slowly'. **Say:** This is an adverb.
6. **Ask:** What does it describe? Raise your hands. (Answer: It describes the verb, walk. It is the way the cat walks. Slowly.)
7. **Say:** The cat is slow. It walks slowly.
8. Ask the pupils to listen and repeat 2 times.
9. Point to sentence 2. Underline the adjective 'loud'. **Say:** This is an adjective.
10. **Ask:** What does it describe? Raise your hands. (Answer: the bell)
11. Underline 'loudly'. **Say:** This is an adverb.
12. **Ask:** What does it describe? Raise your hands. (Answer: It describes the verb, ring. It is the way the bell rang this morning. Loudly.)
13. **Say:** The school bell is loud. It rang loudly this morning.
14. Ask pupils to listen and repeat 2 times.
15. Point to sentence 3. Underline the adjective 'happy'. **Say:** This is an adjective.
16. **Ask:** What does it describe? Raise your hands. (Answer: the father).
17. Underline 'happily'. **Say:** This is an adverb.
18. **Ask:** What does it describe? Raise your hands. (Answer: It describes the verb, whistle. It is the way my father is whistling. Happily.)

19. **Say:** My father is happy. He is whistling happily.
20. Ask pupils to listen and repeat 2 times.
21. **Say:** Adjectives describe nouns. For example: a slow cat. Adverbs describe verbs. For example. The cat walks slowly.

### **Guided Practice** (10 minutes)

1. Point to the 2 lists on the board. Check pupils understand the meaning of the words.
  - angry                      lazily
  - kind                        quickly
  - lazy                         noisily
  - sad                         angrily
  - quick                      sadly
  - noisy                      kindly
2. Put pupils in pairs.
3. **Say:** Write the words in your exercise books. Match the adjective in the first column to the adverb in the second column. You have 8 minutes.
4. Have pupils volunteer to come to the board and draw a line between the adjective and its adverb.
5. Ask the other pupils to check their work.

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

1. Read the practice sentences on the board. Ask pupils to write the sentences in their exercise books as you read them.
  - a. Mohamed speaks (quick/quickly).
  - b. The pupils are (noisy/noisily).
  - c. The lady on the bus smiled (kind/kindly).
  - d. The teacher spoke (angry/angrily).
  - e. The teacher is (angry/angrily).
2. **Say:** Read the sentences. Choose the correct word, the adjective or the adverb and circle it.
3. Give pupils 8 minutes.
4. Have 5 pupils volunteer to read a sentence each. (Answers: a. quickly, b. noisy, c. kindly, d. angrily, e. angry)




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

1. **Say** an adjective from the words on the board (e.g. slow). Pupils say the adverb (e.g. slowly).
2. Ask pupils what they have learned today.
3. Praise pupils for their hard work.

### [SENTENCES]

1. This is a very slow cat. It walks slowly across the road. It takes a long time.
2. The school bell is loud. It rang loudly this morning.
3. My father is happy. He is whistling happily.

<b>Lesson Title:</b> Creating Adverbs	<b>Theme:</b> Grammar/Structure: Countable and Uncountable Nouns; Similes, Adjectives and Adverbs	
<b>Lesson Number:</b> L-04-120	<b>Class/Level:</b> Class 4	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to create adverbs from adjectives.	 <b>Teaching Aids</b> Sentences at the end of the lesson plan	 <b>Preparation</b> Write the sentences at the end of the lesson plan on the board.
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### Opening (1 minute)

1. Greet the class and **write** the date on the board.
2. **Say:** Raise your hand if you can remember some words from the last lesson. Pupils answer. (Example answers: happy, slow, loudly)
3. Tell pupils that today they are going to learn more about adjectives and adverbs.

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

1. Point to the sentences on the board. **Read** the sentences.
2. Underline the adjectives (slow, loud, happy) and the adverbs (slowly, loudly, happily).
3. Point to 'slow'. **Say:** This is an adjective. It describes the noun – the cat.
4. Point to 'slowly'. **Say:** This is an adverb. It describes the verb – walking.
5. Make 2 columns on the board. **Write** the headings 'adjective' and 'adverb'.
6. **Write** the words from the sentences under the headings like this:
 

<u>Adjective</u>	<u>Adverb</u>
slow	slowly
loud	loudly
happy	happily
7. **Say:** We make an adverb by adding '-ly'. Point to the adverbs. Underline 'ly' in each adverb.
8. Explain that if the adjective ends in '-y', we change '-y' to '-i' and then add '-ly'. Point to 'happy' and 'happily'.
9. **Write:** quick.
10. **Ask:** What is the adverb? Raise your hands. (Answer: quickly)
11. **Write** 'quickly' in the column for adverbs.
12. **Write:** lazy.
13. **Ask:** What is the adverb? Raise your hands. (Answer: lazily)
14. **Write** 'lazily' in the column for adverbs.
15. **Ask** pupils to spell 'lazily'. Remind pupils to change '-y' to '-i'.
16. **Write** busy.
17. **Ask:** What is the adverb? Raise your hands. (Answer: busily)
18. **Write** 'busily' in the column for adverbs.
19. **Ask** pupils to spell 'busily'. Remind pupils to change '-y' to '-i'.
20. **Ask:** What kind of words do adverbs describe? Raise your hand. (Answer: verbs).

### Guided Practice (8 minutes)

1. **Write** these words in the column 'adjective': angry, kind, easy, polite, nice, quiet,
2. Check pupils understand the meaning of the adjectives.
3. Tell pupils to write the table in their exercise books.
4. Put pupils in pairs.
5. Point to the first word, 'angry'. **Ask:** What is the adverb for angry? Raise your hand to answer.  
(Answer: angrily)
6. **Say:** Write the adverbs next to the adjectives.
7. **Write** 'angrily' next to 'angry'.

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

1. Tell pupils to complete the rest of the table, converting the adjectives to adverbs. Give pupils 6 minutes.
2. Have pupils volunteer to come to the front of the class and write an adverb next to an adjective.

Answers:

- a. kind    kindly
- b. easy    easily
- c. polite    politely
- d. nice    nicely
- e. quiet    quietly
- f. slow    slowly
- g. quick    quickly

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

1. **Ask:** Can someone make a sentence with the adjective 'happily'? (Example answer: I walked to school happily.)
2. **Ask:** Can someone make a sentence with the adverb 'happy'? (Example answer: The girl was very happy today.)
3. Praise pupils for their hard work.

#### [SENTENCES]

1. This is a very slow cat. It walks slowly across the road. It takes a long time.
2. The school bell is loud. It rang loudly this morning.
3. My father is happy. He is whistling happily.











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