



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

JSS

Language

ARTS

JSS
3

TERM
1

Foreword

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

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

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

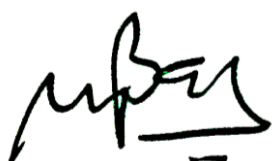
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

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

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

Lesson Title: Oral Narrative (Self-introduction)	Theme: Listening and Speaking	
Lesson Number: L-09-001	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Express themselves fluently and purposefully. 2. Speak spontaneously and fluently when introducing themselves. 	 <p>Teaching Aids Self-introduction outline at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Use the self-introduction outline and the example self-introduction at the end of the lesson plan to prepare a brief introduction about yourself. 2. Write the self-introduction outline at the end of the lesson plan on the board.
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Opening (3 minutes)

Note: Use 'Good morning' if the lesson is in the morning and 'Good afternoon' if the lesson is in the afternoon.

1. **Say:** Good morning/Good afternoon. I am (your name). I am your English Language Arts teacher.
2. Write your name on the board.
3. **Say:** I want you to think of a time you had to speak in front of a group of people.
4. **Ask:** What did you say? How did you feel? How did you do it? Have pupils raise their hand to answer. (Example answers: I started with my name, then my date of birth, then my address; I was shy; I was nervous; I forgot to say something; I liked it; I spoke boldly; I spoke very well)
5. **Say:** Today, you are going to learn how to make oral presentations and practise speaking fluently when introducing yourselves.

Introduction to the New Material (10 minutes)

1. Point to the self-introduction outline on the board (see end of lesson plan).
2. **Say:** I am going to introduce myself to you. I want you to listen to what I say and observe how I say it.
3. Ask pupils to listen and follow along with the 'Self-introduction outline' on the board.
4. Tell pupils about yourself using the following format:
 - Your name: My name is...
 - Your date of birth: I was born on...
 - Your age: I am... years old.
 - Your address: I live at...
 - Town/village you came from: I come from...
 - Your family background: My family ...
 - Your occupation: I am an English Language Arts teacher and I have been teaching for... years.
 - Your hobbies (what you do in your leisure time): I like...
 - What you like to eat: I like to eat...
 - How you see yourself in 10 years: In 10 years, I see myself...

5. **Say:** I have just done an oral presentation, introducing myself to you. Now everyone in the class knows who I am, what I like, where I live and other details about me.
6. **Say:** Here are some things to think about when introducing yourself:
 - a. Whenever you find yourselves in a new environment people will want to know more about you and your background so you must be able to talk about yourself in a short narrative.
 - b. Most of the time, such narratives are spontaneous or unplanned.
 - c. You must speak clearly in simple language so that people listening to you will understand you.
 - d. You must be fluent, expressing yourself well in proper English.
 - e. You must be bold and speak loudly so that everyone you are talking to can hear you.
7. **Say:** I am going to repeat my self-introduction one more time. I want you to pay attention to what I say and how I say it.
8. Tell pupils about yourself again using the self-introduction outline.

Guided Practice (10 minutes)

1. Ask pupils to use the self-introduction outline on the board and prepare their own self-introductions.
2. Give pupils time to prepare their introduction.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Ask pupils to work in pairs and share their self-introduction with a partner.

Independent Practice (10 minutes)

1. **Say:** Now we are going to introduce ourselves to the class. Remember when you introduce yourself you should speak clearly and boldly. If you speak quietly we will not be able to hear you.
2. Invite pupils to volunteer to read their self-introduction to the class. Remind the rest of the class to be silent and listen attentively.
3. Thank each pupil for the presentation after the pupil finishes introducing himself/herself and ask the class a comprehension question about what they heard. For example, 'What does she like to eat?'
4. Invite 5-6 different pupils to introduce themselves to the class. Make sure you select an equal number of boys and girls from different parts of the classroom. Do not forget to thank pupils for their presentation once they finish speaking.

Closing (2 minutes)

1. **Say:** Today, we have learned a lot about one another.
2. **Ask:** Who can tell me something interesting that they learned about a classmate today? Listen to pupils' answers.
3. Tell pupils they will need to bring their self-introduction for the next lesson.

[SELF-INTRODUCTION OUTLINE]




- Name

- Date of birth
- Age
- Address
- Town/village you came from
- Family background
- Educational background
- Hobbies (what you do in your leisure time)
- Favourite foods
- How you see yourself in 10 years

[EXAMPLE SELF-INTRODUCTION]

- Your name: My name is Jane Sesay.
- Your date of birth: I was born on the 5th of August 1965.
- Your age: I am 51 years old.
- Your address: I live at 10 Cole Street, Freetown.
- Town/village you came from: I come from Makeni.
- Your family background: My family was poor. We are 12 in our family.
- Your occupation: I am an English Language Arts teacher and I have been teaching for the past 20 years.
- Your hobbies (what you do in your leisure time): I like cooking, reading and watching movies.
- What you like to eat: I like to eat rice and cassava leaves.
- How you see yourself in 10 years: In 10 years, I see myself as a more successful teacher.

Lesson Title: Fluent Reading Exercises	Theme: Reading	
Lesson Number: L-09-002	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read fluently with appropriate voice modulation.</p>	 <p>Teaching Aids 1. Text at the end of the lesson plan 2. Pupils' self-introductions (from L-09-001)</p>	 <p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on a paper to read during the Introduction to New Materials.</p>
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Opening (3 minutes)

1. **Ask:** When you read a story, what can you do to make the story interesting? Have pupils raise their hand to answer.
2. **Say:** When you read, the people who are listening to you would like to understand and enjoy what you read.
3. **Say:** Today, you will learn to read fluently with the appropriate changes in your voices to make your reading more interesting. For example, the way your voice rises and falls when you ask questions or make statements. This is called voice modulation.

Introduction to New Material (10 minutes)

1. Read the text on the board to pupils (see end of lesson plan).
2. Read in a dull, boring voice. Do not stress any of the words and do not allow your voice to rise and fall during the reading. Do not tell pupils that you are reading the text on the board.
3. **Ask:** Did you enjoy the reading? **Say:** The rise and fall in your voice when you read makes a lot of difference. It makes it easier for listeners to understand and enjoy what you read.
4. **Say:** Look at the text on the board. I am going to read the text again and this time I will change my voice to make it more interesting. I want you to listen and follow along.
5. Read the text again. Read slowly and make sure your voice rises and falls where necessary. Emphasise the underlined words in the text.
6. **Ask:** Did you notice any difference between the way I read the first time and the way I read the second time? (Example answers: emphasis on some words; voice modulation; voice rising and falling)
7. **Say:** The rise and fall in the voice when you read is called 'intonation'.
8. Write the word 'intonation' on the board.
9. **Say:** The force with which you read an important word is called 'stress'.
10. Write the word 'stress' on the board.
11. **Say:** If you read with 'stress' and 'intonation' people will understand and enjoy what you read.
12. **Say:** Now I am going to read the text again, but this time I want you to repeat each line after me. Pay attention to the way I read and try to copy my intonation and word stress.
13. Read the text again. Read line-by-line and have pupils repeat each line after you.
14. Listen to pupils as they read. If they do not stress an underlined word or fail to raise their voice where necessary, stop them and help them to do it correctly.

Guided Practice (10 minutes)

1. Ask pupils to work in pairs.
2. Write this question on the board: Who would go to Ya Marie's house?
3. **Say:** Turn to your partner and ask, 'Who would go to Ya Marie's house'?
4. **Say:** Stress the words 'Who,' 'go' and 'Ya Marie's house'. Let your voice fall on 'house'.
5. Give pupils time to ask the question to their partner.
6. Write this question on the board: How are you?
7. **Say:** Now turn to your partner and ask, 'How are you'?
8. **Say:** Stress the words 'how' and 'you'. Let your voice fall on 'you'.
9. Give pupils time to ask the question to their partner.
10. Write this question on the board: How are you today?
11. **Say:** Turn to your partner and ask, 'How are you today'?
12. **Say:** Stress the words 'You' and 'day' in the word 'today'. Let your voice fall on 'today'.
13. Give pupils time to ask the question to their partner.
14. **Say:** Now let's practise the response.
15. Write this question on the board: I am fine, thank you.
16. **Say:** Turn to your partner and say, 'I am fine, thank you.'
17. Stress the words 'I' and 'fine'. Let your voice fall on 'you'.
18. Give pupils time to ask the question to their partner.
19. Write this question on the board: What is your name?
20. **Say:** Turn to your partner and ask, 'What is your name'?
21. **Say:** Stress the words 'what' and 'name'. Let your voice fall on your name.
22. Write this statement on the board: It's a great day.
23. **Say:** Turn to your partner and say, 'It's a great day'.
24. **Say:** Stress the words 'great' and 'day.' Let your voice fall on 'day'.

Independent Practice (10 minutes)

1. **Say:** We are going to practise voice modulation. I want you to think about intonation and word stress when you read aloud.
2. Ask pupils to work in pairs. **Say:** Last lesson you wrote a self-introduction. Today I want you to read your self-introduction to your partner, but I want you to practise changing your voice when you read.
3. **Say:** You are going to read your self-introduction 3 times. The first time I want you to read in a boring, flat voice. The second time you will read in an excited, energetic voice. The last time you will read in a very sad voice. We call these different tones of voice.
4. Ask pupils to take turns reading. After 1 pupil has read in a boring voice the other pupils should read in a boring voice. Then they can move on to the next tone.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)




1. Invite as many pupils as possible to read the text on the board to the class.

2. **Say:** Reading fluently takes practise. After this lesson, I hope that you will be able to use stress and intonation when reading.

[TEXT]

Someone, no one was sure who it was, had reported that he or she had seen Ya Marie's cat turn into a snake. Not only that, the snake then started chatting heartily with Ya Marie. This was serious, but who would go to Ya Marie's house to confirm this?

Lesson Title: Revision of the 8 Parts of Speech	Theme: Grammar	
Lesson Number: L-09-003	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Name the 8 parts of speech. 2. Identify the 8 parts of speech in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Definitions of the 8 parts of speech at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the definitions for the 8 parts of speech at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Today, we are going to revise the parts of speech.
2. **Ask:** Can anyone tell me how many parts of speech there are? Have pupils raise their hand to answer. (Answer: 8)
3. **Ask:** What are the 8 parts of speech? (Answer: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections)

Introduction to the New Material (12 minutes)

1. Invite pupils to name the 8 parts of speech.
2. Write the answers on the board as pupils give them:
 - nouns
 - pronouns
 - verbs
 - adverbs
 - adjectives
 - prepositions
 - conjunctions
 - interjections
3. Ask pupils to give the definition of each part of speech.
4. Point to the definitions of the 8 parts of speech on the board (see end of lesson plan).
5. Revise the definitions with pupils.
6. Invite pupils to give you an example of each of the 8 parts of speech. Write examples of each part of speech on the board (Example answers below).
 - noun – John, lion, Sierra Leone
 - pronoun – her, him, them
 - adjective – beautiful, blue, tall
 - verb – kick, are, sleeping
 - adverb – quite, slowly, often
 - preposition – towards, beneath, on
 - conjunction – but, yet, and
 - interjection – wow, now, thanks

Guided Practice (5 minutes)

1. Write the sentences on the board. Ask pupils to copy the sentences into their exercise books as you write.

- a. The brown fox jumped over the lazy dog and it did so quickly.
 - b. A dog watching from a distance said, 'Wow!'
2. Read the sentences to pupils.
 3. **Say:** We are going to identify the parts of speech of each of the underlined words in the sentences.
 4. Read each underlined word and ask pupils which part of speech it is. (Answers below)
 - a. brown – adjective
 - b. fox – noun
 - c. jumped – verb
 - d. over – preposition
 - e. and – conjunction
 - f. it – pronoun
 - g. quickly – adverb
 - h. Wow! – interjection

Independent Practice (12 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences on the board into their exercise books.
3. Ask pupils to work in pairs. **Say:** I want you to identify the parts of speech for the underlined words in the sentences. Write your answers in your exercise book. Do the first one with a partner.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. After pupils have finished the first sentence, check answers as a class. (Answers: we – pronoun; live – verb; with – preposition; fellows – noun; honour – verb; great – adjective)
6. **Say:** Now I want you to work on your own to identify the parts of speech of the underlined words in the last 2 sentences.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. After 3-4 minutes ask pupils to work in pairs to share and compare their answers.
9. Check answers as a class. (Answers: b. Ah – interjection; friends – noun; wish – verb; we – pronoun; yearly – adverb; to – preposition; and – conjunction; amazing – adjective Answers: c. wow – interjection; hungry – adjective; chased – verb; mouse – noun; quickly – adverb; under – preposition; and – conjunction; it – pronoun)

Closing (3 minutes)

1. **Ask:** What are the 8 parts of speech? (Answer: see definitions below)
2. **Ask:** What do the different parts of speech do? Listen to pupils' answers. (Answer: see definitions below)

[DEFINITIONS OF THE 8 PARTS OF SPEECH]




- a. noun – the name of a person, animal, place, or thing
- b. pronoun – takes the place of a noun

- c. adjective – describes a noun or pronoun
- d. verb – expresses action or state of being
- e. adverb – modifies a verb, an adjective or another adverb, making its meaning more specific
- f. preposition – shows the relationship of a noun or pronoun to another word in a sentence
- g. conjunction – joins or connects words, phrases or sentences
- h. interjection – shows sudden emotions

[SENTENCES]

- a. 'We live in peace with our fellows to honour our great goddess of the earth without whose blessing our crops will not grow.' (excerpt from *Things Fall Apart* by Chinua Achebe)
- b. Ah! My friends and I wish we could travel yearly to Accra and see the amazing beaches.
- c. Wow, the hungry cat chased the mouse under the table and quickly ate it.

Lesson Title: Nouns	Theme: Grammar	
Lesson Number: L-09-004	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify abstract and concrete nouns and use both in sentences.</p>		<p>Teaching Aids Fill in the blanks exercises at the end of lesson plan</p>		<p>Preparation 1. Write the list of nouns at the end of the lesson plan on the board. 2. Write both of the fill in the blanks exercises at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What is a noun? Have pupils raise their hand to answer. (Answer: a person, place or thing)
2. Invite 5-10 pupils to give examples of nouns.
3. **Say:** Today we will learn about 2 specific types of nouns: concrete and abstract nouns.

Introduction to the New Material (10 minutes)

1. **Say:** A concrete noun names something that you can count, see, hear, taste, smell or touch. A concrete noun names an object or a thing that you can experience with your 5 senses. For example, Mary, dog, table and desk are all concrete nouns.
2. Ask pupils to give their own examples of concrete nouns. Write 5-10 of their examples on the board.
3. **Say:** An abstract noun is something that you cannot taste, touch, smell, hear or see. You cannot experience it with your 5 senses. An abstract noun usually names an idea, feeling or concept. For example, honesty, anger and love are abstract nouns.
4. Ask pupils to give their own examples of abstract nouns. Write 5-10 of their examples on the board.
5. Point to the list of nouns on the board (see end of lesson plan).
6. **Say:** Let's take a look at the list of nouns on the board. Some are concrete nouns and some are abstract nouns.
7. Read the words in Column 1. **Ask:** What type of nouns are these? (Answer: concrete nouns)
8. Read the words in Column 2. **Ask:** What type of nouns are these? (Answer: abstract nouns)

Guided Practice (10 minutes)

1. **Say:** Now we are going to practise using concrete and abstract nouns in sentences.
2. Point to the first set of fill in the blanks sentences on the board (see end of lesson plan).
3. Ask pupils to work in pairs. **Say:** Look at the sentences. With your partner, you are going to use the concrete and abstract nouns above the sentences to complete the sentences.
4. Give pupils 4 minutes to complete the sentences.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Check answers as a class. (Answers: a. children, family, Saturdays; b. Mother, vegetables, joy customers; c. honesty, truthfulness, pupils)

- Invite different pupils to come to the front and fill in the blanks on the board with the correct nouns.

Independent Practice (8 minutes)

- Say:** Now you are going to continue practising using concrete and abstract nouns in sentences.
- Point to the second fill in the blanks sentences on the board (see end of lesson plan).
- Say:** Now I want you to work by yourself. Use the concrete and abstract nouns above the sentences to fill in the blanks and complete the sentences.
- Give pupils 4 minutes to complete the sentences.
- Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
- Ask pupils to work in pairs to share and compare their answers.
- Check answers as a class. (Answers: a. Mr John, award, courage; b. door, window, noise; c. people, money, contentment, happiness)
- Invite different pupils to come to the front and fill in the blanks on the board with the correct nouns.

Closing (5 minutes)

- Say:** Now I want you to create your own noun lists. You are going to write down as many concrete nouns as you can. You have one minute.
- Give pupils 1 minute to write down as many concrete nouns as they can.
- Say:** Stop! Good work. Now you are going to write down as many abstract nouns as you can. You have one minute.
- Give pupils 1 minute to write down as many abstract nouns as they can.
- Ask pupils to count how many concrete and abstract nouns they were able to write.
- Ask pupils to work in pairs to share and compare their lists.

[LIST OF NOUNS]

Column 1	Column 2
John	disobedience
dog	kindness
pencil	honesty
handbag	integrity

[FILL IN THE BLANKS 1]

joy children mother family honesty vegetables truthfulness Saturdays market
pupils customers




- The _____ of the Kamara _____ play football on _____.
- _____ sells fruits and _____ with _____ to her _____.
- The teacher talked about _____ and _____ to the _____.

[FILL IN THE BLANKS 2]

contentment door award happiness courage Mr John window noise money
people

- a. _____ was given an _____ for his _____.
- b. The _____ and _____ slammed with a loud _____.
- c. _____ think that _____ brings _____ and _____.

Lesson Title: Reading Comprehension	Theme: Reading, Listening and Speaking	
Lesson Number: L-09-005	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read fluently with appropriate voice modulation. 2. Answer comprehension questions from a short text. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the text at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Ask:** Who has ever read aloud in a class, an assembly or a meeting? Have pupils raise their hand to answer.
2. **Ask:** How did your friends react after you read? Listen to pupils' answers. (Example answers: they clapped; they laughed)
3. **Say:** Today we are going to practise reading aloud.

Introduction to the New Material (10 minutes)

1. **Say:** Reading aloud requires you to use voice modulation so that ideas in the text can be understood clearly. Remember, voice modulation is the way that you change your voice.
2. **Say:** We have talked about intonation and stress. Intonation is the rise and fall of your voice when speaking. Stress is where emphasis is placed on a particular word or expression.
3. Point to the text on the board (see end of lesson plan).
4. **Say:** I am going to read the text to you. I want you to listen and follow along. Pay close attention to my voice modulation. Listen to the way I stress certain words and expressions and the way that my voice rises and falls.
5. Read the text to pupils. Read slowly, clearly and with expression. Make sure you use correct intonation and stress important words in the text.
6. **Ask:** What did you notice about the way I read? Listen to pupils' answers.
7. **Say:** Punctuation marks tell us how to read a text. For example, we take a short pause at a comma, and a long pause at a full stop.
8. **Ask:** How do we read questions? (Answer: Voice rises for yes/no questions, voice falls for Wh-questions)
9. Read the 2 lines from the text (see below). Use correct intonation and word stress to match the punctuation.

The Principal dashed out and saw me up the tree. He shouted: 'Bundor come down!'

Brima, one of my close friends, left his own class and came to tell me that there were ripe mangoes at the back of the school workshop, which is a forbidden area to all pupils.

10. Read the lines again. Have pupils repeat each line after you and copy your voice modulation.

Guided Practice (10 minutes)

1. Ask pupils to read the text quietly to themselves. **Say:** Think about intonation and word stress as you read the text.
2. Give pupils time to read the text.
3. Point to the questions on the board (see end of lesson plan).
4. Ask pupils to work in pairs. **Say:** With your partner, answer the questions on the board.
5. Give pupils time to discuss the answers.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Check answers as a class. (Answers: 1. good behaviour, respect for teachers and prefects, not playing truant in school; 2. sneak out of class and pick mangoes; 3. a mango fell on the roof and the principal heard; 4. embarrassed)

Independent Practice (8 minutes)

1. **Say:** We have talked about stress and intonation. Now we are going to practise reading fluently.
2. Ask pupils to work in pairs. **Say:** I want you to practise reading the text with your partner. Pay attention to reading at an appropriate speed with proper intonation and expression. Stress important words in the text. Remember that punctuation also tells you how to read aloud.
3. **Say:** One pupil will read and the other will listen and follow along. Then switch roles.
4. Give pupils time to read the text to each other.
5. Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils reading aloud and help them to improve their voice modulation.

Closing (4 minutes)

1. Invite as many pupils as possible to read a sentence from the text to the class.
2. **Say:** Reading with voice modulation makes your reading interesting. This will help you to read and understand given texts when you go for BECE or wherever you find yourselves. This will also help people to understand you properly.

[TEXT]

We had all heard the announcement from the Principal that morning. He said we should all be disciplined in order to be good citizens in the near future. Good behaviour, respect for teachers and prefects, and not playing truant in school were some of the points he highlighted.

I was in class copying my notes. Brima, one of my best friends left his own class and came to tell me that there were ripe mangoes at the back of the school workshop, a forbidden area to pupils. He wanted me to sneak out of class with him to go pick mangoes.

He gave a very tempting description of the ripe mangoes. I asked myself, 'Is this a good idea?' But it was only 10 minutes to lunch break and I was hungry. We snuck out of our classes and went to the mango tree.

I was the first to climb up the tree and when I saw the ripe mangoes I thought, 'Wow! How appetising they are.' I started plucking the ripe ones and putting them in my shirt.




Unfortunately, one of the mangoes fell on top of the roof of the workshop. It was a loud bang! The Principal was in the workshop and dashed out and saw me up the tree. He shouted, 'Bundor come down!'

I was so surprised to see him that I lost my balance and fell down right in front of him. All of the mangoes fell out of my shirt and rolled to his feet. Some of them broke and the juice stained my shirt. It was so embarrassing!

[QUESTIONS]

1. What examples did the Principal give of being disciplined?
2. What did Brima ask Bundor to do?
3. Why did Bundor get caught?
4. How did Bundor feel at the end of the story?

Lesson Title: Reading Comprehension from a Selected Passage	Theme: Reading, Listening and Speaking	
Lesson Number: L-09-006	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read silently. 2. Answer factual and inferential questions. 3. Use new words in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Passage at the end of the lesson plan 2. Questions at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the passage at the end of the lesson on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Why is reading different texts and passages important? Have pupils raise their hand to answer.
2. **Say:** Reading a comprehension passage is important, especially in preparing for the BECE. Comprehension passages help you to read fluently, understand what you have read and be able to answer questions. They expose you to variety of words and, above all, help to build your vocabulary.
3. **Say:** Today, we are going to read a passage, answer questions about it and learn some new vocabulary words.

Introduction to the New Material (10 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. **Say:** I am going to read the passage to you. I want you to listen and follow along.
3. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
4. Point to the comprehension questions on the board (see end of lesson plan).
5. Read the comprehension questions aloud.
6. **Say:** Now I want you to read the passage silently. While you are reading think about the answers to the questions on the board.
7. Give pupils time to read.
8. Ask pupils to work in pairs to discuss the answers to the comprehension questions.
9. After 2-3 minutes, check answers as a class. (Example answers: a. at any beach; in almost any street; in major highways b. discarded paper, trash bags, bottles c. When those small amounts of litter dropped by different people are put together, people end up having a lot of trash. d. Police need to be more aggressive in giving tickets to litter offenders or people who litter the streets. Schools need to teach about littering to instil good habits early in young people.)
10. **Ask:** Can anyone quote a sentence from the passage that indicates that littering in the street by people is not intentional? (Example answers: Now, I really do not think most mean to litter.)
11. **Ask:** Do you think it is good to litter in our environment? (Answer: No) **Ask:** Why do you think so? (Example answer: because if we do, it will cause disease or deaths)
12. **Ask:** How do you think we can keep our environment or surroundings clean? (Example answers: by not throwing rubbish in our environment or on the streets; by putting all unwanted things/rubbish in dustbins)

Guided Practice (10 minutes)

1. **Say:** Now that we have discussed the passage, it's time to explore the vocabulary.
2. Read the passage aloud to pupils again, emphasising the underlined words.
3. Point to the underlined words in the passage.
4. Ask pupils to work in pairs. **Say:** With your partner, look at the underlined vocabulary words. Do you know what they mean? If you do not, try to infer meaning by looking at the words around them. The words and sentences around a new word can help us figure out its meaning.
5. Give pupils 4 minutes to discuss the vocabulary in pairs.
6. While pupils are working, write the vocabulary words and definitions on the board.
 - a. trash – rubbish
 - b. litter (noun) – rubbish/untidy things left lying about
 - c. litter (verb) – make a place untidy with rubbish
 - d. discard – throw away an unwanted thing
 - e. receptacle – something meant to hold or to contain what is put in it (a container)
 - f. fines – monies paid as a sort of punishment
 - g. aggressive – forceful
 - h. instil – put ideas into a person's mind gradually
 - i. prohibiting – forbidding or stopping something from happening
7. Revise the words and definitions with pupils.
8. Ask pupils if they were able to infer the meaning of any of the new words. Listen to pupils' answers.
9. Ask pupils to copy the words and definitions into their exercise books.

Independent Practice (10 minutes)

1. **Say:** Now we are going to write sentences for the new vocabulary words. Let's do one together first.
2. Point to the word 'trash'. **Say:** For example, 'Trash can be found in most communities.'
3. **Say:** You are going to write a sentence for each of the new words on the board.
4. Give pupils time to write.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. After 6 minutes, ask pupils to work in pairs to share and compare their sentences.

Closing (3 minutes)

1. Invite as many pupils as possible to read one of their sentences to the class.

[PASSAGE: BURIED IN TRASH]

Have you noticed how much litter there is nowadays? Walk down almost any street, and you will see trash. Visit any beach, and you will see litter. Major highways are littered with discarded paper, trash bags and bottles. Litter seems to be everywhere.

Now, I really do not think most people mean to litter. They probably think that a piece of paper, orange peels, their gum wrapper and other things they drop are small things. After all, no one will notice the one thing they threw away. But when you put all these small amounts of litter together, you have a lot of trash. Clearly, we need to do something differently. People's habits need to be changed. They need to find the nearest receptacle and drop their trash in it and not on the ground.




What we need is a national effort to stop people from littering. I know there are laws against littering and fines for those who are caught. But have you ever seen anyone get a ticket for throwing an empty water sachet out of a car? What we need is a more aggressive programme for giving tickets to people who break litter laws.

We need to instil good habits early to stop people from being so casual about litter. In fact, we should mandate that every school teach about the problems caused by littering. It would also help if schools would establish rules prohibiting littering on school grounds to reinforce this teaching in the classroom. It's time to act now before we are buried in trash.

[QUESTIONS]

- a. What are 2 places, according to the passage, where trash can be found?
- b. What 3 things are littered on major highways?
- c. How do you think people end up having a lot of trash?
- d. According to the author, what are 2 important things that should be done to correct the problem?

Lesson Title: Reading Comprehension from a Selected Passage	Theme: Reading, Listening and Speaking	
Lesson Number: L-09-007	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read to improve their reading skills. 2. Recall facts and ideas. 3. Infer meaning from a text. 4. Answer questions from a short passage. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Today's lesson is a reading comprehension exercise. We are going to read a passage called 'Domoso's Decision'.
2. **Ask:** Based on the title, what do you think the passage will be about? Have pupils raise their hand to answer.
3. **Say:** Tell me of a time when you had to make a decision. Invite 2-3 pupils to share their stories.

Introduction to the New Material (8 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. **Say:** I am going to read the passage to you. I want you to listen and follow along.
3. Read the passage to pupils. Read slowly, clearly and with expression. Make sure you read with correct pronunciation and intonation.
4. **Say:** Now I have some questions for you. Let's see what you are able to recall from the text.
5. **Ask:** Who do you think the elders were? (Answer: the older people in the village)
6. **Ask:** Where did they assemble? (Answer: in the space outside Domoso's hut)
7. **Ask:** Who is Domoso? (Example answer: one of the village elders)
8. **Ask:** What time of the day was it? (Answer: late in the evening)
9. **Ask:** Why did the driver light a lamp? (Answer: It was late in the evening.)
10. **Say:** Well done. You have answered all my Wh- questions.

Guided Practice (10 minutes)

1. **Say:** Now that we understand the story in the passage, we are going to look at the other ideas and information that we can get from the passage. Some information can be found directly in the text. The author has written the information. Other information must be inferred. The author does not tell us the information directly in the text but we reach a conclusion or opinion based upon what we read.
2. **Say:** Let's try to answer one of these inferential questions. Let's see if you can infer the meaning from the passage.
3. **Ask:** Were the villagers reluctant to send their children to school or not? Did they want their children to go?

4. **Say:** Look at the passage again and draw out or use reason to find the answer to the question.
5. Give pupils time to look at the text and think about the question.
6. Invite 1-2 pupils to volunteer an answer. (Example answer: The kind of silence – ‘absolute silence’ – that followed the statement about sending the children from the village to school shows that the villagers were not happy about the idea or they were not willing to do so.)
7. **Say:** I reached my answer by inferring. The silence that followed the mention of sending 3 children to school is described as ‘absolute silence’. This suggests that the villagers were not ready to give consent. They probably needed to think about the idea of sending 3 children to school. This shows that they were reluctant.
8. **Say:** Let’s try another one. **Ask:** How do we know that no one in the village had been to school before?
9. Give pupils time to look at the text and think about the question.
10. Ask pupils to discuss the answer with a partner.
11. Invite 1-2 pupils to volunteer an answer. (Example answer: We can infer from the words of Malam Tanko, ‘Your village will never progress unless you take advantage of this wonderful opportunity.’ The word ‘opportunity’ suggests that going to school is something new; it is a ‘wonderful opportunity’ that was not there before. Malam Tanko suggests that the village is not progressive because no one has had the opportunity of going to school.)

Independent Practice (12 minutes)

1. **Say:** In order to improve our reading skills we also need to improve our vocabulary.
2. Write these words on the board: elders, assemble, absolute, questioningly, take advantage of, settled in.
3. Ask pupils to work in pairs. **Say:** With your partner, find these words and expressions in the passage. Do you know what they mean? If you do not, try to infer meaning by looking at the words around them. The words and sentences around a new word can help us figure out its meaning.
4. Give pupils 2-3 minutes to discuss the vocabulary in pairs.
5. While pupils are working, write the vocabulary words and definitions on the board.
 - a. elders – people of greater age, experience and authority
 - b. assemble – come together as a group
 - c. absolute – total and complete
 - d. questioningly – showing a need for information to clear doubts; in a question-like manner
 - e. take advantage of – to use something to help yourself or benefit
 - f. settled in – to make comfortable
6. Revise the words and definitions with pupils.
7. Ask pupils if they were able to infer the meaning of any of the new words. Listen to pupils’ answers.
8. Ask pupils to copy the words and definitions into their exercise books.
9. Ask pupils to select 2 of the new words and use them in a sentence. Tell pupils to write their sentence in their exercise books.
10. Invite 3-4 pupils to read a sentence to the class.

Closing (2 minutes)

1. **Say:** Reading is a very important language-learning activity. It is necessary to practise reading.
2. **Ask:** What do you think the villagers will decide to do? Will they send the 3 children to school?
Listen to pupils' answers.

[PASSAGE: DOMOSO'S DECISION]

After the late evening prayers, the elders and villagers assembled outside Mai'unguwa Domoso's azure. Domoso supplied 2 bush lamps and Kanwa provided a third. The District Head brought along a Tilley lamp, which his driver lit. The light from the 3 bush lamps was quite lost in the Tilley lamp.

When everyone had settled in a circle around the District Head, Sani and 2 of his friends crept forward. They kept in the shadows as much as possible, for they were meant to be studying the Koran at the Imam's house.




The District Head then spoke to Mai'unguwa and the elders, 'I hope you are prepared to send 3 children from the village to school.'

There was absolute silence. The District Head and Malam Tanko looked at Domoso questioningly.

'You mean no one is ready to send his children to school?' exclaimed Malam Tanko in a shocked squeak. 'Your village will never progress unless you take advantage of this wonderful opportunity. Whenever you are sick and come to the dispensary at Raki, it is an educated man who heals you. Can't you understand?'

Nomau interrupted him crossly. 'School only softens the bones of children. They will not work for us. The only thing they can lift is a book. They lose their respect for their fathers. We have seen the results in Raki. We want none of it.'

Lesson Title: Consolidation	Theme: Writing	
Lesson Number: L-09-008	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify 5 punctuation marks and use them appropriately in sentences. 2. Write a composition using punctuation marks appropriately. 	 <p>Teaching Aids Sentences and answers at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Punctuation marks add expression to writing. They show the reader where to take a break and pause or stop.
2. **Ask:** What punctuation marks do you know? Have pupils raise their hand to answer.
3. **Say:** Today, we will learn how to use 5 punctuations marks correctly in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** Punctuation marks guide a reader while reading. They show readers where to stop, slow down or pause when reading. They are like traffic signs. They help the reader to understand the passage and the author's view.
2. Write these 5 punctuation marks and their symbols on the board:
 - a. full stop .
 - b. question mark ?
 - c. comma ,
 - d. exclamation mark !
 - e. quotation marks ''
3. **Say:** A full stop is used at the end of a declarative or an imperative sentence. For example:
 - a. Brima is a good friend of mine.
 - b. He lives near the stream.
4. Write the definition and examples on the board.
5. **Say:** A question mark is used after a direct question. For example:
 - a. How often can we visit you?
 - b. Will you do this exercise for me?
6. Write the definition and examples on the board.
7. **Say:** A comma is used to separate words or groups of words in a list. For example:
 - a. Isatu sells oranges, apples, mangoes and tomatoes in the market.
 - b. John enjoys telling stories, watching films and listening to music.
8. Write the definition and examples on the board.
9. **Say:** A comma is also used to separate introduction or sentence connectors. We use a comma after words such as:
 - a. Therefore,

- b. However,
 - c. Meanwhile,
 - d. In the end,
10. Write the definition and examples on the board.
11. **Say:** An exclamation mark is used after an exclamatory sentence to show surprise, strong emotions or sudden feelings. For example:
- a. I was so scared!
 - b. What a handsome gentleman!
12. Write the definition and examples on the board.
13. **Say:** Quotation marks are used to show the exact words of the speaker. They can also be used to indicate titles of stories, essays, poems, etc. In our class, we use single quotation marks. For example:
- a. 'We all ran away', confessed Peter.
 - b. Mohamed stated, 'What we lack in Africa is patriotism.'
14. Write the definition and examples on the board.

Guided Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Let's identify the punctuation that should be in the following sentences. Raise your hand if you know the punctuation and places where they should be.
3. Ask pupils to tell you where the punctuation belongs and add the punctuation to the sentences. (Answers: see end of lesson plan)

Independent Practice (10 minutes)

1. **Say:** Now that you know how to use all of the punctuation marks correctly, I want you to write a short composition. You are going to write about 2 people who are traveling together. Maybe they are traveling to the village for a wedding. Maybe they won a scholarship to study in South Africa. Be creative!
2. **Say:** You are going to write a 5-sentence composition. Your composition must include all 5 of the punctuation marks we studied today. You have 8 minutes to write your composition.
3. Give pupils time to write.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

Closing (3 minutes)

1. Ask pupils to work in pairs. Have pupils exchange their exercise books and read each other's compositions. Tell pupils to check if their partner has included all 5 punctuation marks in the composition.

[SENTENCES]




- a. I ate the food

- b. Joe came with books pens rulers and an eraser
- c. Get out of here You are not my friend anymore
- d. Janet said You are not my friend anymore
- e. What do you want to do to me
- f. I am not going there today
- g. Stop that
- h. Brima said I can't go tomorrow
- i. What are you doing there
- j. He gave me mango banana apple and plum

[ANSWERS]

- a. Full stop – I ate the food.
- b. Comma and full stop – Joe came with books, pens, rulers and an eraser.
- c. Exclamation mark – Get out of here. You are not my friend anymore!
- d. Comma, quotation marks and full stop or exclamation mark – Janet said, 'You are not my friend anymore.' or Janet said, 'You are not my friend anymore!'
- e. Question mark – What do you want to do to me?
- f. Full stop – I am not going there today.
- g. Exclamation mark – Stop that!
- h. Comma, quotation marks and full stop – Brima said, 'I can't go tomorrow.'
- i. Question mark – What are you doing there?
- j. Commas, full stop – He gave me a mango, banana, apple and plum.

Lesson Title: Consolidation	Theme: Writing	
Lesson Number: L-09-009	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Write a composition of 2 paragraphs with 5 sentences each. 2. Use the colon and exclamation mark appropriately. 	 <p>Teaching Aids Story at the end of the lesson plan</p>	 <p>Preparation Write the story at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** What punctuation have you studied? Have pupils raise their hand to answer.
2. **Say:** Today, we will learn how to develop 2 paragraphs in a composition using the colon and exclamation mark appropriately.

Introduction to the New Material (9 minutes)

1. **Say:** Today we are going to learn about 2 more kinds of punctuation, the colon and the exclamation mark.
2. Write the sentence on the on the board: The following numbers played in this Thursday's national lottery game: 15, 74, 39, 60 and 44.
3. Circle the colon (:) in the sentence.
4. **Say:** A colon is used to list numerous items in a series.
5. Write the sentence on the board: What a wonderful dancer she is!
6. Circle the exclamation mark (!) in the sentence.
7. **Say:** An exclamation mark is used to express surprise or a strong emotion.
8. Point to the story on the board (see end of lesson plan).
9. **Say:** I am going to read a story to you. I want you to listen and follow along. Pay close attention to the punctuation in the story. Look for the colon and exclamation marks.
10. Read the text aloud to pupils. Read slowly, clearly and with expression. Make sure you use correct intonation to match the punctuation in the text.
11. **Ask:** How do you think the family felt when they found their pets? (Example answer: very happy)
12. **Ask:** How can we tell that they were happy? (Answer: The mother shouted, 'Praise God!')
13. **Ask:** What punctuation mark is used to express happiness? (Answer: exclamation mark)

Guided Practice (8 minutes)

1. **Say:** Now I want you to read the story yourselves. As you read, take note of the colons and exclamation marks.
2. Give pupils time to read.
3. **Say:** Let's look at the story together and see where the colon and exclamation mark were used. For example, in the first sentence, 'Good God!' has an exclamation mark. In the last sentence, mum shouted 'Praise God!' and 'What a discovery!' Jusu lists the number of pets the family have

and uses a colon. He says, 'I can list them for you: 3 chickens, 4 ducks, 3 cocks and one cat.' The younger sisters, Musu and Jatu, say, 'We have seen the pets: 2 chickens, 2 ducks, one cat and the goat.'

4. Revise the story with pupils.
5. Have pupils identify the colons and exclamation marks in the story. Circle them in the text on the board.
6. Read the sentences with colons and exclamation together with pupils.

Independent Practice (15 minutes)

1. **Ask:** How many paragraphs does this composition have? (Answer: 2 paragraphs)
2. **Say:** Writing a 2-paragraph composition will help you limit your writing and stick to the topic.
3. **Say:** Think about a time your family lost a pet or a time when you lost something that was valuable to you, which you found later on. Think about how you felt when it was found.
4. **Say:** You are going to write your own 2-paragraph composition about something that was lost and later found. Each paragraph should have 5 sentences, just like the story on the board.
5. **Say:** First I want you to plan your paragraphs. Think about what information you want to include. The first paragraph should tell the reader what was lost and the second paragraph should explain how it was found.
6. Give pupils 2-3 minutes to plan their composition.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. **Say:** Now it is time to write your composition. Each paragraph must contain 5 sentences. The composition must also use the colon and exclamation mark. Remember that a good writer adds details to make his/her composition interesting to readers.
9. **Say:** After you have finished writing, give your composition an interesting title.
10. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task. Help struggling pupils.
11. Ask pupils to work in pairs. **Say:** Exchange your exercise with a partner and share your compositions.

Closing (2 minutes)

1. Invite as many pupils as possible to read the composition to the class.
2. Ask the rest of the class to identify the exclamation marks and colons in the composition.
3. **Say:** For homework, write 3 sentences using the colon and 3 sentences using the exclamation mark appropriately.

[STORY]




The Lost Pets Discovered at Last

'Good God! Lamin, I have not seen any of our pets return home today,' said Aminata. 'Oh, yes!' remarked Jusu, who was just about to share the same sad news with his brother. 'What a great loss

this will be!' said Lamin. 'Listen! I hear the cry of a goat,' Jusu said. 'Not too long ago a little boy came to report that Daddy's goat had fallen into a pit nearby.'

'Hold on Lamin,' said Jusu. 'The goat is just one of the pets. There are others missing too. I can list them for you: 3 chickens, 4 ducks, 3 cocks and one cat.' Before Jusu could complete naming the rest of the other missing pets, Musu and Jatu, their younger sisters, came running and yelled, 'Hey! We have seen the pets: 2 chickens, 2 ducks, one cat and the goat.' Shortly after, mum came home and shouted, 'Praise God! I have seen the missing pets: 2 ducks, one chicken and 3 cocks. What a discovery!' Everyone was happy the pets had returned.

Lesson Title: Spelling Drills	Theme: Listening and Speaking	
Lesson Number: L-09-010	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of this lesson, pupils will be able to practise and develop spelling skills.</p>	 <p>Teaching Aids 1. Spelling words at the end of the lesson plan 2. Sentences with incorrect spelling at the end of the lesson plan</p>	 <p>Preparation 1. Write the spelling words at the end of the lesson plan on the board. 2. Write the sentences with incorrect spellings at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Spelling is an important part of language development. For you to score good marks when writing your essays and answering questions in tests and on BECE, you must spell correctly. On the English Language portion of the exam marks are deducted for incorrect spelling.
2. **Ask:** Do you always spell words correctly? (Expected answer: No, not all the time.)
3. **Say:** Today, we will talk about how we can learn to improve our spelling.

Introduction to the New Material (13 minutes)

1. **Say:** Today we are going to revise five important yet simple spelling rules that will help you spell better. English is a difficult language because it has many spelling rules, but there are always exceptions. There are times when the rules do not apply. Today we will practise the rules and not worry too much about the exceptions.
2. Write the rules on the board. Ask pupils to copy the rules into their exercise books as you write.
3. Revise the rules with pupils.

Rule no. 1: Put 'i' before 'e' except after 'c'.

This rule helps you remember how to spell words such as 'receive' and 'chief'.

Examples 'i' before 'e': achieve, believe, thief, friend

Examples except after 'c': deceive, deceit, ceiling, conceive

However, with words that have 'ei' and pronounced like 'ay', it is different.

Examples: neighbour, weight, vein, feign

Rule no. 2: Double the final consonant.

When adding 'ed' or 'ing' to most words that end in a consonant, we double that consonant before adding the 'ed' or 'ing'.

Examples:	drop	dropped	dropping
	control	controlled	controlling
	refer	referred	referring

Rule no. 3: Most words ending in -e, drop the 'e' before adding 'ing'.

Examples: write – writing; hope – hoping; close – closing; examine – examining

Rule no. 4: When forming plurals, singular nouns ending in -y, change to 'i' before adding 'es'.

Example: baby – babies; fly – flies; lady – ladies

But, some nouns are exceptions to the rule. If they have a vowel before the 'y' they do not change.

Examples: monkey – monkeys; boy – boys; key – keys)

Rule no. 5: When forming plurals, singular nouns ending in -f or -fe change to 'v' before adding 'es'.

Examples: loaf – loaves; half – halves; leaf – leaves; shelf – shelves; wife – wives

4. Ask pupils to give their own examples of the rules. Write some of their examples on the board.

Guided Practice (10 minutes)

1. Point to the words on the board (see end of lesson plan).
2. Say each word one at time. Make sure you pronounce the words correctly. Spell out the word for pupils. (Example: Receive. R-E-C-E-I-V-E. Receive.)
3. Ask pupils to repeat the words and spelling after you. Tell them to focus on pronouncing the words correctly.
4. Point to the different words on the board randomly. Have pupils volunteer to read the word and say the spelling.
5. Give 10-15 pupils the opportunity to practise reading and spelling a word.

Independent Practice (9 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Rewrite these sentences in your exercise books using the correct spellings.
3. Give pupils time to rewrite the sentences correctly.
4. Ask pupils to exchange books with a partner to share and compare their answers.
5. Write the sentences correctly on the board.
6. **Say:** Look at your sentences. Do they look the same as mine? Make corrections to your sentences so that they match the ones on the board.

Closing (2 minutes)

1. Ask pupils to name the 5 spelling rules they practised in the lesson.

[SPELLING WORDS]

receive	belief	dropped	receipt
writing	loaves	duties	monkeys
lives	weight	referred	ladies




[SENTENCES]

- a. It is impassible to recieve good marks without studing.
- b. I was greatfull to my ant for paying my school fees.
- c. Their wear a lot of leafs on the floor.
- d. My father will be comming to town tomorrow.
- e. Even dough her fit began to ache, Mary kept runing to win the rase.

[ANSWERS]

- a. It is impossible to receive good marks without studying.
- b. I was grateful to my aunt for paying my school fees.
- c. There were a lot of leaves on the floor.
- d. My father will be coming to town tomorrow.
- e. Even though her feet began to ache, Mary kept running to win the race.

Lesson Title: Revise Adjectives	Theme: Grammar	
Lesson Number: L-09-011	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the different types of adjectives in sentences. 2. Use adjectives correctly in speech and writing. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table at the end of the lesson plan 2. Story at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the story at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What is an adjective? Have pupils raise their hand to answer. (Answer: An adjective is a word that describes a noun or pronoun.)
2. **Say:** I want you to open your exercise books. Write down as many adjectives as you can. You have one minute.
3. Give pupils time to write.
4. **Say:** Today, we will talk about the different types of adjectives and use them in sentences.

Introduction to the New Material (10 minutes)

1. Point to the story on the board (see end of lesson plan).
2. **Say:** I am going to read the story to you. I want you to listen and follow along. Pay attention to the adjectives in the story.
3. Read the story to pupils. Read slowly, clearly and with expression to make it interesting. Emphasise the adjectives when you say them aloud.
4. **Ask:** What adjectives did you hear in the story? Listen to pupils' answers.
5. As they identify the adjectives, underline them on the board.
6. **Say:** Adjectives are describing words. They describe a noun or pronoun. They give more information by providing a description. For example, 'I came to school in a car', versus, 'I came to school this morning in an old red Toyota.' When I add the adjectives old, red and Toyota you can visualise the car.
7. **Say:** Imagine the story we have just read without the adjectives. You would not get a clear picture of what I was reading and the story would not have much meaning.
8. **Say:** There are many different types of adjectives. Today we are going to discuss 7.
9. Point to the adjectives table on the board (see end of lesson plan).
10. Revise the types of adjectives with pupils.

Guided Practice (7 minutes)

1. Ask pupils to copy the story and the types of adjectives on the board into their exercise books.
2. Give pupils time to write.
3. Ask pupils to work in pairs. **Say:** With a partner, I want you to find an example of each type of adjective in the story.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. After pupils have finished, check answers as a class.

Independent Practice (13 minutes)

1. **Say:** Now that we have discussed different types of adjectives and found examples in the story it is time to practise using them.
2. **Say:** I want you to write your own short story like the one we read today. In your story you must use all of the different types of adjectives that we discussed today at least once. That means that your story will have at least 7 adjectives in it. You are writing a short descriptive story. Try to include as many adjectives as you can.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 10 minutes, ask pupils to work in pairs to share and compare their stories.
5. Tell pupils to check if their partner included all 7 types of adjectives in their story.

Closing (3 minutes)

1. Invite as many pupils as possible to read their story to the class.
2. Ask the rest of the class to identify the adjectives they hear in the story.

[STORY: JANE]




My American friend, Jane, lives in a nice new house in Kissy. It is painted green and yellow. Everyone loves this house because it is beautiful.

My friend has 4 huge dogs in her compound. One day, 2 blind men came to the house to beg for some bread and these wild dogs chased the men away. As they ran one man yelled, 'Whose ferocious dogs are these?'

[TABLE: TYPES OF ADJECTIVES]

Type of adjective	Definition	Examples
Descriptive adjectives/adjectives of quality	describe the quality or in what state a person or a thing is	nice, new, beautiful, huge, wild
Adjectives of colour	describe the colour of something	green, yellow, magenta
Adjectives of quantity	describe the quantity or degree of something	some, much, little, any, enough, half, insufficient
Demonstrative adjectives	used to identify the noun that they qualify	this, these, that, those
Proper adjectives	formed from proper nouns	Sierra Leonean, English, Chinese, Indian, American
Possessive adjectives	show possession, that something belongs to someone	my, her, your, his, its, our, your, their
Interrogative adjectives	used to ask questions	what, which, whose

Lesson Title: Verb Tenses	Theme: Grammar	
Lesson Number: L-09-012	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the simple present tense in sentences. 2. Use the simple present tense in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Text at the end of the lesson plan 2. Tables in the lesson plan 	 <p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. Write on the board: Every day I ...
2. **Say:** Tell me your routine. **Ask:** What do you do every day? Have pupils raise their hand to answer.
3. **Say:** Things we usually do are talked about in the simple present tense. Today we are going to revise the simple present tense.

Introduction to the New Material (10 minutes)

1. **Ask:** When do we use the simple present tense? (Answer: to speak about things which happen regularly and to speak about things which are always true)
2. **Say:** The simple present tense is a very important tense as we use it every day when we speak and when we write.
3. **Say:** Let's begin by revising the forms of this tense.
4. **Say:** The simple present tense is quite easy to use. The verb usually stays the same. It does not have any endings. **Say:** I run. You run. We run. They run. **Say:** And if it is negative we use 'do not' or 'don't' before the verb: I do not run. You don't run.
5. **Say:** The most common mistake with the simple present tense is to forget the 's'. **Ask:** When do we add 's' in the simple present? Listen to pupils' answers. **Say:** We add 's' to the verb when the verb refers to 'he' or 'she' or 'it'. **Say:** He runs. She runs. It runs. (Emphasise the 's' at the end of the verb when you say it.)
6. Write the table on the board.

Subject	Simple present tense
I You We They	do not add 's'
He She It	add 's'

7. **Say:** We do not add an 's' to all verbs. There are some exceptions.
8. Write the table on the board.

Verb	Example	Rule	He/She/It
Verbs ending in consonant + -y	study	change 'y' to 'i' and add: 'es'	
Verbs ending in -ch,- sh, -ss,- x	watch/wash/pass/fix	add: 'es'	
Verbs ending in -o	go	add: 'es'	
Exceptions	have to be (am/are)	...	

9. Revise the exceptions with pupils.
10. Ask pupils to tell you how to write the example verbs in the He/She/It column. Write the answers on the board. (Answers: study – studies; watch – watches; wash – washes; pass – passes; fix – fixes; go – goes; have – has; be – are)
11. Ask pupils to copy both the tables on the board into their exercise books.
12. Give pupils time to write.

Guided Practice (10 minutes)

1. Point to 'When to Use the Simple Present Tense' on the board (see end of lesson plan).
2. **Say:** Let's look at the uses of the simple present tense. We will look at the different times when this tense should be used.
3. Revise the information on the board with pupils.
4. Ask pupils to copy the text on the board into their exercise books.
5. Give pupils time to write.
6. While pupils are copying the text, write these sentences on the board:
 - a. I _____ (walk) to school every morning.
 - b. My sister _____ (go) to the market every weekend.
 - c. We _____ (pray) on the weekend.
 - d. My brother _____ (study) in the evenings.
7. Ask pupils to work in pairs. Ask them to write the sentences correctly using the verb in parentheses ().
8. When they finish, check answers as a class. (Answer: a. walk b. goes c. pray d. studies)

Independent Practice (10 minutes)

1. Ask pupils to work in pairs. **Say:** I want you to talk to your partner about things you do every weekend using the simple present tense. Remember, we use the simple present tense for habits – things that we do regularly – not something that we did which was unusual. For example, I play football on Saturdays, not I scored 3 goals in my football match at the weekend.
2. Give pupils 2 minutes to discuss what they do at the weekend.
3. **Ask:** What does your partner do at the weekends? Invite pupils to answer.
4. Provide guidance where the 's' is omitted and where the sentences do not tell of habitual or regular actions if pupils make mistakes.
5. **Say:** We have used the simple present tense in conversation, now I want you to practise writing the simple present tense. I want you to write 4 sentences using the simple present tense. You

are going to write 2 sentences to express facts and 2 sentences to express abilities. Use the information on the board to help you.

6. **Say:** Include the third person singular as subject of some of your sentences. For example: The capital of Egypt is Cairo. That is a fact. Mother cooks Jollof rice well. That is an ability.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. After 4-5 minutes ask pupils to work in pairs to share and compare their sentences.

Closing (2 minutes)




1. Invite as many pupils as possible to read a sentence to the class.

[TEXT: WHEN TO USE THE SIMPLE PRESENT TENSE]

The simple present tense is used to express the following:

- a. Facts – scientific, historical or geographical
Examples:
 - Russia is the biggest country in the world.
 - Independence Day is 27 April.
 - The source of the Nile River is in Uganda.
- b. Repeated actions, customs and habits
Examples:
 - The family goes to mosque on Fridays.
 - Christians celebrate Christmas in December.
 - He drinks a glass of milk every night.
- c. Abilities
Examples:
 - He plays the guitar very well.
 - She is a great cook.
 - They are fast runners.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-013	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and explain literary devices in a poem.</p>	 <p>Teaching Aids Part 1 and Part 2 of the poem at the end of the lesson plan</p>	 <p>Preparation 1. Write the 3-stanzas from the poem at the end of the lesson on the board and label them 'Part 1'. 2. Write the 1-stanza from the poem at the end of the lesson on the board and label it 'Part 2'.</p>
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Opening (4 minutes)

1. **Ask:** Can you name some tools that you know? Have pupils raise their hand to answer. (Example answers: hammer, screwdriver, pliers)
2. **Ask:** Can you name some tools in this classroom? Listen to pupils' answers. (Example answers: chalk, duster, pen, sharpener, board, ruler)
3. **Say:** Good, we know that tools are items and equipment that help a worker to do his work effectively.
4. **Say:** Today, we will look at the tools that poets use to give their poems special effects. These tools are called 'literary devices'.

Introduction to the New Material (10 minutes)

1. **Say:** Literary devices are tools or techniques that poets use to make readers enjoy reading their poems. They appeal to the emotions of the readers, by making them laugh, cry or become angry when or after reading the poems.
2. **Say:** We have studied literary devices before. Figures of speech are literary devices. For example, metaphor, simile and personification are all figures of speech.
3. Write on the board: Figures of speech – metaphor, simile, personification.
4. **Say:** Other literary devices include rhythm, rhetorical questions, rhyme and alliteration.
5. Write on the board: Other literary devices – rhythm, rhyme, rhetorical questions and alliteration.
6. **Say:** Rhythm is the beat that makes the poem sound like a song. Rhythm can affect the reader's mood when it is fast or slow.
7. Point to Part 1 on the board (see end of lesson plan).
8. **Say:** Look at this poem. It has 3 stanzas. Remember that a stanza is a group of lines in a poem, like a paragraph is a group of sentences in an essay.
9. Read the first 2 stanzas aloud to pupils. Read slowly and clearly with a sad tone. (Note: The stanzas are sad.)
10. **Say:** The slow rhythm of these stanzas makes readers feel sorry for the blind boy in the poem.
11. Read the third stanza aloud to pupils. Read with a faster rhythm and a happier tone. (Note: This stanza is happy.)
12. **Say:** In the third stanza, the rhythm is faster. The sad mood changes to joy in this stanza.
13. **Ask:** What words in the stanza tell us that it is a happy stanza? (Answer: cheer of mind)

Guided Practice (10 minutes)

1. **Say:** Let's look at some more poetic devices in this poem.
2. **Say:** Rhetorical questions are questions that are asked to emphasize and stress a point or to convince the reader about something. Rhetorical questions do not need answers.
3. Read the first 3 lines of the first stanza aloud to pupils again.
4. **Say:** These lines ask a rhetorical question. The blind boy does not need an answer to the question.
5. Write the definition for rhetorical question on the board. Ask pupils to copy it into their exercise books as you write.
 - Rhetorical questions are questions that are asked to emphasise and stress a point or to convince the reader about something.
 - Rhetorical questions do not need answers.
6. **Say:** Rhyming words help to make the poem sound pleasant and musical. When the ends of lines of poetry sound the same we call it 'end rhyme'.
7. Write the definition for end rhyme on the board. Ask pupils to copy it into their exercise books as you write.
 - End rhyme is rhyme at the end of lines of poetry. It helps make a poem sound pleasant and musical.
8. **Ask:** Can you find end rhyme in the poem? (Answers: light/sight; enjoy/boy; make/awake; play/day; destroy/boy)
9. **Say:** Alliteration is the repetition of the same letter sound in one sentence.
10. Read the first line of the second stanza aloud to pupils: 'My day and night myself I make.'
11. **Ask:** What sound is repeated in this line? (Answer: 'm')

Independent Practice (10 minutes)

1. Point to Part 2 on the board (see end of lesson plan).
2. Read the stanza aloud to pupils. Ask pupils to repeat the stanza after you.
3. Ask pupils to copy Part 2 into their exercise books.
4. Give pupils time to write.
5. Ask pupils to work in pairs. **Say:** With your partner I want you to identify 3 literary devices in the stanza.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Check answers as a class. (Answers: Alliteration – 's' sound is repeated in line 2; Rhythm – The poem sounds like a (slow) song. End rhyme – see/he; night/bright; Rhetorical question – 'I feel him warm, but how can he / Or make it day or night?' The question does not need an answer. Personification – 'I feel him warm' – 'Him' refers to the sun.)
8. Write the answers on the board. Discuss the answers with pupils as you write them.

Closing (1 minute)

1. **Say:** Today we discussed different poetic devices. In our next poetry lesson, we will read a poem that will feature on BECE.

[POEM: EXCERPTS FROM THE BLIND BOY BY COLLEY CIBBER]

Part 1

O SAY, what is that thing call'd light,
Which I must ne'er enjoy:
What are the blessings of sight?
O, tell your poor blind boy!




My day and night myself I make,
Whene'er I sleep, or play
And could I ever keep awake
With me 'twere always day

Then let not what I cannot have
My cheer of mind destroy
Whilst thus I sing, I am a king,
Although a poor blind boy!

Part 2

You talk of wondrous things you see,
You say the sun shines bright,
I feel him warm, but how can he
Or make it day or night?

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-014	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Name 3 figures of speech (simile, metaphor and personification). 2. Identify the figures of speech in sentences. 3. Use the figures of speech in sentences. 	 <p>Teaching Aids Poem at the end of lesson plan</p>	 <p>Preparation Write the poem at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson we discussed poetry.
2. **Ask:** Who can tell us what a literary device is? Have pupils raise their hand to answer. (Answer: a tool a writer uses to make what they write interesting)
3. **Ask:** What literary devices do you know? Listen to pupils' answers.
4. **Say:** Today, we will learn to identify and use 3 figures of speech: simile, metaphor and personification.

Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to look at figures of speech in poetry.
2. **Say:** Let's revise what we know about simile, metaphor and personification.
3. Write on the board: simile, metaphor and personification.
4. **Say:** A simile uses 'like' or 'as' to compare one thing to another. For example, 'He ran as swiftly as a leopard.'
5. Write the example on the board.
6. Ask pupils to identify what is being compared in the example. (Answer: he and a leopard)
7. **Ask:** What is the writer telling us about the night? (Answer: He was fast.)
8. **Say:** A metaphor is a direct comparison between 2 different things without the use of 'like' or 'as'. For example: 'She is a parrot.'
9. Write the example on the board.
10. Ask pupils to identify what is being compared in the example. (Answer: she and parrot)
11. **Ask:** What is the writer telling us about the girl? (Answer: She talks a lot. She repeats what other people say.)
12. **Say:** Personification gives human qualities to non-human objects. For example, 'The leaves danced across the road.'
13. Write the example on the board.
14. **Ask:** What is being personified? (Answer: leaves)
15. **Ask:** What does the writer want to say about the leaves? (They move lightly across the road as if they were dancing. It was probably windy.)

Guided Practice (10 minutes)

1. Point to the poem on the board (see end of lesson plan).
2. **Say:** I am going to read the poem to you. I want you to listen and follow along. Pay attention to the figures of speech in the poem.
3. Read the poem. Read slowly, clearly and with expression to make the poem interesting.
4. Ask pupils to copy the poem into their exercise books.
5. Give pupils time to write.
6. Ask pupils to work in pairs. **Say:** With your partner, underline and discuss the figures of speech in the poem.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Ask pupils which figures of speech they found in the poem. (Answers: personification, simile)
9. Ask a pupil to read the line using personification in the poem. (Answer: 'A single star looked out')
10. Underline the personification in the poem on the board.
11. **Ask:** Why is it personification? (Answer: because 'star' has been given human qualities – stars do not 'look out')
12. Ask a pupil to read the line with a simile in the poem. (Answer: 'The night as black as charcoal')
13. **Ask:** Why is it simile? (Answer: because night is being compared to charcoal using 'as')
14. **Ask:** What does the author want to say about the night? (Example answer: It was very dark.)

Independent Practice (10 minutes)

1. **Say:** I want you to write 2 examples of each figure of speech: simile, metaphor and personification.
2. Give pupils 6 minutes to write their examples.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 5 minutes, ask pupils to work in pairs to share and compare their examples. Have pupils explain the figures of speech they used to their partner.




Closing (3 minutes)

1. Invite as many pupils as possible to share an example of each literary device with the class.

[POEM: ADAPTED FROM FEBRUARY TWILIGHT BY SARA TEASDALE]

I stood beside a hill;
Smooth with new-laid grass
A single star looked out
From the dark evening glow
The night as black as charcoal.

Lesson Title: Poetry	Theme: Reading and Listening	
Lesson Number: L-09-015	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to read and interpret a poem in their own words.</p>		<p>Teaching Aids Poem at the end of the lesson plan.</p>		<p>Preparation Write the poem at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Can you remember titles of poems you have read? Have pupils raise their hand to answer.
2. **Say:** I imagine that some of these poems were easy to explain in your own words while others were difficult.
3. **Ask:** Why are poems often more difficult than prose? Listen to pupils' answers.
4. **Say:** Today, you will learn to interpret a poem and explain it in your own words.

Introduction to the New Material (10 minutes)

1. **Say:** A poem is a poet's thoughts or feelings expressed in words. It is shorter than a novel or a play because it uses fewer words.
2. Point to the poem on the board (see end of lesson plan).
3. **Say:** I am going to read the poem to you. I want you to listen and follow along.
4. Read the poem to pupils. Read slowly, clearly and with expression to make it interesting.
5. **Say:** In order to understand the poet's thoughts or feelings, we have to read the poem more than once.
6. **Say:** Now I want you to read the poem silently.
7. Give pupils time to read the poem.
8. **Say:** In order to interpret a poem, you have to identify the theme. The theme is the main idea or message.
9. Write the word 'theme' on the board.
10. **Say:** The details of a poem are often closely linked with the theme.
11. **Say:** Look at the title of the poem on the board, '*Drought*'. **Ask:** What is drought? Listen to pupils' answers.
12. **Say:** Drought is a dry condition caused by lack of rain. It is intense or severe heat brought about by lack of rain. The situation on the islands in the poem was very severe.
13. **Say:** Close your eyes. Imagine what happens in your environment when there is a water shortage. Imagine the plants, the animals and the people. How do they look? How do they feel?
14. **Say:** The poem is descriptive. It should paint a picture in your mind.

Guided Practice (10 minutes)

1. **Say:** Now it is time to interpret the poem.
2. **Say:** To interpret a poem, you must understand the words and expressions used by the poet. Let's look at the words and expressions in this poem together.
3. Read the first 4 lines to pupils.

4. **Say:** There is severe heat all over the place. We know this because the poet writes, 'heat all pervading'.
5. **Say:** We know that the heat has the following effects on nature:
 - a. The soil is very dry.
 - b. The air is as hot as fire.
 - c. The rivers dry up.
 - d. The trees and vegetation are bunt.
6. Ask a pupil to volunteer to read the next 4 lines. Select a pupil who can model proper reading aloud to the rest of the class.
7. Listen to the pupil read the 4 lines. Correct any mistakes you hear. Clap for the pupil.
8. **Say:** The heat affects animals. The oxen are 'wide-eyed, gaunt and spent with toil'.
9. **Say:** This means that the oxen are thin and weak from the heat and too tired from all of their work.
10. Ask another pupil to read the next 4 lines. Select a pupil who can model proper reading aloud to the rest of the class.
11. Listen to the pupil read the 4 lines. Correct any mistakes you hear. Clap for the pupil.
12. **Say:** Even though the sun is setting, the atmosphere is still very hot. The sun is powerful and bright all day, 'halting hours of blinding, blazing light'.
13. Ask another pupil to read the last 2 lines. Select a pupil who can model proper reading aloud to the rest of the class.
14. Listen to the pupil read the last 2 lines. Correct any mistakes you hear. Clap for the pupil.
15. **Say:** The last 2 lines are the conclusion of the poem. They tell us the effect the drought has on the land: 'All things droop and die'.

Independent Practice (10 minutes)

1. **Say:** When analysing a poem, look at each line and take it step by step like I did in the first reading.
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to discuss the theme of the poem. What do you think the poet is telling us about drought?
3. Give pupils 2 minutes to discuss the theme of the poem.
4. **Say:** Reading each line step by step and taking the time to understand the words and how the poem connects to your own life helps you to read and interpret the poem.
5. **Say:** Now that you have read the poem and discussed the theme I want you to summarise the poem. With your partner, write down notes about the main idea of the poem. Try to describe the poem in 2 or 3 sentences.
6. Give pupils 5 minutes to write a summary of the poem in their own words.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Invite different pupils to read their summary to the class.

Closing (2 minutes)




1. **Say:** Knowledge in interpreting poems will help you to:
 - a. Interpret other poems for BECE.
 - b. Interpret details in prose and drama.

- c. Interpret and understand your notes when you study.
- d. Be well prepared to interpret and answer questions during exams.

[POEM: DROUGHT BY DENYS LEFEBVRE]

Heat, all-pervading, crinkles up the soil;
A deathly silence numbs the molten air;
On beds of rivers, islands scorched and bare,
Warm scavengers of wind heap up the spoil;
And wide-eyed oxen, gaunt and spent with toil,
Huddled together near some shrunken pool,
Pant for the shade of trees and pastures cool,
Lashing their tails at flies they cannot foil.
Whilst overhead, the sun-god drives his way
Through halting hours of blinding, blazing light,
Until his shining steeds a moment stay
And disappear behind the gates of night.
And still, no rain. A cloudless, starlit sky
Watches the veld, and all things droop and die.

Lesson Title: Revise the Types of Prose	Theme: Reading	
Lesson Number: L-09-016	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify the various types of prose: narrative, descriptive and explanatory.</p>		<p>Teaching Aids Passages at the end of the lesson plan</p>		<p>Preparation Write the 3 passages at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Ask:** What is prose? Have pupils raise their hand to answer. (Answer: It is the ordinary language people use in speaking and writing).
- Ask:** Can you give me an example of prose? Listen to pupils' answers. (Example answer: newspaper, letter, novel)
- Say:** Today we are going to revise 3 types of prose: narrative, descriptive and explanatory.

Introduction to the New Material (8 minutes)

- Write this definition on the board: Prose is the ordinary language people use in speaking and writing.
- Say:** Narrative prose is a story that is written or told. The story can be made up or true. We call a made-up story 'fiction' and a true story 'non-fiction'. Narrative prose contains characters, settings, plot and theme.
- Ask:** What are characters? (Answer: who the story is about; people or animals in a story)
- Ask:** What is setting? (Answer: the place where the story took place)
- Ask:** What is plot? (Answer: the events that happened in the story)
- Ask:** What is theme? (Answer: the meaning or message of the story)
- Say:** Descriptive prose is a form of writing that describes or gives information about how something sounds or looks.
- Say:** Explanatory prose is a kind of writing that tells you how something is done. For example, instructions on how to make a recipe or directions to a place.

Guided Practice (12 minutes)

- Say:** Now that we have revised the differences between the 3 different types of prose, let's look at an example of each.
- Point to the passages on the board (see end of lesson plan).
- Say:** I am going to read the first passage. I want you to listen and follow along. While you are listening, think about what type of prose the passage is.
- Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
- Ask:** Given the details of the passage, what type of prose is this passage? Listen to pupils' answers. (Answer: Narrative prose because it is a story.)
- Say:** I am going to read the second passage. I want you to listen and follow along. While you are listening, think about what type of prose the passage is.
- Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.

8. **Ask:** Given the details of the passage, what type of prose is this passage? Listen to pupils' answers. (Answer: Descriptive prose because it is a description of grandfather.)
9. **Say:** I am going to read the last passage. I want you to listen and follow along. While you are listening, think about what type of prose the passage is.
10. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
11. **Ask:** Given the details of the passage, what type of prose is this passage? Listen to pupils' answers. (Answer: Explanatory prose because it tells us how to make potato leaf sauce.)

Independent Practice (10 minutes)

1. Ask pupils to work in pairs. **Say:** Look at the first passage. This is a narrative passage. I want you to underline the characters, setting and theme in the passage.
2. Give pupils time to identify the different narrative features in the passage.
3. **Say:** Look at the second passage. This is a descriptive passage. I want you to underline all of the descriptive words in this passage.
4. Give pupils time to identify the descriptive words in the passage.
5. **Say:** Look at the third passage. This is an explanatory passage. Underline the instructions in the passage.
6. Give pupils time to identify the instructions in the passage.

Closing (3 minutes)

1. **Ask:** What is prose? (Answer: It is the ordinary language people use in writing.)
2. **Ask:** How many types of prose do we have? What are they? (Answers: 3 – narrative, descriptive, and explanatory)
3. **Ask:** When your uncle tells you a story, what prose does he use? (Answer: narrative)
4. **Ask:** When your maths teacher teaches you how solve a problem, what prose does he or she use? (Answer: explanatory)
6. **Ask:** When your grandmother writes you a letter describing the plants in her garden, what prose does she use? (Answer: descriptive)
7. **Say:** Tomorrow we will learn more about the 3 different types of prose.

[PASSAGE 1: THE GREEDY DOG]

It was a warm day in December. A kind butcher gave a bone to a hungry dog. The dog was happy and ran off with the bone in his mouth. As the dog was crossing a bridge, it looked over the side and saw another dog in the river below. The other dog had also a bone in his mouth.

The silly creature was jealous of the other dog's bone and jumped into the water to fight for it. He opened his mouth to bark and lost his own bone. The greedy dog went home very sad and wet. Now he had no bone at all.

[PASSAGE 2: A DESCRIPTION OF MY GRANDFATHER]

My grandfather is very old man with thick, white hair. He is tall, but because he is old, he stoops and looks quite small. He has lost most of his teeth, so when he talks it is difficult to understand what he says.

I like him very much because he always gives me pocket money at the beginning of term. Also, he tells interesting stories of the time when he was young. The only thing I do not like is that he always says that boys and girls were much better behaved in those days.

[PASSAGE 3: HOW TO PREPARE POTATO LEAF SAUCE]




Ingredients:

1. Smoked raw fish/meat
2. Water
3. Palm oil
4. Salt, maggi, ogiri
5. Sliced potato leaves
6. Sliced onions, ground pepper

To prepare potato leaf sauce:

1. Pour a bottle of palm oil into pot.
2. Add onion, boiled beans, ogiri and pepper.
3. Allow it to boil for a while to reduce water content.
4. Add sliced potato leaves, cover pot and allow to steam.
5. Reduce the intensity of fire to prevent the content from burning.
6. Allow the content to simmer. Stir occasionally.

Lesson Title: Revise Prose Examination Requirements for BECE	Theme: Reading	
Lesson Number: L-09-017	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify requirements for prose at BECE.	 Teaching Aids The requirements for BECE and the IP questions	 Preparation Write the requirements for BECE on the board along with the questions for IP.
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Opening (3 minutes)

1. **Ask:** What is BECE? Have pupils raise their hand to answer. (Answer: Basic Education Certificate Exam)
2. **Say:** Language Arts at BECE is divided into 2 components.
3. **Ask:** Can anyone name the components? (Answer: English Language and Literature)
4. **Ask:** What are the English components? (Answer: grammar, reading and writing)
5. **Ask:** What are the literature components? (Answer: drama, poetry and prose)
6. **Say:** Today you will learn about the prose requirements for the literature component of the BECE.

Introduction to the New Material (15 minutes)

1. **Say:** On the BECE exam, there are always 2 prescribed prose texts to choose from, either 'So Long a Letter' or 'Kossoh Town Boy'.
2. **Say:** After reading the text you are expected to answer 15 compulsory questions.
3. **Say:** You should write the answers on the question paper in the space provided.
4. **Say:** Questions on prose cover the following areas:
 - a. The author: Who is the author of 'So Long a Letter?' (Answer: Mariama Bâ)
 - b. The type of prose: 'So Long a Letter' is an epistolary novel, a novel written in the form of a letter or an autobiography. This means the writer writes about her life experiences.
 - c. The cultural background of the society in focus: In 'So Long a Letter' every Senegalese widow is expected to sacrifice her possessions as gifts to her family-in-law and, beyond her possessions, she gives up her personality and dignity, becoming a thing in the service of the man who married her and his entire family.
 - d. Themes: The plight and suffering of Ramatoulaye in 'So Long a Letter' is seen when she is forcefully asked to marry her brother-in-law at the time she is still mourning her late husband. This indicates the plight of women in a male-dominated society in Africa.
 - e. Setting: This refers to the place and time periods. In 'So Long a Letter' a typical Senegalese society is presented. For a time setting, 2 different periods are presented – before and during Western education.
 - f. Characters: This refers to the various people that contribute to the development of the story. For example, in 'So Long a Letter', Ramatoulaye and Assaitou are main characters.
5. **Say:** Answers to prose questions are short and direct. For example, Who are Ramatoulaye and Assaitou in 'So Long a Letter?' (Answer: They are best friends.)

6. **Say:** The reason to know all these requirements is to enhance your chances of passing of the exam.

Guided Practice (5 minutes)

1. Point to the BECE requirements on the board.
2. **Say:** It is important to read and revise the requirements for prose on the BECE exam. Copy the requirements for prose on the BECE in your exercise books.
3. Give pupils an opportunity to copy BECE requirements into their exercise books.




Independent Practice (10 minutes)

1. **Say:** Please answer the following questions in your exercise books.
 - a. How many prose texts are on the BECE exam for Language Arts?
 - b. Where should questions be answered?
 - c. How many questions on prose are you supposed to answer?
 - d. Name the areas that questions on prose will cover.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. After pupils have answered the questions, ask them to work in pairs to share and compare their answers.
4. Check answers as a class. (Answers: a. 2 prose texts are always presented, but you are only expected to answer questions about one that you have read b. Answers are written on the question paper in the spaces provided beneath the questions c. You are expected to answer all 15 compulsory questions d. characters, setting, theme, author, type of prose, cultural background)

Closing (2 minutes)

1. **Say:** In summary, the following should be known about a prose text:
 - a. Author
 - b. Background
 - c. Events should be related to real life situation
 - d. Characters should be assessed and related to ordinary people in society
2. Ask pupils if they have any questions about the requirements for prose at BECE. Answer pupils' questions.

Lesson Title: Revise Prose Examination Strategies for BECE	Theme: Reading	
Lesson Number: L-09-018	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to apply strategies in reading and understanding prose.</p>	 <p>Teaching Aids 1. Reading strategies at the end of the lesson plan 2. Text at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the reading strategies at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In the last lesson you learned about the requirements for prose at BECE.
2. **Say:** I recall one of the requirements: Pupils are required to read only one of the 2 assigned prose texts.
3. Ask pupils to name the other requirements. Have pupils raise their hand to answer. (Answers: required to answer all 15 compulsory questions; questions are to be answered on the spaces provided on the question paper; required answers are short and direct)

Introduction to the New Material (8 minutes)

1. **Say:** Today you will learn various strategies in prose reading.
2. **Say:** These strategies will help you to not only grasp information from a specific reading text, but apply them to other reading texts as well. Make sure you pay attention because these will be very helpful for BECE.
3. Point to the reading strategies on the board (see end of lesson plan).
4. Read the reading strategies aloud to pupils. Ask questions to make sure they understand the different points listed.
5. Give pupils the opportunity to copy the strategies into their exercise books.

Guided Practice (10 minutes)

1. Point to the text on the board (see end of lesson plan).
2. **Say:** We are going to use this story to practise applying the various strategies.
3. **Say:** I am going to read the story to you. I want you to listen and follow along. While you are listening I want you to pay attention to the main ideas in the story. How would you summarise it in your own words?
4. Read the story to pupils. Read slowly, clearly and with expression to make it interesting.
5. **Ask:** Can you summarise the story in your own words? Invite 1-2 pupils to answer.
6. Give a summary of the story to pupils.
7. **Say:** The story is about Mr Dog and Mr Tortoise who agree to race to the top of a mountain. Mr Dog feels over-confident about winning, but in the end, Mr Tortoise emerges victorious. The lesson is: slow and steady wins the race.

8. **Say:** The summary should just give you the main ideas and most important information about the story.

Independent Practice (13 minutes)

1. Ask pupils to read the story silently.
2. Point to the questions on the board (see end of lesson plan).
3. Read the questions to pupils.
4. Ask pupils to work in pairs. **Say:** With your partner, answer the questions on the board.
5. Give pupils 2-3 minutes to answer the questions.
6. Check answers as a class. (Answers: 1. Mr Tortoise 2. he didn't stop 3. he was over-confident 4. don't be over-confident; don't underestimate your opponent; slow and steady wins the race)
7. **Say:** We just practised summarising the story. There are many other strategies on the board.
8. **Say:** These are the various strategies in reading and understanding prose:
 - a. Read the various chapters.
 - b. Give a summary of each chapter.
 - c. Pick out relevant information from each chapter.
 - d. Relate events in the chapter to everyday lives.
 - e. Relate characters to everyday life when possible.
 - f. Identify the writer's purpose. Pick out the moral lesson learned.
 - g. Note the cultural background of the story or text.
9. Ask pupils to work in pairs. **Say:** With your partner, I want you to use the story on the board to apply the other strategies. Write your answers in your exercise books.
10. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
11. After 5 minutes, discuss the answers as a class. (Example answers: The moral lesson is that over-confidence does not pay, as that led to Mr Dog's defeat in the race; In relating the story to everyday lives, Mr Tortoise represents committed people in society and Mr Dog represents careless people in society.)

Closing (2 minutes)

1. Ask pupils if they have any questions about the strategies for reading and understanding prose at BECE. Answer pupils' questions.

[READING STRATEGIES]

- a. Read each of the chapters of the text. Re-read if necessary.
- b. Summarise each chapter to prepare for discussion.
- c. From the discussion, pick out relevant information or ideas.
- d. Consider events or episodes in each chapter and relate them to everyday life.
- e. Examine each character to see whether they can be related to people in the real world or in your environment.
- f. Take note of the writer's purpose for writing. For example, to condemn or to teach moral lessons.
- g. Since writers write about typical societies, note the cultural background of the society put into focus in the prose and the people's way of life.




[TEXT: MR TORTOISE AND MR DOG]

It was a fine day. Mr Tortoise went for a walk. On the way, he met Mr Dog. 'Good morning, Mr Tortoise', the dog said. 'Good morning, Mr Dog', the tortoise replied. 'you walk very slowly', the dog said. 'That is true', the tortoise said. 'But I can reach the top of that hill before you can', the tortoise added. The dog laughed. 'I can run very fast', he said. 'I am going to show you. I shall reach the top first.' The dog ran off very fast towards the hill. The tortoise followed him slowly. The dog reached the bottom of the hill. He saw the tortoise. He was a long way behind. 'I am going to have a rest', the dog thought to himself. So he lay down and went to sleep. An hour later, Mr Tortoise reached the top of the hill. Mr Dog woke up and ran after him, but he was too late. Mr Tortoise had reached the top of the hill first. The slow but steady tortoise won the race.

[QUESTIONS]

1. Who won the race?
2. Why did he win the race?
3. Why did Mr Dog lose?
4. What is the moral of the story?

Lesson Title: Essay Writing	Theme: Writing	
Lesson Number: L-09-019	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the features of an essay.</p>	 <p>Teaching Aids 1. Types of essays at the end of the lesson plan 2. Essay at the end of the lesson plan</p>	 <p>Preparation 1. Write the types of essays at the end of the lesson plan on the board. 2. Write the 5-paragraph essay at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Think about a time you had to write an essay. **Ask:** What did you do? Have pupils raise their hand to answer. (Example answer: I read the question well and planned what I wanted to write.)
2. **Say:** Essay writing is different from writing short responses to questions in sentences.
3. **Say:** Today, you will learn the features of essay writing and what makes an essay different from other types of writing.

Introduction to the New Material (13 minutes)

1. **Say:** An essay is a short piece of writing on a particular subject.
2. Point to the 'Types of essays' on the board (see end of lesson plan).
3. **Say:** There are different types of essays.
4. Read the definitions of the different types of essays.
5. Ask pupils to copy the definitions into their exercise books as you read.
6. **Say:** Although different essays will talk about different things or ideas, all essays must have a structure. The structure of an essay is its organisation.
7. **Say:** An effective essay is organised into 3 main parts: introduction, body and conclusion.
8. **Say:** The introduction should begin in an interesting way that captures the reader's attention.
9. **Say:** The body should consist of several well-developed paragraphs that discuss the main idea of the essay.
10. **Say:** You should use transition words or phrases to move the reader smoothly from one idea to another and from one paragraph to another. Examples of transition words and phrases include: in the first place, furthermore, on the contrary, above all and however.
11. Write the transition words on the board.
12. **Say:** The conclusion should 'wrap it up' by telling the reader that the essay is coming to an end.
13. **Say:** An essay has content. Content refers to what the essay is about. The content is the writer's message or the main points. It should be interesting. It should include specific details to support the writer's explanation.
14. **Say:** A good essay must be written in simple clear language. It should be easily understood by the reader.
15. **Say:** A good essay is well written and carefully edited to avoid errors in grammar, punctuation, word usage and spelling.
16. Write the features of a good essay on the board. Have pupils copy the features into their exercise books as you write.

- a. Organised in at least 3 to 5 paragraphs – introduction, body and conclusion
- b. Content – answers the question/discusses the topic of the essay
- c. Written in simple clear language
- d. Written carefully to avoid errors in spelling, grammar and punctuation

Guided Practice (12 minutes)

1. Point to the essay on the board (see end of lesson plan).
2. Read the essay to pupils. Read slowly, clearly and with expression to make the essay interesting.
3. Ask pupils to copy the essay into their exercise books.
4. **Say:** Now I want you to read the essay yourself. While you are reading, identify the features of the essay and label them.
5. After pupils have finished reading, ask them to discuss the features of the essay with a partner.
6. Move around the classroom to make sure pupils understand and are doing the task.
7. Discuss the features of the essay as a class.

Independent Practice (6 minutes)

1. **Say:** You are going to write an essay titled, 'I Woke Up to Realise that it was a Bad Dream'.
2. **Say:** Now I want you to think about the essay you will write. Organise your ideas. Write the outline of this essay in your exercise book. Consider the features of an essay you have just discussed today.

Closing (2 minutes)

1. Invite different pupils to share their ideas for the essay with the class.
2. **Say:** In the next lesson we will develop the paragraphs of an essay.

[TYPES OF ESSAYS]

1. Descriptive essay: This type of essay describes something, such as an object, person, place, experience, emotion or situation.
2. Narrative essay: This can be a story written about a personal experience.
3. Persuasive essay: This is also known as an argumentative essay. This is an essay that tries to convince the reader to believe in or do something.

[ESSAY: HARD CHOICES]

Life is hard when you have choices. My family believes that parents choose your path in life. My friends and I talk around what our parents want for us and what we want for ourselves.




My father is a doctor. He expects me to study medicine and become a doctor like him. My biggest secret is that I do not want to be a doctor. Every time someone in the family is unwell I become fearful of becoming ill myself.

Furthermore, in my school I have learned about different jobs that I could do. The teachers always tell us to work hard and consider what we enjoy and what we are good at. I am not good at maths or science. I do not enjoy them either. They are important if one is to become a doctor.

I am good at writing and I love telling stories. In addition, I score very well in English and Language Arts on exams. My English teacher believes that I could earn a scholarship to study at university in Freetown. I am very excited about the idea of becoming a news reporter, but I am also afraid to tell my parents my dream.

I often daydream about becoming a news reporter and being able to share my stories with the people of Sierra Leone. I am going to ask my teacher for advice about talking to my parents. I want to choose my path. I want to be a news reporter, not a doctor.

Lesson Title: Developing Paragraphs in Essay Writing	Theme: Writing	
Lesson Number: L-09-020	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to develop paragraphs for essay writing.</p>	 <p>Teaching Aids 1. 'Features of a good essay' at the end of the lesson plan 2. Essay at the end of the lesson plan (same as L-09-019)</p>	 <p>Preparation 1. Write the 'features of a good essay' at the end of the lesson plan on the board. 2. Write the 5-paragraph essay at the end of the lesson plan on the board (same as L-09-019).</p>
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Opening (2 minutes)

1. **Say:** In the last lesson, you learned about the features of an essay and you wrote the outline of an essay.
2. **Ask:** What are the 3 main parts of an essay? Have pupils raise their hand to answer. (Answers: introduction, body, conclusion)
3. **Say:** Remember we said an essay is written in paragraphs. One paragraph must flow smoothly into the other. Today, you will learn about developing paragraphs when writing essays.

Introduction to the New Material (10 minutes)

1. **Say:** Let's discuss the organisation of an essay.
2. **Say:** Remember that an essay is organised into paragraphs. A paragraph can be long or short depending on the idea it develops.
3. **Say:** Each paragraph contains an idea related to the topic of the essay. It is made up of a series of sentences that are connected. They are all developing the same point or idea. The different ideas flow one into the other.
4. **Say:** An essay is made up of a collection of paragraphs, so there must be a logical sequence of ideas between paragraphs. The first paragraph must lead to the second, the second to the third, and so on.
5. **Say:** Paragraphs can be connected using linking words or phrases. For example: in addition, furthermore, however, on the other hand, etc. These must be used appropriately.
6. **Say:** A paragraph can start with a topic sentence. It introduces the topic or idea to be discussed in that paragraph. For example, 'One problem pupils face in schools nowadays is lack of classroom furniture.'
7. **Say:** The idea can be developed in a paragraph. It must be discussed in detail. For example, in discussing the problem of lack of classroom furniture, explain why this happens, how the problem manifests itself, the effects of the problem and how this problem can be solved.
8. **Say:** A paragraph is useful because a reader can see the division in the essay. Each paragraph is made distinct from the other by indenting, writing $\frac{1}{2}$ an inch from the margin, or by spacing, leaving a blank line in between paragraphs.
9. **Say:** The paragraphs of an essay must not be numbered.

Guided Practice (5 minutes)

1. Point to the 'Features of a good essay' on the board (see end of lesson plan).
2. Revise the features with pupils.
3. Point to the essay on the board (see end of lesson plan).
4. **Say:** I am going to read the essay. I want you to listen and follow along. While you are listening think about the features of a good essay and notice the way that the paragraphs are organised.
5. Read the essay slowly, clearly and with expression to make it interesting.
6. **Ask:** Was the essay well organised? Did it have the features of a good essay? Listen to pupils' answers.

Independent Practice (15 minutes)

1. **Say:** Now we have looked at the features of an essay and the organisation of an essay. It is time to write our own essay.
2. **Say:** We usually write 3- or 5-paragraph essays. A 3-paragraph essay has an introduction, body and conclusion. A 5-paragraph essay has an introduction, 3 body paragraphs and a conclusion. Today we are going to start a 5-paragraph essay.
3. Write an essay topic on the board, such as: 'Areas that Need Improvement in My School'.
4. Ask pupils to work in pairs. **Say:** With your partner identify 3 areas that need improvement in your school. You will write one body paragraph about each of these areas. Make notes of the descriptions, details and examples that you will include in your essay. You have 4 minutes.
5. Give pupils time to discuss their ideas in pairs.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. **Say:** Now I want you to write the outline for your essay. Write notes for your introductory paragraph, 3 body paragraphs and conclusion. You have 5 minutes.
8. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
9. **Say:** Now let's write our 5-paragraph essays. Start with the title: 'Areas that Need Improvement in My School'.
10. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.

Closing (3 minutes)

1. Invite as many pupils as possible to read their introductory paragraph to the class.
2. **Say:** Finish your 5-paragraph essay for homework and bring it to the next lesson. Remember what we discussed today about the way good paragraphs are organised and do not forget the features of a good essay.

[FEATURES OF A GOOD ESSAY]

- a. Organised in at least 3 to 5 paragraphs with an introduction, body and conclusion
- b. Content answers the question and discusses the topic of the essay
- c. Written in simple clear language

d. Written carefully to avoid errors in spelling, grammar and punctuation

[ESSAY: HARD CHOICES]

Life is hard when you have choices. My family believes that parents choose your path in life. My friends and I talk around what our parents want for us and what we want for ourselves.




My father is a doctor. He expects me to study medicine and become a doctor like him. My biggest secret is that I do not want to be a doctor. Every time someone in the family is unwell I become fearful of becoming ill myself.

Furthermore, in my school I have learned about different jobs that I could do. The teachers always tell us to work hard and consider what we enjoy and what we are good at. I am not good at maths or science. I do not enjoy them either. They are important if one is to become a doctor.

I am good at writing and I love telling stories. In addition, I score very well in English and Language Arts on exams. My English teacher believes that I could earn a scholarship to study at university in Freetown. I am very excited about the idea of becoming a news reporter, but I am also afraid to tell my parents my dream.

I often daydream about becoming a news reporter and being able to share my stories with the people of Sierra Leone. I am going to ask my teacher for advice about talking to my parents. I want to choose my path. I want to be a news reporter, not a doctor.

Lesson Title: Verb Tense	Theme: Grammar	
Lesson Number: L-09-021	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Conjugate verbs in the past continuous tense. 2. Become familiar with helping verbs. 3. Use past continuous tense in combination with simple present tense. 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What is the simple past tense? (Answer: a completed action in the past)
2. **Ask:** What is the past continuous tense? (Answer: an action taking place in the past)
3. **Say:** If I say, ‘Yesterday it was raining when I came to school’, ‘was raining’ is a verb in the past continuous tense and ‘came’ is a verb in the simple past tense.
4. **Say:** Today we are going to practise using the past continuous tense.

Introduction to the New Material (8 minutes)

1. Write the definition of ‘past continuous tense’ on the board and read it aloud.

Past continuous tense expresses an action that was in progress when another action or something else happened in the past.

2. Write these sentences on the board and underline the past continuous tense in them.
 - a. I was swimming at Lumley Beach when it rained.
 - b. Sorie was dancing in the class when the teacher came in.
3. **Say:** The underlined words express a continuous action that was happening when another action occurred.
4. Circle the simple past tense in the same sentences. (Answers: a. rained b. came)
5. **Say:** The circled words are in simple past tense. They indicate a completed action.
6. **Say:** ‘Was swimming’ and ‘was dancing’ began before ‘rained’ and ‘came’.
7. **Say:** ‘Rained’ and ‘came’ happened later and ended while ‘was swimming’ and ‘was dancing’ were still happening.

Guided Practice (12 minutes)

1. Write on the board: Amadu listened to the radio. Bintu came in.
2. **Say:** Look at the 2 sentences on the board.
3. **Ask:** Which is the longer action and which is the shorter action that interrupted it? (Answer: ‘Listened’ is the longer action; ‘came’ is the shorter action that interrupted it.)
4. **Say:** We are going to combine these 2 simple past tense sentences into one sentence using the past continuous tense.

5. Write the sentences on the board. **Say:** We can write the past continuous tense both of these ways.
 - a. When Amadu was listening to the radio, Bintu came in.
 - b. Bintu came in when Amadu was listening to the radio.
6. **Say:** The past continuous tense is written using a helping verb, which is 'to be' in the past tense followed by a verb ending in -ing.
7. Write the conjugation of the verb 'to be' on the board:

I/he/she/ it	+	was	+	verb –ing (walking)
We/you/they	+	were	+	verb –ing (doing)
8. **Say:** Past continuous tenses are only used with action verbs such as sleeping or jumping. We do not use the past continuous with verbs that express thoughts or feelings such as know, want or believe.
9. Point to the sentences on the board (see end of lesson plan).
10. Ask pupils to work in pairs. **Say:** Write the sentences on the board in your exercise books. Change the verbs in parentheses into the past continuous tense.
11. Give pupils 4-5 minutes to complete the sentences.
12. Check answers as a class. (Answers: a. was teaching b. were watching c. was playing d. were eating e. were playing)
13. Write the correct sentences on the board.

Independent Practice (10 minutes)

1. **Say:** Now I want you to write your own sentences using the past continuous tense. You are going to write 5 sentences. Use the sentences on the board to help you. Remember that the past continuous always needs a helping verb and a verb in the simple past tense.
2. Give pupils 5 minutes to write their sentences.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. While you are moving around the classroom, take note of 2-3 common mistakes pupils are making when using the past continuous tense.
5. Write 2 examples with mistakes on the board. Ask pupils to help you correct the mistakes.
6. **Say:** Do you have any of these mistakes in your sentences? Check your work. If you made mistakes like this, correct them now.
7. After pupils finish, ask them to work in pairs to share and compare their sentences.

Closing (3 minutes)




1. Invite as many pupils as possible to read a sentence using the past continuous tense to the class.

[SENTENCES]

- a. When Jeneba arrived, the teacher (teach).
- b. They (watch) television when the doorbell rang.

- c. Joseph wasn't in class when the teacher came in. He (play) football outside.
- d. The policemen entered the house when the thieves (eat) dinner.
- e. The girls broke the windowpane when they (play).

Lesson Title: Verb Tense	Theme: Grammar	
Lesson Number: L-09-022	Class/Level: JSS 3	Time: 35 minutes

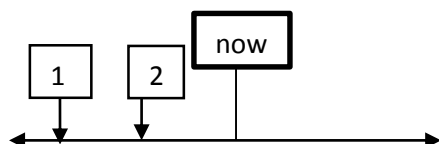
 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Conjugate verbs in the past perfect tense. 2. Become aware of the helping verbs in this tense. 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What did you do yesterday? Have pupils raise their hand to answer.
2. **Say:** ‘Yesterday’ is the past. Sometimes in the past, one thing finishes before another. Today we are going to talk about what happened in the past before something else in the past. This is called the past perfect tense.

Introduction to the New Material (12 minutes)

1. Write these sentences on the board: My mother ate lunch at midday. I arrived home at 4 o’clock.
2. **Ask:** Which action happened first? (Answer: Mother ate lunch.) **Ask:** What happened after that? (Answer: I arrived home.)
3. Write this sentence on the board: Mother had eaten lunch before I arrived home.
4. **Ask:** What is the difference between these sentences? (Answer: The verb, in the first sentence ‘ate’ and in the second sentence ‘had eaten’)
5. Draw the diagram on the board. Ask pupils to copy the diagram into their exercise books.



6. Underline ‘Mother had eaten’ in the sentence on the board: Mother had eaten lunch before I arrived home.
7. **Say:** If I want to make this sentence negative I have to change the verb. ‘Mother had not/hadn’t eaten lunch before I arrived home.’
8. **Say:** If I want to make a question then I have to change the word order. ‘Had mother eaten lunch before I arrived home?’
9. Ask pupils to copy the examples of positive sentence, negative sentence and question into their exercise books.
10. **Say:** In order to make the past perfect tense we need a helping verb. We use ‘had’ and the past participle to form the past perfect.
11. Write the format on the board. Ask pupils to copy into their exercise books as you write.

Positive sentence: Subject + had + past participle

Negative sentence: Subject + had not/hadn't + past participle

Question: Had + subject + past participle ?

12. Revise how to make the past perfect with pupils.
13. **Say:** The past participle for regular verbs is the same as the simple past form (-ed). But some past participles of irregular verbs must be learned.

Guided Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner I want you to fill in the spaces using the past perfect.
3. **Say:** Let's do the first one together. I need to put 'start' into the past participle and add the helping verb 'had'. The sentence should say: When I arrived at school, the teacher had started the lesson.
4. Give pupils time to complete the rest of the sentences. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Check answers as a class. (Answers: a. had started b. had gone c. had visited d. had eaten e. Had you finished)
6. Ask pupils to work in pairs again. Ask them to identify which action comes first and which action comes second in each sentence. (Answer: The verbs in the past perfect are first and the verbs in the simple past are second.)

Independent Practice (10 minutes)

1. **Say:** Now I want you to write your own sentences using the past perfect tense. You are going to write 3 sentences. Use the sentences on the board to help you. Remember that the perfect tense always needs a helping verb and a verb in the simple past tense.
2. Give pupils 3-4 minutes to write their sentences.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. While you are moving around the classroom, take note of 2-3 common mistakes pupils are making when using the past perfect tense.
5. Write 2 examples with mistakes on the board. Ask pupils to help you correct the mistakes.
6. **Say:** Do you have any of these mistakes in your sentences? Check your work. If you made mistakes like this, correct them now.
7. After pupils finish, ask them to work in pairs to share and compare their sentences.

Closing (3 minutes)




1. Invite as many pupils as possible to read a sentence to the class using the past perfect tense.

[SENTENCES]

- a. When I arrived at school, the teacher ____ (start) the lesson.
- b. My sister came home after I ____ (go) to sleep.

- c. We were late to the party because we ____ (visit) grandmother first.
- d. After they ____ (eat) the cake, they began to feel sick.
- e. ____ you ____ (finish) your homework when the teacher asked for us to turn it in?

Lesson Title: Informal Letters (Revision)	Theme: Writing	
Lesson Number: L-09-023	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the features of informal letters.</p>	 <p>Teaching Aids Letter outline at the end of the lesson plan</p>	 <p>Preparation Write the letter outline at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** We have been writing letters since primary school.
2. **Ask:** Whom do you write informal letters to? Have pupils raise their hand to answer.
3. **Ask:** Why do we write letters? Listen to pupils' answers. (Example answers: to share information; to give news about the family; to give information about ourselves)
4. **Say:** Letters we write to people close to us are called informal letters. Today, we will study the features of informal letters.

Introduction to the New Material (15 minutes)

1. **Say:** We call a letter to a friend an informal letter.
2. Write the heading 'Informal letters' on the board.
3. **Say:** Informal letters are like talking to friends, but you talk on paper. Your friend cannot ask you questions. So you have to give lots of information. That is why we organise these letters in a specific way.
4. **Say:** Informal letters are written for things like:
 - a. To share information
 - b. To describe an occasion or event that occurred back home
 - c. To ask for a special favour
5. Point to the letter outline on the board (see end of lesson plan).
6. **Say:** The informal letter has only one address and that is the sender's address. This is always written at the top right hand corner of the letter. The date is written below the address.
7. **Say:** Always write the address in the top right corner of the letter. If you live in a big town like Bo, begin with the number of your house. (Point to the number.) Then the street name. (Point to the street name.) Then the name of the town. (Point to the name of the town.) **Say:** If you live in a village, write the name of the village and on the next line write 'Nr.' (for 'near') and the name of the largest nearby town or city. Write the example below on the board:

Mowana village
Nr. Makeni
8. **Say:** If your friend lives in a different country, write the name of the country too. (Point to the name of the country.)
9. **Say:** Below the sender's address on the left-hand side, we write the salutation or greeting.

10. **Say:** When we speak we say 'Hello' and the name of the person we are speaking to. When we write a letter we use 'Dear _____' and the name of the person we are writing to.
11. **Say:** The first name is used in the salutation. Do not use 'hello' or 'hi' in the salutation.
12. **Say:** Below the salutation, write body of the letter. Begin with an introductory paragraph and end with a conclusion. We begin the first sentence on the next line after the salutation or greeting.
13. **Say:** In the body of the letter, discuss 3 or more ideas in different paragraphs. Join the paragraphs with appropriate linking expressions or connectors, such as: firstly, foremost, next, furthermore, moreover and in conclusion.
14. **Say:** In an informal letter, use pleasantries, such as: How are you doing? Hope you are doing great. I was happy to hear that mum has given birth to a bouncing baby boy.
15. **Say:** In an informal letter, you are allowed to use contractions, such as: I'm, I've, I'll, can't.
16. **Say:** Use short sentences. Keep the expressions relaxed and chatty. For example:
 - a. Maggie, things are not going on well back home.
 - b. It was sad to hear that.
 - c. Oh, dear, I'll try to solve these problems.
17. **Say:** An informal letter has a concluding paragraph. It comes after the body of the letter.
18. **Say:** After the concluding paragraph, write the subscription. This is the closing and should be at the right hand side of the paper. (Point to the subscription.)
19. **Say:** Remember, in an informal letter the first name is used in the subscript.
20. Ask pupils to copy the outline of the informal letter into their exercise books.

Guided Practice (5 minutes)

1. **Say:** Now that we have revised the features of an informal letter it is time to write one. First, let's do the planning.
2. **Say:** Imagine that your friend who is attending another school would like to change schools. I want you to write a letter convincing him or her to decide to attend your school.
3. **Say:** Give reasons to convince your friend to change schools. For example:
 - a. The school has a good science lab.
 - b. Discipline is maintained in the school.
 - c. The school has very strict teachers.
4. Ask pupils to work in pairs. **Say:** With a partner, list the advantages in the school that would convince the friend to attend your school.

Independent Practice (10 minutes)

1. **Say:** Today we are going to write the outline of the letter addressed to the friend from another school convincing him/her to come and attend your school. Write the outline in your exercise books. Remember to include all of the features of an informal letter in the outline:
 - a. address
 - b. date
 - c. salutation
 - d. introductory paragraph
 - e. body paragraph(s)
 - f. concluding paragraph

g. subscription

2. **Say:** I do not want you to write the letter yet. This is your planning. You are going to map out your ideas and organise them in the correct section of the letter.
3. Give pupils time to plan their letter.
4. Ask pupils to work in pairs to share and compare their outline.




Closing (2 minutes)

1. **Ask:** What are the features of an informal letter? (Answer: address, date, salutation/greeting, introductory paragraph, body paragraph, concluding paragraph, subscription)
2. **Say:** In the next lesson you will write an informal letter. Make sure you bring the outline you worked on today to the next lesson.

[LETTER OUTLINE]

	12 Towama Road Bo Sierra Leone
	1 st December 2016
Dear Constance,	
Introductory Paragraph	
Body Paragraph	
Concluding Paragraph	
	Your brother, George

Lesson Title: Informal Letters (Continuation)	Theme: Writing	
Lesson Number: L-09-024	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to outline and develop an informal letter.</p>		<p>Teaching Aids Letter outline from the previous lesson (L-09-023)</p>		<p>Preparation None</p>
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Opening (3 minutes)

1. **Say:** In the last lesson we revised the features of an informal letter.
2. **Ask:** What are the features of an informal letter? Have pupils raise their hand to answer.
(Answer: address, date, salutation/greeting, introductory paragraph, body paragraph, concluding paragraph, subscription)
3. **Ask:** What kind of language do you use in an informal letter? Listen to pupils' answers. (Example answers: pleasantries; chatty and relaxed expressions; may include contractions)
4. **Say:** Today, we will study the outline and develop an informal letter.

Introduction to the New Material (5 minutes)

1. **Say:** Informal letters are friendly letters written to people you know well like family and friends.
2. **Say:** Because the letter is informal you should keep the sentences short and chatty. You can also use contractions such as 'I'm,' 'I've,' 'I'll' and 'can't' when writing informally.
3. **Say:** Last lesson I asked you to imagine that your friend who is attending another school would like to change schools. You wrote down ideas about convincing him or her to decide to attend your school.
4. Ask pupils to open their exercise books to the outline they worked on in the last lesson.
5. **Say:** Look at your outline. **Ask:** Do you have all of the features of an informal letter? **Say:** You have 3 minutes to improve your outline.
6. Give pupils time to check their outlines and add more information if they are missing it.

Guided Practice (15 minutes)

1. **Say:** Now we are going to begin writing the letter.
2. Ask pupils to get out a clean piece of paper.
3. **Say:** First you are going to write your address in the top right corner of the page. Remember that on the first line, you write the street and house number, on the next line the city or town. We will not write the country here because we are sending the letter to somebody who also lives in Sierra Leone. If we were writing to somebody in another country we would include Sierra Leone in the address.
4. Give pupils time to write.
5. **Say:** Write today's date under the address and then write your salutation on the next line. Remember the salutation is the greeting and it goes on the left side of the page. You should write 'Dear' and your friend's name. Remember you only use the first name because this is an informal letter.

6. **Say:** Now it is time to write the 3 paragraphs. First you are going to write the introductory paragraph. This is where you introduce the idea of changing schools to your friend and tell your friend why you think that he/she should change schools. You have 4 minutes to write this paragraph. Don't forget to use your notes from last lesson.
7. Give pupils time to write.
8. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
9. **Say:** Next you will write the body paragraph. This is where you will give all of the examples and details about how great your school is. This information is supporting information. It supports the idea that your friend should change schools. You have 4 minutes to write this paragraph. Look at your notes from last lesson.
10. Give pupils time to write.
11. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
12. **Say:** It is time to write the concluding paragraph. This is where you will finish your letter to your friend. You should remind them that you think they should change schools and summarise why. Remember to say something nice such as, 'I hope to hear from you soon' or 'It would be great if we could go to school together'.
13. Give pupils time to write.
14. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
15. **Say:** Now your letter is finished. You just need to write your subscription. Sign your letter something like 'Warm regards' or 'Your friend' and your name. Remember this is an informal letter so only write your first name.




Independent Practice (9 minutes)

1. Ask pupils to work in pairs. **Say:** Now that you have written your letter I want you to share it with a partner. Read your letter to your partner and listen as your partner reads his or her letter to you.
2. Give pupils 3-4 minutes to share their letters with each other.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. **Say:** Now exchange letters with your partner. Check that your partner has all of the features of a letter. Also look at the spelling and grammar. Try to help your partner improve his or her letter.
5. Give pupils 2-3 minutes to look at each other's letters and give feedback.
6. **Say:** Now that you have received feedback, try to improve your letter.
7. Give pupils 3-4 minutes to improve their letters.

Closing (3 minutes)

1. Invite as many pupils as possible to read their letters to the class.

Lesson Title: Reading Comprehension	Theme: Reading	
Lesson Number: L-09-025	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read and summarise a passage in their own words. 2. Use words and expressions from the passage in sentences. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you remember a movie you watched recently? Or a novel you read recently? Have pupils raise their hand to answer.
2. **Say:** Think about a story you read or a movie you saw. What was it about? Can you explain it in 2 or 3 sentences? Listen to pupils' answers. (Example answer: The novel was about a prince who fell in love with a poor girl. The king did not approve of the relationship, but because the prince loved the girl very much they got married and lived happily ever after.)
3. **Say:** What you have just done is summarise the story or movie. You have described the main ideas.
4. **Say:** Today, we will read a short passage and summarise it.

Introduction to the New Material (10 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. **Say:** I am going to read the passage to you. I want you to listen and follow along. While you are listening, think about the main ideas in the passage.
3. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
4. After you finish reading, **ask:** What is the passage about? (Example answer: the uses of cameras)
5. **Say:** Let's look at the passage again. I want you to read the first paragraph silently. Only read the first paragraph.
6. Give pupils time to read.
7. **Ask:** What does the first paragraph say about cameras? What is the main idea in this paragraph? (Example answer: A camera is good for a teenager to have because it makes them observant and it helps them practise composition.)
8. **Say:** Now read the second paragraph silently. Only read the second paragraph.
9. Give pupils time to read.
10. **Ask:** What does the second paragraph say about cameras? What is the main idea in this paragraph? (Example answer: A camera enables people to keep records of important events.)
11. **Say:** Now read the last paragraph silently.
12. Give pupils time to read.
13. **Ask:** What does the last paragraph say about cameras? What is the main idea in this paragraph? (Example answer: Photography is expensive. The cost of buying printing pictures is high; many mobile phones have cameras now; teenagers do not need expensive cameras to enjoy photography)


14. **Say:** We have just identified the main ideas in this passage. There are of course other ideas in this passage, but they are not the main ideas. They are supporting ideas or explanations.

Guided Practice (10 minutes)

1. **Say:** A summary is a short version of a story. It serves several purposes. You can use it to briefly explain a process, an event or a story so that the person you are talking to will understand the general idea or the main points of what you are saying.
2. **Say:** When summarising, read the passage carefully and make sure you understand it well. Then ask yourself, 'What is this passage about?' 'What are the main ideas in the passage?'
3. Ask pupils to work in pairs. **Say:** With your partner, write down a sentence that tells you about each paragraph you read. Be careful to only write down the main points and not the supporting ideas or explanations. You will write 3 sentences.
4. Give pupils time to discuss and write.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. While pupils are working in pairs, write these points on the board:
 - a. A camera is good for teenagers to have because it makes them observant and helps them to practise composition.
 - b. A camera enables people to keep record of important events.
 - c. Photography is expensive; the cost of printing is high. However, many mobile phones have cameras now and teenagers do not need expensive cameras to enjoy photography.
7. Read the points (a-c) aloud to pupils. Ask pupils if they came up with the same points as you.
8. **Say:** These 3 points summarise the passage. Compare your summary to the summary on the board. Copy the summary on the board into your exercise books.

Independent Practice (10 minutes)

1. **Say:** Read the passage on the board silently. As you read, write down any word or phrase that is new to you in your exercise books.
2. Give pupils a few minutes to identify the new vocabulary.
3. While pupils are working independently, put the example word map below on the board.

<u>Word</u>	<u>Definition</u>	<u>Picture</u>	<u>Sentence</u>
Camera	(What does the word mean?) Equipment used to take photographs		If I had money, I would buy a camera.

4. **Say:** Look at the word map on the board. This is a tool you can use when you are learning new vocabulary. First, identify the new word. Next, write a definition for it. If you have a dictionary, look the word up in the dictionary. Then draw a simple picture to help you understand the meaning of the new word. Lastly, write an example sentence using the new word.

5. Revise the word map on the board with pupils.
6. Ask pupils to select 2-3 of the new words they identified and make a word map in their exercise books for them. Give pupils 5 minutes to do the task.
7. After 5 minutes ask pupils to work in pairs to share and compare their word maps.

Closing (2 minutes)

1. Invite as many pupils as possible to share a new word and a sentence using the new word with the class.




[PASSAGE: THE USES OF CAMERAS]

A camera is one of the best presents you can buy for a teenager. With a camera in your hand, you can learn to be more observant – that is, to watch until you see something that is really worth photographing. Then you can practise composition, finding the best way to fit the subject into the space available in the viewing frame. These are valuable lessons, which teenagers are at the right age to learn.

Throughout life a camera enables people to keep a record of the most important moments in their lives. In this way, it can play a part in keeping families together, because the photograph album is a storehouse of shared moments and shared memories.

Of course, photography is quite an expensive hobby. It is too expensive for everyone to enjoy, and that is a pity. You do not need to have an expensive camera to take good pictures. However, perhaps the most expensive thing of all is paying for the printing of pictures. Many mobile phones have cameras now and as time passes, it is likely that more and more people will be able to share in the pleasures of photography.

Lesson Title: Simple Past Tense	Theme: Grammar	
Lesson Number: L-09-026	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Define the simple past tense. 2. Make sentences using the simple past tense. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Present and past tense table at the end of the lesson plan 2. Poem at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the present and past tense table at the end of the lesson plan on the board. 2. Write the poem at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Can you tell me about what you did at weekend? Have pupils raise their hand to answer.
2. **Say:** The weekend is over. It is in the past. Today we will learn about the simple past tense and use it in sentences.

Introduction to the New Material (15 minutes)

1. **Say:** The simple past tense talks about action that happened or was completed in the past.
2. Write the sentences on the board. Underline the verbs on the simple past.
 - a. He went to Bo yesterday.
 - b. Mary died 2 years ago.
 - c. We were in Makeni last year.
 - d. They stayed in a room for a week.
3. Point to the sentences and read them aloud to pupils. Emphasise the simple past tense verbs.
4. **Ask:** What tense are the underlined verbs? (Answer: simple past)
5. Point to the present and past tense examples on the board (see end of lesson plan).
6. **Say:** Look at the verbs on the board. Some of the verbs are regular and others are irregular. First let's look at the regular verbs.
7. **Say:** To form the past tense, most verbs add 'ed'. For example, stay – stayed.
8. Ask 2-3 pupils to give you an example of another regular verb in the simple past. Write the examples on the board. (Example answers: walk – walked, play – played)
9. **Say:** Most verbs ending in 'e' add 'd' to form their past tense. For example, die – died.
10. Ask 2-3 pupils to give you an example of a verb that adds 'd' the simple past. Write the examples on the board. (Example answers: dance – danced, live – lived)
11. **Say:** Most verbs ending with a consonant and 'y' change the 'y' to 'i' and add 'ed'. For example, carry – carried.
12. Ask 2-3 pupils to give you an example of a verb that changes the 'y' to 'i' and adds 'ed' in the simple past. Write the examples on the board. (Example answers: marry – married; party – partied)
13. **Say:** Verbs ending with a single vowel and a consonant double the final consonant and add 'ed'. For example, stop – stopped.

14. Ask 2-3 pupils to give you an example of a verb that doubles the final consonant and adds 'ed' in the simple past. Write the examples on the board. (Example answers: mop – mopped; commit – committed)
15. **Say:** Other verbs form their past tenses by changing their form of spelling. These are irregular verbs. For example, eat – ate; sing – sang; sleep – slept. These verbs do not follow rules; we need to learn them.
16. Ask 2-3 pupils to give you an example of irregular verbs in the simple past tense. Write the examples on the board. (Example answers: run – ran, lose – lost)
17. **Say:** There are other forms of irregular verbs. Verbs that do not change their form/spelling in the past tense. For example, cut, hit, hurt.
18. Ask 2-3 pupils to give you an example of irregular verbs that do not change their form in the simple past tense. Write the examples on the board. (Example answers: put, let, set)

Guided Practice (5 minutes)

1. Point to the poem on the board (see end of lesson plan). **Say:** Look at this poem.
2. **Say:** I am going to read the poem. I want you to listen and follow along. While you are listening, pay attention to the verbs in the simple past tense.
3. Read the poem slowly, clearly and with expression.
4. Ask pupils to identify the verbs in the simple past tense. Underline the verbs in the poem on the board. (Answers: blew, cracked, dried, stared, flashed, rushed, tossed, streaked, pointed, shouted)

Independent Practice (10 minutes)

1. **Say:** Imagine that you spent a holiday away from home. It can be somewhere you know or you can use your imagination and write about a place you have never been before.
2. **Say:** I want you to write 5 sentences in your exercise books about what you did on your holiday. Think about things like where you went, what you did and what you ate. Use the simple past tense in all of the sentences. You have 6 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. While you are observing pupils, make note of 2-3 common mistakes that pupils have made.
5. Write 2-3 example mistakes on the board. Ask pupils to help you correct them.
6. **Say:** Look at your sentences. Have you made any mistakes like these? Correct your sentences if you have.
7. After pupils have finished writing, ask them to work in pairs to share and compare their sentences.

Closing (3 minutes)

1. Invite as many pupils as possible to read a sentence to the class.
2. **Say:** In the next lesson, we will revise the simple past tense. We will also identify key words used with the simple past tense in sentences.

[PRESENT AND PAST TENSE EXAMPLES]

Present Tense	Past Tense
go	went
die	died
are	were
stay	stayed

[POEM: CHILD ON TOP OF A MOUNTAIN]

The wind blew the stories under my feet.

My feet cracked the earth and dried mud.

The half-grown grass stared up like accusers.




Up through the stones flashed with sunlight.

A few white clouds rushed eastwards.

A flock of birds tossed and streaked across the sky.

And everyone, everyone pointed and shouted.

Lesson Title: Simple Past Tense (Continued)	Theme: Grammar	
Lesson Number: L-09-027	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Review the simple past tense. 2. Identify key words and phrases used with the simple past tense in sentences. (e.g. yesterday, last week, last year, etc.) 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In our last lesson, we learned about the simple past tense.
2. **Ask:** What is the simple past tense? Have pupils raise their hand to answer. (Answer: an action that happened or was completed in the past)
3. Invite pupils to give an example of a verb in the simple past tense. Write some of their examples on the board.
4. **Say:** Today, we will revise the simple past tense. We will also identify words and phrases used with the simple past tense in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** The verb we use in a sentence helps us know when something happened, either in the past, present or future.
2. Write this sentence on the board: My brother poured water into my glass.
3. Read the sentence to pupils.
4. **Say:** The verb 'poured' tells us that the action happened in the past.
5. **Say:** First, let's look at the regular verbs.
6. **Ask:** How do I write verb 'pick' in the simple past tense? (Answer: add 'ed' – picked)
7. **Ask:** What is the rule for most regular verbs? (Answer: add 'ed')
8. Ask pupils to give other examples of regular verbs in the simple past tense. Listen to pupils' answers. Write some of their examples on the board.
9. **Ask:** How do I write the verb 'like' in the simple past tense? (Answer: add 'd' – liked)
10. **Ask:** What is the rule? (Answer: if a regular verb ends in -e just add 'd')
11. Ask pupils to give other examples of verbs that just add 'd' in the simple past tense. Listen to pupils' answers. Write some of their examples on the board.
12. **Ask:** How do I write the verb 'worry' in the simple past tense? (Answer: change the 'y' to 'i' and add 'ed' - worried)
13. **Ask:** What is the rule? (Answer: if a verb ends in -y change the 'y' to 'i' and add 'ed')
14. Ask pupils to give other examples of verbs that change the 'y' to 'i' and add 'ed' in the simple past tense. Listen to pupils' answers. Write some of their examples on the board.
15. **Ask:** How do I write the verb 'stop' in the simple past tense? (Answer: add a second 'p' then add 'ed' – stopped)

16. **Ask:** What is the rule? (Answer: if a verb ends with a single vowel followed by a consonant, double the final consonant and add 'ed')
17. Ask pupils to give other examples of verbs that double the final consonant and add 'ed' in the simple past tense. Listen to pupils' answers. Write some of their examples on the board.
18. **Say:** These are called regular verbs. Other verbs are irregular because they do not follow the rules. They change their spelling in the simple past tense. Others are irregular because they do not change their spelling in the past tense. They are the same in the simple present and the simple past.

Guided Practice (10 minutes)

1. **Say:** There are other ways to show that something happened in the past. We use some special words or phrases to show that something happened at a time in the past. They are used with the past tense in sentences.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** The underlined words or phrases in the sentences indicate a time in the past.
4. Write the following words or phrases used with the simple past tense on the board. Ask pupils to copy them into their exercise books as you write.
 - a month ago
 - late yesterday
 - a while ago
 - an hour ago
 - during the holidays
 - last weekend
5. Read the words and phrases on the board to pupils. **Say:** These words and phrases are used with the simple past tense.
6. Ask pupils to work in pairs. **Say:** With a partner, I want you to make sentences for each of the words and phrases on the board.
7. **Say:** Let's do the first one together. **Say:** A month ago. What happened a month ago? **Say:** A month ago, I visited my grandmother.
8. Write the example on the board.
9. Give pupils 5 minutes to write sentences in pairs.
10. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
11. Invite different pupils to share a sentence with the class.

Independent Practice (10 minutes)

1. Write this topic on the board: 'What I Did Last Weekend'
2. **Say:** Now I want you to write a 5-sentence paragraph about what you did last weekend in your exercise books. Use some of the words and phrases that we just practised in your sentences. Remember that you are talking about the past so you will use the simple past tense.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 6 minutes ask pupils to work in pairs to share and compare their paragraphs.
5. Invite 1-2 pupils to read their paragraph to the class.




Closing (2 minutes)

1. Ask pupils to give a short summary of the simple past tense. (Answers below)
 - Most verbs form their past tense by adding 'ed' and 'd'.
 - Verbs ending with a 'y': change the 'y' to 'i' and add 'ed'.
 - Verbs ending with a single vowel and a consonant: double the final consonant and add 'ed'.
 - Other verbs are irregular. Some change their spelling in the past tense while others do not.

[SENTENCES]

- a. Yesterday, I went to the market.
- b. We watched the show this morning.
- c. She ate cassava leaves last night.
- d. Mary danced in the rain last week.
- e. Last year, we were in junior secondary 2.

Lesson Title: Features of an Article for Publication	Theme: Writing	
Lesson Number: L-09-028	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Review a published article. 2. Identify and write the features of an article for publication. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Copies of old newspaper articles (if available) 2. Copies of a school magazine (if available) 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Bring a newspaper article to class. Select a short article about social issues. 2. Write the article on the board the way it appears in the newspaper.
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Opening (3 minutes)

1. **Ask:** How many of you have read newspapers? Tell pupils who have read the newspaper to raise their hand.
2. **Say:** In newspapers, we read information about things such as education, social problems and activities.
3. **Ask:** Have you ever read a school magazine? Listen to pupils' answers.
4. Hold up a copy of a school magazine for the class to see (if available).
5. **Say:** A school magazine contains information about issues that affect the school. It is written for the pupils and teachers to read.
6. **Say:** Today you will learn to write the features of an article for publication. After this lesson, you will be able to organise your ideas in an article for publication.

Introduction to the New Material (10 minutes)

1. **Say:** The information we write for printing or publication in a newspaper or a magazine is called an article for publication.
2. **Say:** Articles for publication in a newspaper or magazine have a title, body paragraphs and a closing.
3. Write 'title' on the board.
4. **Say:** The title is connected to the topic that you are writing about.
5. **Say:** An article for publication in a local newspaper is written for the public to read. Part of the newspaper is written about activities or problems that affect a community or the society as a whole. These are called social issues.
6. **Say:** Newspapers also write about other topics that people are interested in such as sport, business and weather.
7. **Say:** The title of an article can be written in 2 ways. It can be in lower case letters with only the first letters in upper case, or it can be written in upper case.
8. Write the example on the board: Water Shortage in Mango Farm Community
9. **Say:** When the title is written in lower case with the first letters in upper case, underline it.
10. Write this example on the board: WATER SHORTAGE IN MANGO FARM COMMUNITY
11. **Say:** When the title is written in upper case, do not underline it.
12. **Say:** Now that we know about the title, let's look at the body.
13. Write 'body' on the board.

14. **Say:** The body of the article goes below the title. The body contains the information that is divided into 3 paragraphs.
15. **Say:** The first paragraph is the opening that introduces the topic and information. It is called the introductory paragraph. The second paragraph gives more details and explains the information. The third paragraph is the last paragraph. It concludes the article or makes suggestions about how to solve the problem. The last paragraph is also called the conclusion because it shows the reader that he or she has come to the end of the article.
16. **Say:** Below the body of the article, the writer's full name is written in the right hand corner.
17. **Say:** The writer's position is written below the name. For example, Concerned Citizen or Leader, Market Women's Association. If the writer works for the newspaper then their position could be 'Sport Reporter' or 'News Reporter'.
18. **Say:** You can also write the writer's full name right below the title.
19. **Say:** To close an article for publication in your school magazine, you must close with your full name and your status if you hold an important position such as Senior Prefect or Deputy Head Boy, or your class name. For example, Kemor Battu, President, Youth Association; Ballu Cole, JSS 3.

Guided Practice (8 minutes)

1. Point to the article on the board.
2. **Say:** I have an article for you. I want you to listen and follow along as I read. Think about the features of the article as I read.
3. Read the article you have brought to class to pupils. Read slowly, clearly and with expression to make it interesting.
4. **Say:** Let's revise this article together.
5. Revise the article with pupils. Identify the location and style of the title. Point to the body paragraphs 1 through 3, and the closing (writer's name and position).




Independent Practice (12 minutes)

1. Invite pupils to tell the class about a social problem or activity they want the public to know about.
2. Write the 5 best problems or activities identified by pupils on the board.
3. Read the problems or activities on the board to the class.
4. **Say:** Imagine that you are writing an article for publication. Choose one of the problems identified by your classmates.
5. **Ask:** What are the features of an article that you need to include? (Answers: title, body paragraphs, closing)
6. **Say:** I want you to plan an article for publication. You have chosen one of the problems identified by your classmates. Now I want you to write notes about what information you would put in the article.
7. Give pupils 4 minutes to write.
8. Ask pupils to work in pairs to share and compare their notes.
9. Invite different pupils to share their ideas with the class.

Closing (2 minutes)

1. **Ask:** What are the features of an article for publication? (Answer: title, body paragraphs and closing)
2. **Ask:** Why is the conclusion important? (Answer: It shows readers that they have come to the end of the article.)
3. **Say:** Pat yourselves on the back for being so attentive and active in class. We will continue with articles for publication in the next class.

Lesson Title: Article for Publication – Introduction, Body and Conclusion	Theme: Writing	
Lesson Number: L-09-029	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write 3 paragraphs of an article for publication in a school magazine.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. **Say:** In our last lesson, we spoke about articles for publication. We looked at the features of articles for publication in local newspapers and school magazines.
2. **Ask:** Why do we write articles for publication in local newspapers? Have pupils raise their hand to answer. (Answer: to tell about problems or issues that affect a community or society; to share information that is important in our community)
3. **Ask:** Who do we write articles in the school magazine for? (Answer: for the staff and pupils of the school; for staff and pupils of other schools; for parents and people interested in schools)
4. **Say:** Today we will write an article for publication in your school magazine.

Introduction to the New Material (15 minutes)

1. **Say:** Let's think of all the topics or subjects we can write about that our schoolmates and teachers at our school would find interesting to read.
2. **Ask:** Who has an idea? Listen to pupils' ideas and write the possible topics or subjects on the board as pupils say them. (Examples: a challenge our community is facing; school sport programs; school exams; BECE; school trips; events at the school; facilities at the school)
3. **Say:** We are going to practise writing an article together. We will write about a school trip by bus to the provinces. In order to write our article properly, we will have to organise our ideas into separate paragraphs.
4. **Say:** An article should have at least 3 paragraphs. Each of the paragraphs has a specific job in the article.
5. **Say:** The first paragraph introduces or begins the discussion of the subject. It is called the introductory paragraph. In this article about a school trip by bus to the provinces, the planning of the school trip and all the preparations for it are talked about in this first introductory paragraph.
6. **Ask:** What information could we include here? Listen to pupils' answers.
7. **Say:** The ideas described in the first paragraph are carried into the second paragraph. In the second paragraph you give more information and more details about the main idea. In this paragraph you should talk about the actual school trip, how it began and continued until it ended. The people taking part in the school trip should be described as well as their feelings and behaviour. For example, are they joyful, excited, noisy, tired, bored?
8. **Ask:** What information could we include here? Listen to pupils' answers.

9. **Say:** The ideas in the second paragraph flow into the third and final paragraph. This paragraph is called the concluding paragraph. This is where you finish your article. In our article we would say that the school trip is brought to an end and maybe again say something about the feelings and mood of the people who have reached their destination.
10. **Ask:** What information could we include here? Listen to pupils' answers.

Guided Practice (5 minutes)

1. Ask pupils to work in pairs. **Say:** Turn and talk with a pupil sitting next to you about a journey that you or somebody else made by bus. How was the journey? What information about the journey would you include in an article?
2. Give pupils 2 minutes to discuss the journey in pairs.
3. Invite 2-3 pupils to share their story with the class.

Independent Practice (10 minutes)

1. **Say:** Now I want you to write down the points that you will write about in each of the 3 paragraphs. For example:

Paragraph 1 – Explain the reason for the journey. Write about the people going on the journey and the place where they are going.

Paragraph 2 – Describe the start of the journey, the time it began, and the scenery along the route.




Paragraph 3 – The journey has come to an end. Talk about the travellers packing up their bags and getting out of the bus. How do they feel? Did they enjoy the journey?

2. **Say:** This is the planning for your article. You must plan each paragraph. Write down the details that you want to include in your article.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to work in pairs to share and compare their ideas.
5. Suggest some more details that pupils can include. Examples:
 - a. The name of the town, village or chiefdom to which they are travelling
 - b. The behaviour of the driver and other passengers
 - c. The hawkers who try to sell fruits, vegetables and other things to travellers

Closing (2 minutes)

1. **Say:** Today you learned how to write the 3 important paragraphs of an article for publication. They are the first paragraph that introduces the topic of the article, the second paragraph, which is the body of the article, and the third paragraph, which concludes the article.
2. **Say:** You can now write an article for publication in your school magazine.
3. **Say:** For homework, I want you to take your planning and write an article about a journey by bus. Make sure each of your paragraphs has enough detail. Use your notes to help you.
4. **Say:** Bring your completed article to the next lesson.

Lesson Title: Article for Publication – Edit Final Draft	Theme: Writing	
Lesson Number: L-09-030	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write an article for publication in a local newspaper.</p>	 <p>Teaching Aids Example article at the end of the lesson plan</p>	 <p>Preparation 1. Write the example article at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Say:** In our last 2 lessons, we discussed an article for publication.
- Ask:** What 2 types of articles have we discussed? Have pupils raise their hand to answer.
(Answers: articles for publication in a school magazine and articles for publication in a local newspaper)
- Say:** In the last lesson, we learned how to write articles for publication in a school magazine. Today we will learn how to write articles for publications in a local newspaper.

Introduction to the New Material (10 minutes)

- Say:** Articles for publication in a local newspaper are written on activities, issues or problems that affect the community or country as a whole. The title refers to the topic the author is writing about. From the title, the public knows what the article is about.
- Say:** If the article is called ‘Water Shortage in Benguma Community’, what is the article about?
(Answer: a water shortage in Beguma community)
- Say:** If the article is called ‘Need for Free Education in Sierra Leone’, what is the article about?
(Answer: a need for free education in Sierra Leone)
- Say:** The article is published in a local newspaper for the public to read. The most important rule in writing an article for a newspaper is that the writer must be polite. No matter how affected or angry you are about the issue you are writing about, you must remain calm and polite.
- Say:** We will write an article on this topic: Water Shortage in Benguma Community.
- Point to the example article on the board (see end of lesson plan).
- Say:** The body of the article has 3 paragraphs.
- Say:** The first paragraph is the opening paragraph that introduces the topic. In this paragraph, tell your readers when the issue or problem started or how long it has lasted.
- Point to the first paragraph on the board. Read the paragraph to pupils.
- Say:** In the second paragraph, write about how this problem or issue is affecting or benefitting the people.
- Point to the second paragraph on the board. Read the paragraph to pupils.
- Say:** The third paragraph is the closing paragraph. This is where you make suggestions about how to solve the problem or appeal to the authorities concerned to try to solve the problem.
- Point to the third paragraph on the board. Read the paragraph to pupils.

14. **Say:** Close the article by writing your status or position in the right-hand corner below the body of the article.
15. Point to the closing at the end of the article on the board. Read the closing to pupils.

Guided Practice (5 minutes)

1. Ask pupils to work in pairs. **Say:** Now we have looked at an example article. I want you to discuss with a partner 2 issues that you might want to write about in an article for publication in a local newspaper.
2. Give pupils 2 minutes to discuss in pairs.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. **Say:** Write a title for one of the issues that you have discussed. Write the closing in the correct position for the article that you might write.
5. Give pupils time to choose a title and write the closing correctly.
6. Invite 3-4 pairs to read the title and closing they chose.

Independent Practice (15 minutes)

1. Write this example on the board:

Free Education For Girls In Sierra Leone

Leader,
Youth Committee.

2. **Say:** Imagine that you are taking part in an article writing competition and the article you are to write is for publication in a local newspaper.
3. **Say:** You are going to write an article asking for free education for girls in Sierra Leone. The title and closing are on the board. I want you to write the 3 paragraphs of the article. Do not forget to organise your ideas into paragraphs before you start writing.
4. Give pupils 12 minutes to write their article.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

Closing (3 minutes)

1. Invite as many pupils as possible to read their introductory paragraph to the class.
2. Ask pupils to complete the article at home and bring it to the next lesson.
3. **Say:** Treat every topic seriously and remember to revise and improve your work at home. You do not know from where BECE questions will be drawn.

[EXAMPLE ARTICLE]

Water Shortage in Benguma Community




The Benguma Community is in the east end of Freetown. We the people of Benguma have gone without a reliable water supply for 5 months. The Headman, his Chairman and local leaders have held several discussions with the Director of Water Works. All we have received are promises, but no action.

Our children have to wake up at 4 a.m. and go to the nearest stream, which is one mile away, to fetch water. They go to school late and sleep in class because they are tired. This is affecting the education of our children.

The Minister of Water Resources must send workers to repair the old pipes and ensure that we get water for drinking and for domestic use. This will be of great help to the community.

Concerned Citizen,
Benguma Community.

Lesson Title: Reading and Comprehension	Theme: Reading	
Lesson Number: L-09-031	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Develop the ability to read and explain the given passage in their own words. 2. Identify new words in a text and infer their meaning. 3. Use new words in a sentence. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Throughout JSS 3, there has been a theme of reading. We encourage you to read inside and outside of the classroom.
2. **Ask:** What have you been reading? Have pupils raise their hand to answer. (Example answers: newspapers, notes, novels)
3. **Ask:** Why do we read? Listen to pupils' answers. (Example answers: to get information; for enjoyment)
4. **Say:** Today we are going to read a passage and practise explaining it in our own words.

Introduction to the New Material (10 minutes)

1. **Say:** Reading is very important in your lives. Through reading, you can do many things such as:
 - Get information from reading texts.
 - Learn how sentences are constructed.
 - Increase your ability to read fluently and meaningfully.
 - Increase your vocabulary.
 - Increase your chances of correctly answering comprehension questions on an exam.
2. Point to the passage on the board (see end of lesson plan).
3. **Say:** I am going to read the passage to you. I want you to listen and follow along. Pay attention to the way I read the punctuation in the passage.
4. Read slowly, clearly and with expression to make it interesting. Make sure that you follow the punctuation as you read.
5. **Say:** When you observe punctuation marks in reading aloud:
 - Your listeners can understand what you read very well.
 - You can understand the passage well and explain it in your own words.
 - You will be able to answer questions on comprehension passages.
6. Ask pupils to work in pairs. **Say:** I want you to take turns reading the passage aloud to your partner. Pay special attention to the punctuation as you read.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Ask pupils to discuss the passage with their partner. What is the passage about? Who are the characters? What is the setting? What is the problem? Is the problem solved?
9. Give pupils time to discuss the passage.
10. Move around the classroom to make sure pupils understand and are doing the task.

Guided Practice (12 minutes)

1. **Say:** Remember, at the beginning of the lesson I said that we were going to practise explaining a passage in our own words. In order to explain a passage, we must first make sure we understand the passage.
2. **Say:** Let's look at a few words that will help us to understand the passage.
3. Underline these words in the passage: worried, bother, annoy, nasty, taunting.
4. **Say:** Look at the underlined words in the passage. **Ask:** Do you know what any of these words mean? Listen to pupils' answers.
5. Ask pupils to work in pairs. **Say:** We can infer the meaning of a new word by looking at the words around it in the passage. With your partner, try to determine the meaning of the words on the board.
6. Give pupils 2-3 minutes to discuss the underlined words.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. **Ask:** What does worried mean? (Answer: concerned; troubled by something)
9. **Say:** The writer is worried. He is concerned that John would bother him again.
10. **Ask:** What does bother mean? (Answer: disturb; annoy; give trouble to)
11. **Say:** John bothers the writer. He gives the writer trouble.
12. **Say:** Annoy is a synonym for bother. The writer does not know what he/she did to bother John.
13. **Ask:** What does nasty mean? (Answer: rude; mean; unpleasant)
14. **Say:** John always says mean and rude things to the writer.
15. **Ask:** What does taunting mean? (Answer: to make fun of; tease in a mean way)
16. **Say:** The writer wants John to stop making fun of or teasing him/her in a mean way.
17. **Say:** Now that we have discussed the vocabulary words, I want you to use them in a sentence. With your partner, write one sentence for each of the underlined words in the text.
18. Give pupils 3-4 minutes to write their sentences.
19. Invite different pupils to read a sentence to the class.

Independent Practice (8 minutes)

1. **Say:** Now we have read the passage, discussed the passage in pairs and looked at some new vocabulary words in the passage. It is time for you to explain the passage in your own words.
2. **Say:** When you explain the passage you are going to summarise it. Think about the main ideas in the passage. Who are the characters and what happens to them?
3. **Say:** I want you to write a short summary of the passage you read today. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 5 minutes, ask pupils to work in pairs to share and compare their summary.




Closing (3 minutes)

1. Invite as many pupils as possible to explain the passage to the class in their own words.

[PASSAGE]

I was walking down Abacha Street thinking about whether John would be on the corner. What I was really worried about was whether he would bother me again like he did the last time I passed him. I really do not know what I did to annoy him, but he suddenly started bothering me every time we meet. He does not hit me or hurt me, but his comments are nasty. Unfortunately, he is a lot bigger than I am, so I cannot force him to stop. I do not know what to do to make him stop taunting me.

Lesson Title: Creative Writing	Theme: Writing	
Lesson Number: L-09-032	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Revise the features of a story. 2. Write the outline for a story ending in 'This is why our friendship came to an end'. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. 'Features of a story' at the end of the lesson plan 2. Plot diagram at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the 'Features of a story' at the end of the lesson plan on the board. 2. Draw the plot diagram at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** I know you have heard stories from your grandparents, or you have read stories in books or heard stories on the radio.
2. **Ask:** What did you enjoy about listening to or reading these stories? (Example answers: learning new things; hearing people's experiences; being entertained)
3. **Say:** Today, we will discuss how to write a story. We will learn the features of story writing, which is a part of creative writing.

Introduction to the New Material (8 minutes)

1. **Say:** Creative writing is writing that expresses ideas and thoughts in a way that uses imagination and your own creative ideas. It is also known as 'story writing'.
2. **Say:** Creative writing can narrate events of the past that happened some time ago or it can talk about the present time or the future. Creative writing can be real or imaginary.
3. **Say:** In creative writing you can tell your own story about something that happened to you or you can tell a story about someone else.
4. **Say:** Creative writing is important because it can help you write for magazines. You can also write short stories, novels and other published stories.
5. **Say:** How can we write a good story? We need to pay attention to all 5 features of a story.
6. **Say:** The 5 features of a story are setting, characters, plot, climax, and outcome.
7. Point to the 'Features of a story' on the board (see end of lesson plan).
8. Revise the 5 features with pupils.
9. Ask pupils to copy the 'Features of a story' into their exercise books.

Guided Practice (10 minutes)

1. **Say:** A good story has a well-developed plot. The plot is the series of events in a story. We often call this the plot line.
2. Point to the diagram on the board (see end of lesson plan).
3. Ask pupils to copy the diagram into their exercise books.
4. After pupils copy the diagram, discuss the features of the diagram with pupils.
5. **Say:** Imagine you had a bad quarrel with your friend and your friendship came to an end. You want to write a story about it and explain why your friendship came to an end. How could we write the story? First, we need to develop the plot.
6. Use the diagram on the board and the plot line below to discuss plot with pupils.

- a. Situation – I had a close friend and shared secrets with her; Our relationship was so close that it brought 2 families together; I trusted her so much, she was like a true sister; We spent most holidays and celebrations together and visited each other’s homes
- b. Event – She was a nice person, but she was unpredictable and sometimes had strange behaviour; I did something bad, it was a secret that I told her; I did not want my mum to know and she revealed it to her
- c. Climax – Mum was so angry with me she nearly disowned me; my friend’s actions were so unbearable that after she told my secret I avoided her and stopped talking to her
- d. Event – I felt so upset and disappointed; I could no longer trust her; I could not bear the anger, disappointment and pain anymore
- e. Outcome – I decided to end our friendship

Independent Practice (12 minutes)

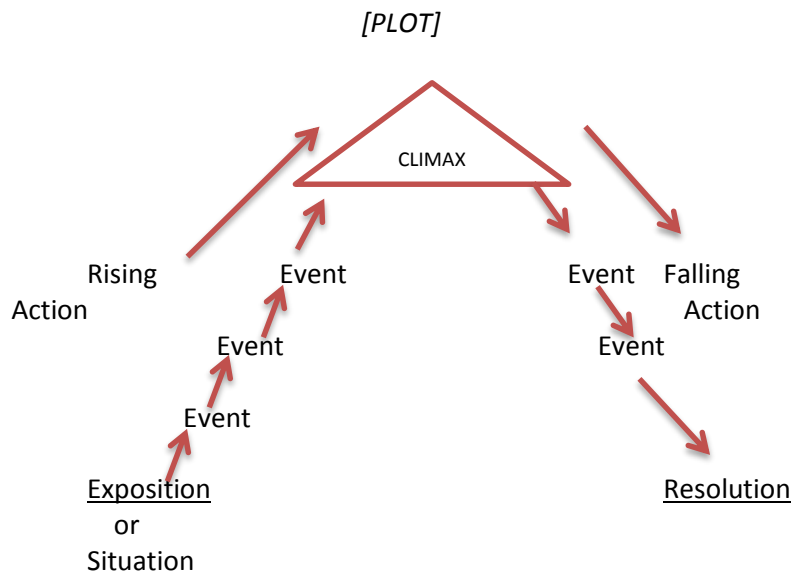
1. **Say:** We have discussed one plot line for a story that ends with, ‘This is why our friendship came to an end’. Now I want you to write an outline for your own story that ends with, ‘This is why our friendship came to an end’. Use the diagram on the board and the 5 features of a story: setting, character, plot, climax, and outcome to plan your story. You have 8 minutes.
2. Give pupils time to outline their story.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to work in pairs. Give pupils 3 minutes to discuss their story outline with a partner.

Closing (3 minutes)




1. Invite as many pupils as possible to share their story idea with the class.
2. **Say:** Next lesson, we will use the outline to write out the full story, ending with, ‘This is why our friendship came to an end’.

[FEATURES OF A STORY]

1. **Setting:** This is where the story happens. Setting includes the time and place of the story. A story can be set in the past, present or future.
2. **Characters:** These are the people, animals or other beings in the story that think or act. There is usually at least one main character. The main character is the person whom the story is centred around.
3. **Plot:** This is a series of connected events in a story. There must be an initial event or conflict. The conflict can be a problem or a change that happens to the main character.
4. **Climax:** This is the most exciting part of the story when a problem is solved or a change happens. It takes time to build up. It can be regarded as the result of a number of events that have been built up as the story progresses. The climax usually comes near the end.
5. **Outcome:** This is what happens at the end. It is usually the resolution of a problem or conflict.



Lesson Title: Creative Writing (continued)	Theme: Writing	
Lesson Number: L-09-033	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Compose an interesting short story ending with the words, 'This is why our friendship came to an end'. 2. Write a story using the appropriate format and style. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Ask:** What are the 5 features of a good story? Have pupils raise their hand to answer. (Answer: characters, plot, climax, setting, outcome)
2. **Say:** Last lesson you learned about the features of creative story writing and you wrote an outline based on the sentence, 'This is why our friendship came to an end'. Today, you are going to write that story.

Introduction to the New Material (10 minutes)

1. Explain to pupils how to narrate the events of a story.
2. **Say:** A story starts with an introduction. In the introduction, describe the setting. The setting says when and where the story took place. The introduction can also introduce the main characters in the story.
3. **Say:** An example of an introduction could be, 'Jane and I had been friends since childhood. We grew up in Kenema as neighbours. But sometime last year she did something terrible to me. I told her I did not like it and we are no longer friends'.
4. **Say:** Introduce some necessary details to form the background to the story.
5. **Say:** An example of details is, 'Jane and I were so close that we were often mistaken for sisters. Through us, our 2 families became united. We were always together at family celebrations, during Christmas, funerals and other events. Even our mothers became close friends'.
6. **Say:** Narrate the events of the story in the order in which they happened. Remember, the events lead to the climax of the story. In this story, the climax is what led to the break in your relationship.
7. **Say:** For example, 'Jane was a dear friend to me. We shared a lot of things in common. She was warm, friendly and helpful but she could never keep secrets. More often than not, she let my secrets out. I was very shy, so I was often annoyed about what she did. She seemed not to be bothered about this. But as often as she spilled my secrets, I forgave her'.
8. **Say:** This is the climax, 'Once, I went out with Abdul, a boy 10 years older than me who was in college. I never wanted my mother to know about this because I know she disliked this boy and his family. Jane went behind my back and told my mother about this. My mother was so annoyed with me; she even threatened to disown me'.

9. **Say:** Then, you write the closing. The closing gives the outcome. The closing must include the phrase, 'This is why our friendship came to an end'.
10. **Say:** For example: 'Since the day my mother called me into her bedroom and swore to disown me if I did not stop seeing Abdul, I have never spoken to Jane. Jane could not honour my privacy and keep my secrets; this is why our friendship came to an end.'

Guided Practice (7 minutes)

1. **Say:** You just heard an example story. Now open your exercise books and look at the outline you wrote in the last lesson.
2. **Say:** Share your outline with a partner. Give each other suggestions for improving the outline. Do not work with the same person as last lesson. You have 4 minutes.
3. Invite 1-2 volunteers to read the outline of their story to the class. The outline should not be a story – it should simply highlight the characters, setting, plot, climax and outcome.




Independent Practice (14 minutes)

1. Tell pupils to begin writing their own stories in their exercise books, using the outline they prepared in the last lesson.
2. **Say:** Start with the introduction. Then write the plot. Don't forget to use the techniques we discussed earlier to narrate the story.
3. Give pupils time to write.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)

1. Invite as many pupils as possible to read their introduction to the class.
2. For homework, ask pupils to continue writing their stories at home. Tell them to bring the finished story to the next lesson.

Lesson Title: Pronouns	Theme: Grammar	
Lesson Number: L-09-034	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify different types of pronouns and use them in speech and writing.</p>	 <p>Teaching Aids 1. Types of pronouns at the end of the lesson plan 2. Personal pronouns table at the end of the lesson plan 3. Practice sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the types of pronouns at the end of the lesson plan on the board. 2. Write the personal pronouns table at the end of the lesson plan on the board. 3. Write the practice sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In JSS 2, you learned about pronouns.
2. **Ask:** What are pronouns? Have pupils raise their hand to answer. (Answer: Pronouns are words that take the place of a noun.)
3. Ask pupils to name the pronouns they have learned. (Example answers: I, you, me, they, we, that, this, each other, himself, those, etc.)
4. **Say:** Today we will learn how to identify the different types of pronouns and use them in writing and speech.

Introduction to the New Material (15 minutes)

1. **Say:** It is important to learn about the different types of pronouns because knowing them will help you to write and speak well.
2. Point to the list of pronouns on the board (see end of lesson plan).
3. Read the different types of pronouns to pupils.
4. Ask pupils to copy the types of pronouns into their exercise books. Give them time to write.
5. Point to the personal pronouns table on the board (see end of lesson plan).
6. Revise the table with pupils. **Say:** Personal pronouns are divided into 2 major categories: subject pronouns and object pronouns. When we talk about personal pronouns we use the 1st-, 2nd- and 3rd-person singular and 1st-, 2nd- and 3rd-person plural.
7. Ask pupils to copy the table into their exercise books. Give them time to write.
8. **Say:** Possessive pronouns show ownership. They show that something belongs to someone. The possessive pronouns are: my, our, your, his, her, its and their.
9. Write the possessive pronouns on the board.
10. Ask pupils to copy the possessive pronouns into their exercise books. Give them time to write.
11. **Say:** Reflexive pronouns end in -self for singular pronouns, and -selves for plural. We say: myself, yourself, himself, herself, itself, themselves, ourselves and yourselves.
12. Write the reflexive pronouns on the board.
13. Ask pupils to copy the reflexive pronouns into their exercise books. Give them time to write.
14. **Say:** Demonstrative pronouns show whether something is near or far. 'This' and 'these' show something that is near. 'That' and 'those' show something that is far away.

	Singular	Plural
Near reference	This	These
Far/distant reference	That	Those

15. Write the demonstrative pronouns table on the board. Revise the table with pupils.
16. Ask pupils to copy the table into their exercise books. Give them time to write.
17. **Say:** Interrogative pronouns introduce a question. The interrogative pronouns are: who, whose, what, whom and which. Some sentences that use interrogative pronouns are the following:
 - What is your name?
 - Whose is this?
 - Who is missing?
 - Which is your cat?
18. Write the interrogative pronouns on the board.
19. Ask pupils to copy the interrogative pronouns into their exercise books. Give them time to write.
20. **Say:** Indefinite pronouns do not refer to a definite or specific person or object.
21. Write the indefinite pronouns table on the board. Revise the table with pupils.

Singular	Plural
anybody, anyone, each, everything, everybody, none, everyone, neither, nobody, no one, somebody, someone	Both, few, many, other, several, some

22. Ask pupils to copy the table into their exercise books. Give them time to write.
23. **Say:** Reciprocal pronouns can be used to join 2 sentences. For example, 'one another' and 'each other'.
24. Write the reciprocal pronouns on the board.
25. Ask pupils to copy the reciprocal pronouns into their exercise books. Give them time to write.
26. **Say:** Relative pronouns join 2 parts of a sentence. A relative pronoun refers to a noun in the first part of the sentence. 'Who', 'whom' and 'whose' are used to refer to people. 'Which' is used with animals and things. 'That' is used with persons, animals and things.
27. Write the relative pronouns on the board.
28. Ask pupils to copy the relative pronouns into their exercise books. Give them time to write.
29. Ask questions to make sure pupils understand the different types of pronouns.

Guided Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Read the sentences aloud. Ask pupils to copy the sentences in their exercise books.
3. Give pupils time to copy the sentences.
4. Ask pupils to work in pairs. **Say:** With your partner, I want you to identify the different types of pronouns in the sentences.
5. **Say:** Let's do the first one together.
6. Read the sentence aloud: We planned a picnic together. **Ask:** What is the pronoun in the sentence? (Answer: we) **Ask:** What type of pronoun is 'we'? (Answer: personal pronoun – subject pronoun)

7. Give pupils 3 minutes to identify the pronouns in the sentences and name what type of pronoun they are.
8. Check answers as a class. (Answers: b. they – personal pronoun/subject pronoun c. us – object pronoun d. she –personal pronoun/subject pronoun; herself – reflexive pronoun e. they – personal pronoun/subject pronoun; one another – reciprocal pronoun)

Independent Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Read the sentences aloud. Ask pupils to copy the sentences into their exercise books.
3. Give pupils time to copy the sentences.
4. **Say:** You are going to underline all of the pronouns in the sentences. Then I want you to identify what type of pronoun each pronoun is. You have 5 minutes.
5. Move around the classroom to make sure pupils understand and are doing the task.
6. After pupils have identified the pronouns, ask them to exchange their exercise books with a partner to share and compare their answers.
7. Check answers as a class. (Answers: a. these – demonstrative pronoun b. whose – interrogative pronoun; this – demonstrative pronoun c. everyone – indefinite pronoun d. we – personal pronoun/subject pronoun; each other – reciprocal pronoun; your and my – personal pronouns/object pronouns)

Closing (2 minutes)

1. **Ask:** What are the 8 types of pronouns we studied today? (Answers: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, indefinite pronouns, reciprocal pronouns, relative pronouns)

[TYPES OF PRONOUNS]

1. personal pronouns
2. possessive pronouns
3. reflexive pronouns
4. demonstrative pronouns
5. interrogative pronouns
6. indefinite pronouns
7. reciprocal pronouns
8. relative pronouns

[PERSONAL PRONOUNS TABLE]

Person	Subject pronouns	Object pronouns
1 st person	I	me
2 nd person	you	you
3 rd person	he/she/it	him/her/it

impersonal	one	one
1 st person plural	we	us
2 nd person plural	you	you
3 rd person plural	-	them




[SENTENCES: GUIDED PRACTICE]

- a. We planned a picnic together. (Answer: we)
- b. They appreciate the trees and flowers. (Answer: they)
- c. The Kamaras ate lunch in the garden with us. (Answer: us)
- d. She cooked for herself. (Answer: she, herself)
- e. They love one another. (Answer: they, one another)

[SENTENCES: INDEPENDENT PRACTICE]

- a. These are our houses.
- b. Whose book is this?
- c. Give a pen to everyone.
- d. We love each other.
- e. Your books are in my bag.

Lesson Title: Pronouns (Continued)	Theme: Grammar	
Lesson Number: L-09-035	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Use pronouns in sentences. 2. Replace nouns with pronouns in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Story at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Ref. <i>Brighter Grammar Book 1 New Edition</i> by Ogundipe or C. E. Eckersley, M. Macauley, pages 53-54 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentences at the end of the lesson plan on the board. 2. Write the story at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** In our last lesson, we studied different types pronouns.
2. **Ask:** What does a pronoun do in a sentence? (Answer: A pronoun takes the place of a noun.)
3. **Ask:** What are the 8 types of pronouns we studied? (Answers: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, indefinite pronouns, reciprocal pronouns, relative pronouns)
4. **Say:** Today we are going to practise using pronouns in sentences.

Introduction to the New Material (8 minutes)

1. Revise the 8 types of pronouns with pupils (Use the notes from the last lesson).
2. **Say:** It is very important to learn about pronouns because they are useful. Pronouns can ‘stand in’ for nouns. They prevent you from having to use the same nouns over and over again. Repeating the same nouns over and over gets boring.
3. **Say:** We can use a pronoun to avoid repeating a noun or group of words. For example, ‘Jenneh is late for school. Jenneh is getting ready.’
4. **Say:** Instead, we can say, ‘Jenneh is late for school and she is getting ready.’
5. **Say:** The pronoun ‘she’ replaces ‘Jenneh’ which is a noun.
6. **Say:** Let’s look at another example, ‘Simon thanked Mother and Kate for the cake.’
7. **Say:** Instead, we can say, ‘He thanked them for the cake.’ The pronoun ‘them’ replaces ‘Mother’ and ‘Kate’ and the pronoun ‘he’ replaces ‘Simon’.
8. **Say:** Here is one more example: Samuel made groundnuts for Samuel.
9. **Say:** That is a bit confusing! Instead, we can use a reciprocal pronoun to say ‘Samuel made groundnuts for himself’ or ‘He made groundnuts for himself.’

Guided Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** We are going to rewrite the sentences, replacing the nouns with pronouns.
3. Point to the first sentence on the board and read it aloud: The football field is a beautiful place.
4. **Ask:** What pronoun can we use to replace ‘football field’? (Answer: It – It is a beautiful place.)
5. **Say:** This is how you replace a noun with a pronoun in a sentence so that you do not repeat the nouns.

6. Ask pupils to work in pairs. **Say:** With your partner write the rest of the sentences using pronouns in your exercise books. You should replace nouns with pronouns in all of the sentences written on the board.
7. Give pupils 4 minutes to rewrite the sentences.
8. Check answers as a class. (Answers: b. They loved each other. c. He takes them to school every day. d. It licked itself. e. Give it to her.)

Independent Practice (12 minutes)

1. Point to the story on the board (see end of lesson plan).
2. Read the story to pupils. Read slowly, clearly and with expression to make it interesting.
3. **Say:** There are no pronouns in this story. I want you to rewrite the story using pronouns to replace the nouns.
4. Walk around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After pupils have written the story using pronouns, ask them to exchange exercise books with a partner to share and compare their answers.
6. **Say:** Now we will change the story on the board. I want you to follow along and make corrections to your work if you made any mistakes.
7. Invite different pupils to come to the front and change the nouns to pronouns in a sentence. Erase the nouns and replace them with pronouns. (Answer: Peter Dada said that he was hungry. Tina Dada said that she was hungry, too. When Mrs Dada heard them, she gave them a piece of breadfruit each. They thanked her for it and they ate it. Then Peter said, 'Thank you, I'm not hungry now.' Tina said, 'Thank you, I'm not hungry now.' Mrs Dada asked, 'Did you enjoy it?' They said together, 'Yes, we enjoyed it very much'.)

Closing (4 minutes)

1. Ask pupils to practise reading the story with pronouns aloud in pairs.




[SENTENCES]

- a. The football field is a beautiful place.
- b. John and Mary loved each other.
- c. Samuel takes Mary and John to school every day.
- d. The dog licked the dog.
- e. Give the cake to Susan.

[STORY]

Peter Dada said that Peter Dada was hungry. Tina Dada said that Tina Dada was hungry. When Mrs Dada heard that Peter and Tina were hungry, Mrs Dada gave Peter and Tina a piece of breadfruit each. Peter and Tina thanked Mrs Dada for the breadfruit and Peter and Tina ate the breadfruit. Then Peter said, 'Peter thanks Mrs Dada, Peter isn't hungry now.' Tina said, 'Tina thanks Mrs Dada, Tina isn't hungry now.' Mrs Dada asked, 'Did Peter and Tina enjoy the breadfruit?' Peter and Tina said together, 'Peter and Tina enjoyed the breadfruit very much'.

Lesson Title: Present Continuous Tense	Theme: Grammar	
Lesson Number: L-09-036	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use the present continuous tense in sentences.</p>	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What is happening in this room now? (Example answers: We are studying. We are learning English. We are studying English Language Arts. We are listening to our teacher.)
2. **Ask:** What tense do we use to talk about what is happening now? (Answer: present continuous tense)
3. **Say:** Today we are going to practise identifying the present continuous tense and using it in sentences.

Introduction to the New Material (12 minutes)

1. Write this sentence on the board: We use the present continuous to describe actions in progress now.
2. Read the sentence to pupils.
3. **Say:** Before we practise using the present continuous tense we must revise it.
4. **Say:** The first part of the present continuous is always the present tense of the verb 'to be': I am, you are, he is, she is, it is, we are, they are.
5. **Say:** Then we add the verb in '-ing' form.
6. **Say:** For most verbs, we just add 'ing' to the verb to make the '-ing' form. For example, eat – eating, teach – teaching, read – reading.
7. Write the rule and the examples on the board.
8. **Say:** Some verbs are different. For most verbs ending in -e, we take away the 'e' and add 'ing'. For example, dance – dancing, write – writing.
9. Write the rule and the examples on the board.
10. **Say:** For verbs that end in -ee we just add 'ing'. For example, see – seeing, free – freeing.
11. Write the rule and the examples on the board.
12. **Say:** For verbs ending in -ie, we change 'ie' to 'y' and add 'ing'. For example, die – dying, tie – tying.
13. Write the rule and the examples on the board.
14. **Say:** For verbs ending in consonant, vowel, consonant, we usually double the final consonant. For example, sit – sitting, cut – cutting.
15. Write the rule and the examples on the board.
16. **Say:** There are words and expressions that we use to help show that something is happening now. We call these time expressions. We often use the present continuous with time expressions such as: now, at the moment, in this lesson, this week, this year.
17. Write the definition of time expressions and examples on the board.

18. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (5 minutes)

1. **Say:** We have revised the rules for writing the present continuous tense. Now I want you to help me identify the present continuous tense.
2. **Say:** Look at the passage on the board (see end of lesson plan).
3. Ask pupils to work in pairs. **Say:** With your partner, identify all of the verbs in the present continuous tense in the passage.
4. Check answers as a class. (Answers: am learning, is teaching, is learning, are cutting, am cutting, is cutting, is mixing, are getting)

Independent Practice (12 minutes)

1. **Say:** Imagine you are in the market. Close your eyes. Look around the market. What can you see? What are different people doing?
2. **Say:** I want you to write a paragraph, using the present continuous tense, about what is happening in the market.
3. **Say:** First, explain where you are. Then give a description of what is happening in the market. You are writing about what is happening right now, so you will have to use the present continuous tense. Write a 5-sentence paragraph. You have 6 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 6 minutes, ask pupils to exchange exercise books to share and compare their paragraphs.
6. **Say:** Read your partner's paragraph. Did you partner use the present continuous tense? Did he or she give a good description of what is happening in the market? Is the spelling and grammar correct?
7. Give pupils time to read each other's paragraphs and make corrections to their own work.




Closing (3 minutes)

1. Invite as many pupils as possible to read their paragraph to the class.
2. Ask the rest of the class to identify the present continuous verbs that they hear.

[PASSAGE]

I am learning how to cook today. Mother is teaching me how to make groundnut stew. My sister Claudette is learning too. Right now we are cutting vegetables. I am cutting the onions. Claudette is cutting the garlic. Mother is mixing the groundnut paste and water in a pot. We are getting hungry because it already smells delicious.

Lesson Title: Reading Strategies	Theme: Reading	
Lesson Number: L-09-037	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read out loud purposefully with fluency and understanding. 2. Interpret messages and morals of stories. 	 <p>Teaching Aids Excerpt at the end of the lesson plan</p>	 <p>Preparation Write the excerpt at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Reading fluently is one of our main goals this term. Fluent reading takes practise.
2. **Say:** Today, we are going practise reading fluently with an excerpt from the text ‘Kossoh Town Boy’ by Robert Wellesley Cole. The excerpt is on page 85.

Introduction to the New Material (6 minutes)

1. Point to the excerpt from the text ‘Kossoh Town Boy’ on the board (see end of lesson plan).
2. Ask pupils to copy the excerpt into their exercise books. Give them time to write.
3. **Say:** ‘Kossoh Town Boy’ is an important text. It tells the boyhood story of a famous Sierra Leonean, Robert Benjamin Ageh Wellesley Cole. Cole was a very famous surgeon. In fact, he was the first West African to be elected a Fellow of the Royal College of Surgeons of England. The story reflects on his childhood in Freetown, Sierra Leone and people and events that influenced him as he was growing up.
4. **Say:** When we read, we do not simply read the words of a text; we read to get a proper understanding of events or ideas.

Guided Practice (12 minutes)

1. **Say:** Punctuation marks are used to help us communicate clearly what we want to write or say to people.
2. **Say:** This excerpt has 2 kinds of punctuation: full stops and commas. A full stop indicates the end of a sentence. A comma indicates a slight pause. Let’s make sure we follow the punctuation as we read.
3. **Say:** Intonation indicates a rise and fall of the voice in speaking. Word stress is when we emphasise important words in a text. Word stress and intonation make our reading expressive and interesting.
4. Read the passage aloud very slowly once or twice. Have pupils listen and follow along. Pronounce the underlined words with stress and use correct intonation.
5. Ask pupils to repeat the passage line by line after you. They should stress the underlined words and use correct intonation.
6. Make corrections if pupils use incorrect stress and intonation or if they pronounce words incorrectly.
7. Ask pupils to work in pairs. **Say:** I want you to practise reading the text aloud to your partner. You are practising your reading fluency. Remember in order to have good fluency you need to

read clearly, pronounce words correctly, use appropriate word stress and intonation and read at a reasonable speed.

8. Give pupils time to practise reading aloud to their partners. Make sure that both pupils get the opportunity to read aloud.
9. Move around the classroom to make sure pupils understand and are doing the task. Correct mistakes as you hear them.

Independent Practice (12 minutes)

1. **Say:** In order to understand the meaning of a text we must first understand the words we read.
2. **Say:** There are 5 underlined words and one underlined idiom in the text on the board. Copy the underlined words into your exercise books.
3. Give pupils time to copy the words.
4. Ask pupils to work in pairs. **Say:** With a partner I want you to try to infer the meaning of the new words. Look at the words around them in the sentence for help.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Discuss the meaning of the new words as a class. (Answers: latter – the second of 2 items; stork – a bird with long legs; folklore – tales, legends and beliefs of a particular cultural group; fell for that – to be tricked into believing something that is not true; grown-ups – adults; tradition – a part of culture that is passed from person to person)
7. Write the definitions of the new words on the board and ask pupils to copy them into their exercise books.
8. Ask pupils to write a sentence for each of the 5 vocabulary words.
9. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling invite them to work in pairs.
10. Invite different pupils to share a sentence with the class.

Closing (4 minutes)




1. **Say:** The last paragraph of the excerpt says, 'But we never fell for that, for it was not one of the things told us by our own grown-ups. It was not part of our African folk-lore or tradition'.
2. **Ask:** What is the message of these 2 sentences? What does it tell us about African society compared to British? Listen to pupils' answers. (Example answer: They have different folklore and traditions.)
3. **Ask:** In England, there is an old tale that the stork brings a baby in its mouth and delivers it to new mothers. Do we have any folklore like this in our culture? Listen to pupils' answers.

[EXCERPT FROM KOSSOH TOWN BOY BY ROBERT WELLESLEY COLE]

Soon, there was a third brother to join Arthur and me. 2 years separated him from Arthur, just as the latter was 2 years younger than I. He was called Wilfred, after his father. I had read stories about storks bringing babies, and had seen pictures of them.

But we never fell for that, for it was not one of the things told us by our own grown-ups. It was not part of our African folk-lore or tradition.

Lesson Title: How to Answer Comprehension Questions about a Text	Theme: Reading	
Lesson Number: L-09-038	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to answer comprehension questions from a text.	 Teaching Aids 1. Text at the end of the lesson plan 2. Comprehension questions at the end of the lesson plan	 Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the comprehension questions at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Today, we are going to answer comprehension questions from a passage.
2. **Ask:** What can we do to make sure we answer comprehension questions correctly? Have pupils raise their hand to answer. (Example answer: read carefully; check answers; be sure to comprehend the passage before answering the questions)

Introduction to the New Material (10 minutes)

1. **Say:** We read comprehension passages purposely to understand the passage, as well as to find meanings of new or difficult words.
2. **Say:** First, read the passage 2 or 3 times to get familiar with the content.
3. **Say:** Then, go through the questions once or twice. Finally, refer to back to the passage for answers.
4. Point to the text on the board (see end of lesson plan).
5. **Say:** I am going to read the passage on the board. I want you to listen and follow along.
6. Read the passage slowly, clearly and with expression to make it interesting.
7. **Say:** Now I want you to read the passage silently. After you read the passage, I will ask you to summarise it.
8. Give pupils time to read.
9. Invite 1-2 pupils to summarise the passage. (Example answer: Martin did not do his homework and decided to play truant but when he went to get his coat he saw an older boy, George, in the cloakroom looking through a coat's pocket. Martin reveals what he saw. George threatens Martin so Martin does not tell the Principal.)

Guided Practice (10 minutes)

1. Ask pupils to work in pairs. **Say:** Look at the underlined words in the passage. Use the words around them to try to infer their meaning.
2. **Ask:** What does 'cloakroom' mean? (Answer: a room where coats and such can be left; similar to a closet)
3. **Ask:** What does 'blurt out' mean? (Answer: to say something suddenly without thinking)
4. **Ask:** What does 'bully' mean? (Answer: someone who harasses and frightens others)
5. **Ask:** What does 'play truant' mean? (Answer: miss school without permission)
6. Write the following questions on the board. Ask pupils to copy them into their exercise books as you write.

- a. Why did Martin decide to go home?
 - b. Why did Martin go to the cloakroom?
 - c. Why didn't Martin tell the Principal what he saw?
 - d. What would you have done in Martin's position?
7. Ask pupils to work in pairs. **Say:** With your partner discuss the questions on the board and write your answers in your exercise books. You have 4 minutes.
 8. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
 9. Check answers as a class. (Answers: a. he had not done his homework b. to get his coat c. he was scared of George d. pupils' own answers)

Independent Practice (10 minutes)

1. **Say:** Copy the passage from the board into your exercise books.
2. Give pupils time to copy the passage.
3. Point to the comprehension questions on the board (see end of lesson plan).
4. **Say:** Look at the comprehension questions. We call this type of question multiple choice. You have to choose the correct answer from the answers given.
5. **Say:** Copy the comprehension questions as well. Once you have written down the questions, circle the correct answers.
6. Give pupils time to copy and answer the questions.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. Check answers as a class. (Answers: 1. a 2. a 3. d 4. b 5. b 6. b 7. c)

Closing (2 minutes)

1. **Ask:** Do you think the story ends here? What might happen next? Listen to pupils' answers.

[TEXT]

Martin is a 4th-year pupil in a large school. Because he has not done his homework, he decides to go home in the afternoon. When he goes to the cloakroom to collect his coat, he sees a fifth-form boy looking through a coat's pocket in a suspicious manner.

Rather than be noticed by the bully, Martin decides not to go home, because his mother would suspect that something was wrong if he arrived without his coat. He returns to his lessons where his teacher asks him why he is late. The teacher does not seem to be satisfied with his excuse, so he decides to check on Martin's movements.

The next morning, the Principal announces at assembly that a sum of money has been stolen from a coat that was hung in the cloakroom. The Principal calls for all pupils who had played truant from classes the previous afternoon.




Martin is sent to the Principal's office for questioning and while he is waiting, he is joined by others. Among them is the boy he had seen in the cloakroom and whose name he now learns is George. They begin to talk about the incident. George pretends total ignorance. Martin is now confused and afraid, so he blurts out the truth that he had seen George in the cloakroom. George threatens

Martin that if he, or any of the others, should tell the Principal, he will beat them up on the way home that evening. George fears Martin and denies having been there.

[COMPREHENSION QUESTIONS]

1. Martin decides to go home in the afternoon because:
 - a. He has failed to do his homework.
 - b. He likes playing truant.
 - c. His mother would suspect that he has stolen money.
 - d. He will tell his mother about the incident in the cloakroom.
2. Martin goes to the cloakroom to:
 - a. collect his coat
 - b. hide from the Principal
 - c. steal money from the coat
 - d. watch a boy stealing money
3. Why did Martin not go home?
 - a. He did not want George to see him.
 - b. His Principal would punish him.
 - c. His mother would punish him.
 - d. He could not go home without his coat.
4. The teacher checks on Martin's movement because:
 - a. He failed to do his homework.
 - b. He is not satisfied with his excuse.
 - c. He sometimes steals money.
 - d. He wants to play truant.
5. The announcement for the missing money in the cloakroom was made:
 - a. that very day
 - b. the following morning
 - c. the previous morning
 - d. 2 days later
6. Who threatened to hurt the boys if the secret was revealed?
 - a. George and the boys
 - b. George
 - c. Martin and the Principal
 - d. the Principal and the boys
7. The expression 'blurt out' means:
 - a. cry
 - b. know
 - c. say without thinking
 - d. remember

Lesson Title: Question Tags	Theme: Grammar	
Lesson Number: L-09-039	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify question tags. 2. Use question tags in positive questions. 	 <p>Teaching Aids Questions at the end of the lesson plan</p>	 <p>Preparation Write the questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Why do you think people ask questions? (Example answers: to ask for information; to get a reply or response; to clear doubts about something)
2. **Say:** There are times when we ask questions not because we want to seek information, get a reply or response, or clear doubts about some things. We use question tags when we think we know the answer to something and are checking if we are right.
3. **Say:** Today, we will talk about question tags and use them in positive questions.

Introduction to the New Material (12 minutes)

1. **Say:** I can ask, 'Where are you from?' but if I think I know the answer and I am not sure, there is another way to ask. I can say, 'She is from Sierra Leone, isn't she?' This means I think I know, but I am checking for confirmation. These questions are called question tags.
2. **Say:** Question tags are short questions usually added to the end of a statement. A speaker adds a question tag to a statement in order to get the person he is speaking with to confirm what he has said.
3. **Say:** We also use question tags either to stress or to emphasise our points.
4. **Say:** If a statement is positive we need a negative question tag. If the statement is negative we need a positive question tag.
5. **Say:** Examples of negative question tags are:
 - isn't she?
 - aren't they?
 - isn't it?
 - can't I?
 - hasn't it?
 - doesn't he?'
6. Write the list of question tags on the board.
7. **Say:** Look at the board. We have 6 examples of question tags.
8. Ask pupils to copy the question tags into their exercise books.
9. **Say:** Question tags always require short answers.
10. Write the examples on the board. Discuss the examples with pupils.

<u>Jane is a school girl,</u> ↓ Positive statement	<u>isn't she?</u> ↓ Negative tag	<u>Yes, she is.</u> ↓ Short answer
<u>Bockarie and Lahai are friends,</u> ↓ Positive statement	<u>aren't they?</u> ↓ Negative tag	<u>Yes, they are.</u> ↓ Short answer
<u>Education is very important,</u> ↓ Positive statement	<u>isn't it?</u> ↓ Negative tag	<u>Yes, it is.</u> ↓ Short answer

11. Ask pupils to copy the examples into their exercise books.
12. **Say:** Note that question tags have a verb, a negative, a pronoun and a question mark.
13. Write the example below on the board. Discuss with pupils.

Jane is a school girl, isn't she?

<u>Is</u>	<u>not</u>	<u>she</u>	<u>?</u>
↓	↓	↓	↓
Verb	negative	pronoun	question mark

14. Ask pupils to copy the example into their exercise books.
15. **Say:** Did you notice that negative question tags use contractions? We do not ask, 'is not she?' We say, 'isn't she?'
16. Circle the contractions on the board.

Guided Practice (8 minutes)

1. **Say:** Now we are going to practise using question tags. I want you to write down 5 things that are true about you. For example, 'I am a JSS 3 pupil' or 'I have 3 brothers'.
2. Give pupils time to write.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Ask pupils to work in pairs. **Say:** Give your 5 statements to your partner. Your partner will use negative question tags to confirm the statements. For example, 'You are a JSS 3 pupil, aren't you?' You will reply to each question. After one partner has asked all 5 questions, switch roles.
5. Give pupils 6 minutes to ask and answer questions.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Invite 2-3 pairs to demonstrate asking questions using question tags to the class.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Read the sentences aloud.

3. **Say:** You are going to complete the sentences with the correct negative questions tags. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After pupils have finished the questions, ask them to exchange their exercise books with a partner to share and compare their answers.
6. After pupils have checked answers in pairs, check answers as a class. (Answers: a. isn't he b. can't you c. wasn't she d. didn't she e. hasn't it f. can't she g. doesn't it h. didn't she i. won't they j. don't you)
7. Invite different pupils to read the question correctly and write the negative question tag on the board.




Closing (2 minutes)

1. **Ask:** When do we use question tags? (Answer: when we think we know the answer to something and are checking if we are right)
2. **Say:** Complete this sentence: We use a negative question tag with... (Answer: positive statement)
3. **Say:** Next lesson, we will learn to use positive question tags.

[SENTENCES]

- a. Uncle Brima is harvesting cassava, _____?
- b. You can speak English, _____?
- c. Jane was late this morning, _____?
- d. Mary did well in the exams, _____?
- e. This chapter has already been completed, _____?
- f. Mum can help you, _____?
- g. It tastes good, _____?
- h. She did her assignment well, _____?
- i. They will travel tomorrow, _____?
- j. You love cassava very much, _____?

Lesson Title: Question Tags	Theme: Grammar	
Lesson Number: L-09-040	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify question tags. 2. Use question tags in negative questions. 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson, we identified question tags and used negative question tags in positive questions.
2. **Say:** Today, we will continue learning about question tags. This time, we will use positive question tags with negative questions.
3. **Ask:** What do you think the difference is between positive and negative question tags? Have pupils raise their hand to answer.

Introduction to the New Material (13 minutes)

1. **Say:** Let's remind ourselves about what we have learned about question tags.
 - Question tags are a group of words ending with a question mark.
 - A speaker adds question tags to a statement in order to get the person to whom he is talking to confirm what he has said.
 - We use question tags not only to confirm statements, but also to make emphasis.
 - When forming question tags, if the statement is positive, the question tag should be negative.
 - To form negative question tags, we have a verb, the word 'not', a pronoun and the question mark.
 - The 'not' in question tags is usually made into a contraction.
2. **Say:** In our last lesson, we were introduced negative forms of question tags, like 'isn't it?' 'doesn't she?' and 'aren't they?'
3. **Say:** When forming question tags, if the statement is negative, the question tag should be positive.
4. **Say:** Examples of positive question tags are:
 - is she?
 - are they?
 - do you?
 - is it?
 - can you?
 - will he?
 - have we?
 - has it?
5. Write the list of positive question tags on the board.

6. **Say:** Look at the board. We have 8 examples of positive question tags.
7. Ask pupils to copy the positive question tags into their exercise books.
8. **Say:** Remember that question tags always require short answers.
9. Write the example on the board. Discuss the example with pupils.

<u>John is not the tallest boy in class,</u>	<u>is he?</u>	<u>No, he isn't.</u>
↓	↓	↓
Negative statement	positive tag	short answer

10. Ask pupils to copy the example into their exercise books.
11. **Say:** Look at the formation of positive question tags. Positive question tags have a verb, a pronoun and question mark.
12. Write the example below on the board. Discuss with pupils.

They are not hungry, are they?

<u>are</u>	<u>they</u>	<u>?</u>
↓	↓	↓
verb	pronoun	question mark

13. Ask pupils to copy the example into their exercise books.
14. **Say:** Notice that 'not' is used in the statement, so it should not be used in the question tag. 'Not' can be written out, or we can use contractions.
15. Circle 'not' in the example on the board.
16. **Say:** Now we know that when the statement has a negative verb, the question tag is in the positive. In other words, a negative statement requires a positive tag.
17. Write the examples on the board. Discuss the examples with pupils.

<u>Jane isn't a school girl,</u>	<u>is she?</u>	<u>No, she isn't.</u>
↓	↓	↓
Negative statement	Positive tag	Negative response or statement

<u>Bockarie and Lahai aren't friends,</u>	<u>are they?</u>	<u>No, they aren't.</u>
↓	↓	↓
Negative statement	Positive tag	Negative response or statement

<u>Cooking cassava leaves isn't easy,</u>	<u>is it?</u>	<u>No, it isn't.</u>
↓	↓	↓
Negative statement	Positive tag	Negative response or statement

Guided Practice (8 minutes)

1. **Say:** Now we are going to practise using question tags. I want you to write down 5 things that negative statements about yourself. For example, 'I do not live in Kampala or 'I don't have 3 horses'.
2. Give pupils time to write.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Ask pupils to work in pairs. **Say:** Give your 5 statements to your partner. Your partner will use positive question tags to confirm the statements. For example, 'You don't live in Kampala, do you?' You will reply to each question. After one partner has asked all 5 questions, switch roles.
5. Give pupils 6 minutes to ask and answer questions.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Invite 2-3 pairs to demonstrate asking questions using question tags to the class.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Read the sentences aloud.
3. **Say:** You are going to complete the sentences with the correct positive questions tags. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After pupils have finished the questions, ask them to exchange their exercise books with a partner to share and compare their answers.
6. After pupils have checked answers in pairs, check answers as a class. (Answers: a. does he b. have we c. do you d. will she e. is he f. were they g. could you h. does she i. do I j. can he)
7. Invite different pupils to read the question correctly and complete the question with the positive question tag on the board.

Closing (2 minutes)




1. **Ask:** When do we use question tags? (Answer: when we think we know the answer to something and are checking if we are right)
2. **Say:** Complete this sentence: We use a positive question tag with... (Answer: a negative statement)

[SENTENCES]

- a. Brima doesn't need more money, _____?
- b. We haven't taken any exams, _____?
- c. You don't know how to write formal letters, _____?
- d. She won't come early today, _____?
- e. Mohamed isn't good at maths, _____?
- f. Aminata and Kadie weren't in school yesterday, _____?

- g. You couldn't solve that problem, _____?
- h. Mummy doesn't like eating meat, _____?
- i. I don't eat much, _____?
- j. Abu can't do it, _____?

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-041	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to revise a poem that will feature on BECE exams.</p>	 <p>Teaching Aids 1. KWL chart 2. Poem at the end of the lesson plan</p>	 <p>Preparation 1. Draw the blank KWL chart at the end of the lesson plan 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. **Say:** As the date for BECE draws near, we need to revise what you have learned. Today, we will revise the poem, *The Blind Boy*.
2. **Say:** This revision will help you to recall the facts that you have learned and will keep them in memory for the BECE.
3. **Ask:** What do you remember about the poem, *The Blind Boy*? Have pupils raise their hand to answer.

Introduction to the New Material (6 minutes)

1. Point to the KWL chart on the board (see end of lesson plan).
2. **Say:** Today we are going to use a KWL chart to help us prepare for BECE. A KWL chart helps us record what we know, want to know and have learned.
3. **Say:** We know that:
 - a. The poet is called Colley Cibber.
 - b. The poem is written in 5 stanzas.
 - c. The boy in the poem was born blind.
 - d. The blind boy longs for sight.
4. Write the 4 points in the 'K' column of the chart.
5. **Ask:** What do you want to know about the poem? What information would be helpful for you for BECE? Listen to pupils' answers.
6. Write their answers in the 'W' column of the chart. (Example answers: What literary devices did the poet use? What happens to the blind boy? How do we interpret the poem, using our own words?)

Guided Practice (11 minutes)

1. **Say:** What else can we learn from the poem? Let's look at the poem together.
2. Point to the poem on the board (see end of lesson plan).
3. **Say:** The poem is a monologue. A monologue is a piece of writing in which only one person speaks.
4. **Say:** Even though the boy in the poem is blind, he plays and sleeps like children who can see. In line one of stanza 3, the poet uses alliteration to express this, 'My day and night myself I make'.
5. **Ask:** Do you remember what alliteration is? What is alliteration? (Answer: the repetition of the same sound in a sentence)
6. **Ask:** Where else is there alliteration in the poem? (Answer: You say the sun shines bright.)

7. **Say:** Look at the words the poet uses to express the emotions of the blind boy. For example, look at the expression, 'My hapless woe', in the second line of the 4th stanza. **Say:** 'Hapless woe' means misfortune or unfortunate sorrow. This expression, 'hapless woe', refers to the boy's blindness.
8. **Say:** One technique that the poet uses in the poem is rhythm. The poet uses rhythm to make the poem sound like a song.
9. Read stanza 2 or stanza 4 aloud to pupils. Read slowly, but with rhythm.
10. **Say:** Stanza 5 is faster than the other stanzas.
11. Read stanza 5 aloud to pupils. Read in a happy manner.
12. **Say:** In stanza 5, the mood of sadness changes to joy.
13. **Say:** This is expressed through the use of words like 'cheer', 'sing' and 'king'.
14. **Say:** The blind boy says he will patiently bear his blindness.
15. **Say:** In the third line of stanza 5, the poet uses metaphor in: 'While thus I sing, I am a king'.
16. **Say:** In addition to metaphor, the poet uses other literary devices.
17. He uses personification in stanza 2 line 4. Read the line to the pupils: 'I feel him warm but how can he'.
18. **Say:** The poet talks about the sun as if it were a man, by using 'him' and 'he'.

Independent Practice (9 minutes)

1. Write the questions on the board. Ask pupils to copy the questions as you write.
 - a. Write one example of metaphor from the poem.
 - b. What does the blind boy refer to as his hapless woe?
 - c. Write 2 things that you have learnt today about the poem.
 - d. Which literary device is used in the sentence 'I feel him warm?'
2. Read the questions aloud to pupils.
3. **Say:** I want you to answer these questions in your exercise books.
4. Give pupils time to write.
5. Ask pupils to work in pairs to share and compare their answers.
6. Check answers as a class. Write the correct answers on the board. (a. While thus I sing I am a king b. his blindness c. examples: It is a monologue. It has rhythm. d. personification)

Closing (6 minutes)

1. **Ask:** What is one thing you have learned today? Listen to pupils' answers.
2. When pupils say an appropriate answer, write them in the 'L' column of the KWL chart. (Example answers: The poem '*The Blind Boy*' is a monologue. The blind boy plays and sleeps like children who can see. The poem has rhythm like a song. The poet uses metaphor and personification. 'Hapless woe' means unfortunate sorrow.)
3. **Ask** pupils to copy the KWL chart into their exercise books quickly.
4. At the end of the lesson, the KWL chart will look like this:

K	W	L
What we know	What we want to know	What we have learnt
1. The poet of ' <i>The Blind Boy</i> ' is Colley Cibber.	1. The devices that the poet uses.	1. The poem ' <i>The Blind Boy</i> ' is a monologue.

2. The poem is written in 5 stanzas. 3. The boy in the poem was born blind. 4. The blind boy longs for sight/to see.	2. What happens to the blind boy? 3. Interpretation of the poem using our own words.	2. The poem uses alliteration. 3. The poem has rhythm like a song. 4. The poet uses metaphor and personification. 5. 'Hapless woe' means unfortunate sorrow.
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5. **Say:** In our next poetry lesson, we shall study another poem. Meanwhile, remember to read over your notes in preparation for BECE.

[KWL CHART]

K	W	L
What we know	What we want to know	What we have learnt

[POEM: THE BLIND BOY BY COLLEY CIBBER]

O SAY, what is that thing call'd light,
Which I must ne'er enjoy:
What are the blessings of the sight?
O, tell your poor blind boy!




You talk of wondrous things you see,
You say the sun shines bright,
I feel him warm, but how can he
Or make it day or night?

My day and night myself I make,
Whene'er I sleep, or play
And could I ever keep awake
With me 'twere always day

With heavy sighs I often hear
You mourn my hapless woe,
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy
Whilst thus I sing, I am a king,
Although a poor blind boy!

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-042	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the theme in a poem through question and answers.</p>	 <p>Teaching Aids 1. Poem at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the poem at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson, we studied the poem, *The Blind Boy*.
2. **Say:** Today we are going to look at another poem, *Abiku*.
3. **Ask:** What is theme? (Answer: the main idea in any piece of writing)
4. **Say:** Well done! Today you will identify the theme in the poem *Abiku*.

Introduction to the New Material (12 minutes)

1. **Say:** The poem *Abiku* looks at tradition.
2. **Say:** Abiku is a name among the Yoruba people of Nigeria. It is a name for a child who is born and then dies before his or her second birthday. The baby Abiku enters into its mother's womb again to be reborn, only to die again and be reborn.
3. **Say:** The first theme in this poem is reincarnation.
4. Pronounce reincarnation as 're-in-kar-nation'.
5. **Say:** Reincarnation means to be born again. For example, Indian people who practise the Hindu religion believe in reincarnation. Hindu people believe that after you die your soul is born again in a new body.
6. **Say:** The Yoruba people also believe in reincarnation. They believe that a child who dies before his or her second birthday is born again. This child is Abiku. The Abiku child may be reborn as a boy or a girl.
7. **Say:** In order to recognise such a child when it is reborn, the parents make a V shaped cut on one ear or 'notch its ear' when the baby dies. They also use a knife to mark its front and back when it dies.
8. Point to the poem on the board (see end of lesson plan).
9. **Say:** I am going to read the poem. I want you to listen and follow along.
10. Read the poem to pupils. Read slowly, clearly and with expression to make it interesting.
11. **Say:** I am going to read the poem again, line by line. I want you to repeat each line after me.
12. Read the poem again with pupils.
13. **Say:** We know that a major theme in the poem is tradition. We also know that one of the themes is reincarnation. Now that we have read the poem, let's look at some of the other themes.
14. **Say:** In lines 5-10, we see the theme of poverty.
15. **Say:** The poet tells the Abiku that the thatch roof of the house leaks. The poet says that bats and owls enter through the eaves. Eaves are the openings between the roof and the house. The kitchen walls are made of bamboo that can easily catch fire when the Harmattan wind blows. These are all evidence of poverty.

16. **Say:** The poem also has the theme of good health. In line 12, the poet says that the home has been 'the healthy stock to several fingers'. This means that several healthy children have grown up in the home.
17. **Say:** The final theme in the poem is the theme of suffering.
18. **Say:** In line 24, the poet says about the mother, '...her body is tired. Tired her milk going sour'.
19. **Say:** This is the description of a woman who is suffering because she keeps giving birth to children who die. The mother's body is tired from repeated childbirth. Her breast milk is sour because the children do not live to suckle it.
20. **Say:** We have identified 4 themes in the poem. These are Abiku reincarnation, good health, poverty and suffering.

Guided Practice (8 minutes)

1. Ask pupils to copy the poem into their exercise books.
2. Give pupils time to write.
3. Ask pupils to work in pairs. **Say:** With a partner, underline examples of all the themes we discussed together in class.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (11 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. Read the questions aloud to pupils.
3. Ask pupils to copy the questions into their exercise books. Give pupils time to write.
4. **Say:** I want you to answer the questions on the board. Pretend that this is BECE. I want you to answer the questions in short, concise sentences. Remember to use correct spelling and punctuation. You have 5 minutes.
5. After pupils have answered the questions ask them to work in pairs to share and compare their answers.
6. Check answers as a class. (Answers: 1. an Abiku child – reincarnation who is born and dies repeatedly 2. good health 3. a poor family 4. the roof leaks, bats and owls enter the eaves, the kitchen walls are made of bamboo 5. reincarnation, poverty, good health, suffering 6. the mother's body is tired; the mother's breast milk turns sour)
7. Write the answers on the board as pupils give their answers.
8. Ask pupils to make corrections to their answers if they have made mistakes.

Closing (2 minutes)

1. **Say:** When we are reading a new piece of writing we should always consider the theme.
2. **Ask:** What is theme? (Answer: the main idea in a piece of writing)
3. **Say:** We will revise this poem before BECE. I advise you to study hard for the exams so that next year you will be in SSS 1.

[POEM: ABIKU BY JOHN PEPPER CLARKE]




Coming and going these several seasons,

Do stay out on the baobab tree,
Follow where you please your kindred spirits
If indoors is not enough for you.
True, it leaks through the thatch
When floods brim the banks
And the bats and owls
Often tear in at night through the eaves,
And at harmattan, the bamboo walls
Are ready tinder for the fire
That dries the fresh fish up on the rack.
Still, it's been the healthy stock
To several fingers, to many more will be
Who reach the sun
No longer then bestride the threshold
But step in and stay
For good. We know the knife scars
Serrating down your back and front
Like beak of the sword-fish
And both your ears notched
As a bondsman to this house,
Are all relics of your first comings.
Then step in, step in and say
For her body is tired,
Tired, her milk going sour
Where many more mouths gladden the heart.

[QUESTIONS]

1. What is the main idea in the poem?
2. Which theme does the line 'it's been the healthy stock to several fingers' have?
3. What type of family is spoken about in the poem?
4. Write 2 examples to illustrate the theme of poverty.
5. What are the 4 themes in the poem?
6. Write one example to show the theme of suffering.

Lesson Title: Comparative Adjectives	Theme: Grammar	
Lesson Number: L-09-043	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Define comparative and superlative adjectives. 2. Know that not all adjectives take -er in comparative form. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Ask:** What do you understand by the word ‘comparison’? Have pupils raise their hand to answer.
2. **Say:** ‘Comparison’ comes from the verb ‘compare’. ‘Compare’ means to point out the likenesses and differences between things, people or activities. For example, when I say, ‘I am taller than you’ I am pointing out the difference between my height and yours. I am using a comparison of difference.
3. **Ask:** What is an adjective? (Answer: An adjective is a word that describes a person, place or thing.)
4. **Say:** Today we are going to learn about comparative adjectives.

Introduction to the New Material (12 minutes)

1. Write on the board: Comparison means to point out the likeness and differences between 2 or more people, places or things. An adjective is a word that describes a noun.
2. Read the definitions to pupils and ask them to copy the definitions into their exercise books. Give them time to write.
3. Write these sentences on the board:
 - Vandy is old.
 - Vandy’s father is older.
 - Vandy’s grandfather is the oldest in the family.
4. **Say:** In the first sentence, we are not comparing Vandy’s age to anybody else’s age. In the second sentence we are comparing Vandy’s age to his father’s age. We are using the comparative form of the adjective, ‘older’.
5. **Say:** When you use comparative adjectives to compare 2 or more things or people, always use ‘than’. For example, ‘Sia is more beautiful than Aminata’. ‘Vandy’s father is older than Vandy’.
6. **Say:** In the last sentence we are taking about the ages of 3 people: Vandy, his father and his grandfather. Because 3 ages are being compared, we use the superlative form of the adjective, ‘oldest’.
7. Write these definitions on the board:
 - The comparative form is used for comparing 2 people or things.
 - The superlative is used for comparing one person or thing with every other member of a group.
8. Read the definitions to pupils.
9. Ask pupils to copy the definitions into their exercise books. Give them time to write.

10. **Say:** Now, we will learn how to form comparative and superlative adjectives.
11. **Say:** Adjectives with one syllable form their comparative and superlative comparisons with -er and -est. For example, the comparative and superlative forms of 'fast' are 'faster' and 'fastest'. The comparative and superlative forms of 'tall' are 'taller' and 'tallest'. For 'quick', the comparative and superlative forms are 'quicker' and 'quickest'.
12. **Say:** Remember a syllable is a unit of pronunciation. A syllable usually only has one vowel sound. For example, 'hard' has one syllable. Clever (cle – ver) has 2 syllables. Intelligent (in – tel – li – gent) has 4 syllables.
13. **Say:** There are many adjectives that have 2 syllables, but they use -er or -est to form the comparative and superlative. Some examples are 'simple', 'funny' and 'able'. Simpler, simplest; funnier, funniest; abler, ablest.
14. **Say:** However, there are other 2-syllable words that do not take -er or -est to form comparatives and superlatives. Some examples are 'sterile', 'hopeful' and 'eventful'. These words take 'more' or 'most' to form their comparatives and superlatives. For example, more sterile, most sterile; more hopeful, most hopeful; more eventful, most eventful.
15. **Say:** Words of 3 or more syllables like 'beautiful' (beau – ti – ful) and intelligent (in – tel – li – gent) form their comparative and superlative by taking 'more' and 'most'. For example, more beautiful, most beautiful; more intelligent, most intelligent.
16. **Say:** Some adjectives do not follow any of the rules we have studied. These adjectives are irregular. For example, bad, worse, worst; good, better, best; little, less, least.

Guided Practice (9 minutes)

1. **Say:** We are going to look at some adjectives. Not all adjectives take -er in their comparative forms.
2. Point to the table on the board (see end of lesson plan).
3. **Say:** We are going to write each adjective with its comparative form in the second column.
4. **Say:** I want you to count the number of syllables of the word before you write its comparative. For example, serious is se – ri – ous, that is 3 syllables.
5. **Say:** For words ending with -y, change 'y' to 'i' before the comparative ending. For example, heavy – heavier – heaviest.
6. **Say:** Some words that end with -t, -g or -n double these letters before taking a comparative or superlative ending. Big – bigger, fat – fatter, thin – thinner.
7. Do the exercise as a class. Write the correct answers on the board. (Answers: more troublesome, fatter, more serious, less, more hopeful, better, bigger, more curious)
8. Say now we are going to practise the superlative form of these adjectives.
9. Do the exercise as a class. Write the correct answers on the board. (Answers: most troublesome, fattest, most serious, least, most hopeful, best, biggest, most curious)
10. Ask pupils to copy the completed table into their exercise books.

Independent Practice (9 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to write the sentences correctly in your exercise books. Write the correct comparative or superlative form of the adjectives in parentheses to complete the sentence.
3. Give pupils 5 minutes to write the sentences.

4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Ask pupils to work in pairs to share and compare their answers.
6. Check answers as a class. (Answers: a. cleverer b. worse c. uglier d. prettier e. worse f. heavier, more expensive g. best h. more handsome i. less, less, healthier)

Closing (2 minutes)

1. **Say:** Kogba is 10 years old. Adenkule is nine years old.
2. **Ask:** How do we use the adjective 'old' to compare their ages? (Answer: Kogba is older than Adenkule.)
3. **Say:** Juliana told a story. We laughed a little. Hanna told a story. We laughed a lot. Mary told a story and we laughed even more.
4. **Ask:** How do we use 'funny' to compare the 3 stories? (Answer: Mary's story was the funniest.)




[TABLE]

Adjective	Comparative	Superlative
troublesome		
fat		
serious		
little		
hopeful		
good		
big		
curious		

[SENTENCES]

- a. Ibrahim is (clever) than Musa.
- b. This accident is (bad) than yesterdays.
- c. A baboon is (ugly) than a monkey.
- d. I do not like this drawing. Draw me a (pretty) one.
- e. Did I perform (bad) than you?
- f. Gold is (heavy) and (expensive) than silver.
- g. Of the 3 teams, which one is (good)?
- h. If I have to choose between Sorie and Alpha, I think Sorie is (handsome) than Alpha.
- i. Drink (little) coffee and (little) alcohol if you want to become (healthy).

Lesson Title: Comparative Adverbs	Theme: Grammar	
Lesson Number: L-09-044	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes: By the end of the lesson, pupils will be able to use comparative adverbs in sentences.</p>	 <p>Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Ask:** What do you understand by the word ‘comparison’? Have pupils’ raise their hand to answer.
- Say:** ‘Comparison’ comes from the verb ‘compare’. It means to point out the likeness or difference between things, people or activities. For example, when I say, ‘I run more quickly than Joseph’ I am pointing out the difference between my speed and Joseph’s. I am using a comparison of difference.
- Ask:** What is an adverb? (Answer: An adverb is a word that modifies a verb, adjective, other adverb or various other types of words, phrases or clauses.)
- Say:** Today, we are going to learn about comparative adverbs.

Introduction to the New Material (13 minutes)

- Write on the board: Comparison means pointing out the likeness or difference between things, people or activities. An adverb is a word that modifies a verb, adjective or other adverb.
- Read the definitions to pupils and ask them to copy the definitions into their exercise books.
- Write these sentences on the board:
 - A horse runs slowly.
 - A donkey runs slower.
 - A goat runs slowest.
- Say:** In the first sentence, we are not comparing the horse’s speed to the other animal’s speed. In the second sentence we are comparing the horse’s speed to a donkey’s speed. We use the comparative form ‘slower’.
- Say:** In the last sentence we are talking about 3 animals’ speeds: the horse’s, the donkey’s and the goat’s. Because we are comparing the speed of one animal to the speed of the other 2 animals, we use the superlative form of the adverb ‘slowest’.
- Say:** Whenever you compare 2 actions or activities, you must use ‘than’ after the comparative form of the adverb. For example, ‘Sulay wrote slower than the teacher’.
- Write these definitions on the board:
 - The comparative form is used for comparing 2 people or things.
 - The superlative form is used for comparing one person or thing with every other member of a group.
- Read the definitions to pupils.
- Ask pupils to copy the definitions into their exercise books. Give them time to write.

10. **Say:** Now, we will learn how to form comparative and superlative adjectives.
11. **Say:** The comparative and superlative forms of adverbs are formed in the same way as the comparative and superlative adjectives. They are formed by adding -er or -est to the word.
12. **Ask:** Remember a syllable is a unit of pronunciation. A syllable usually only has one vowel sound. 'Fast' has one syllable. Quickly (quick – ly) has 2 syllables. Happily (hap – pi – ly) has 3 syllables.
13. **Say:** One-syllable adverbs make their comparison with -er or -est.
14. Write the examples on the board. Ask pupils to copy them into their exercise books as you write.

<u>Verb</u>	<u>Adverbs</u>
Run	fast, faster, fastest
Sing	loud, louder, loudest
Jump	high, higher, highest

Bally runs fast. Kumba runs faster. Alpha runs fastest.
 Bally sings loud. Kumba sings louder. Alpha sings loudest.
 Posseh jumps high. Sorie jumps higher. Momoh jumps highest.

15. **Say:** A few common adverbs form their comparison with 'more' and 'most'. For example, slow, more slowly, most slowly; clear, more clearly, most clearly.
16. **Say:** Some adverbs have an irregular form of comparison.
17. Point to the table on the board (see end of lesson plan).
18. Revise the table with pupils.
19. Ask pupils to copy the table into their exercise books. Give them time to write.

Guided Practice (8 minutes)

1. **Say:** We are going to practise using the comparative and superlative forms of adverbs in sentences.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** Look at the sentences on the board. We are going to replace the adverb in parentheses with the comparative or superlative form.
4. Do the exercise as a class. Write the correct answers on the board. (Answers: a. more bravely b. better c. more sweetly d. faster e. longest f. quickest)
5. Ask pupils to copy the sentences in their exercise books.

Independent Practice (9 minutes)

1. **Say:** Now you are going to work on your own. I want you to do this exercise in your exercise books.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** I want you to write the sentences correctly in your exercise books. Write the correct comparative or superlative form of the adverbs in parentheses to complete the sentence like we just did together.
4. Give pupils 5 minutes to write the sentences.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

6. Check answers as a class. (Answers: a. higher b. more happily c. more gracefully d. most fluently e. more clearly f. most brightly g. better h. more quickly)

Closing (2 minutes)

1. **Say:** Somila runs 6 miles an hour. Karankay runs 5 miles an hour.
2. **Ask:** Can you tell me about the speed of these 2 boys? (Answer: Somila runs faster than Karankay.)
3. **Say:** Jalika runs 5 miles an hour. Mariatu runs 6 miles an hour. Bondu runs 7 miles an hour.
4. **Ask:** What can you tell me about their speeds? (Answer: Bondu runs the fastest.)

[TABLE]

Adverb	Comparative	Superlative	Example
well	better	best	Tunde did well. Yeidi did better. Modupe did best.
badly	worse	worst	Tunde did badly. Yeidi did worse. Modupe did worst.
little	less	least	Tunde drank little. Yeidi drank less. Modupe drank least.
much	more	most	Tunde spoke much. Yeidi spoke more. Modupe spoke most.




[SENTENCES: GUIDED PRACTICE]

- Yusufu fought (brave) than Jakubu.
- The girls performed (well) than the boys in English.
- Mabinty sings (sweetly) than Fatmata.
- Adenkule runs (fast) than Joseph.
- A tortoise lives (long) of all animals.
- Aminata answer (quick) of all the pupils in the class.

[SENTENCES: INDEPENDENT PRACTICE]

- a. Bockari jumps (high) than Kellie.
- b. Our great grandfathers lived (happily) than us.
- c. Bondu dances (gracefully) than Finda.
- d. She speaks French (fluently) in the class.
- e. Why don't you try to speak (clearly), Sullay?
- f. This bulb shines (brightly) in the room.
- g. Try to do (well) next time.
- h. Run (quickly) than Kumba.

Lesson Title: Spelling and Dictation	Theme: Reading, Listening and Speaking	
Lesson Number: L-09-045	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to spell and pronounce new words and rewrite them.</p>		<p>Teaching Aids Word list at the end of lesson plan</p>		<p>Preparation Write the word list at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Write the word 'possible' on the board. Ask pupils to pronounce it.
2. Then, write 'im' in front of 'possible' to make 'impossible'. Ask pupils to pronounce it.
3. Write another word on the board, such as 'play'. Ask pupils to pronounce it.
4. Then, write 'ful' after the word 'play' to make 'playful'. Ask pupils to pronounce it.
5. **Say:** Today, we are going to form new words and learn how to pronounce and rewrite them.

Introduction to the New Material (15 minutes)

1. **Say:** New words are formed when a word or a syllable is added to them. Sometimes, a word or a syllable is added in front of a word to form a new word. Syllables added in front of a word are called 'prefixes'.
2. **Say:** Sometimes a word or a syllable is added at the end of a word to form new words. Syllables added at the end of a word are called 'suffixes'.
3. **Say:** Some common prefixes are 'im-', 'un-', 'dis-'; 'anti-', 're-', 'ex-'. These prefixes all have different meanings. When added in front of a word, a new word is formed.
4. **Say:** The prefixes 'im-', 'un-' and 'dis-' all mean 'not'.
 - Immobile means not mobile.
 - Impolite means not polite.
 - Unlucky means not lucky.
 - Unimportant means not important.
 - Disapprove means do not approve.
 - Disobedient means do not obey.
5. **Say:** The prefix 're-' means again.
 - Redo means to do again.
 - Remake means to make again.
 - Rebuild means to build again.
6. **Say:** The prefix 'anti-' means against.
 - Anti-malaria means against malaria.
 - Anti-corruption means against corruption.
7. **Say:** The prefix 'ex-' means old or former.
 - Ex-pupil means former pupil.
 - Ex-combatant means former combatant.
 - Ex-wife means former wife.
8. Write the different prefixes and an example of each on the board.
9. Ask pupils to copy them into their exercise books. Give them time to write.

10. **Say:** Some common suffixes are ‘-ing’, ‘-ed’, ‘-tion’ and ‘-ful’. When these suffixes are added to words, new words are formed.
11. **Say:** The suffix ‘-ing’ is often added to verbs to make the continuous tense. For example, ‘exercising’, ‘behaving’, ‘concluding’ and ‘stopping’.
12. The suffix ‘-ed’ is also often added to verbs to make the past participle. Examples: ‘exercised’, ‘behaved,’ ‘concluded’ and ‘stopped’.
13. The suffix ‘-tion’ is often added to verbs to form nouns. For example, ‘motivation’, from the verb ‘motivate’; invitation, from ‘invite’; ‘limitation’ from ‘limit’; attraction from ‘attract’.
14. The suffix ‘-ful’ is often added to nouns to form adjectives. For example, careful, hopeful, dutiful, beautiful, useful.
15. Write the different suffixes and an example of each on the board.
16. Ask pupils to copy them into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Point to the word list on the board (see end of lesson plan).
2. **Say:** Let’s read these words together. I am going to read them first. Listen to how I pronounce them, and then repeat after me.
3. Read through the list twice. Tell pupils to pay attention to the way the words are spelled.
4. Ask pupils to copy the list of words in their exercise books.

Independent Practice (12 minutes)

1. Erase the word list from the board.
2. **Say:** I am going to dictate some sentences to you. You must very listen carefully.
3. Read the following sentences to pupils. Read slowly, clearly with proper pronunciation.
 - a. Mary was very impolite to the teacher.
 - b. The youths in my village formed an anti-corruption unit.
 - c. The thief we caught last night is an ex-convict.
 - d. The children received a reward for behaving well.
 - e. We did not accept her invitation to lunch.
4. **Say:** Now, open your books and turn to a clean page. I am going to read the sentences to you again and I want you to write the sentences into your exercise books. I will read the sentences 3 times so if you miss a word the first time, do not worry.
5. Read the sentences to pupils. Read slowly and clearly with proper pronunciation. Pause after each sentence before reading the next sentence.
6. Read the sentences 2 more times.
7. Write the sentences correctly on the board.
8. **Say:** I want you to look at your own sentences. Are they the same as the ones I have written on the board? If you have made mistakes, correct them now.




Closing (1 minute)

1. **Say:** Today, we have seen that we can form new words by adding prefixes and suffixes.
2. **Say:** For homework, I want you to form new 2 words for each prefix and suffix you learned today and use them in sentences.

[WORD LIST]

- improper
- unfriendly
- discontentment
- antibacterial
- reestablish
- ex-president
- perturbing
- disturbed
- demolition
- grateful

Lesson Title: Semi-Formal Letter	Theme: Writing	
Lesson Number: L-09-046	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Name the formal features in a semi-formal letter. 2. Develop an outline for a semi-formal letter. 	 <p>Teaching Aids Letter at the end of the lesson plan</p>	 <p>Preparation Write the letter at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you remember writing a semi-formal letter? When have you written a semi-formal letter? Have pupils raise their hand to answer.
2. **Say:** Today, we are going to name the formal features in semi-formal letters and develop and outline for a semi-formal letter.

Introduction to the New Material (12 minutes)

1. **Say:** There are similarities and differences between informal letters and semi-formal letters.
2. **Say:** One of the similarities between the two is that both letters can accept and allow contractions. This means you can write 'I'm' for 'I am', 'I've' for 'I have', and 'I'll' for 'I will'.
3. **Say:** A difference between them is that you can use informal expressions such as jokes and slang in informal letters. You should not do so in semi-formal letters.
4. **Say:** Semi-formal letters are letters we might write to our relatives, like our father, mother, uncle, aunt, grandmother or grandfather. All of these people are older than us. Since these people are older than us, our language and choice of words should be polite and as simple as possible.
5. **Say:** The features of a semi-formal letter are:
 - address
 - date
 - salutation/greeting
 - body – which is sub-divided into paragraphs
 - subscript
6. Write the features of a semi-formal letter on the board and have pupils copy them as you write.
7. **Say:** Semi-formal letters are written to do things such as give information about the family; describe an occasion or event that occurred at home; ask for a special favour; or express thanks in appreciation for something done for you.
8. Point to the letter on the board (see end of lesson plan).
9. Identify the different features of the letter as you discuss them with pupils.
10. **Say:** A semi-formal letter has only one address. It is the writer's address. This should be written at the top-right hand corner of the page. Write the date immediately below the address. This is the same as an informal letter.
11. **Say:** The punctuations should not be omitted and should be correctly written.
12. **Say:** Below the writer's address on the left-hand margin, we write the salutation or greeting.

13. **Say:** The salutation starts with 'Dear'. Do not use 'Hello' or 'Hi'.
14. **Say:** It is advisable to use the recipient's first name. It can be 'Dear Uncle Albert' or 'Dear Aunty Kalu'.
15. **Say:** Below the salutation, you start to write the body of the letter. It is good to begin with an introductory paragraph.
16. **Say:** The introductory paragraph should express pleasantries. 'How are you, Uncle Albert? Hope you are doing great. I was glad to hear that my cousin Alusine has just returned from the United States of America. What a happy come back home'.
17. **Say:** Then write the body paragraph. This is where you share information, give thanks or ask for help. The subscription should appear at the right-hand side of the page.
18. **Say:** Use a subscription like 'Yours sincerely' or 'Yours truly'.
19. **Say:** Write your name in full below.

Guided Practice (6 minutes)

1. **Say:** Imagine that your Uncle Albert who lives in Lunsar has just sent a sum of Le 200,000 as assistance for your school arrangements. You want to write a letter to your uncle explaining how you will use the money wisely and express your thanks and appreciation for his kindness.
2. Point to the letter on the board.
3. Read the letter to pupils. Read slowly, clearly and with expression to make the letter interesting. Pause to identify the different features of the letter.

Independent Practice (12 minutes)

1. **Say:** Imagine you have to write a letter to your aunt who lives in another town or village. You are going to ask her kindly to send some local food stuff to you.
2. **Say:** I want you to write an outline of the letter. Your outline should include all of the parts of a semi-formal letter. The parts are: address and date, salutation, body with an introduction and a conclusion, and the subscript. You have 10 minutes.
3. Give pupils time to write the outline in their exercise books.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Ask pupils to work in pairs. **Say:** Check your partner's outline. Do they have all of the features of a semi-formal letter?
6. Give pupils time to share and compare their outlines with a partner.

Closing (3 minutes)

1. Invite as many pupils as possible to share features of their outline with the class.
2. Tell pupils to complete writing the outline of their semi-formal letter as homework.
3. **Say:** We will be using the outline in the next lesson. In our next lesson, we will learn more about developing paragraphs and writing draft semi-formal letters.

[LETTER]

6 Kadie Drive,
Waterloo
11th October, 2016.

Dear Uncle Albert,

I heard that your wife, Adama, has just put to bed a beautiful bouncing baby girl. How lovely that is!




Uncle Albert, I am glad to inform you that I've received the sum of Le 200,000 (2 hundred thousand Leones) that you sent for me through Airtel Money. Thank you very much for that. As you may be aware, the tuition fee for the current academic year is Le 120, 000 (one hundred and twenty thousand Leones). I intend to pay this amount to the school latest, Thursday, 13th October, 2016.

Meanwhile, I do not have a good-looking pair of uniforms. The one I had last year has worn out and so I need one. I have already secured one pair at the cost of Le 49,000. Apart from this, I need to get a new set of exercise books, since I am now in a new class, for the sum of Le 15,000. I should be taking 8 subjects and besides, we will be attending extra lessons to prepare us well in advance of the BECE exams. The remaining sum of Le 16,000 will be used to buy soap to launder my uniform during weekends.

Uncle Albert, what a wonderful gesture on your part. I really appreciate it very much. May Allah continue to guide and protect you and your family. Kindly say hello to everyone at home.

Yours Sincerely,
Andrew Tommy.

Lesson Title: Semi-Formal Letter	Theme: Writing	
Lesson Number: L-09-047	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Develop paragraphs in a semi-formal letter. 2. Write a semi-formal letter to a parent or a guardian. 	 <p>Teaching Aids Paragraphs at the end of the lesson plan</p>	 <p>Preparation Write the paragraphs at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** In our last lesson, we learned the formal features of a semi-formal letter. We looked at the layout of a semi-formal letter and we also developed an outline of a semi-formal letter.
2. **Say:** Now, we are going to learn how to develop paragraphs in a semi-formal letter to our parents or guardians.

Introduction to the New Material (5 minutes)

1. **Ask:** What are the different features of a semi-formal letter? (Answer: address and date; salutation; body – including introduction and conclusion; subscription)
2. **Ask:** Where do you write the address and date? (Answer: top right side of the page)
3. **Ask:** What do you write in the introduction? (Answer: reason for writing the letter)
4. **Ask:** What do you write in the second paragraph? (Answer: purpose of the letter, including details)
5. **Ask:** What do you write in the conclusion? (Answer: express thanks and appreciation)
6. **Ask:** What do you write in the subscription? (Answer: closing and name)

Guided Practice (10 minutes)

1. **Say:** Last lesson we read a letter to Uncle Albert thanking him for help with school.
2. **Say:** Let's take a closer look at the body paragraphs. This is where you give more information about the purpose of the letter.
3. Point to the paragraphs on the board (see end of lesson plan).
4. **Say:** I am going to read the paragraphs to you. I want you to listen and follow along.
5. Read the paragraphs to pupils. Read slowly, clearly and with expression to make the paragraphs interesting.
6. **Ask:** What information have we learned in these paragraphs? Have pupils raise their hand to answer. (Example answer: how the money was spent)
7. **Ask:** What makes these good paragraphs? Listen to pupils' answers. (Example answer: details to support the letter)

Independent Practice (15 minutes)

1. **Say:** Now we have seen an example of good paragraphs for the body of a letter.
2. **Say:** Next you are going to write a letter to your parent or guardian, asking for assistance with your education in the SSS. I want you to give at least 3 reasons to convince that person to help you.

3. **Say:** Before you write the letter, you need to plan. Open your exercise books and write an outline for your letter. Remember, you are asking for assistance with your education in the SSS and you must give 3 reasons to convince your parent or guardian to help you. For example, you want to be a doctor and help your community or you will assist other family members with education when you are older. Be creative.
4. Give pupils 8 minutes to write an outline for their letter.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. Ask pupils to work in pairs to share and compare their outline.
7. **Say:** Now it is time to begin to write our letters. Make sure you include all of the features of a semi-formal letter. Use the paragraphs on the board and your outline to help you.
8. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (4 minutes)




1. Invite as many pupils as possible to read a paragraph from their letter to the class.
2. Ask pupils to bring their letter to the next lesson.

[PARAGRAPHS]

Uncle Albert, I am glad to inform you that I've received the sum of Le 200,000 (2 hundred thousand Leones) that you sent for me through Airtel Money. Thank you very much for that. As you may be aware, the tuition fee for the current academic year is Le 120, 000 (one hundred and twenty thousand Leones). I intend to pay this amount to the school latest, Thursday, 13th October, 2016.

Meanwhile, I do not have a good-looking pair of uniforms. The one I had last year has worn out and so I need one. I have already secured one pair at the cost of Le 49,000. Apart from this, I need to get a new set of exercise books since I am now in a new class for the sum of Le 15,000. I should be taking 8 subjects and besides, we will be attending extra lessons to prepare us well in advance of the BECE exams. The remaining sum of Le 16,000 will be used to buy soap to launder my uniform during weekends.

Lesson Title: Semi-Formal Letters	Theme: Writing	
Lesson Number: L-09-048	Class/Level: JSS 3	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write a final draft of a semi-formal letter.		Teaching Aids 1. Outline and letter from L-09-047 2. Checklist at the end of the lesson plan		Preparation Write the checklist at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** In our previous lessons, you learned about the features of a semi-formal letter. You learned how to develop and outline a semi-formal letter. You also learned how to develop paragraphs and write a draft of a semi-formal letter to a parent or guardian.
2. **Say:** Today we will write a final draft of our letter to a parent or guardian.

Introduction to the New Material (6 minutes)

1. **Say:** Last lesson you wrote an outline for your semi-formal letter to a parent or guardian and shared your outline with a partner. Then you began to write your letter.
2. Ask pupils to open their exercise books to the letter they worked on in the last lesson.
3. **Say:** You have 5 minutes to complete your letter. Use your outline to help you. Don't forget to include all of the features of a semi-formal letter.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Guided Practice (10 minutes)

1. **Say:** Now that you have written your letter it is time to read it and revise it.
2. Point to the checklist on the board (see end of lesson plan).
3. Read the checklist to pupils. Make sure pupils understand all of the points on the checklist.
4. Ask pupils to work in pairs. **Say:** Exchange your letter with a partner. I want you to read your partner's letter and give feedback on how he/she can improve the letter. Look at the checklist on the board. **Ask:** Has your partner done everything in the checklist?
5. Give pupils time to read each other's letters and discuss feedback in pairs.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. While you are walking around take note of 2-3 common mistakes pupils are making in their letters.
8. Write examples of 2-3 mistakes on the board.
9. Correct mistakes as a class. **Say:** Check your work. Did you make mistakes like these? If you did, correct them now.

Independent Practice (12 minutes)

1. **Say:** Now you are going to write a final draft of your letter. Look at the checklist on the board. Make sure that your letter meets all of the points in the checklist. Think about the feedback from your partner; how can you make your letter better?

2. **Say:** Get out a clean page in your exercise books. Write the final draft of your letter using your best handwriting.
3. Give pupils 10 minutes to write the final draft of their letter.




Closing (5 minutes)

1. Invite as many pupils as possible to read their letter to the class.

[CHECKLIST]

1. Does the letter contain all of the features of a semi-formal letter?
2. Are the paragraphs well-developed? Does the writer make a good, clear argument for supporting his or her education?
3. Is the language appropriate for a semi-formal letter?
4. Are the spelling, grammar and punctuation correct?

Lesson Title: Direct and Indirect Speech	Theme: Grammar	
Lesson Number: L-09-049	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Define direct and indirect speech. 2. State some examples of direct and indirect speech. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Texts at the end of the lesson plan 2. Examples of direct and indirect sentences at the end of the lesson plan 3. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the texts at the end of the lesson plan on the board. 2. Write examples of direct and indirect speech at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.
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Opening (5 minutes)

1. Point to the first text on the board (see end of lesson plan).
2. **Say:** I am going to read the text to you. I want you to listen and follow along.
3. Read the text to the pupils. Read slowly, clearly and with expression to make it interesting.
4. After reading, **ask:** What does Mother want Moses to do? Have pupils raise their hand to answer. (Answer: fetch his sister)
5. Point to the second text on the board (see end of lesson plan).
6. Ask pupils to read the text silently. Give pupils time to read.
7. After pupils have finished reading, **ask:** Is the second text the same or different? (Answer: different)
8. **Ask:** What is the difference between the first and second texts? (Answer: The first is what Moses and Mother say. The second is a report of what they said.)
9. **Say:** The first text is an example of direct speech. Direct speech is what a person says exactly. The second text is an example of indirect or reported speech. This is a report of what was said, not the words exactly.
10. **Say:** Today, we are going to learn about direct and indirect speech.

Introduction to the New Material (13 minutes)

1. **Say:** 'Direct speech' is the exact words of the speaker. It is also called 'quoted speech'. That is because what a person says appears within inverted commas and should be the exact words of the speaker. For example:
 - She said, 'Today's lesson is on direct speech'.
 - 'Today's lesson is on direct speech', she said.
 - I said, 'I don't understand you'.
 - She asked, 'What are you doing here?'
2. **Say:** 'Indirect speech' or 'reported speech' is reporting the words of a speaker to someone else. It is not written within inverted commas. For example:
 - She said that today's lesson was on direct speech.
 - He said that he didn't understand me.
 - She asked me what I was doing there.

3. **Say:** In reporting direct speech, and in changing direct speech to indirect speech, the tense usually changes. This is because when we use indirect or reported speech, we are reporting something that has already been said. The verbs therefore have to be in the past too.
4. Point to the examples of direct and indirect speech on the board (see end of lesson plan).
5. Read the examples to pupils and point out the change in verb tense between direct speech and indirect speech.
6. Ask pupils to copy the examples into their exercise books. Give them time to write.
7. **Say:** There are other changes made when reporting speech. There are changes in pronouns.
8. Write the explanation below on the board. Revise the change in pronouns with pupils.

<u>Direct speech</u>		<u>Indirect speech</u>
I	<i>becomes</i>	he (she)
me	<i>becomes</i>	him (her)
we	<i>becomes</i>	they
us	<i>becomes</i>	them
you	<i>becomes</i>	they, them

9. Ask pupils to copy the change in pronoun explanation into their exercise books. Give them time to write.
10. There are also changes in demonstrative pronouns and time words.
11. Write the explanation below on the board. Revise the change in demonstrative pronouns and time words with pupils.

<u>Direct speech</u>		<u>Indirect speech</u>
this	<i>becomes</i>	that
these	<i>becomes</i>	those
here	<i>becomes</i>	there
now	<i>becomes</i>	then
today	<i>becomes</i>	that day
tomorrow	<i>becomes</i>	the next day
yesterday	<i>becomes</i>	the day before

12. Ask pupils to copy the change in demonstrative pronoun and time words explanation into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Imagine these sentences were spoken by Bakarr, a boy in your class.
3. Ask pupils to work in pairs. **Say:** I want you to talk to your partner and tell him/her what Bakarr said, in your own words. You are changing direct speech to indirect speech.
4. **Say:** You can start with the words: 'Bakarr said...'
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (10 minutes)

1. Write the following sentences on the board. Ask pupils to copy the sentences into their exercise books as you write.
 - a. The teacher said, 'I like my dog very much'.

- b. The children said, 'We are tired'.
 - c. James said, 'I will take you to my house tomorrow'.
 - d. My friend said, 'I won a prize in school today'.
 - e. Her father said, 'I am eating my lunch'.
2. **Say:** After you finish copying the sentences, I want you to change them from direct speech to indirect speech.
 3. Give pupils 4 minutes to rewrite the sentences.
 4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
 5. Ask pupils to work in pairs to share and compare their answers.
 6. Check answers as a class. (Answers: a. The teacher said that she liked her dog very much. b. The children said that they were tired. c. James said he would take me to his house the next day. d. My friend said that she had won a prize in school that day. e. Her father said that he was eating his lunch.

Closing (2 minutes)

1. **Ask:** What is the difference between direct and indirect speech? (Answer: Direct speech is what a person says exactly. Indirect speech is a report of what was said, not the words exactly.)
2. **Ask:** What is another name for indirect speech? (Answer: reported speech)

[TEXT: DIRECT SPEECH]

'Go fetch your sister', said Mother. Moses asked, 'Where is she?'
 Mother replied, 'She went to the neighbours to play with Aminata'. 'What time do you want me to get her?' asked Moses. 'Right away', said Mother.

[TEXT: INDIRECT SPEECH]

Mother told Moses to go fetch his sister. Moses asked Mother where his sister was. Mother replied that she went to the neighbours' to play with Aminata. Moses asked Mother what time she wanted him to get his sister. Mother told him to go right away.

[EXAMPLES OF DIRECT SPEECH AND INDIRECT SPEECH]

Direct speech

- a. John said, 'I am going to the cinema'.
- b. Mary said, 'I visit my aunt every day'.
- c. John said, 'I wrote a letter to my brother'.
- d. Jane said, 'My car will arrive soon'.
- e. Mary said, 'I can speak French'.
- f. Joe said, 'I may be able to do it'.




Indirect speech

- He said that he was going to the cinema.
- Mary said that she visited her aunt every day.
- John said that he had written a letter to his brother.
- Jane said that her car would arrive soon.
- Mary said that she could speak French.
- Joe said that he might be able to do it.

[SENTENCES]

- a. I am in the classroom and I am listening to my teacher.
- b. I have a pen in my hand.
- c. My books are open on my table.
- d. I will write what the teacher tells me.
- e. When I finish writing, I will go home.

Lesson Title: Direct and Indirect Speech	Theme: Grammar	
Lesson Number: L-09-050	Class/Level: JSS 3	Time: 35 minutes

	Learning Outcome: By the end of the lesson, pupils will be able to build sentences using direct and indirect speech.		Teaching Aids Sentences at the end of the lesson plan		Preparation: Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

- Say:** In the last lesson, you learned about the differences between direct speech and indirect speech. You also learned when to use direct and indirect speech.
- Ask:** What are 2 differences between direct and indirect speech? Have pupils raise their hand to answer. (Answers: Direct speech is the exact words of the speaker. It should be in inverted commas. Indirect speech reports the words of a speaker to someone else. It is not written within inverted commas.)
- Say:** Today, we are going to practise building sentences using direct and indirect speech.

Introduction to the New Material (10 minutes)

- Say:** Last lesson, we learned how to change direct speech into indirect speech. We said that we make changes to the verb, changes in pronouns and changes in time to change direct speech into indirect speech.
- Write these sentences on the board:
 - Direct speech – Joe said, ‘I was in class yesterday’.
 - Indirect speech – Joe said that he was in class the day before.
- Say:** Now let’s look at how we can build sentences using direct and indirect speech. First let’s practise writing direct speech.
- Say:** Start with the name of the person who made the statement, followed by a comma. For example: Joe said,
- Write on the board: Joe said,
- Say:** Then, state the words he said. For example, ‘I was in class yesterday’. This sentence should be written in inverted commas and end with a full stop.
- Say:** The sentence should now look like this: Joe said, ‘I was in class yesterday’. We can also write it like this: ‘I was in class yesterday’, Joe said.
- Write the 2 versions of the sentence on the board.
- Say:** To write indirect speech, the sentence is written in this way: Joe said that he was in class the day before.
- Write the sentence on the board.
- Say:** Note that the inverted commas in the indirect speech are dropped.
- Say:** The sentence is always introduced by ‘that’. For example: He said that he was in class on that day.
- Underline ‘that’ in the sentence on the board: He said that he was in class the day before.
- Say:** Also, observe the changes in verb, pronouns and time.

Guided Practice (5 minutes)

1. **Say:** I am going to read 2 sets of sentences to you. Listen carefully.
2. **Say:** I will read them 2 times. During the second reading, I want you to write the sentences in your exercise books.
3. **Say:** After you have written the sentences, write the letter 'D' after the sentence with direct speech and the letter 'I' after the sentence with indirect speech.
4. Read the sentences to pupils. Read slowly and clearly.
 - a. John said, 'We have arranged to play football after school'.
 - b. John said that they had arranged to play football after school.
 - c. Mary asked, 'Do you think you will win?'
 - d. Mary asked if he thought they would win.
5. Check answers as a class. (Answers: a. D, b. I, c. D, d. I)

Independent Practice (15 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner, change the direct speech to indirect speech, and the indirect speech to direct speech.
3. Give pupils 10 minutes to change the direct speech to indirect speech, and the indirect speech to direct speech and then write the sentences in their exercise books.
4. Check answers as a class. (Answers: see end of lesson plan)

Closing (2 minutes)

1. **Say:** In today's lesson, you have learned how to write both direct and indirect speech.
2. **Say:** When writing the exact words of a speaker, always remember to use the inverted commas. When reporting what a speaker has said, always remember to drop the inverted commas and make the necessary changes to verb, pronouns and time.




[SENTENCES]

- a. Brima said, 'I am doing fine'.
- b. Mohamed said, 'I have done my assignment'.
- c. Mama said, 'I will finish cooking soon'.
- d. Edna said, 'I have lost my book'.
- e. The teachers said, 'We can teach well'.
- f. Brima said that he was hungry.
- g. Augusta said that Musu was telling a lie.
- h. Mariama said that she liked her dog, Fidel.
- i. The pupils said that they had plenty of time to do their work.
- j. My father said that he would go to town the next day.

[ANSWERS]

- a. Brima said that he was doing fine.
- b. Mohamed said that he had done his assignment.
- c. Mama said that she would finish cooking soon.
- d. Edna said that she had lost her book.
- e. The teachers said that they could teach well.
- f. Brima said, 'I am hungry'.
- g. Augusta said, 'Musu is telling a lie'.
- h. Mariama said, 'I like my dog Fidel'.
- i. The pupils said, 'We have plenty of time to do our work'.
- j. My father said, 'I will go to town tomorrow'.

Lesson Title: Continuous Chapter Reading of Prose	Theme: Reading	
Lesson Number: L-09-051	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to read aloud purposefully with fluency and understanding.	 Teaching Aids Passage at the end of the lesson plan	 Preparation Write the passage at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** When would we have cause to read aloud? Have pupils raise their hand to answer. (Example answer: in class; during assembly)
- Say:** Many people get shy when they are called upon to read in public. This is because they might not have confidence in their reading skills.
- Say:** You have already learned to use stress and intonation in reading.
- Ask:** What is stress? (Answer: the emphasis that you put on a word or sentence when reading)
- Ask:** What is intonation? (Answer: the rise and fall in your voice when you read)
- Say:** Today, we will practise our stress and intonation when we read aloud. We will also make sure we understand what we read aloud.

Introduction to the New Material (10 minutes)

- Say:** When you read fluently:
 - You will understand the passage.
 - Other people will understand what you read.
 - You will improve your vocabulary.
 - You will develop excellent pronunciation.
- Say:** Reading well involves stress and intonation.
- Point to the passage on the board (see end of lesson plan).
- Say:** I am going to read the passage. I want you to listen and follow along. Pay attention to my stress and intonation as I read.
- Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
- Ensure that you use proper stress and intonation. Make sure your voice rises and falls where necessary and place some emphasis on important words. Don't forget to observe punctuation.
- Say:** Now we are going to read the passage together. I am going to read one sentence and then I want you to repeat it after me. Remember, we are practicing our reading fluency. Pay attention to your stress and intonation.
- Read the passage again. Have pupils repeat each sentence after you.

Guided Practice (13 minutes)

- Ask pupils to copy the passage into their exercise books.
- Give pupils time to write.
- Ask pupils to read the passage while you listen to them.
- Stop pupils where they fail to stress an important word, make their voices rise or fall or observe correct punctuation. Model the correct intonation, word stress and punctuation if necessary.

5. **Say:** As you practise reading, your reading skills and pronunciation of words become better. You find it easier to answer reading comprehension passages in BECE.
6. **Say:** Whenever we read a new passage it is important to discuss its meaning.
7. **Ask:** Who is the main character in the passage? (Answer: the donkey)
8. **Ask:** What problem did the donkey face? (Answer: He ran away from a cruel master and mistress.)
9. **Ask:** What happened after he ran away? (Answer: He found a nice place in the forest and stayed until it was coming to rainy season. Then he went to find a place to stay and found a kind old lady.)
10. **Ask:** How do we know the old lady was kind? (Example answer: The last line – ‘She reached up and rubbed his nose, a soft smile on her face.’)

Independent Practice (7 minutes)

1. Ask pupils to work in pairs. **Say:** I want you to practise reading the passage with your partner. First one pupil will read the passage, while the partner listens. Then switch roles.
2. Move around the classroom to make sure pupils understand and are doing the task. Correct mistakes when you hear them.




Closing (3 minutes)

1. **Say:** Good reading involves:
 - the rise and fall of the voice, called intonation
 - applying force on certain words, which is called stress
 - observing punctuation marks
2. **Say:** Reading helps:
 - you read fluently
 - you understand a given passage
 - you develop excellent pronunciation
 - other people understand what you read
3. **Say:** In the next lesson, you will continue to work on reading comprehension.

[PASSAGE: A KIND HOME]

The little donkey ran and ran until he came to a large forest, where he felt sure his cruel master and mistress would never find him. There was a lovely stream among the trees, and soft grass grew near it so he had plenty to eat and drink. Days passed and he grew fat and strong and enjoyed himself very much. But then the weather began to turn cold, and the donkey decided he must find some warm place to sleep before the rainy season came. He trotted on and on through the forest until he found his way out at the other side. There he saw a narrow road that led to a village. He walked slowly along the road until he came to a small white cottage, standing all by itself in a pretty, flowery garden. An old woman sat knitting peacefully in a rocking chair, her back to the garden gate. Very softly the little donkey pushed open the gate, trotted up to the old woman and laid his head on her shoulder. She reached up and rubbed his nose, a soft smile on her face. He knew he had found his home.

Lesson Title: Continuous Chapter Reading of Prose	Theme: Reading	
Lesson Number: L-09-052	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to answer comprehension questions from the text.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Passage at the end of the lesson plan 2. Questions at the end of the lesson plan 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the passage at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** In the last lesson you learned how to read with fluency and understanding.
2. **Ask:** Who can tell us the importance of reading fluently? Have pupils raise their hand to answer. (Example answers: Other people understand what you read. You develop excellent pronunciation.)
3. **Say:** When we read, we read with stress and intonation.
4. **Ask:** What does 'stress' mean? (Answer: Stress is the emphasis put on certain words in pronouncing them.)
5. **Ask:** What does 'intonation' mean? (Answer: Intonation is the rise and fall of the voice when reading.)
6. **Say:** Today, we are going to read a passage from a reading text for understanding and answer questions about it.

Introduction to the New Material (15 minutes)

1. **Say:** When reading a text for understanding, you should think about the following:
 - Read through the passage as quickly as possible to find out the main idea in it.
 - Read the passage again carefully. Here, you identify main ideas in the passage and write them down. These ideas will help you answer the questions on it.
 - Take note of difficult words while reading. Learn to pronounce them correctly. Use the words around them to infer their meaning. If possible, use a dictionary to find the meaning.
2. Point to the passage on the board (see end of lesson plan).
3. **Say:** Now look at the passage on the board. In the last lesson we focused on our reading fluency. Today we are going to work on reading comprehension.
4. **Say:** We are going to read together. As we read, take note of any word that you don't understand. We will find out its meaning so that we can get a clear understanding of the passage.
5. Read the passage aloud with pupils. Make sure you model correct intonation, stress and pronunciation.
6. Ask pupils to help you identify unfamiliar words.
7. Write the following words on the board: master, mistress, cruel, trotted, pretty, plenty.
8. Read the words to pupils. Pronounce them clearly. Have pupils repeat the words after you.
9. Give pupils time to find the words in the passage.
10. Underline the words in the passage on the board.

11. Ask pupils to work in pairs. **Say:** With a partner, discuss the meaning of the words on the board. Look at the words around them in the passage to try to infer their meaning.
12. Give pupils 3 minutes to discuss the vocabulary words.
13. While pupils are discussing, write the following definitions on the board:
 - a. a person who owns an animal
 - b. a woman in charge of something
 - c. mean
 - d. moved at a pace between a walk and a run
 - e. beautiful
 - f. a full amount or supply
14. Read the definitions aloud to pupils.
15. **Say:** With your partner, match the definitions with the words on the board.
16. Give pupils 2 minutes to match the words and definitions.
17. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
18. Check answers as a class. (Answers: master – a person who owns an animal, mistress – a woman in charge of something, cruel – mean, trotted – moved at a pace between a walk and a run, pretty – beautiful, plenty – a full amount or supply)
19. Ask pupils to copy the words and definitions into their exercise books. Give them time to write.
20. **Say:** Now I want you to choose 2 of the new words and use them in a sentence. You have 2 minutes.
21. Invite different pupils to read their sentences to the class.

Guided Practice (5 minutes)

1. Ask pupils to read the passage quietly.
2. Point to the questions on the board (see end of lesson plan).
3. Read the first question aloud. **Say:** Give 2 reasons why the donkey was happy in the forest at first.
4. Discuss the answer as a class. (Example answers: The donkey was happy in the forest because he had plenty of food to eat and he had plenty of water to drink. He felt safe from his master and mistress.)
5. Ask pupils to copy the questions into their exercise books.

Independent Practice (10 minutes)

1. **Say:** Now I want you to answer the rest of the questions on the board. Refer back to the passage to find the answers and write your answers in your exercise books.
2. Give pupils 5 minutes to do the task.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to work in pairs to share and compare their answers.
5. Check answers as a class. (Answers: 2. The weather began to turn cold. 3. He decided to find a warm place to sleep. 4. He was running away from a cruel master and mistress 5. The old woman is kind. 6. pupils' own ideas)

Closing (2 minutes)

1. **Say:** Tell me one thing you learned in today's lesson about answering questions. Begin with 'Today, I learned that...' (Example answers: see below)
 - You should read the passage quickly to know the main idea.
 - You read again carefully to identify the main ideas.
 - You should identify new words and find their meaning.




[PASSAGE: A KIND HOME]

The little donkey ran and ran until he came to a large forest, where he felt sure his cruel master and mistress would never find him. There was a lovely stream among the trees, and soft grass grew near it so he had plenty to eat and drink. Days passed and he grew fat and strong and enjoyed himself very much. But then the weather began to turn cold and the donkey decided he must find some warm place to sleep before the rainy season came. He trotted on and on through the forest until he found his way out at the other side. There he saw a narrow road that led to a village. He walked slowly along the road until he came to a small white cottage, standing all by itself in a pretty, flowery garden. An old woman sat knitting peacefully in a rocking chair, her back to the garden gate. Very softly the little donkey pushed open the gate, trotted up to the old woman and laid his head on her shoulder. She reached up and rubbed his nose, a soft smile on her face. He knew he had found his home.

[QUESTIONS]

1. Give 2 reasons why the donkey was happy in the forest at first.
2. Why did the donkey decide to leave the forest?
3. What did the donkey decide to do before the rainy season?
4. Who do you think the donkey was running away from?
5. Why does the donkey think he has found his home?
6. What do you think will happen to the donkey next?

Lesson Title: Revision of Adverbs	Theme: Grammar	
Lesson Number: L-09-053	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify different types of adverbs in sentences: adverbs of manner, place and time.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** What is an adverb? Have pupils raise their hand to answer. (Answer: An adverb is a word that modifies or tells us more about adjectives, verbs or various other types of words.)
2. **Say:** Today, we are going to review 3 types of adverbs: adverbs of manner, adverbs of time and adverbs of place.

Introduction to the New Material (13 minutes)

1. Write on the board: An adverb is a word that modifies or tells us more about adjectives, verbs or various other types of words.
2. Ask pupils to copy the definition into their exercise books.
3. Write 'Adverbs of manner' on the board.
4. Write this sentence on the board: Kallon spoke angrily.
5. **Say:** 'Angrily' tells us how or in what manner Kallon spoke. So this is an example of an adverb of manner.
6. **Say:** Adverbs of manner tell us how something happens. They are usually placed either after the main verb or after the object. For example:
 - Abu ran quickly.
 - Amadu plays the drums beautifully.
7. Write the definition and examples on the board.
8. Write 'Adverbs of place' on the board.
9. **Say:** Adverbs of place tell us where an action takes place. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs. For example:
 - Fatmata looked around but she couldn't see the hippo.
 - The grass grows thicker over there.
10. Write the definition and examples on the board.
11. Write 'Adverbs of time' on the board.
12. **Say:** Adverbs of time tell us about the time or when something happens. For example:
 - They always go to Freetown for shopping.
 - We have to leave now.
13. Write the definition and examples on the board.
14. Ask pupils to copy the definitions and examples on the board into their exercise books.

Guided Practice (5 minutes)

1. **Say:** We are now going to identify adverbs of manner, time and place in sentences.
2. Write these sentences on the board:
 - a. Modupe knows where the girls have gone.
 - b. Johnson was smiling broadly when he won the election.
 - c. Amadu knows to come later.
3. **Say:** We are going to identify the adverb in each sentence. Then, state what kind of adverb it is – an adverb of manner, place or time.
4. Discuss each question with pupils. Underline the adverbs on the board. Write the answers on the board. (Answers: a. where – adverb of place b. broadly – adverb of manner c. later – adverb of time)
5. Ask pupils to copy the sentences and answers into their exercise books.

Independent Practice (12 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to identify the adverb in each sentence. Then, state what kind of adverb it is – an adverb of manner, place or time.
3. Give pupils 5 minutes to identify the adverbs and types of adverbs in the sentences.
4. Check answers as a class. (Answers: a. quickly – adverb of manner; b. early – adverb of time; c. where – adverb of place; d. in December – adverb of time; e. yesterday – adverb of time, always – adverb of time, recklessly – adverb of manner; f. nearby – adverb of place; g. here – adverb of place, until – adverb of time)
5. Underline the adverbs in the sentences after pupils identify them and write the type of adverb at the end of each sentence.
6. **Say:** Now that we have identified adverbs in sentences, I want you to write your own sentences using adverbs of time, adverbs of place and adverbs of manner. Write 2 sentences for each type of adverb. That's 6 sentences in total. You have 5 minutes.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. Ask pupils to work in pairs to share and compare their sentences.




Closing (4 minutes)

1. Invite as many pupils as possible to read a sentence to the class.
2. **Say:** Today we learned about 3 different types of adverbs. **Ask:** Who can tell us what they are? Listen to pupils' answers. (Answer: adverb of manner, time and place)
3. **Ask:** What adverb tells us how an action is done? (Answer: adverb of manner)
4. **Ask:** What adverb tells us when an action is done? (Answer: adverb of time)
5. **Ask:** What adverb tells us where an action is done? (Answer: adverb of place)

[SENTENCES]

- a. The animals ran quickly to avoid the fire.
- b. Do you know why the visitors left early?
- c. The thieves do not know where we buried our money.
- d. Strange birds visit our beaches in December.
- e. I sacked my driver yesterday because he always drove my car recklessly.
- f. Did they bury him nearby?
- g. Stay here until you hear your name.

Lesson Title: Oral Descriptive Composition	Theme: Listening and Speaking	
Lesson Number: L-09-054	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to describe a person orally.</p>		<p>Teaching Aids Oral description outline at the end of the lesson plan</p>		<p>Preparation 1. Write the oral description outline at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** We have all described a person, a place or a scene before. We have written descriptive compositions and read descriptive narratives.
2. **Say:** Today, we will practise describing a person orally.

Introduction to the New Material (10 minutes)

1. **Say:** Oral description helps you to describe a person, place or thing. It helps you to develop the ability to talk boldly and clearly in public.
2. **Say:** In order to describe a person, you have to follow a particular pattern.
3. **Say:** Your audience, or the people listening to you, must be able to imagine the person you are describing based upon your description.
4. **Say:** Use simple sentences that can be easily understood.
5. **Say:** First, introduce the person you are describing. Tell the listeners his name, age and where he lives.
6. **Say:** Tell the listeners what the person does. Say if the person is employed or is a pupil. For example, 'The person I admire most is my uncle, Francis Bundu. He is 18 years old. He lives at 42 Bundu Lane in Freetown and attends the Prince of Wales Secondary School. He is in SSS 4'.
7. **Say:** Then, give the physical description of the person.
8. **Say:** Say what the person looks like in a logical order, so that it is easy for your listeners to imagine the person. Do not begin from the head, come down to the feet and go back to the face. That is disorganised.
9. **Say:** If you start the description from the head, move down the body in an orderly manner until you reach the feet. For example: 'Uncle Francis is tall and fair in complexion. He has a small head and big, bright eyes. He has a pointed nose and white teeth which show when he laughs'.
10. **Say:** Next, tell your listeners about the person's personality. Talk about likes and dislikes. These are his/her characteristics. For example, 'Uncle Francis works very hard and helps to clean the house on Saturdays. He likes reading novels and listening to the radio. He dislikes dishonesty'.
11. **Say:** Finally, tell your listeners why you like, dislike or admire the person you are describing. For example, 'I like Uncle Francis because he is very clever and helpful. He always helps me with my homework'.

Guided Practice (8 minutes)

1. Point to the outline on the board (see end of lesson plan).
2. Revise the outline with pupils.
3. Ask pupils to copy the outline into their exercise books.

4. **Say:** Think about the person you find most interesting in your family. What kind of words would you use to describe that person?
5. **Say:** Use the outline on the board to write points that you would use to describe him/her. You have 4 minutes.

Independent Practice (14 minutes)

1. Ask pupils to work in pairs. **Say:** Now turn to a partner. You are going to give an oral description of your most interesting family member to your partner. Remember, you think this person is interesting so use intonation and stress when you speak to make your description sound interesting as well.
2. **Say:** First one pupil will give their oral description. The other pupil will listen. After your partner has finished giving their description give them feedback. Did their description include all of the information in the outline? Then switch roles. You have 3 minutes each.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Invite as many pupils as possible to stand up and share their oral description with the class.
5. Clap for pupils after they share their description.

Closing (2 minutes)

1. **Say:** I hope that this lesson has given you the ability not only to do oral description, but also to use correct grammar to talk in public.
2. **Say:** Make sure you copied the outline on the board. You will use it to write a descriptive composition on the BECE.

[ORAL DESCRIPTION OUTLINE]




Part 1: Introduction of the person you are describing: name, age, address/where they live, profession or what the person does

Part 2: Physical description: appearance, what the person looks like

Part 3: Characteristics of the person: personality, likes and dislikes

Part 4: Reason for liking, disliking or admiring the person

Lesson Title: Phrasal Verbs	Theme: Grammar	
Lesson Number: L-09-055	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use phrasal verbs in sentences.</p>	 <p>Teaching Aids 1. Examples of phrasal verbs and their meanings at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation: 1. Write the sentences for the Opening on the board: The manager always <u>goes into</u> the accounts. I can rely on Fatu because she never <u>goes back on</u> her word. 2. Write the examples of phrasal verbs and their meanings at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. Read the sentences on the board to pupils:
 - The manager always goes into the accounts.
 - I can rely on Fatu because she never goes back on her word.
2. Ask pupils to look at the sentences carefully and think about the meanings of the underlined words.
3. Read the first sentence.
4. **Ask:** What does the phrase 'goes into' mean? Have pupils raise their hand to answer. (Answer: to examine in detail)
5. Read the second sentence.
6. **Ask:** What does the phrase 'goes back on' mean? (Answer: to fail to keep a promise)
7. **Say:** These groups of words, 'goes into' and 'goes back on', come from the verb 'to go'. But they have a meaning different from the dictionary meaning because of the words 'into' and 'back on' that were added to them.
8. **Say:** 'Goes into' and 'goes back on' are called phrasal verbs. Today, we will learn about phrasal verbs.

Introduction to the New Material (12 minutes)

1. **Say:** A phrasal verb is a group of words made up of a verb and a preposition or adverb. It acts like a single word.
2. Write the definition on the board. Ask pupils to copy it into their exercise books.
3. **Say:** The meaning of a verb changes when a preposition is added to it.
4. Write the examples on the board and revise them with pupils.
 - a. 'to knock' – to hit
'to knock down' – to cause to fall
 - b. 'to break' – to cut into pieces or parts
'to break into' – to enter by force
5. Point to the example phrasal verbs on the board (see end of lesson plan).

6. Revise the phrasal verbs and their meanings with pupils.
7. **Say:** Phrasal verbs can either be made up of a verb + a preposition or a verb + an adverb.
8. Write the formation of phrasal verbs on the board and revise them with pupils.
 - verb + a preposition = phrasal verb
 - verb + an adverb = phrasal verb
9. **Say:** A preposition goes before a noun or pronoun, but an adverb goes after a verb.
10. **Say:** Let's look at the following examples of phrasal verbs in sentences, showing verb + preposition and verb + adverb.
11. Write the examples on the board and revise them with pupils.

a. look into

The Principal promised to look into the theft case.

↓ ↓
 verb preposition

b. break into

Thieves broke into our house last night.

↓ ↓
 verb preposition

c. break out

A riot broke out after the government raised the fuel prices.

↓ ↓
 verb adverb

12. **Say:** We also have phrasal-prepositional verbs, which end with a preposition. They always have a direct object.
13. Write the examples on the board and revise them with pupils.
 - a. Run out of (something) – to exhaust or use up one's supply of something.
Example: The thief ran out of luck and was arrested.
 - b. Get on with (somebody) – to have a friendly relationship with
Example: Julieta really gets on with the teachers at our school.
 - c. Keep up with (something/someone) – to stay on schedule with a person or homework
Example: I have so much work to do that I can't keep up with the writing exercises.
14. Ask pupils to copy the examples on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to look at the sentences on the board and discuss their meaning. Try to infer the meaning of the phrasal verbs using the words around them in the sentence.
3. **Say:** Phrasal verbs are very interesting. Their meaning can change depending on the way we use them. For example, if I 'put out' a fire I stop it. If I 'put out' the trash I leave it at a certain place for garbage collection. It is important to infer meaning when using phrasal verbs.
4. Move around the classroom to make sure pupils understand and are doing the task.

5. Check answers as a class. (Answers: a. put on – wear b. put out – stop c. carry out – do d. carry on – continue)

Independent Practice (12 minutes)

1. Point to the phrasal verbs and their meanings on the board, which were discussed in the Introduction to the New Material.
2. **Say:** There are 10 phrasal verbs on the board. I want you to write a sentence for each of the phrasal verbs. Use the meanings on the board to help you. You have 10 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 10 minutes, ask pupils to work in pairs to share and compare their sentences.
5. Invite different pupils to share a sentence with the class. (Example answers: see end of lesson plan)
6. Write some pupils' sentences on the board.

Closing (1 minute)

1. **Say:** Complete this sentence. Phrasal verbs can either be made up of... (Answer: a verb + a preposition or a verb + an adverb)
2. **Say:** Phrasal verbs make our writing interesting. Try to incorporate them into your writing.

[EXAMPLES OF PHRASAL VERBS AND THEIR MEANINGS]

Phrasal verbs

Meanings

- | | |
|---------------|----------------------------------|
| a. go about | to do something in the right way |
| b. run over | to hit something |
| c. run across | to meet someone by chance |
| d. give in | to yield |
| e. lay off | to end employment/dismiss/sack |
| f. look into | to investigate |
| g. break into | to enter by force |
| h. break out | to escape |
| i. back down | to withdraw/concede defeat |
| j. carry out | to do as expected/to conduct |

[SENTENCES]

- a. Jane put on a nice dress for her birthday.
- b. The neighbours helped to put out the fire in Mr Kamara's house.
- c. The government is expected to carry out its duties well to make the citizens happy.
- d. We were asked to carry on with our classwork.

[EXAMPLE ANSWERS TO INDEPENDENT PRACTICE]

- a. Mother goes about her business in the market; she never cheats customers.
- b. The bus ran over a dog on the road.
- c. I ran across my uncle at the bank on Saturday.
- d. Father finally gave in and let us go to the party.
- e. The company had to lay off some workers due to lack of resources.
- f. The police promised to look into the theft.
- g. Thieves broke into the shop last night.
- h. I am worried the chickens will break out of the coop.
- i. Musa and I are quarreling but I refuse to back down.
- j. We must carry out our plan if we want to finish the work on time.

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