

LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION

English Studies

for

Primary 1 - Primary



UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

(PRIMARY 1-3)

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Term 1 Primary 1

MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES PRIMARY ONE FIRST TERM

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Phonics: Animal Sounds	By the end of the lesson, the pupils should be able to: i. identify different animal sounds by mimicking the animals; ii. match animals with their sounds; iii. use onomatopoeia to describe animal sounds; e.g. cuckoo, meow, bark etc; iv. explain various reasons for animal sounds.	i. Pupils, in pairs, mimic animal sounds from their environment and mention the names of the animals. ii. Pupils, in small groups, identify different animals on a given chart and match them with their sounds. iii. Pupils watch a video depicting animals and their sounds (e.g. a cat meows) and mimic the sounds. iv. Pupils are guided, in small groups, to demonstrate how animals express different emotions using different sounds.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Digital literacy	AUDIO VISUAL RESOURCES i. Charts ii. Animal picture cards iii. Animal sound clips Web Resources: https://sites.googlecom/a/zahraa.tzafonet.g.il/mou minh/list-canimals-sounds http://study.com/addem y/lesson/animal-sounds-lessons-plan-for-elem entary-school.html
	Simple commands at home and at school	By the end of the lesson, pupils should be able to: i. identify simple greetings and commands; ii. differentiate between formal/respectful and informal/casual greetings; ii. use simple commands;	 i. Pupils, as a class, greet and respond to their teachers' greetings and commands. ii. Pupils, in pairs, play the roles of mothers, fathers, siblings and teachers to demonstrate appropriate greetings for each in different contexts. ii. Pupils, in pairs, 	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Chart/ flash cards containing symbols of commands ii. Pictures depicting modes of greetings among various groups. Web Resources: www.anglomaniacy .p l/index.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
en e		iv. demonstrate the use of greetings and command in conversations.	command each other to get something done. iv. Pupils are guided, in small groups, use dialogues to demonstrate appropriate use of greetings and commands.		
	Reading: Oral and written comprehensi on i. Story Telling: The tortoise and the dog ii. Picture Reading: Identification of objects	By the end of the lesson, the pupils should be able to: i. identify pictures and predict main ideas of the passage; ii. read a story audibly; iii. derive new words from the passage and summarize the story in their own words; iv. answer question on the passage	i. Pupils, as a class, make and justify predictions about events based on contents of given Tables, Pictures, Graphs etc. ii. Pupils, as a class, read in turns a given passage on tortoise and dog. iii. Whole class is guided to check the meaning of new words in dictionary and use them in sentences, thereafter retell the story in their own words.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Pupils text books ii. Charts iii. Graphs iv. Tables v. Pictures Web Resources
		Service of the servic	 iv. Each pupil answers questions orally and in written form on the story. v. Pupils, in pairs, role-play the tortoise and the dog 	PALACE	=55 /
E setu	Vocabulary: New words N.B: The words used in this lesson	By the end of the lesson, the pupils should be able to: i. identify the correct pronunciation of the selected	i. Each pupil pronounces each word correctly. ii. Pupils, in pairs, match pictures to words to sort words into categories/families	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Picture books iii. Word cards iv. Dictionaries

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WKS	TOPICS	LEARNING LEARNING EMBEDDED LEARNING				
	101100	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING	
	should be selected from the picture reading taught in the previous lesson	words; ii. classify the words into basic word categories e.g. foods, colors, shapes, etc.; iii. use the new words in sentences.	iii. Pupils, in small groups, use the new words in sentences appropriately. iv. Each pupil generates a new sentence using the new words.	CORES SKILLS	RESOURCES Web Resources www.readwritethink .org	
	Writing: Writing of alphabet	By the end of the lesson, the pupils should be able to: i. write the letters of English alphabet; ii. differentiate between the upper case and lower case of the letters of the alphabet; iii. use both small letters and capital letters in words/simple sentences.	i. ii. Each pupil writes the English alphabet in upper and lower cases and recites them. iii. Pupils, in pairs, study a given chart to identify the difference between the use of upper and lower cases of the English letters of the alphabet. iv. Pupils, in small groups, use upper case and lower case in words/ sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	i. Chart/Flash cards containing alphabet in upper and lower cases. ii. Course Book iii. Any other relevant material	
2.	Phonics: Consonant sounds: /a/ /b/ /d/ Vowel sounds: /i:/ beat, /ɔ:/ floor, /ɔi/ toy, /ðu/ fowl.	By the end of the lesson, the pupils should be able to: i. produce and identify basic sounds correctly; ii. distinguish the sounds of the different letters of the alphabet correctly; iii. differentiate between consonant and	i. Pupils, as a class, produce sounds and pronounce letters correctly. ii. Pupils, in groups, listen to pronunciation of sounds of different letters on audio player and reproduce the sounds till they master the correct pronunciation (drilling). iii. Pupils, in pairs,	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Alphabet charts/flash ii. cards iii. Real objects iv. Audio player/sound charts Web Resources https://www.thoug hco.com /sounds-in-english- langu age-3111166	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		vowel sounds; iv. produce words with the given sounds.	identify the sounds in words by matching words that have similar sounds. iv. Each pupil produces words with the sounds.		m.youtube.com
	Structures: Identification of persons-self	By the end of the lesson, pupils should be able to; i. identify the guidelines in describing themselves; ii. complete a guided essay on myself / yourself; iii. construct simple sentences to describe themselves (i.e. myself, yourself); iv. answer questions about themselves.	i. Pupils,asa class,study a given format description; (e.g. Name, class, age etc) ii. Pupils are guided, in small groups, to read and complete omitted words in a given descriptive essay. iii. Pupils, in pairs, role-play to describe each other/ themselves. iv. Pupils, in small groups, answer few questions about themselves.	i. Communication and collaboration ii. Citizenship iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pictures ii. Charts iii. Brightly colored iv. Pictures books WEB RESOURCES https://www.youtu be.com/ watch?v=jXTwQh- PI2U
•		By the end of the lesson, pupils should be able to: i. use details in pictures to make predictions; ii. relate the pictures to real-life situations;	i. Pupils are guided, in small groups, to make predictions about the pictures by explaining their views about the picture. ii. Pupils, in pairs, describe their mothers. iii. Each pupil answers questions on the pictures.	Communication and collaboration Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. course book ii. Relevant Pictures of objects iii. Picture books WEB RESOURCES www.education.co m

WKS	TOPICS	LEARNING	LEADNING		NGLISH STUDIES
	Vocabulary.	OBJECTIVES	ACTIVITIES	CORES SKILLS	
utue	Vocabulary: New words Writing: Writing of	By the end of the lesson, pupils should be able to; i. explain meaning of new words contextually; ii. use new vocabulary grammatically in own speech; iii. find additional 50-100 new words and master their meanings and usages. By the end of the lesson, pupils	LEARNING ACTIVITIES i. Pupils are guided, in small groups, to identify new and familiar words in selected texts and stories. ii. Each pupil role-plays or dramatizes the meanings of familiar and new words. iii. Pupils, in pairs, use the new words in sentences. iv. Each pupil searches for more new words with their meanings and usages. i. Pupils, in pairs, match the	EMBEDDED CORES SKILLS	LEARNING RESOURCES AUDIO VISUAL RESOURCES i. Story books ii. Text books iv. Dictionaries WEB RESOURCES www.readingrocket s.org AUDIO VISUAL RESOURCES
8372	alphabet (cont'd)	should be able to i. match the upper case letters to the lower case letters; ii. write the	ii. Each pupil writes the alphabet in upper case and lower case. ii. Pupils are guided, in small groups, to produce words or sentences with lower and upper case.	ii. Critical thinking	i. Flash Cards ii. Course book WEB RESOURCES https://m.youtube. com/ watch?list=p
3	Phonics: Rhyming words, One syllable	By the end of the lesson, the pupils should be able to;	i. Pupils are guided, in small groups, build new words	i. Communication and collaboration ii. Creativity and	AUDIO VISUAL RESOURCES i. Word cards

WKS	At Milder	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
WKS	words e.g. Ex, to, my, do etc	i. blend sounds to form one syllable words; ii. recognize words that end with same letter sounds; iii. identify rhyming words; iv. compose/ recite poems, rhymes and identify rhymes in the poems.	ACTIVITIES by blending letter sounds.	imagination iii. Critical thinking in and problem	
260	A 30		recite poems rhythmically.	13 E	
	Structure: The articles "a"and"an" e.g. This is an orange etc	By the end of the lesson, pupils should be able to: i. identify articles 'a' and 'an'; ii. explain when to use article 'a' or 'an'; iii. construct sentences with article 'a' or 'an.	i. Pupils, as a class, recognize the use of articles on a displayed chart. ii. Pupils, in pairs, differentiate between the use of articles 'a' and 'an' and match objects that require articles 'a' or 'an' appropriately; iii. Each pupil uses articles 'a' and 'an' in sentences	- Artes to	i. Objects in classroom ii. and compound iii. Chart/flash cards iv. Picture books WEB RESOURCES https://dictionarble g.cambridge.org /2015/08/19/a-an- and-the-how-to- use-articles-in- English/amp/
	Vocabulary: New words identification of objects in the Classroom and compound	By the end of the lesson, pupils should be able to: i. list objects in their classroom; ii. relate words to the objects;	 i. Pupils, as a class, name the objects in their class; ii. Pupils, in pairs, match words to objects; iii. Each pupil uses 	i. Communication and collaborationii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Classroom/ scho compound ii. Flash books iii. Pictures

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WKS	TOPICS	LEADAMA	NGLISH STUDIE		
		LEARNING Objectives	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		i. construct sentences with the words.	the words in sentences.		web RESOURCES www.myenglisheac her.eel > blog www.english-learn- online.com
	Writing: Describe an object (bird, dog etc.)	By the end of the lesson, pupils should be able to: i. use appropriate descriptive words ii. differentiate features of an object iii. state the features of an object; iv. describe an object accordingly; v. write 5 sentences on an object.	 i. Pupils, as a class, are guided to identify features of descriptive composition. ii. Pupils, in small group, mention the attributes of an identified object. iii. Pupils pair up to describe an object. iv. Each pupil writes five sentences on the object. 	i. Communication cation and collaboration ii. Critical thinking and problem solving iii. Leadershi p and Personal Development	AUDIO VISUAL RESOURCES i. Chart/flash containing pictures ii. Real object WEB RESOURCES https://www.readin grockets .org/strategies/des criptive writing#:~:text=Go od%20descr iptive%20writing% 20includes%2 0many,thing%20in vokes%2
	Supplementar y reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lessons learnt from the book; iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. Pupils as a group discuss the lessons learnt from the reading and share with the class. Each pupil shares an event in the story and relates it to an event at home.	i. Communication and collaboration ii. Critical thinking and problem solving ii. Critical thinking and problem solving solving	Recommended story book.
4	Phonics: Build	By the end of the	i. Pupils, as a class,	i. Communication	AUDIO VISUAL

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED	LEARNING RESOURCES
	rhyming word families	lesson, the pupils should be able to: i. recite/sing rhymes and songs from the; ii. identify letter sounds in songs and rhymes; iii. recognize rhyming words from given word sets; iv. build rhyming word families.	sing songs and recite rhymes after an audio player. ii. Pupils are guided, in small groups, reproduce sounds of rhyming words in songs and rhymes. iii. Each pupil matches rhyming words to given words. iv. Pupils, in pairs,build families of words that rhyme.	and collaboration ii.Leadership and personal development iii. Critical thinking and problem solving	RESOURCES i. Charts ii. Picture books with rhymes and songs iii. Flash cards iv. Tape recorder WEB RESOURCES https://youtu.be/ao dF3P7DENM
	Vocabulary: Naming of objects in the kitchen e.g. Cup, spoon etc	By the end of the lesson, pupils should be able to: i. identify objects in the kitchen; ii. name objects in the kitchen; iii. write the names of the object in the kitchen and their uses.	i. Pupils, as a class, name objects in the kitchen. ii. Pupils, in small groups, identify objects in the kitchen. iii. Pupils, in pairs, write the names of objects in the kitchen and their uses. iv. Pupils, in pairs, role-play the use of objects in the kitchen.	Communication and collaboration Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. School Kitchen ii. Pictures containing objects in the kitchen iii. Flash card containing objects in the kitchen WEB RESOURCES www.esolcourses. com/ content/topics/hom e/ kitchen/kitchen- vocabuary.html
	Reading: Pictorial reading: Passage about objects on the road.	By the end of the lesson the pupils should be able to: i. deduce the main idea of the passage; ii. analyse the purpose of the	given passage as	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	i. Traffic Sign objects ii. Pictures containing objects

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	- MIDEDDED	NGLISH STUDIE
)	, 1	passage.	the passage.	CORES SKILLS	RESOURCES
					on the road
		iii. use evidence	iii. Each pupil		
		from the	analyses the		WEB
		passage to	purpose of the		RESOURCES
		explain	passage.	5, " 1	www.safetysign.com
		supporting	Tr.	1	
1 10		ideas;	iv. Pupils, in pairs,		help/h97/traffic-signs
		N. auntain	discuss supporting	2 30	and-thier-meaning
		iv. explain meaning	ideas from the		
		of unfamiliar	passage using		
	the state of	words in the	evidence from the	A Constitution	-
3	CHENT YOU !	passage;	passage.	Grand Training	
40		relate the	D. 3	tradition in	
4			Pupils relate the		The second second
		passage to their everyday	main ideas in the	and so	
A.		activities.	passage to their	The Park of the	
		activities.	everyday	/ A The second	13 S 7 1
		+	activities.		12
	Structure:	By the end of the	v. Pupils, as a class,	iii. Communication	ALIDIO LUOLLA
	Action verbs	lesson, pupils	mention some	and collaboration	AUDIO VISUAL RESOURCES
	on the uses of	should be able	objects that can	and collaboration	i. Chart containing
	objects in the kitchen e.g.	to:	be found in the	iv. Critical thinking	names of objects
	Knife is used	i. identify objects in the kitchen;	kitchens.	and problem	used in the
	for cutting	in the kitchen,	-100	solving	kitchen
		ii. list action verbs	vi. Pupils are guided,	100	1 2
		associated with	in small groups, to		WEB
	i da la i	the uses of	list action verbs		RESOURCES
	4.2	objects in	for the objects and		http://youtu.be/Fcc 0gqrVr-U
		kitchen; e.g.	demonstrate the		094111-0
		sieving, frying,	actions		Tables No.
	一 (青春)	boiling, cutting;	ii. Pupils, in pairs,		
		iii. Construct	use the action		
		sentences with	verbs in		mark /
	20	the action verbs.	sentences.		
		the action verbs.		A STATE OF THE STA	
	The same and the same of	ed of the form	iii. Pupils in pairs		
	100	The same of the sa	dramatise the		1-12
			action verbs.	7	
	Writing:	By the end of the	i. Pupils are guided,	i. Communication	AUDIO VISUAL
	Writing of first	lesson pupils	in small groups, to	and collaboration	RESOURCES
	alphabet or	should be able	write objects in the	201100000000000000000000000000000	i. Pictures
	letter of all the objects	to: i. write the first		ii. Critical thinking	containing objects
	mentioned for	letter of all the	mentioned for the	and problem	in the kitchen
	the week e.g.	objects	week	solving	:: El -1
	Knife, cup.	mentioned for	alphabetically.		ii. Flash cards
	17	mentioned for			containing objects
					in the kitchen and

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		the week; ii. participate in matching words with objects in the kitchen according to their first letters; iii. write the uses of each object.	ii. Each pupil match objects to their first letters. iii. Pupils, in pairs, write the uses of each object. iv. Pupils, in pairs, role-play the use of each object in the kitchen.	, 1	their names iii. Table containing names of object in the kitchen on the right hand side, and alphabet on the left hand side. WEB RESOURCES: www.eso/courses.com/
					content/topics/home/kitch en-vocabulary.html
5	Phonics; : Songs and Rhymes	By the end of the lesson, the pupils should be able to: i. recite/sing rhymes and songs; ii. identify letter sounds in songs and rhymes; iii. recognize rhyming words from given word sets; iv. build rhyming word families.	matches rhyming words to given words. iv. Pupils, in pairs, build families of words that rhyme.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	i. Pictures books with rhymes and songs ii.Tape recorder WEB RESOURCES: www.pinterest.co m> teenyteacher
2	Structure: Matching of words and figure 1 for one, 3 for three	By the end of the lesson, pupils should be able to: i. identify figures by their spellings; ii. write figures in words; iii. match words	 i. Pupils, in pairs, identify figures by their spellings. ii. Pupils are guided, in small groups, write numbers in words. iii. Each pupil 	i. Critical thinking and problem solving ii. Digital Literacy.	AUDIO VISUAL RESOURCES: i. Flash card containing figure and words ii. Table containing figures on right hand side and words on the left hand side

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		and figures correctly.	matches figures with words.	egyaya.	WEB RESOURCES: https://www.wikiho w.com
		,	Visit the website:	The state of the s	/write-numbers-in- words?amp=i
			https://pin.it/6xzTFa 8	AD COMES	https://www.helping withmeth .com/cha0301- numbers-words01
	Vocabulary: new words	by the end of the lesson, pupils should be able to: i. identify the listed words; ii. explain the meaning and uses of the words; i. construct sentences with the words orally.	i. Pupils, as a class, repeat the pronunciation of given words after the teachers. ii. Pupils, in pairs, explain the useof the words in a given passage. iii. Each pupil uses the words in sentences. iv. Pupils, in pairs, dramatise the meaning of the new words.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES: i. Chart containing words ii. Dictionaries WEB RESOURCES: www.readingrocke ts.org/arti cle/basic-spelling- vocabulary-list
	Writing: 'Our House' 'Two letter Words'	By the end of the lesson, pupils should be able to: i. produce two letter words; i. write two letter words in a sentence; i. analyse an essay on 'our house' by underlining two letter words in the description.	produce two letter words.	i. Critical thinking and problem	AUDIO VISUAL RESOURCES i. Flash cards of two letter words i. Sample of Composition on 'Our House' WEB RESOURCES Https://youtu.be/w Gy ZNdQfWig Https://youtu.be/wg yzndqfwig

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Phonics: Vowel sounds i. /ɔ/ - dog, pot ii. /a:/ - farm, fart	By the end of the lesson, pupils should be able to: i. pronounce the vowel sounds correctly; ii. identify the sounds in given words; iii. produce more words containing the yowel sounds	i. Pupils, as a class, listen to the pronunciation of sounds on the audio player and repeat the sounds	i. Communication and collaboration ii. Critical thinking and problem solving iii. Digital Literacy	AUDIO VISUAL RESOURCES: i. Sound charts and flash cards ii. Wall Chart containing /a:/ and words and /ɔ/ and words iii. Course book WEB RESOURCES https://youtu.be/69 DwHUgf7s
	Structure: Identification of objects with emphasis on the articles "a" and "an" contd.	By the end of the lesson, pupils should be able to: i. differentiate between the articles 'a' and	i. Pupils, as a class, are guided to distinguish article "a" from "an". ii. Pupils are guided,	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES: i. Real objects ii. Pictures
		'an'; ii. give examples of objects that use articles 'a' and 'an; iii. make use of the articles 'a' and 'an' correctly in their writing and speaking.	in small groups, to identify objects that use articles 'a' or 'an'. iii. Each pupil makes sentences using objects with articles 'a' or 'an'.		textbook WEB RESOURCES https://busyteache r.org/ 16028-definite- indefinite -article-confusion- 3-rules.html https://youtu.be/- zZau_dttRY

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
Tone	new words	lesson, pupils should be able to: i. spell and pronounce words correctly; ii. identify words in a sentence; iii. form sentences with the new words.	the words. ii. Pupils are guided, in small groups, to identify the new words in sentences. iii. Pupils, in pairs, use new words in sentences of their own. iv. Pupils, in pairs, dramatise the meaning of the new words.	and collaboration ii. Critical thinking and problem solving iii. leadership and personal development	RESOURCES RESOURCES: i. Charts containing the words ii. Dictionaries WEB RESOURCES
	Reading: Pictorial reading of Objects that start with "an"	By the end of the lesson, pupils should be able to: i) identify objects that use 'an'; ii) differentiate objects that use 'an' from other objects; iii) construct sentences with "an".	 i. Pupils, in pairs, identify objects in the picture that use 'an'. ii. Pupils, in pairs, differentiate objects that use 'an' from other objects. iii. Pupils are guided, in small groups, to construct sentences with "an" and objects. 	solving	AUDIO VISUAL RESOURCES i. Real objects ii. Pictures iii. Toys WEB RESOURCES https://youtu.be/- zZau_dttRY
	Writing: Describe animals (Animals of three letter words).	By the end of the lesson, pupils should be able to: i. pronounce and spell words of three letters; ii. list animals containing three letter words; iii. describe any of these animals.	i. Pupils are guided, in small groups, to pronounce and spell three letter words. ii. Each pupil writes the name of animals that are three letter words. iii. Pupils, in pairs, describe any animal of three letter words.	ii, Critical thinking and problem solving iii. Leadershi p and personal development	AUDIO VISUAL RESOURCES Flash cards containing three letter words recommended text WEB RESOURCES https://www.thefre ediction .com/2-letter- words.htm

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		A .			Https://www.thefree diction ary.com/2- letter-words.htm https://youtu.be/ZD eLdFmVUPI
	Supplementar y Reading: Story Book/ play/ Poetry	By the end of the lesson, pupils should be able to: share with other pupils the story read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives.	i. Each pupil reads a recommended story book/play/poetry LS approved booklist. ii Pupils, in pairs, share moral lessons derived from the book with each other. iii Pupil, in small groups, match theme in the story with real life situation.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i.Flashcards ii. Lagos State Recommended Literature Text
8	Midterm Tes Phonics: Blending sounds of letters to for words e.g. /v/- an (to form VAN; or /c/ - an (to for or /c/ - at (to form CAT) etc.	By the end of the lesson, pupils should be able to: i. identify the sounds; ii. pronounce the sounds; iii. build words by blending the sounds of the letters of the alphabet.	i. Pupils, as a class, identify sounds on a given chart. ii. Pupils, as a class, participate in class drills and exercises. iii. Pupils in small groups build words by blending sounds of the letters of the alphabet.	and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pocket chart ii. Picture cards iii. Letter cards iv. Word charts WEB RESOURCES https://www.the school run.com/phonics- teaching -step-by-step
	Structure: Differentiation of sex e.g. She is a girl; He is a boy. Who is this	By the end of the lesson, pupils should be able to: i. differentiate between the two sexes – male and female; ii. identify a	 i. Pupils, in small groups, explain the differences between male and female. ii. Pupils are guided, in small groups, to identify the 	i. Communication and collaboration ii. Creative thinking and problem solving iii. Creativity and imagination	i. Text book ii. Picture books www.englishclub. com/ vocabulary/male- female.htm

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
CONTRACTOR OF THE CONTRACTOR O		sentence that is talking about male or female; iii. use the right words for the	sentences that are talking about males and the ones talking about females. iii. Each pupil use words for male or female in their sentences. iv. Pupils, in small groups, role-play to describe their classmates using the appropriate gender.	SORLO GRILLO	RESOURCES
	Vocabulary: New words	By the end of the lesson pupils should be able to: i. explain meaning of new words; ii. use new vocabulary and grammatical constructions in an speech; iii. construct sentences with new words.	i. Pupils, in pairs, find out meanings of words in a dictionary ii. Pupils are guided, in small groups, to participate in dialogues using new words contextually. iii. Pupils, in pairs, dramatise the meaning of new words. iv. Pupils, as a class, use new words in different sentences correctly.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Storybooks ii. Textbooks iii. Picture books iv. Word cards v. Dictionaries WEB RESOURCES
	Reading: Reading column of introduction by picture	By the end of the lesson pupils should be able to: i. interpret the pictures; ii. read to compare the pictures with the passage;	i message with the	i. Communication and collaboration ii. Critical thinking and problem solving iii.Creativity and imagination	AUDIO VISUAL RESOURCES i. Storybooks ii. Text books iii. Picture books iv. Word cards WEB

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		iii. apply the main ideas to real life.	iii. Pupils, as characters, in a play group, introduce themselves as on the pictures. iv. Pupils dramatise the events in the pictures.		RESOURCES
	Writing: Introduction of persons (self) e.g. I am a girl	By the end of the lesson pupils should be able to: i. introduce themselves with the help of details in pictures; ii. use the right words when introducing self; iii. write three sentences about themselves.	i. Pupils are guided, in small groups, study a given picture as guide to describe themselves. ii. Pupils pair up to use correct and appropriate words to describe each other. iii. Each pupil writes about themselves (Myself).	i. Communication and collaboration ii. Citizenship	i. Real objects ii. Picture books iii. Charts WEB RESOURCES: https://youtu.be/Z L74q/BAPek
	Supplement ary Reading: story book/play/poe try	By the end of the lesson, pupils should be able to: share with other pupils the story read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives.	i. Each pupil reads a recommended story book/play/poetry LS approved booklist. ii. Pupils, in pairs, share moral lessons derived from the book with each other. iii. Pupil, in small groups, match themes in the story with real life situation.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards ii. Lagos State Recommended Literature Text WEB RESOURCES
9	Phonics: Identification / Pronunciation of name of object such as /ɑ:/ - park; hard /a/ - cap; fan	By the end of the lesson, pupils should be able to: I) pronounce names of objects with /a:/ and /a/ sound correctly;	i. Pupils, as a class, listen and repeat after their teacher as he pronounces names of objects with /a:/ and /æ/ sounds.	i. Combination and collaboration ii. Critical thinking and problem solving iii. Leadership and personal	AUDIO VISUAL RESOURCES i. Sound charts and flash cards ii. Wall chart containing /ɑ:/ and words and /æ/ and words

LAGOS STATE MINISTRY OF EDUCATION

16

ENGLISH STUDIES

WKS	TOPICS	LEARNING	LEADMING		ENGLISH STUDIES	
Ţ.		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES	
		ii) give examples of names of objects with /o:/ or /a/; iii form dialogue to use the sounds for conversations.	ii. Pupils, in small groups, identify names of objects such as: park, fan, cap, hard. iii. Each pupil practises vowel /ɑ:/ and /æ/ sounds.	development	course book WEB RESOURCES: https://youtu.be/6	
2 	100		iv. Pupils, in pairs, identify new words with the sounds/ɑ:/ and /æ/.		T Many	
A See	Structure: More on simple commands e.g. i. Bring that book ii. Give me that ruler/pen please	By the end of the lesson, pupils should be able to: i. identify simple commands; ii. give and carry out simple commands; iii. demonstrate the use of simple command in dialogues.	i. Pupils, as a class, obey simple commands from their teacher. ii. Pupils, in pairs, give and carry out simple command. iii. Pupils in pairs role-play characters to model giving and obeying commands.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. chart/flash cards containing symbols of command ii. pictures WEB RESOURCES www.anglomania cy. pl/expressions-32 co mmand-	
	Reading: Picture reading of introduction of persons	By the end of the lesson, pupils should be able to: i. introduce a person with the help of details in pictures; i. answer questions such as who is this? What is his name? i. identify persons in pictures.	 i. Pupils. in small groups ,identify persons in pictures. i. Pupils are guided, in small groups, to describe persons in picture. i. Pupils, in pairs, answer questions from picture reading of introduction of persons. v. Pupils, in pairs, describe the persons identified in the pictures. 	i. Communicat ion and collaboration ii. Critical thinking and problem solving iii. Citizenship	lesson.htm AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture book WEB RESOURCES	

WKS	TODIOO				ENGLISH STUDIES
=	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Writing: Writing of four letter words (contd.)	By the end of the lesson, pupils should be able to: i. identify four letter words correctly; i. mention objects with four letter words; i. construct sentences to describe the objects.	i. Pupils are guided, in small groups, to identify, spell and pronounce four letter words correctly. i. Pupils, in pairs, mention objects with four letter words. i. Each pupil describes objects with four letter words.	i. Communicat ion and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Word class ii. Flash cards containing four letter words iii. Course book WEB RESOURCES https://youtu.be/Y4 mmUVC7B4
10	Phonics: Identification / pronunciation of names of objects such as: /// - cup; hut /a/ - pack	By the end of the lesson, pupils should be able to: i. pronounce names of objects with In/ or Ial correctly; ii. identify names of objects with In/ and Ial sounds; iii. writes names of objects with In/ and Ial sounds.	i. Pupils, as a class, listen and repeat after their teacher as he pronounces vowel sound /ʌ/ and /a/. ii. Pupils are guided, in small groups, produce names of objects with /ʌ/ or /a/ sounds. iii. Each pupil produces names of objects with /ʌ/ or /a/ and spell them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iii. Communication	AUDIO VISUAL RESOURCES i. Flash cards ii. Course book iii. Sound charts and flash cards iv. Wall chart containing /n/ and name of objects and /a/ and names of objects v. Course book WEB RESOURCES https://youtu.be/6 9DwHUg2f7s AUDIO VISUAL
	Reading: Picture reading of introduction of persons	By the end of the lesson, the pupils should be able to: i. observe pictures and describe them; ii. recognize who the picture is introducing;	 i. Pupils, in small groups, observe and describe pictures. ii. Pupils, in small groups, recognize who the picture is introducing. iii. Each pupil answers questions from the 		DECOMPOSO

VKS	TOPICS	LEARNING	LEADANAC		ENGLISH STUDIE	
	101100	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES	
EPHs.		iii. answerquestions about from picture reading.	picture reading.	A Company	1 1 1 1 1 1 1	
	Structure: More on simple commands e.g. i. Bring that book ii. Give me that pen please	By the end of the lesson, the students should be able to: i. use simple commands ii. ask and answer questions on simple commands; iii. construct sentences with simple commands.	i. Pupils, in pairs, role-play characters giving and obeying simple commands. ii. Each pupil asks and answers questions on simple command. iii. Pupils are guided, in small groups, use simple commands in conversations.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts and flash cards containing symbols of command WEB RESOURCES www.anglomaniac .pl/expression-32- comma n-lesson.htm	
	Writing: Objects of 5 letter words	By the end of the lesson, the pupils should be able to: i. name objects containing fiver letter words; ii. spell and pronounce the five letter words; iii. describe the objects; iv. compare the objects.	i. Pupils, as a class, participate in 5 letter words drill. ii. Pupils are guided, in small groups, spell and pronounce five letter words. iii. Each pupil describes objects consisting of five letter words. iv. Pupil pair up to compare the objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts/flash cards containing four letter words ii. Text books WEB RESOURCES https://youtu.be/Y 4mmUVC7B4	
	Vocabulary: New words	By the end of the lesson the pupils should be able to: i. recognize and understand the meaning of new words; ii. explain meaning of new words in	i. Pupils are guided, in small groups, to identify new and unfamiliar words in names of objects. ii. Pupils, in pairs, find the meaning of the new words.	i. Communication and collaboration ii. Critical thinking and problem solving	i. Charts containing names of objects ii. Pictures of objects and their names iii. Text books	

/KS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1	Phonics:	content-specific text correctly; ii. use new vocabulary and in own speech. By the end of the	iii. Each pupil uses the new words in own sentences. iv. Pupils in pairs dramatise the meaning of the new words. i. Each pupil	i. Communication	WEB RESOURCES https://aacliteracy. psu. edu/index.php/pag e/sh ow/id/6/index.html
	Identification / Pronunciation of names of objects such as i. // - cup; hut ii. /a/ - park	lesson, pupils should be able to: i. pronounce names of objects with /// or /a/ sounds in them easily; ii. identify names of objects with /// or /a/ in them; iii. spell names of objects with /// or /a/ in them correctly.	pronounces names of objects with // or /a/ sounds in them. ii. Pupils in small groups identify names of objects with // and /a/ sounds in them from list of names of objects. iii. Each pupil spell names of objects with // or /a/ sounds in them. iv. Pupils, in pairs, identify new words from their surroundings with// and/a/ sounds and differentiate them according to their sounds.	and collaboration ii. Critical thinking and problem solving iii. Citizenship	RESOURCES i. Chart/flash cards containing names of objects with IN and Ial sounds ii. chart containing vowel sounds iii. Course book.
12	Revision				
13	EXAMINATIO	N .		in 1836	

LAGOS STATE MINISTRY OF EDUCATION

Term 2 Primary 1



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES

PRIMARY ONE SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
Elan Blan Shek Shek Shek Shek Shek Shek Shek Shek	Phonics: Revision on sounds	By the end of the lesson, pupils should be able to: i. identify the sounds; ii. pronounce the sounds; iii. cite examples of words containing the sounds; iv. communicate with the sounds.	i. Pupils, as a class, recognise the sounds depicted on a chart. ii. Pupils, in small group, give examples of words containing the sounds. iii. Pupils, in pairs, use the sounds in communications/ dialogues.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL
	Structure: Recognize common words (e.g. My, you, I, are, is, yes, no etc.) by sight	By the end of the lesson, pupils should be able to: i. recognize common words (e.g. my, you, i, are, is, yes, no etc) by sight; ii. read a selected text to identify the common words; iii. use the words in sentences.	i. Pupils, as a class. pronounce given words correctly. ii. Pupils, as a class. participate in drill exercise involving sight reading of simple words and sentences. iii. Each pupil use words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RÉSOURCES i. Pupils text books ii. Story books iii. School library WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Vocabulary: New Words	meaning of the words;	 i. Each pupil spells and writes the identified words. ii. Pupils, as a class, repeat the pronunciation of the words after their teacher. iii. Pupils, in pairs, explain the meaning of the words. iv. Pupils are guided, in small groups, use the new words in simple sentences. 	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts containing words ii. Dictionaries iii. Pupils text books WEB RESOURCES www.readingrock ets.org/article /basic/-spelling- vocabulary-list
	Writing: Revision on writing of two to five letter words	By the end of the lesson, pupils should be able to: i. produce and spell two to five letter words correctly; ii. identify objects with three to five letter words; iii. use the 5 letter word objects in conversations.	i. Pupils are guided, in small groups, blend vowel sounds and consonant sounds to produce two to five letter words. ii. Each pupil state name of objects with three to five letter words (e.g. cat, fowl, radio etc.) iii. Pupils, in pairs, use the object names in sentences of a dialogue.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Chart/flash cards containing consonant sounds and vowel sounds ii. Charts/flash cards containing two letter words WEB RESOURCES https://youtu.be/y4 mmUVC7B4
2	Phonics: Pronunciation : [1, j. k. L]	By the end of the lesson, pupils should be able to: i. pronounce the sounds /I/-/I:/ correctly;	i. Each pupil spell and pronounce/il-/ll ii. Pupils, as a class, listen and repeat after their teacher as he pronounces words that begin	i. Communication and collaboration ii. Critical thinking and problem solving iii. Digital literacy	AUDIO VISUAL RESOURCES i. Charts/flash cards containing letters 1-L and words ii. Pupils textbook

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		ii. identify and pronounce words starting with sounds /1/ to /l/ e.g. iron, joy, king, lime etc.; iii. produce more words containing the sounds.	with sounds / i, k, k, l/. iii. Pupils, in small groups, produce new words that begin with/ i, j, k/ and/ l/		iii. Chart cards containing English letters and sounds WEB RESOURCES https://youtu.be/KD DEye5tujl
ESTA S	Structure: (Descriptive Adjective) Using colors e.g. blue, white etc. for objects	By the end of the lesson, pupils should be able to: i. say the names of different colors; ii. identify different colors; iii. use colours to describe objects; iv. create pictures of different colours.	i. Pupils are guided, in small groups, to say the name of colours that they often see. ii. Pupils, as a class, mention the primary and secondary colours. iii. Each pupil match colors to objects. iv. Each pupil colour different pictures with the colors they are asked to use.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Chart/flash cards containing pictures of different colors and their names ii. Color pack iii. Pupils course book WEB RESOURCES https://www.eggra eggradients.com /color-names
	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words from 2 or 3 letter words; ii. spell and pronounce them correctly; iii. explain the meaning of new words; iv. use new words in own speech.	i. Pupils in small groups identify new words from 2 or 3 letter words. ii. Each pupil spells and pronounces new words iii. Pupils, in pairs, explain the meaning of given new words. iv. Each pupil uses the new words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving iii.Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts/flash cards ii. Dictionaries iii. Pupils textbook WEB RESOURCES

WKS	TOPICS	LEARNING	LEADANNA		ENGLISH STUDIES
		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Reading: Eye movement: reading from left to right; top to bottom etc.	By the end of the lesson, pupils should be able to: i. Identify the beginning and end of written words and sentences ii. Recognize that sentences are read from the top to the bottom of the page iii. Recognize that books are read from the front (beginning) to the back (end).	 i. Each pupil makes correct eye movement and hold their reading materials correctly. ii. Pupil, as a class, listen to story read and identify words that start the story, end of the story etc. iii. Each pupil reads and points to words. 	i. Communication and collaboration Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Words charts ii. Flash cards iii. Books and reading materials WEB RESOURCES
Acres de la Constantina del Constantina de la Co	Writing: "what I do every day"	By the end of the lesson, pupils should be able to: i. mention everyday activities; ii. complete a guided essay on "what i do every day"; iii. write simple sentences about their daily activities.	i. Pupils, in small groups, mention people's daily activities. ii. Pupils, in pairs, complete a given guided essay. iii. Each pupil writes/says what they do every day.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	i. Flash cards of three letter words i. Charts of common three letter words i. Class text WEB RESOURCES https://cleverlearmer.com/letter-sounds/three-letter-words-preschool-activityworksheets.html

WKS	TOPICS	LEARNING			ENGLISH STUDIE
3		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING
3 A 23:	Phonics: Representatio n of objects with numbers e.g. There are two cups, There are three cups etc.	By the end of the lesson pupils should be able to: i. count the objects given; ii. say the number of the objects; iii. use the number of objects in conversations.	 i. Pupils, as a class, count the available objects. ii. Pupils, in pairs, mention the number of objects. iii. Each pupil uses the numbers in two new sentences. iv. Each pupil represents things in the classroom with numbers e.g. 'There is one teacher in the class'. 	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	RESOURCES AUDIO VISUAL RESOURCES i. Flash cards ii. Real objects iii. Pictures shows objects and number WEB RESOURCES https://www.twink/.com.ng /resource-year1/number-number-andplace value/KSI-mathsidentify-and-represent-numbers
k a amow	NEO Mas Plant				VE VIEWE
	Vocabulary: New words		i. Pupils, as a class, listen and repeat after the teacher models the correct pronunciation of the word. ii. Each pupil spells the new words. iii. Pupils are guided, in small groups, to explain the meaning of the new words. v. Each pupil uses new words in own sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Charts/flash cards ii. Pupils textbook iii. Dictionaries WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<u>Comprehens</u> <u>ion</u> : Explain simple written instructions	By the end of the lesson, pupils should be able: i. explain simple written instructions; ii. recognize main	i. Each pupil explains in their own words the instructions and messages in the text. ii. Make and justify	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupils Text books ii. Charts iii. Graphs
		ideas drawn from looking at pictures, illustrations etc. iii. make predictions based on information in texts; iv. answer questions on the selected passage.	predictions about events based on contents of given tables, charts etc iii. Pupils are guided, in small groups, to deduce main ideas from the pictorial passage. iv. Each pupil answers questions on the passage.		iv. Tables WEB RESOURCES
	Structure: indicating plurals of objects	By the end of the lesson, pupils should be able to: i. identify plural forms of objects; ii. show the plural forms of objects; iii. write the plural forms of words in singular forms.	 i. Pupils, in small groups, discusses the plural forms of objects in their surroundings. ii. Pupils, in pairs, identify the plural forms of objects on flashcards. iii. Pupils, in pairs, point to the plural words in sentences on flashcards and identify their singular forms. iv. Each pupil writes the plural forms of words in singular forms. 	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	RESOURCES i. Real objects ii. Wall charts iii. Pictures iv. Flash cards WEB RESOURCES www.theschoolru n.com/ what-are-singular- and-plural.

LAGOS STATE MINISTRY OF EDUCATION

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Writing: Introducing and describing objects with six letter words	By the end of the lesson, pupils should be able to: i. produce and spell six letter words correctly; ii. identify objects with six letter words; iii. use the objects in conversations.	i. Pupils are guided, in small groups, to blend vowel and consonant sounds to produce six letter words. ii. Each pupil states names of objects with six letter words (e.gbottle, laptop, shorts, etc.) iii. Pupils, in pairs, use the object names in sentences of a	iv. Communication and collaboration v. Critical thinking and problem solving vi. Leadership and personal development	AUDIO VISUAL RESOURCES iii. Chart/flash cards containing consonant sounds and vowel sounds iv. Charts/flash cards containing six letter words WEB RESOURCES https://youtu.be/y4 mmUVC7B4
	Supplement ary Reading: Story Book/ play/ Poetry	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives.	dialogue. Each pupil reads a recommended story book/play/poetry Lagos State approved booklist. ii Pupils, in pairs, share moral lessons derived from the book with each other. iii Pupils, in small groups, match theme in the story with real life situation.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES iii. Flash cards iv. Lagos State Recommended Literature Text
4	Phonics: Pronunciation practices e.g. bi, by, buy, bye.	By the end of the lesson, pupils should be able to: i. pronounce words similar sounding words correctly; ii. identify the words that are used in sentences;	 i. Pupils, as a class, identify words that sound alike from flash cards. ii. Pupils, in small groups clap when they see a word that sound different from a group of words in flashcards displayed by teacher. 	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts/flash cards ii. Pupils textbooks WEB RESOURCES https://allesl. com/free.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
St. 3		iii. differentiate between two words that sound alike.	iii. Pupils, in pairs, race to touch words on flashcards or charts that sound similar to words written on the board.		english- pronunciation- exercise
			iv. Pupils, in pairs, differentiate between different words of the same sounds.	TE ET TOTAL	
	Vocabulary Acquisition: Name some basic words categories correctly	By the end of the lesson, pupils should be able to: i. name some basic words categories correctly; ii. sort pictures and words into basic word categories e.g. foods,	i. Pupils are guided, in small groups, to match pictures to words, read aloud and then participate in picture word matching game. ii. Pupils, in small groups, identify word families and sort words into categories/families.	i. Conjugation and problem solving ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries WEB RESOURCES
31	En Chora	colors, shapes etc.; iii. use those words in conversations.	iii. Pupils, as a class, construct sentences using key words in the stories read.		Portion.
lybu inkei	PIT OF AST	By the end of the lesson, pupils should be able to: i. listen to poems attentively as their recites; ii. recite poem taught; iii. memorize poems.	i. Pupils, as a class, listen attentively to the poem recited by their teacher. ii. Pupils, as a class, memorize poems taught. iii. Pupils, in small groups, recite poems.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Pictures books with poems. ii. Flash cards iii. Tape recorder WEB RESOURCES https://www.familyt rendpoems .com/poems/child ren/school
- 1		1	A.		

WKS TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
Vocabulary Acquisition: Name some basic words categories correctly	By the end of the lesson, pupils should be able to: i. name some basic words categories correctly; ii. sort pictures and words into basic word categories e.g. foods, colors, shapes etc.; iii. use those words in conversations.	i. Pupils are guided, in small groups, to match pictures to words, read aloud and then participate in picture word matching game. ii. Pupils, in small groups, identify word families and sort words into categories/families. iii. Pupils, as a class, construct sentences using key words in the stories read.	i. Conjugation and problem solving ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries WEB RESOURCES
Reading: Poem: recitation of poem	By the end of the lesson, pupils should be able to: i. listen to poems attentively as their recites; ii. recite poem taught; iii. memorize poems.	i. Pupils, as a class, listen attentively to the poem recited by their teacher. ii. Pupils, as a class, memorize poems taught. iii. Pupils, in small groups, recite poems.	Solving	AUDIO VISUAL RESOURCES i. Pictures books with poems. ii. Flash cards iii. Tape recorder WEB RESOURCES https://www.famil/ rendpoems .com/poems/chi/ ren/school

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

ng: ducing ribing ets with tter s Cont.	By the end of the lesson, pupils should be able to: i. produce and spell six letter words correctly; ii. identify objects with six letter words; iii.use the objects in conversations.	 i. Pupils are guided, in small groups, to blend vowel sounds and consonant sounds to produce six letter words. ii. Each pupil states names of objects with six letter words (e.g. cat, fowl, radio etc.) 	i. Communication and collaboration ii. Critical thinking and problem solving iii.Leadership and personal development	AUDIO VISUAL RESOURCES i. Chart/flash cards containing consonant sounds and vowel sounds ii. Charts/flash cards containing six letter words WEB
	words; iii.use the objects in	with six letter words (e.g. cat,		six letter words WEB
	1	iowi, radio cto.)		
		iii. Pupils, in pairs, use the object names in sentences of a dialogue.		RESOURCES https://youtu.be/y4 mmUVC7B4
nics:	By the end of this	i. Pupils follow the	i. Communication	AUDIO VISUAL
nunciation ctice	on lesson, pupils should be able to i. recognize the sounds of each letter in a word;	example of a model to pronounce each letter in a word. ii. Pupils are guided to blend the letter sounds to pronounce in words.	and collaboration ii. Critical thinking and problem solving iii. Citizenship	i. Word cards ii. Pupils textbooks WEB RESOURCES
	iii. pronounce words correctly when using	iii. Pupils, in pairs, use the pronounced in sentences. iv. Each pupil identifies the sounds and pronounced words	CORD 1 y	
		words; iii. pronounce words correctly	words; iii. Pupils, in pairs, use the pronounced in sentences. words correctly when using them in different sentences; iii. Pupils, in pairs, use the pronounced in sentences. v. Each pupil identifies the sounds and pronounced words	words; iii. Pupils, in pairs, use the pronounced in sentences. words correctly when using them in different the sounds and

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10年 10 10 10 10 10 10 10 10 10 10 10 10 10	Structure: Expressing possession using 'his' and 'her', e.g. This is his pen; This is her pen, etc.	By the end of the lesson, pupils should be able to: i. identify possessive adjectives; ii. describe possessive adjectives; iii. use singular forms of possessive words to express ownership.	i. Pupils, as a class, identify possessive words in a given chart. ii. Pupils, as small groups, explain possessive adjectives iii. Each pupil makes their own sentences using possessives in clear correct sentences.	 i. Communication and collaboration i. Critical thinking and problem solving i. Citizenship 	AUDIO VISUAL RESOURCES i. Real objects i. Pictures of objects i. Course books WEB RESOURCES
Sta	Vocabulary Acquisition: Explain the concept of Synonyms, antonyms and homonyms	By the end of the lesson, Pupils should be able to: i. explain synonyms as words with the same meaning ii. explain antonyms as words with opposite meanings iii. use synonyms and antonyms in sentences	i. Pupils, in small groups, study a word chart and sort out word that have similar meanings. ii. Pupils brainstorm and mention words that have opposite meanings to the selected words. iii. Pupils, in small group, match pictures to words read aloud. iv. Each pupil uses the words in sentences.		AUDIO VISUAL RESOURCES i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries WEB RESOURCES
	Reading: Reading and answering questions to a given simple text	By the end of the lesson, pupils should be able to; i. read a given passage;	i. Pupils, as a class, are guided to read a passage. ii. Each pupil retells the story in the passage.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture books

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
0.4		ii. explain the main ideas of the passage; iii. answer questions on given simple text.	iii. Pupils pair up to answer questions from simple text	iii. Citizenship	WEB RESOURCES
	Writing: Making strokes to form letters	By the end of the lesson, pupils should be able to: i. write letters using the correct sequence of strokes right from the start; ii. recognize the strokes that make up a letter; iii. use stroke in a words.	 i. Pupils, as a class, watch the teacher make strokes on the board. ii. Each pupil recreates the strokes the teacher made. iii. Each pupil forms letters using strokes. 	i. Critical thinking and problem solving ii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Course book ii. Chart containing strokes and letters WEB RESOURCES https://skillsforactio n.com/hand writing/basic- handwriting-strokes
6	Phonics: Pronunciation : M-P Words	By the end of the lesson, pupils should be able to: i. produce m-p words; ii. pronounce m-p words correctly; iii. spell words of given letters correctly.	i. Pupils, as a class, list letters of the alphabet from M-P. ii. Pupils, as a class, listen and repeat after the teacher as he pronounces words that begin with letters M, N, O and P. iii. Pupils are guided, in small groups, to reproduce words that begin with M, N, O and P. iv. Each pupil produces own words that start with the letters M, N, O, and P.		AUDIO VISUAL RESOURCES i. Charts/flash cards containing letter M-P and words ii. Pupils text books iii. Charts containing letters and sounds WEB RESOURCES https://youtu.be/KE OEYe5tujl

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Structure: Further practice on asking questions	By the end of the lesson, pupils should be able to: i. identify question markers: who, what, etc. ii. use 'will shall, can' etc. to ask questions; iii. form simple questions from stories listened to or read.	 i. Pupils, as individuals, identify question markers in given sentences ii. Pupils, as pairs, ask each other questions with "will, shall, can, etc. iii. Pupils in pairs ask questions from the stories read. 	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Story books ii. Pupils' text books iii. Picture books WEB RESOURCES
<u>2940</u>	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words from m-p words; ii. spell and pronounce new words correctly; iii. explain the meaning of new words; iv. use new word in own speech.	i. Pupils in small groups identify new words from M-P words. ii. Pupils, as individuals, spell and pronounce new words. iii. Pupils, in pairs, explain the meaning of given new words. iv. Each pupil uses the new words in their own speeches.		AUDIO VISUAL RESOURCES i. Chart/flash cards containing word that begin letters M-P ii. Pupils' text books iii. Dictionaries WEB RESOURCES
	Reading: Answering oral and written questions on a simple text correctly.	By the end of the lesson, pupils should be able to: i. read a given passage; ii. explain in their own words	ii. Each pupil explaines information gained	ii. Critical thinking and problem	AUDIO VISUAL RESOURCES i. Story books i. Pupils' text books i. Picture books WEB RESOURCES

WKS	TOPICS Writing:	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
land		By the end of the lesson, pupils should be able to: i. write letters [a-e} in upper case and lower case; ii. write letters a, b, c, d, e in upper and lower case beside each other, i.e., lower case beside the upper case of the letter; iii. use the words lower case and upper case in words/ sentences.	 i. Pupils, in pairs ,identify the upper and lower case of the given letter of the alphabet. ii. Each pupil writes letters a, b, c d, e in upper case and lower case. iii. Pupil, as a small groups, use capital and small letters in words and sentences. 	 i. Critical thinking and problem solving ii. Communication and collaboration 	AUDIO VISUAL RESOURCES i. Chart/flash cards containing letters of the alphabet ii. Course books WEB RESOURCES https://youtu.be/S W2KZki-eaA
	Supplement ary reading Concepts of Print: Identify the front cover, back cover, title, author of a book, etc.	By the end of the lesson, pupils should be able to: i. identify the front cover, back cover, title, author of a booklet; ii. share with other pupils the story read; iii. discuss lesson learnt from the book; iv. relate events in the story to their personal lives.	 i. Each pupil takes turns to identify parts of the book, i.e. front cover, title, title page, back cover, author, etc. i. Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. i. Pupils, in small groups, discuss and relate the themes of the story to the cover design. 		Recommended story book.
7	MID TERM TEST/MID TERM BREAK	· · · · · · · · · · · · · · · · · · ·	And the second of the second o		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Structure: Further practice on asking questions	By the end of the lesson, pupils should be able to: i. identify question markers: who, what, etc. ii. use 'will shall, can' etc. to ask questions; iii. form simple questions from stories listened to or read.	 i. Pupils, as individuals, identify question markers in given sentences ii. Pupils, as pairs, ask each other questions with "will, shall, can, etc. iii. Pupils in pairs ask questions from the stories read. 	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Story books ii. Pupils' text books iii. Picture books WEB RESOURCES
SHORE	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words from m-p words; ii. spell and pronounce new words correctly; iii. explain the meaning of new words; iv. use new word in own speech.	i. Pupils in small groups identify new words from M-P words. ii. Pupils, as individuals, spell and pronounce new words. iii. Pupils, in pairs, explain the meaning of given new words. iv. Each pupil uses the new words in their own speeches.		AUDIO VISUAL RESOURCES i. Chart/flash cards containing word that begin letters M-P ii. Pupils' text books ii. Dictionaries WEB RESOURCES
	Reading: Answering oral and written questions on a simple text correctly.	By the end of the lesson, pupils should be able to: i. read a given passage; ii. explain in their own words information gained from the passages; iii. answer both oral and written question based on the passages.	i. Pupils. as a class, are guided to read a passage correctly. ii. Each pupil explaines information gained from the passage. iii. Each pupil answers questions from the text and their teacher.	ii. Critical thinking and problem	AUDIO VISUAL RESOURCES i. Story books ii. Pupils' text books iii. Picture books WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
が	Writing:	By the end of the lesson, pupils should be able to: i. write letters [a-e} in upper case and lower case; ii. write letters a, b, c, d, e in upper and lower case beside each other, i.e., lower case beside the upper case of the letter; iii. use the words lower case and upper case in words/	i. Pupils, in pairs ,identify the upper and lower case of the given letter of the alphabet. ii. Each pupil writes letters a, b, c d, e in upper case and lower case. iii. Pupil, as a small groups, use capital and small letters in words and sentences.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Chart/flash cards containing letters of the alphabet ii. Course books WEB RESOURCES https://youtu.be/S W2KZki-eaA
	Supplement ary reading Concepts of Print: Identify the front cover, back cover, title, author of a book, etc.	By the end of the lesson, pupils should be able to: i, identify the front cover, back cover, title, author of a booklet; ii. share with other pupils the story read; iii. discuss lesson learnt from the book; iv. relate events in the story to their personal lives.	i. Each pupil takes turns to identify parts of the book, i.e. front cover, title, title page, back cover, author, etc. Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. i. Pupils, in small groups, discuss and relate the themes of the story to the cover design.		Recommended story book.
7	MID TERM TEST/MID TERM BREAK		3/5/11/2015 1/5/11/2015 1/3/11/2016		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
8	Phonics: Pronunciation : Q-T words	By the end of the lesson, pupils should be able to: i. pronounc e q-t words; ii. pronounc e q-t words correctly; iii. spell words of given letters correctly.	i. Pupils, as a class, list letters of the alphabet from Q-T ii. Pupils, as a class, listen and repeat after their teacher as he pronounces words that begin with letters Q, R, S and T. iii. Each pupil spells and pronounces Q-T words.	i. Communic ation and collaborati on ii. Critical thinking and problem solving Digital Literacy	AUDIO VISUAL RESOURCES i. Charts/flas h cards containing letters of alphabet and sounds ii. Pupils' text books WEB RESOURCES https://youtu.be/AIM rS6KC000
	Structure: Indicating sizes of objects, e.g. This is a small ruler; This is a big ruler	By the end of the lesson, pupils should be able to i. identify objects; ii. compare sizes of objects using appropriate language; iii. arrange them according to size and describe the arrangement.	i. Pupils, as a class, watch the teacher as he displays two oranges on the table and asks them to point at the big one. ii. Pupils, as small groups, compare the size of objects and describe them. iii. Pupils, in pairs, role-play to indicate and compare their sizes e.g. I am slim. He is fat. iv. Pupils arrange objects according to size and describe the pattern of arrangement.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES Picture books Pupils text book WEB RESOURCES

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Writing: Writing of alphabet f-j (object description)	By the end of the lesson, pupils should be able to: I. write letter f-j in upper case and lower case;	I. Pupils, as a class, list letters f-j. II. Pupils, as individuals, write letters f-j in upper and lower cases.	Critical thinking and problem solving Communication and collaboration	AUDIO VISUAL RESOURCES I. Charts/ flash cards containing letters F-J WEB RESOURCES
		II. list objects starting with f, l, j in upper and lower case beside each other. Fan, Jeep,;	II. Pupils, in pairs, describe an object.	387.57	http://youtu.be/SW2 KZKieaA
	T.	II. describe any of the object.		N N	
83 . SHOLE 1 . S	Supplement ary reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book; iii. relate events in the story to their personal lives.	i Each pupil reads a recommended story book/play/poetry LS approved booklist. ii Pupils, in pairs, share moral lessons derived from the book with each other. iii Pupil, in small groups, match themes in the story with real life situation.	iv. Communic ation and collaboration v. Critical thinking and problem solving vi. Citizenship	Recommended story book.
9	Phonics: Pronunciation Q-T words	By the end of the lesson pupils should be able to: i. produce q-t words; ii. pronounce q-t words correctly; iii. identify q-t sounds in given words.	i. Pupils are guided, in small groups, produce Q-T words. ii. Each pupil pronounce Q-T words. iii. Pupils, in pairs, identify words that have Q-T sounds in them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES Chart/ flash cards containing Q-T words i. Pupils text books WEB RESOURCES https://youtu.be/DE WZYZ16fuc

NKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED	LEARNING LEARNING
16.	Vocabulary:	By the end of the	i. Pupils, as a class,	i. Communication	RESOURCES
. 0- 	New words	lesson, pupils should be able	listen as the teacher	and collaboration	AUDIO VISUAL RESOURCES
gaidle		to; i. identify new	pronounces new words.	ii. Critical thinking and problem	i. Chart/ flash cards ii. Pupils text books
3090		words;	ii. Each pupil pronounces the new	solving	iii. Chart containing
.WE\ear		ii. explain the meaning of the given new	words correctly.	iii. Leadership and personal	new words
		words;	iii. Pupils, in small groups, discuss the	development	iv. Dictionaries WEB RESOURCES
ala a		iii. use new words in own speech.	meaning of new words.	389 (*****)	Total San
			iv. Each pupil uses new words in their own speeches.	,000°	
Sal	Reading: Answering oral and written questions	By the end of the lesson pupils should be able to: i. read a passage;	i.Pupils, as a class, are guided to read a passage. ii. Pupils, in small groups,	i. Communication and collaboration ii. Critical thinking and problem	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books
9		ii. discuss the main ideas of the selected passage;	discuss the main ideas derived from the passage.	solving	iii. Picture books WEB RESOURCES
		iii. answer oral and written questions correctly.	iii. Each pupil answers oral and written questions on the passage read.		
شر	Writing: Letters K, L, M, O	By the end of the lesson, pupils should be able to: i. write letter k-o correctly;	i. Pupils, in small groups, identify letter K-O in a chart containing all the letters of the alphabet.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Chart/ flash card containing all the letters of the alphabet
	4. s	ii. identify letters k- o upper and lower cases	ii. Each pupil writes letters K-O in upper and lower case.	The second secon	ii. Chart/ flash card containing alphabet K-O
26,1		iii. mention objects names started with letters k-o;	iii. Pupils pair up to mention objects with letters K-O.		ii. Writing books WEB RESOURCES
1		iv. describe the objects.	iv. Each pupil describe the objects.	- 1 15 15 18	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10	Phonics: Talking about length: The use of long/short, tall/short a) This stick is long b) That stick is short	By the end of the lesson, the pupils should be able to: i. indicate length using the right words for length; ii. compare items/ objects to determine the length; iii. identify the use of length in sentences; iv. make	 i. Pupils, as a class, listen to a short passage describing an item and identify the words indicating length. ii. Pupils are guided, in small groups, to compare length together. iii. Each pupil identifies lengths in sentences. iv. Pupils, in small 	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupil text book ii. Charts containing words use for length WEB RESOURCES http://dictionary.ca mbridge .org/amp/british- grammar /measurement
	EV.	comparisons based on the attribute, for example, longer/shorter; v. use direct comparison whenever possible.	groups, compare different objects or themselves using the appropriate attributes longer/shorter, taller/shorter.		
3.5	Structure: Punctuation marks-full- stop (.)	By the end of the lesson, pupils should be able to: i. identify full stop (.) in books and other printed materials; ii. explain the use of full stop; iii. use full stop in words and sentences.	i. Pupils, as a class, identify the use of full stop in their materials. ii. Pupils, in small groups, explain the use of full stop. iii. Each pupil uses full stop in written sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	i. Pupils text books ii. Story books WEB RESOURCES http://7esl.corn/full-stop/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words; ii. say the meaning if the new words; iii. use new words in their own speech.	i. Pupils, as a class, identify the given new words; ii. Pupils, in small groups, discuss the meaning of new	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupils text books ii. Flash card contain the new words iii. Dictionaries WEB RESOURCES
*		By the end of the lesson, pupils should be able to: i. read a selected passage; ii. derive meaning from the passage; iii. answer questions correctly on the passage.	i. Pupils, as a class, are guided to read the story. ii. Pupils, in pairs, explain the passage in their language. iii. Each pupil answers written questions from the stories by writing the answers in their books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Picture books WEB RESOURCES
 11		ii. compare length of objects using words such as fat, thin etc. ii. use length description in sentences.	i. Pupils, as a class, mention lengths of objects. ii. Pupils, in small groups, compare length of objects using fat, thin etc. iii. Each pupil talks about length using fat, thin, wide etc.	and problem solving i	AUDIO VISUAL RESOURCES i. Pupils text book ii. Charts/ flashcards ii. Picture books WEB RESOURCES http://dictionary.ca mbridge .org/amp/british- grammar/measure ment
	Fluency reading:	fluently; ii. discuss main ideas of the	ii. Pupils, in small groups, share the	and problem solving ii. Citizenship	AUDIO VISUAL RESOURCES i. Story books i. Pupil's textbooks i. Library WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES OVEL 1	LEARNING
	Structure: Uses of preposition e.g. a)The bag is on the table b)The cat is under the table c)The pencils inside the bag	By the end of the lesson, pupils should be able to: i. explain what a preposition is; ii. identify prepositions in a sentence; iii. use prepositions correctly.	i. Each pupils guided to give examples of preposition. ii. Pupils, in pairs, identify preposition in sentences. iii. Each pupil uses preposition in sentences. iv. Each pupil dramatizes the meaning of prepositionsused in sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	RESOURCES AUDYO VISUAL RESOURCES i. Flash cards ii. Pupils text books iii. Picture books WEB RESOURCES
	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words from the story read; ii. say the meanings of the word as used in the story; iii. use the new words in own speech.	i. Pupils, in small groups, identify unfamiliar words ii. Pupils, in small groups, discuss the meaning of the words as used in the story read. iii. Each pupil uses new words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Word charts iv. Flash cards v. Dictionaries WEB RESOURCES
	Comprehens ion: Describe information gained from texts in own words	By the end of the lesson, pupils should be able to: i. read a selected passage; ii. describe information gained from text in own words; iii. answer written comprehension questions based on materials read; iv. make and justify predictions of events in stories.	i. Pupils, as a class, read a story from an approved book. ii. Each pupil explains in own words instructions in text. iii. Each pupil answers questions based on text or story. iv. Pupils as a group play characters in the story and connect information in story to life experiences.	i. Communic ation and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination ii.	AUDIO VISUAL RESOURCES i. Pupils textbooks ii. Story books WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
pårit.	Writing: Writing of letters P-W	By the end of the lesson, pupils should be able to: i. write letters p-w correctly; ii. identify the	i. Pupils in small group identify letter P-W. ii. Each pupil writes upper and lower case of letters P-W.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Alphabet chart ii. Flash cards iii. Writing books
A S		upper and lower case of letters p and w; iii. use the letters for objects; iv. describe the objects.	iii. Pupils pair up to use the letters for objects. iv. Each pupil describes objects.		WEB RESOURCES www.learngramma r.net/english- grammar/preposit ion
12	Revision:	Revise	Use relevant teaching		
			and learning materials		
13	EXAMINATI ON	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		May 1	
14	EXAMINATI ON		The same		-

Plan Lesson Note @CLASSBASIC.COM



LAGOS STATE GOVERNMENT,

MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK ENGLISH STUDIES

PRIMARY ONE THIRD TERM

Primary 1 Term 3

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1	Phonics: Production of basic sounds in given words correctly e.g. lal, /bl, /dl	By the end of the lesson, pupils should be able to: i. produce and identify basic sounds correctly; ii. differentiate between letters and sounds; iii. use the letters at beginning, middle, and end of words.	i. Pupils, as a class, listen to the pronunciation of sounds. ii. Pupils, in small groups, differentiate between the productions of sounds and letters. iii. Pupils, in pairs, use sounds in words: onset, coda etc.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Flash cards/Alphabet charts ii. Pictures/Drawing iii. Tape recording/sound charts WEB RESOURCES https://youtu.be/2le rM7dTQN4
	Structure: Asking about the number of objects with the question form.	By the end of the lesson pupils should be able to: i. list some objects; ii. ask about the number of objects using the right question form; iii. answer questions about the number of objects correctly.	i. Pupils, as a class, listen to the teacher's explanation on asking the number of objects with the right question form. ii. Pupils, in pairs, roleplay characters by asking one another questions about number of objects. iii. Each pupil answers questions about number of objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Real objects ii. Pictures books iii. Pupils text books iv. Counting blocks WEB RESOURCES

FIGE STADIES **WKS TOPICS LEARNING LEARNING EMBEDDED LEARNING OBJECTIVES ACTIVITIES CORES SKILLS** RESOURCES Vocabulary: By the end of the Pupils, as a class, Communication AUDIO VISUAL New words lesson, pupils RESOURCES identify and and should be able Story books pronounce new collaboration to: words from a given i. identify new Text books Critical thinking material. words; and problem Word cards ii. Pupils, in pairs, solving ii. explain new find out the **Dictionaries** İ٧. words: Citizenship meaning of words WEB in the dictionary iii.use new words **RESOURCES** and discuss new in own speech. words and their meaning. iii. Each pupil use new words in new sentences. iv. Pupils role-play meaning of new words. By the end of the i. Pupils, as a class, Reading: i. Communication **AUDIO VISUAL** Introduction of lesson, pupils are guided to RESOURCES and collaboration basic reading should be able i. Pupils text book identify principles of skills to: ii. Critical thinking reading skills. i. identify the ii. Word charts and problem basic reading solving ii. Pupils, in groups, **WEB** skills: explain the basic **RESOURCES** reading skills. https://readingegg. ii. list the basic reading skills iii. Pupils, in pairs, articles/2016/06/10 phonics, explain the /five- componentsphonemic importance of each of-reading/ awareness, reading skill. vocabulary, iv. Each pupil applies fluency and the principles onto reading their reading. comprehension; iii. explain the importance of each reading skill; v. apply the basic skills in their reading.

VKS TOPICS	LEARNING OBJECTIVES By the end of the	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	lesson, pupils should be able to: i. presents letters using the correct sequence of strokes and curves right from the start; ii. recognize the strokes and curves that make up a letter; iii. use stroke and curves to form	 i. Pupils, as a class, watch teacher make strokes and curves on the board. ii. Each pupil reproduces the strokes the teacher made on the board. iii. Each pupil forms letters using strokes and curves. 	 i. Critical thinking and problem solving ii. Creativity and imagination 	
	Alphabet. By the end of the lesson, pupils should be able to: i. pronounce sounds / u, v, w / correctly; ii. contrast letter u, v, w and sounds /u, v, w/; iii. identify u, v, w, sounds in a word. By the end of the lesson, Pupils should be able to: i. listen to songs and rhymes attentively; ii. sing songs taught; iii. recite rhymes.	 i. Pupils, as a class, pronounce sounds/u, v, w/. ii. Pupils are guided, in small groups, to compare the letters u, v, w and sounds /u, v, w/. iii. Each pupil identifies u, v, w, in words. i. Pupils, as a class, listen attentively and recite while teacher recites rhymes. ii. Pupils, in small groups, sing songs taught. iii. Pupils, in small groups, recite rhymes alone sounding words 	solving	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Vocabulary: New words	By the end of the lesson, pupils should be able to: I. identify new words; II. explain the meaning of new words; III. use new words in own speech.	I. Pupils, as a class, listen to the new words as teacher pronounces them. II. Pupils, in small groups, discuss the meanings of the new words. III. Pupils, as individuals, use the new words in new sentences.	I. Communication and collaboration II. Critical thinking and problem solving	RESOURCES
Á			IV. Pupils, in pairs, role-play meaning of new words.		
	Reading: The sounds I hear	By the end of the lesson, pupils should be able to: I. identify the sounds they hear and what makes such sounds; II. reproduce the sounds they hear; III. distinguish the sounds.	I. Pupils, as a class, listen to sounds made on audio player II. Each pupil reproduces the sounds they hear. III. Pupils are guided, in small groups, to identify what makes or made such sounds.	I. Communication and collaboration II. Critical thinking and problem solving	
	Structure: Animal sounds	By the end of the lesson, pupils should be able to: I. identify and name sounds made by various animals;	I. Pupils are guided, in small groups, identify the sounds of the various animals as listed by the teacher.	Communication and collaboration Critical thinking and problem solving	55/
	d	II. reproduce sounds made by animals;	II. Each pupil pronounces the various sounds.	Gergeral Singeral	

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	ENGLISH STUDI LEARNING RESOURCES
	Writing	III. differentiate between animal sounds and human speech; V. construct sentences with the sounds e.g. 'The dog darks'.	III. Pupils, in pair, distinguish human speech from animal sounds.V. Pupils are guided, in small groups, use the sounds in sentences.		KESOURGES
	Writing: Guided Composition: . My father.	By the end of the lesson, pupils should be able to: i. complete a guided composition on "my father"; ii. describe their fathers in 5 simple sentences; iii.compare their write -ups.	I. Pupils, in pairs, read to complete a guided composition on 'My father'. II. Pupils are guided, in small groups, describe their father orally. III. Pupils write down 5 sentences about their fathers. V. Pupils, in small groups, read each pupil's writing and compare theirs. V. Pupils, in pairs, discuss what is similar about their fathers and share with the class.	I. Communication and collaboration II. Critical thinking and problem solving II. Critical thinking and problem solving	
	Phonics: Expressing gratitude and farewell	By the end of the lesson, pupils should be able to: I. express gratitude through play role; II. express	II. Pupils, in pairs,	Communication and collaboration Creativity and imagination Leadership and personal development	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		farewell in various ways and situations; II. express farewell.	for various ways and situations. II. Each pupil expresses farewell.		NEOGORCES
	Simple greetings and commands: Differentiate between tones in greeting and commands	By the end of the lesson, pupils should be able to: i. demonstrate greetings for different people; ii. differentiate between tones in greetings and commands.	I. Pupils, in role-play character, demonstrate appropriate greetings for different people. II. Pupils, as a class, obey the teacher's commands. III. Pupils, in pairs, model giving and obeying commands. V. Pupils, in small groups, discuss the differences in	I. Creativity and imagination II. Communication and collaboration III. Critical thinking and problem solving	
			the tones of greeting and commands.		
	Structure: Habitual actions in the simple present tense	By the end of the lesson, pupils should be able to: I. explain what habitual action is;	I. Pupils, as a class, listen to the teacher's explanation of habitual action in the simple present tense.	Communication and collaboration Critical thinking and problem solving	
		II. make correct sentences to demonstrate habitual actions in the simple present tense;	II. Each pupil makes sentences to exemplify habitual actions in the simple present tense.		Recession of the second of the
		III. consider the differences in singular and	III. Pupils, in groups, use plural nouns/ verbs in	and the state of t	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		plural subject- predicate.	sentences.	97.3°	,
	Vocabulary: New words	By the end of the lesson, pupils should be able to: I. spell the new words correctly; II. explain the meanings of the new words;	II. Pupils, as a class, participate in word	Communication and collaboration Critical thinking and problem solving Citizenship	
		III. use the new words in new sentences.	II. Pupils, in small groups, discuss the meanings of the new words.	Inner parel	
			V. Each pupil uses the new words in new sentences.	SI	
g	Reading: Song on habitual actions	By the end of the lesson, pupils should be able to: i. sing songs on habitual actions; ii.derive lessons from the songs; iiising another related	I. Pupils, as a class, sing songs after the teacher. II. Pupils are guided, in small groups, explain the lessons derived from songs. III. Pupils, in pairs, roleplay characters demonstrate habitual action	I. Communication and collaboration II. Critical thinking II. Creativity and imagination	
	Writing:	song. By the end of the	I. Pupils, as a class,	Communication and collaboration	
	Writing of words that begin with u, v, w.	lesson, pupils should be able to: I. pronounce words that begin with u, v, w correctly; II. write words that begin with u, v,	pronounce the letters u, v, w. II. Pupils, as a class, repeat after the teacher as he writes and pronounces words that begin with u, v, w.	II. Critical thinking and problem solving	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		and w; III. use the words in sentences.	II. Pupils write words that begin with u, v, w.	The factor	Violanderov New words
	Supplementar y reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book; iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	
			The state of the s	ed . I	p n bs43
4	Phonics: Pronunciation practice e.g. 'the' i.e. /e/ and /t/ as in 'thank'/tank	By the end of the lesson, pupils should be able to: I. pronounce /e/and /t/ correctly; II. differentiate between / e/ and /t/; III. give examples of words with the sounds.	 Pupils, as a class, listen and repeat after the teacher as he pronounces /Θ/ and /t/ sounds. Pupil, as individuals, differentiate between / Θ/ and /t/ in words. Each pupil gives examples of words with / Θ/ and /t/ Visit this site: https://youtu.be/n198 L4AB5YO 	I. Communication and collaboration II. Critical thinking II. Citizenship V. Digital literacy	AUDIO VISUAL RESOURCES I. Charts containing /Θ/ and /t/ II. Pupils text books III. Tape recorder WEB RESOURCES https://youtu.be/n1 9BL4AB5YO

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Structure: Continuous actions	By the end of the lesson, pupils should be able to: i. explain continuous action; ii. identify continuous actions in sentences; iii. make own sentences to show continuous actions.	 i. Pupils, as a class, listen attentively as the teacher explains what continuous action is. ii. Pupils in pairs role-play continuous action and describe the actions using appropriate sentences. iii. Pupils are guided, in small groups, identify continuous actions in given sentences. iv. Each pupil makes sentences to show continuous actions. 	i. Communication and collaboration ii. Critical thinking iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Recommended text book ii. Picture books iii. Charts WEB RESOURCES https://www.englis hclu b.com/grammar/v erbs- continuous- meaning.htm
	Vocabulary: New words: Identify self, family numbers e.g. father, mother, brother and sister etc	By the end of the lesson, pupils should be able to: I. identify self, family members e.g. mother, brother, father etc I. clearly pronounce names of persons identified; I. explain meanings of new words; /. use new words in own sentences.	i. Each pupil says their names and those of family and class members clearly. ii. Pupils, in pairs, role play characters to participate in self introduction. iii. Pupils are guided, in small groups, to discuss the meanings of the new words. iv. Each pupil uses the new words in their own sentences.	I. Creativity and imagination	AUDIO VISUAL RESOURCES I. Charts containing new words I. Pupils text books I. Dictionaries WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		By the end of the lesson, pupils should be able to: I. say the days of the week correctly; II. spell and pronounce the days of the	I. Pupils, as a class, repeat after the teachers as he says the days of the week. II. Pupils, as a class, spell the days of the week as shown to them. III. Each pupil uses days of the week in sentences.	Communication and collaboration Critical thinking Creativity and imagination	AUDIO VISUAL RESOURCES I. Flash cards II. Pupils text books III. A calendar containing days of the week WEB RESOURCES https://www.lingoki ds.com/english- for-kids/ days-of-the-week
gris.	Writing: Word formation	By the end of the lesson, pupils should be able to: i. pronounce sounds; ii. blend sounds with another to form word; iii. differentiate between sounds and letters.	i. Pupils, as a class, participate in class drills and exercises. ii. Each pupilforms words by blending letter sounds. iii.Pupils, in small groups, are led to examine the relationship between spelling and pronunciation.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Letter cards ii. Class text iii. Word charts WEB RESOURCES
	Phonics: Pronunciation practice e.g. "th" i.e. /e/ and "t" i.e. /t/ as "thank"/"tank"	By the end of the lesson, pupils should be able to: i. pronounce sounds /e/ and /t/ correctly; ii. identify /e/ and /t/ in words; iii. pronounce words with the sounds;	i. Pupils, as a class, pronounce sounds /Θ/ and /t/. ii. Pupils are guided, in small groups, identify sounds /Θ/ and /t/ in words. iii. Pupils, as a class, pronounce words with /Θ/ and /t/ as given by the teacher.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Word charts ii. Class text iii. Dictionaries WEB RESOURCES https://youtu.be/2K aKSFYH3E

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
18	Charle Charle in Course in	iv. give more examples of words with the sounds.	iv. Pupils sort a list of words and differentiate them into words with /O/ and /t/ sounds. v. Pupils, in pairs, give more examples of words with the	The second secon	
e.A. e.A. e.A. e.A. e.A. e.A. e.A. e.A.	Structure: Using the possessives my, yours, his, hers in simple correct sentences - This is my pen; This is his/her pen	By the end of the lesson, pupils should be able to: i. describe possessive words(possessive words(possessive); ii. cite examples of possessives; iii. construct sentences using singular and plural forms of possessives to express ownership.	i. Pupils, as a class, listen to teacher's explanation. ii. Pupils, in groups, are guided to give examples of possessives. iii. Each pupil makes their own sentences using possessives in clear correct sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Real objects ii. Picture of objects iii. Course book WEB RESOURCES
S.S. sogodis	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. pronounce the new words correctly; ii. say the meanings of the new words; iii. make new sentences using the new words.	i. Pupils, as a class, pronounce the new words after the teacher. ii. Pupils, in pairs, say the meanings of the new words. iii. Each pupil makes their own sentences using the new words.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts ii. Class text iii. Dictionaries WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	ENGLISH STUDIE
	Reading: Days of the week	By the end of the lesson, pupils should be able to: i. say how many days are in a week; ii. mention the days in a week; iii. form songs on the days of a week.	i. Each pupil says how many days are in a week. ii. Pupils, in pairs, mention the days in the week. iii. Pupil, as a class, use the days of the week to form a song.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	RESOURCES AUDIO VISUAL RESOURCES i. Charts ii. Flash cards iii.Course text WEB RESOURCES
25	Structure: Continuous actions	By the end of the lesson, pupils should be able to; i. explain continuous actions with example of verb forms; ii. identify continuous actions in sentence; iii. express continuous action in sentences.	i. Pupils are guided, in small groups, describe continuous actions. ii. Pupils are guided, in small groups, to read sentences using continuous actions. iii.Each pupil makessentences using continuous actions.	i. Communication and collaboration ii. Critical thinking and problem solving	i. Course text ii. Picture books iii. Charts containing words that depict continuous actions WEB RESOURCES
1. A.	Writing: Word formation	By the end of the lesson, pupils should be able to: i. form new words using the sounds that will be written on the board ii. use the words in sentences iii. form stories with the words	i. Pupils, in pairs, form new words by blending some of the given sounds. ii. Each pupil forms words using the given sounds. iii. Pupils pair up to tell stories using the formed words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	RESOURCES i. Flash cards containing sound ii. Picture books iii. Dictionaries WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
6	Phonics: A.B.C Song	By the end of the lesson, pupils should be able to: i. identify sing A.B.C Song; ii. master the rhyme/rhythm of A B C song; iii. reproduce/ Sing the ABC song.	i. Pupils, as a class, listen as the teacher sings the A.B.C song. ii. Pupils, as a class, repeat the song after the teacher. iii. Pupils, in small groups, sing the A.B.C song. https://youtu.be/UR-13Q12nE	i. Communication and collaboration ii. Leadership and personal development iii. Digital literacy	i. Picture books with rhymes and songs ii. Flash cards iii. Chart iv. Tape recorder WEB RESOURCES https://youtu.be/UR -13Q12nE
	Structure: Expressing gratitude and farewell: When we receive gift	By the end of the lesson, pupils should be able to: i. explain the occasion where gratitude can be expressed; ii. express gratitude correctly when they receive gift; iii. say farewell to people correctly.	i. Pupils, as a class, brainstorm on the occasions that require gratitude making. ii. Pupils, in small groups, dramatize different situations for using "thank you", Ma/sir/Daddy etc. e.g. after when we receive gift from people, eating our food. iii. Pupil role play saying farewell to classmates.	i. Communication and collaboration ii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Pictures depicting relevant situations ii. Audio/ video tapes iii. Course books iv. Wall charts WEB RESOURCES
	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words in a story read; ii. say the	i. Pupils, in small groups, identify new words in a story read. ii. Each pupil pronounces the new words	i. Communication and collaboration ii. Critical thinking and problem solving lii. Leadership and	AUDIO VISUAL RESOURCES i. Story books ii. Recommended story books iii. Dictionaries iv. Charts

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING
e bns	Sense conis	meaning of the new words; iii. pronounce the new words correctly; iv. use the new words in sentences.	iii. Pupils in small groups discuss the meaning of the new words as used in the story read. iv. Each pupil uses the words in sentences.	personal development	RESOURCES WEB RESOURCES
pinto	Reading: Familiar parts of the body	By the end of the lesson pupils should be able to: i. list the parts of the body; ii. identify the parts of the body; iii. answer questions on parts of the body.	i. Pupils, in small groups, mention and discuss the familiar parts of the body. ii. Each pupil identifies the familiar parts of the body. iii. Pupils pair up to answer questions on parts of body https://youtu.be/ab7slePM4re.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Digital literacy	AUDIO VISUAL RESOURCES i. Picture containing parts of the body ii. Course text WEB RESOURCES: https://youtu.be/aE 7slePM4rE
	Writing: guided composition on myself,	By the end of the lesson pupils should be able to: i. identify the format of description; ii. describe themselves; iii. complete a guided essay on 'myself'.	i. Pupils, as a class, recall the format of description. ii. Each pupil describes themselves. iii.Pupils are guided, in small groups, are guided to complete an essay on "Myself".	iii. Oluzeriship	AUDIO VISUAL RESOURCE i. Course books ii. Charts containing letters of the alphabet iii. Recommended text books iv. Writing books WEB RESOURCES
	енвессой п н		gretersams a -	ALCO Y TOTAL	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
H Ind	Supplementar y reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read;	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	Recommended story book.
JA.	Control of the second of the s	ii. discuss lesson learnt from the book; iii. relate events in the story to their personal lives.		# 6:0 95 1 00 35 m 20 3 m	
7	MID-TERM TEST/ MID-TERM BREAK				
8	Phonics: Asking and answering questions: Ask simple questions using "What"	By the end of the lesson, pupils should be able to: i. ask simple questions using "what"; ii. answer simple questions correctly; iii. form dialogues involving the use of questions	 i. Pupils are guided, in small groups, are guided to ask one another simple questions. ii. Pupils, in small groups, answer the questions asked correctly. iii. Pupils, in pair, use questions and answers in dialogues. 	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCE i. Charts ii. Flannel graph ii. Real objects v. Audio-visual materials WEB RESOURCES
2 CPC V	Structure: Expressing past actions	and answers. By the end of the lesson pupils should be able to: i. differentiate between present actions	i. Pupils, as a class, are guided to differentiate between present and past actions.	i. Communication and ` collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Charts/Flash cards ii. Recommended text books
	1,	and past actions;	ii. Each pupil identifies verbs that show past	Conting	iii. Picture books

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	appul ivota	ii. identify verbs that show past actions; iii. express past actions.	actions. iii. Each pupil makes sentences to express past actions.		WEB RESOURCES https://youtu.be/Li
A.	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words in the stories read; ii. say the meaning of new words as used in the stories; iii. use new words in own speech.	i. Pupils, as a class, listen as the teacher reads stories. ii. Pupils, in small groups, identify new words in the stories. iii. Pupils, in pairs, discuss the meaning of new words. iv. Each pupil uses new words in their own speech.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCE i. Recommended story books ii. Words cards iii. Dictionaries WEB RESOURCES
	Reading: Label reading	By the end of the lesson, pupils should be able to: i. explain what a label is; ii. identify labels on objects. iii. create\ design a label	i. Pupils look at various objects e.g. milk, bottled water, soft drinks to brainstorm how they identify different objects and formulate the meaning of labels. ii. Pupils, in small groups, discuss why labels are used. iii. Each pupil identifies labels on objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Picture books ii. Read objects iii. Flash cards WEB RESOURCES https://youtu.be/y- Fpb5y6gFs

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Writing: Description Guided essay on "My Classroom"	By the end of the lesson, pupils should be able to: i. identify all objects in the classrooms; ii. describe their classrooms; iii. answer guided questions on their classrooms.	i. Pupils, as a class, recognize all items, objects, pupils and teacher in their classroom. ii. Pupils, in groups, describe their classrooms. iii.Pupils, in pairs, complete a guided essay on their classroom.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Charts containing strokes and curves ii. Alphabet charts iii. Pupils text books WEB RESOURCES
96 41	Supplementar y reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book. iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	Recommended story book.
9	Phonics: Pronunciation practice e.g. months	By the end of the lesson, pupils should be able to; i. pronounce given words correctly; ii. identify each month of a year; iii. form a song on the months.	i. Pupils, as a class, listen as the feacher pronounces the words e.g. months. ii. Each pupil identifies each month of a year. iii. Pupils, in groups, sing a song on months.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCE i. Charts containing Days of the week ii. Pupils text books WEB RESOURCES https://youtu.be/Ty cNottVnPQ

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
24 A A A A A A A A A A A A A A A A A A A	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. spell and pronounce the new words correctly; ii. identify the meaning of the words; iii. use the new words in a sentence.	 i. Pupils, as a class, are guided to spell and pronounce the selected words. ii. Pupils are guided, in small groups, identify the meaning of the words in the context. iii. Each pupil uses the new words in sentences. 	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Words cards ii. Picture books ii. Course books v. Dictionaries WEB RESOURCES
	Reading: Label reading	By the end of the lesson pupils should be able to: i. read labels; ii. explain what they understand; iii. apply the objects to real life	i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them. iii.Each pupil explains what they understand after reading the labels and relate the objects to real life.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Real objects ii. Charts containing different labels iii. Picture books WEB RESOURCES
	Structure: Introducing nouns and pronouns	By the end of the lesson, pupils should be able to: i. describe nouns; ii. identify nouns and pronouns in phrases and sentences; iii. correctly use nouns and pronouns in sentences.	i. Pupils, in a class, are guided to describe a noun; ii. Pupils are guided, in small groups, to identify nouns and pronouns in sentences. iii. Each pupil uses nouns and pronouns in their own sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCE i. Course book ii. Real objects iii. Pictures iv. Flash cards WEB RESOURCES https://www.tamericom /edit/nouns.html

wks	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10	Phonics: What I can eat and I cannot eat	By the end of the lesson, pupils should be able to: i. differentiate between what can be eaten and cannot be eaten;	i. Pupils, as a class, listen attentively as the teacher explains what can be eaten and cannot be eaten, why some things cannot be eaten and why we eat.	i. Communication and collaborationii. Critical thinking and problem solvingiii. Citizenship	AUDIO VISUAL RESOURCE i. Real objects ii. Charts/Flash Cards iii. Course books iv. Pictures
S. com's	era ta	ii. explain why some things cannot be eaten.	ii. Each pupil mentions what they think can be eaten and those that cannot be eaten. iii.Each pupil explains why the things they mentioned cannot be eaten.	Carlotte Control of the Control of t	WEB RESOURCES
- 1465 - 267	Vocabulary: New Words	By the end of the lesson, pupils should be able to: i. pronounce new words correctly;	i. Pupils, as a class, repeat after the teacher as he pronounces the words.	i. Communication and collaboration ii. Critical thinking	AUDIO VISUAL RESOURCE i. Course books ii. Charts iii. Flash Cards
2		ii. spell new words correctly; iii. use new words on own speech.	ii. Each pupil spells the words. iii. Each pupil uses new words in own sentences.	the of the state of	iv. Dictionaries WEB RESOURCES
2331	Reading: Label reading	By the end of the lesson pupils should be able to: i. read labels; ii. explain what they understand;	i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them.	iii. Communication and collaboration iv. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Real objects ii. Charts containing different labels iii. Picture books

VKS TOPICS	LEARNING	LEARNING	EMBEDDED	ENGLISH STUDI
14 12 1 10 10 10	OBJECTIVES	ACTIVITIES	CORES SKILLS	LFADAII
9 1817 Feb.	iii.apply the	and the state of t	Allegery conservations and the second	RESOURCES
(Larus Louis) (Larus)	objects to real life.	iii.Each pupil explains what they understand after reading the labels and relate the	Here received	WEB RESOURCES
Rendered to		objects to real life.	11/150	The same of the sa
Structure: Singular and Plural	By the end of the lesson, pupils should be able to; i. identify singular and plural forms of objects; ii. give singular and plural forms of objects; iii. use singular and plural forms of objects;	 i. Pupils are guided, in small groups, are led to identify singular and plural forms of objects. ii. Pupils, in pair, give examples of singular and plural forms of objects. iii. Each pupil uses real objects to show singular and plural forms. 	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Real objects ii. Wall charts iii. Pictures iv. Flash cards WEB RESOURCES https://www.ef.com wwen/english- resources/english- grammar/singular- and-plural-nouns/
Phonics: What I can eat and I cannot eat	By the end of the lesson, pupils should be able to; i. identify different fruits and food; ii. list what they eat and cannot eat; iii. discuss why they can eat them and	i. Pupils, as a class, identify different fruit and food. ii. Pupils, in pairs, list what they can eat. iii. Pupils, in small groups, discuss the things they cannot eat and why they cannot eat them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Citizenship	AUDIO VISUAL RESOURCES i. Real objects ii. Pictures iii. Course books iv. Charts WEB RESOURCE

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Vocabulary: New words Structure:	By the end of the lesson, pupils should be able to; i. identify new words; ii. explain the meaning of the new words; iii. use new words in own speech.	 i. Pupils, as a class, identify new words they came across while reading or listening to stories. ii. Pupils, as a class, discuss the words and their meanings. iii. Each pupil uses the new words in new sentences. i. Pupils, as a class, 	i. Communication and collaboration ii. Critical thinking and problem solving i. Communication	AUDIO VISUAL RESOURCES i. Recommended story books ii. Course books iii. Libraries WEB RESOURCES
	Use of Article "A" and "An"	lesson, pupils should be able to: i. describe articles 'a' and 'an'; ii. identify objects that use articles "a" or "an"; iii. use the articles in sentences.	listen to the teacher's explanation of articles "A" and "An". ii. Pupils, in small groups, identify objects using article "A". iii. Pupils are guided, in small groups, use "A" and "An" in sentences.	and collaboration ii. Critical thinking and problem solving	RESOURCES i. Real objects ii. Pictures iii. Course books iv. Toys WEB RESOURCES
	Reading: Label reading	By the end of the lesson pupils should be able to: i. read labels; ii. explain what they understand; iii. apply the objects to real life.	 i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them. iii. Each pupil explain what they understand after reading the labels and relate the objects to real life. 	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Real objects ii. Charts containing different labels iii. Picture books WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATIO N	i Inter-section ()	*	grand and the state of the stat	- 1 44
14	EXAMINATIO N	né do para	ga yang kara	4.007	

ACHIEVEMENT STANDARDS

At the end of the session, students should be able to;

- i. describe English sounds and pronounce English words accurately;
- ii. narrate written comprehension in their own words;
- iii. produce words that are associated with Kitchen and Road Signs;
- iv. answer simple commands;
- v. acquire wide range of vocabulary for effective spoken communication;
- vi. write 5 letter words conveniently;
- vii. identify objects that uses articles 'a' and 'an';
- viii.identify singular and plural form of objects.

ENGLISH STUDIES PRIMARY 2 (BASIC 2)



LAGOS STATE GOVERNMENT,

MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK ENGLISH STUDIES PRIMARY TWO FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LERANING	EMBEDDED CORE SKILLS	LERANING RESOURCES
		OBJECTIVES	ACTIVITIES	SKILLS	KESOSKOLO
1	a) Phonics: /a/, /a: /	By the end of the lesson, pupil should be able to; 1) identify the vowel sounds /a/ and 2) pronounce the vowel sounds; 3)produce words containing the sounds; 4) match the sounds with words; 5) differentiate words containing the two sounds.	1) Pupils, as small groups, identify the sounds on a given chart. 2) Pupils, as a class, pronounce the sounds. 3) Pupils as a class, listen to audio recordings of words with the /a/ and /a: / sounds. 4) Pupils, in pairs, provide new words containing the sounds. 5) Each pupil analyses words with the sounds /a/ and /a:/ and differentiate them.	1) Collaboration and communication. 2) Creativity and imagination 3) Critical thinking and problem solving	Visual and audio resource: 1) Charts 2) Tape Web resources https://www.wikihow.com
6.1	b) Phonemic awareness	By the end of the lesson, pupils should be able to: 1) learn sounds through songs; 2) Identify the sounds in songs; 3) repeat sounds in the words they hear; 4) analyse the sounds given	1) Each pupil presents a song to the class. 2) Pupils, as a class, use songs to describe the sounds. 3) Pupils in pairs identify the sounds in the songs. 4) Each pupil touches their chin or clap	1) Critical thinking and problem solving. 2) Creativity and imagination 3) Collaboration and communication.	Audio visual resources: 1) Charts 2) Video or tape Web resources https://www.readandd.spell.com

NKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		to them.	each sound in the words as they listen.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Ç.I		ROALES ES	5) Pupils, in small groups, discuss the sounds and produce new words the same sounds that they identify.	DEARNING OBJECTIVES BY THE PROPERTY OF THE PRO	TOPICS (a) Phonics (b) 18
	c) Vocabulary Building: Meaning of New words, Reading	By the end of this lesson, pupils should be able to: 1) explain vocabulary building; 2) identify new words; 3) analyse techniques used in reading.	1) Pupils, in small groups, discuss what vocabulary building means. 2) Pupils, as a class, list new words from the passage. 3) Pupils in pairs dramatize the meaning of the new words. 4) Pupils, in pairs, analyse the passage given.	collaboration and Communication collaboration Creativity and imagination Critical thinking and problem solving	Visual resources: 1) Chart/flashcards on new words 2)Reading passages 3) Reading aloud Web resources https://studentreasurces.com
	d) Oral and written comprehensio n	By the end of this lesson, pupils should be able to: 1) examine and label pictures in books;; 2)list and identify comprehension strategies; 3) apply comprehension strategies to text.	1) Pupils, in small groups, discuss the pictures given and label them. 2) Pupils, in small groups distinguish the strategies. 3) Pupils, as a class, compare the reading strategies.	1) Creativity and imagination (2) collaboration and Communication 3) Creativity and imagination.	Audio visual Resources 1) Charts 2) Video or Tape Web resources https://www.readandspell.com
	e) Picture reading	By the end of the lesson, pupils should be able to: 1) identify	1) Pupils, as a class, describe the pictures pasted on the wall 2) Pupils, in pairs,	Creativity and imagination Critical thinking	Visual resources 1) Images

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
2	* T-==1 - 1	pictures;	discuss the	and problem solving.	Web resources
			information gathered	and problem solving.	VICE ICCCCIOCC
MAC.		2) interpret	from the pictures.	3) Critical thinking	https://www.educat
		information from	nom the plotteres.	and problem solving.	ion.com
	40.0	the pictures;	3) Each pupil	2,	
Total	21	0	identifies the picture	anda .	
	51 /1	3) categorise the	given.	1 1	- ×1
		pictures given.			
Court our					
E. Station			,	i e e e	e."
2	A)	By the end of the	1)Pupils, in small	1) Collaboration and	Visual resources
	Comprehensio	lesson, pupils	groups, analyse the	communication	
7	n: New words	should be able to:	words given to them.		1) Chart
100	and meaning.		Words given to them.	2) Creativity and	eta iki, M
,	g.	1) combine words	2) Pupils, as a class,	imagination	Web resources
A	The second second	to make meaning;	discuss the meaning	· ·	https://www.roallido
Tab. n	e and the same of		of each word given to	3) Critical thinking	https://www.reallyle
2	100	2) discuss the	them.	and problem solving	amenglish.com
		meaning of each	1 1	5. 17	
utras.	array - per	word given to	3) Pupils, in pairs,		How to study
	, 87	them;	compare the words in	- A	vocabulary words.
		70	sentences		
THE.	10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -	3) use the words	1 17 7		
	A STREET, N	in sentences.	. 12.50°		
	B) Oral and	By the end of the	1) Each pupil	1) Critical thinking	Audio visual
	,	lesson, pupils	summarises the	and problem solving	resources
	written			and problem solving	resources
	comprehensio	should be able to:	passage orally.	2) Collaboration and	1) Tape
	n on passage	1) summarize the	2) Pupils, in small	communication	,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		passage given	groups, analyse the		2) Charts
	145	orally	passage.	3) Creativity and	
		Orally	passage.	imagination	Web resources
	The sale	2) analyse the	3) Pupils, as a class,	2	https://www.theclas
		main idea of the	discuss the main idea	- 2000	F
	See but	passage given	of the passage.	and the	<u>s</u>
		passage given			roomkey.com
	7.	3) dramatize the	4) Pupils in pairs	20	1
		meaning of the	dramatize themes in	prit to a r	Reading
	Village Continue	passage	the passage.	to the same of the	comprehension
		passage		1	strategies
	and the second		1 .	100	
	374, 8.,		4) Fach 2009	Critical thinking	Audio visual
	C) Phonics:	By the end of the	1) Each pupil		
	learn sounds	lesson, pupils	presents the sounds	and problem solving	resources
			by singing with the		
	through songs	should be able to;		2) Critical thinking	1) Tane
			alphabet words.	2) Critical thinking	1) Tape
		1) pronounce the	alphabet words.	Critical thinking and problem solving	
					1) Tape 2) Video 3) Flashcards

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
122	च १६५५ तीकर — (E	2) use the sounds	by singing.	communication	Web resources
teruns	ulos ad 1 1 1 deska Pin	to form songs; 3) identify the	3) Pupils, in small groups, describe the	Z) promony left unaboution	https://www.action/
	1	sounds from the music.	sounds. 4) Pupils, as a class,	the privates	https://www.enchal
	~ 13.	i artika	clap or touch their chins when they hear each sound	pictures given	arning.com /as/abs/print.shtml
2471	A TA	COLUMN	$A \cdot A$	gra all (a	
	D) Simple commands at home and	By the end of the lesson, pupils should be able to;	Pupils, in pairs, define the meaning of command.	Critical thinking and problem solving	Visual resources 1) Charts
	school	1)explain the	2) Pupils, in pairs,	2) Critical thinking and problem solving	2) Pictures
		meaning of command;	role play giving commands.	3) Creative and imagination	Web resources
	vislogeocv :	2) demonstrate how to command;	Pupils, in pairs, identify sentences with exclamation		https://www.fluentu. com
		3) identify the words and	marks as commands.		Fun ways to learn commands.
	8901U03FV	punctuation mark used for command.	4) Pupils, as a class, write simple commands and end		6) Oral roll winder
		41 \	them with the exclamation mark.		100
45.4	on i	A.A.		Alexander Alexander	
287 2	E) Picture reading	By the end of the lesson, pupils should be able to:	1)Pupils, as a class, distinguish the pictures given.	Creativity and imagination	Visual resources 1) pictures
	1	1) identify things in pictures;	2) Pupils, in pairs, relate the pictures to	2) Critical thinking and problem solving	Web resources
I no wait	10 (0 dB 14)	2) interpret the pictures;	the text.	3) Collaboration and communications	https://www.readin grocket.org
-	1	3) describe the	Pupils, in small groups, explain the picture given.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	https://www.pinterest.com
	anger (S	pictures.	4) Pupils, in pairs, dramatize the events	1 1 Light	Reading images.
	per 60 fg C	's're radio'l si	in the picture.		4000
3	(A) Supplementar	By the end of the lesson, pupils	(i) Each pupil reads a recommended	(i)Critical thinking	Visual resources :

WKS TOPICS LEARNING LEARNING				ENGLISH STUDIES	
837	ALPER BR	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
2050)	y Reading.	should be able to: (i) read and share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	storybook from Lagos state approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the book read. (iii) Each pupil relates the event in the story to his or her personal lives.	and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	(i)Images (ii)Charts Web resources http://www.wearete achers.com Grade two reading comprehension.
25.71	(B)Listening to and telling a story	By the end of the lesson pupils should be able to: (i) summarize the story in their own words; (ii)relate the story to real life situation; (iii) list the	(i)Pupils in a small group analyse the story, then summarize it in their own words. (ii) Each pupil itemizes the characters in the story. (iii)Pupils as a class discuss the ideas in	(i)Collaboration and communication. (ii)Creativity and imagination. (iii)Critical thinking and problem solving	Visual resources: (i)Pictures of a man telling story to pupils. Web resources http://www.teaching english.org.uk http://www.cambridge.org
		characters in the story.	the story. (iv) Pupils, in small groups, discuss the lessons learnt from the story and share with the class.	(i)Callaboration and	Audio visual
2914	(C)Phonics: consonants /b/, /d/. bed, dog	By the end of the lesson pupils should be able to: (i)produce the consonant sound as in bed, dog, doll; (ii)pronounce the consonant	(i) Pupils, in small groups, produce the sounds. (ii) Pupils, as a class, pronounce the sounds. (iii) Pupils, as a class, point to the appropriate consonant sounds on	(i)Collaboration and Communication. (ii)Creativity and Imagination (iii)Critical thinking and problem solving.	resources (i)Charts (ii)Tape Web resources http://www.actionfactor.com.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING
	Problem . ;	sounds;	a chart when they hear the sound.	1.00 or the contract of the co	RESOURCES
	straction	(iii)match the sound with words.	(iv) Pupils, in pairs, analyse the sounds in a sentence.	Site and room to a section with home and a section with the section and a section with the section and a section a	to me go
property of the second	(D)Writing of Letters- a, b. C	By the end of the lesson, pupils should be able to: (i)identify the alphabet; (ii)compose a song with the alphabet; (iii)match the alphabet with objects.	(i)Pupils, in small groups, itemize the alphabet. (ii)Pupils, as a class, compose song with the alphabet. (iii) Pupils, in pairs, match letters with objects like, a -ape, b - ball, c - cellular, d - dog, e- egg etc.	(i) Collaboration and Communication (ii) Creativity and Imagination (iii) Critical thinking and problem solving.	Audio visual resources (i) Pictures (ii) Tape or videos. Web resources http://www.eslkids/ uff.com
4	(A)Vocabulary building: synonyms and antonyms	By the end of the lesson, Pupils will be able to: (i)explain synonyms and antonyms; (ii)list some synonyms and antonyms; (iii)compare synonyms and antonyms.	(i)Pupils, in small groups, discuss what synonyms and antonyms mean. (ii)Pupils, in pairs, enumerate synonyms and antonyms of some common words. (iii)Pupils, as a class, analyse synonyms of some common words to establish similarity in meaning	(i)Collaboration and communication (ii)Critical thinking and problem solving. (iii) Creativity and imagination.	Visual resources (i)Charts (ii)Pictures. Web resources http://www.educatin.com
	hours of the second sec	The same are the same and the same and the same are	(iv)Pupils, in small groups, analyse some common words to establish opposite meanings.		
el Van	(B)Comprehen sion Reading passage	By the end of the lesson, pupils should be able to: (i)discuss the main idea of the story	(i)Pupils, as a class, discuss the main idea of the passage. (ii) Pupils, in pairs, itemise facts and information in the	(i)Critical thinking and problem solving (ii)Creativity and imagination (iii)Collaboration and	Visual resources (i)Charts (ii)Images. Web resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		OBJECTIVES (ii)Identify facts and other kinds of information in the passage; (iii)explain causes and effects in the given passage; (iv) use evidence from the passage to discuss relationship between ideas;	passage. (iii)Pupils, as a class, dramatize themes from the story. (iv)Pupils, in small groups, examine the causes and effects in the passage. (v) Pupils, in pairs, point to specific sections of the story as evidence for cause		
e e e e e e e e e e e e e e e e e e e		(v)dramatize the story in the given passage; (vi)discuss the moral lessons learnt from the story.	and effect, related ideas. (vi) Pupils, in small groups, discuss the moral lessons of the story and share with the class.		
and the state of t	(C)Phonic pronounce consonant sound in isolation	By the end of the lesson, pupils should be able to: (i)identify the consonant sounds; (ii)arrange the consonant sounds in sequence; (iii) pronounce the consonant sounds.	(i)Pupils, as a class, mention the consonants sounds. (ii) Pupils, in small groups, give a thumbs up when they hear a consonant sound. (iii)Each pupil pronounces the consonant sounds. (iv). Pupils, in small groups, organize the consonants sound in sequence.	(i)Creativity and imagination (ii)Collaboration and communication (iii)Critical thinking and problem solving	Audio visual resources (i)Chart (ii)Tape/Video Web resources http://sightwords.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
A	(D)Picture	By the end of the	(i)Pupils, in small	(i)Collaboration and	Visual resources
N. Car	Reading:	lesson, pupils	groups, examine the	Communication	10001003
constant	Classroom	should be able to:	pictures given.	An and a second	(i)Pictures
	environment	<i>(</i>)	15(4)	(ii)Creativity and	Mak sasas
in		(i)explain the	(ii)Pupils, as a class,	Imagination	Web resources
1940		pictures in the	survey the classroom	(iii) O-iti th-i -i	https://www.pintere
- 50/0		classroom;	environment and	(iii)Critical thinking	st.com
		(ii)assess the	describe what they	and problem solving	<u>ouron</u>
	, ,	classroom	observe.	HI CALEG MAVIO	2 nd grade reading.
	77		(iii)Each punit	100	245
		environment;	(iii)Each pupil	3 m. 1 pp 3 pt 24 A	
		(iii) categorise the	identifies the pictures	agains tour	The last
		pictures in the	in the classroom.	er zawata t	A COLUMN TO THE REAL PROPERTY OF THE PERSON
		classroom	and the same of th	s- philateta "	
		environment.	The state of the state of	THE THE PARTY OF	
di.			and the street		
47	(E)Writing of	By the end of this	(i)Pupils, as a class,	(i)Creativity and	Visual resources
	alphabet: two-	lesson, pupils	assemble letters in	imagination	(20)
	letter wo rds	should be able to:	alphabet.	(ii) Callahanatian and	(i)Charts
	H.	(1)	(ii)Dunile in anali	(ii)Collaboration and	(ii)Pictures
	1	(i)arrange two letters to form a	(ii)Pupils, in small	communication	(ii)i iotaroo
		The state of the s	groups, match two	(iii)Critical thinking	Web resources
		word;	letters together to form a new word.	and problem solving	1.11
	11.	(ii)match the	iomi a new word.		https://www.pintere
		letters;	(iii) Pupils, as a class,		st.com
			pronounce each letter	1994	100
	Land That	(iii)pronounce the	of the two-letter word.		
	Commence of	two letters	A Chinana i	Phone ou to	teluralità
	- 100/100 A 11 数	matched together.	(iv)Each pupil	a abla on a limit	2272
	440-1:	There was deep	pronounces the two	Crown w	
		with manage	letters matched	ed Wester	Min take at 100 Miles
	10(110)		together as a word.	(A)E-(C)-(C)	
5	(A)Introduction	By the end of the	(i)Pupils, in pairs,	(i)Critical thinking	Visual Resources
J S	to colour	lesson, pupils	examine the colours	and problem solving	Visual Nesources
	LO COIDUI	should be able to:	of objects given.	and problem solving	(i)Charts
		Should be able to.	of objects given.	(ii)Creativity and	F 1978
	-	(i)identify colour of	(ii)Pupils, as a class,	imagination.	(ii)Pictures
		things;	enumerate the colour.		(iii)Objects. Web
			1	(iii)Collaboration and	resources
		(ii)list the name of	(iii)Pupils, in small	communication	163001663
		principal colour-	groups, identify the		https://munsell.
		red, blue, yellow,	colours of objects		com
		orange, green,	given.		To its
		and violet;	(iv) Dunila in naira		
		(iii) describe	(iv) Pupils, in pairs, describe the colours		
		objects with			
		reference to their	of objects in their		Gode P.250
		Telefelice to their			

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		colour-red cap, white short, green shoe etc.	environment.		
and the state of t	(B)Comprehen sion Reading Skills	By the end of the lesson, pupils should be able to: (i)identify new words in the passage; (ii)explain the meaning of the new words; (iii)compose a small poem from the passage; (iv) summarise the passage.	(i)Each pupil examines the passage for new words. (ii)Pupils, in small groups, compose a short poem from the passage. (iii)Pupils, as a class, give a summary of the passage. (iv), in pairs dramatize the summary of the passage.	(i)Critical thinking and problem solving (ii)Collaboration and communication (III)Creating and imagination	Visual resources (i)Pictures (ii)Charts Web resources https://www.weare teachers.com grade two reading comprehension
25	(C)Differentiat e between two words e.g. fill, feel.	By the end of the lesson, pupils should be able to: (i)identify the words and their meanings (ii)compare the two words; (iii)differentiate between the	(i)Pupils, in pairs, recognize the words given to them. (ii)Pupils, in small groups, categorize the given words. (iii)Pupils, as a class, analyse the relationship between the given words.	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Creativity and imagination	Visual resources (i)Charts (ii)Flashcards Web resources https://allesl.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING	EMBEDDED	ENGLISH STUD
		0202011423	ACTIVITIES	CORES SKILLS	RESOURCES
A. S. S.		words given; (iv) use the words in sentences.	(iv)Pupils, in small groups, produce sentences with the two words.		
	(D)Phonics	By the end of this	(v)Pupils, in small groups, analyse the meanings of the words in the sentences. (i)Each pupil arranges	(i)Critical thinking	Audio visual
	Production of consonant sound and words	lesson pupils should be able to: (i)list consonant sounds; (ii)apply songs to the sounds; (iii)identify consonant sounds in words;	the consonant sounds (ii)Pupils, in pairs, compose songs to the sound (iii)Pupils, in small groups, match the sounds and words	and problem solving (ii)Critical thinking and problem solving (iii)Collaboration and communication	resources (i)Pictures (ii)Charts (iii)Tape Web resources https://www.lexial.arning.com
		(iv) match sounds and words.		Constant of the constant of th	7 (5) (3) 34 (5) (4) 3 (7) (4)
6	(A) Supplementar y Reading: Poetry.	By the end of the lesson, pupils should be able to: (i) read and share with other pupils the poem read. (ii) discuss lessons learnt from the poem read. (iii) relate events in the poem to their personal lives.	(i) Each pupil reads a recommended poem from Lagos state approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the poem read. (iii) Each pupil relates the event in the poem to his or her personal lives.	(i)Critical thinking and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	Audio visual resources (i)Images/pictures (ii)Video/tape Web resources https://www.schol.stic.comhttps://www.w.education.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(B)Literature:	By the end of the	(i)Pupils, in pairs,	(i)Critical thinking	Visual resources
	Fiction and	lesson, pupils	itemize the works of	and problem solving	1 1 E
	non- fiction	should be able to:	fiction and non-	and the	(i)Pictures
		(i)identify works of	fictions.	(ii)Creativity and imagination	(ii)Charts
		fiction and non-	(ii)Pupils, as a class,	imagination	
		fiction;	describe the	(iii)Collaboration and	(iii)Flashcards
£13		(2) 1 d 2 d 1 Total	similarities between	communication	Web resources
179/26/3		(ii)determine the	fiction with non-	enet during	"
		similarities	fiction.	and to	https://www.educati
		between fiction	(iii) Dunile in anali	有限扩充的设	<u>on.com</u>
		and non-fiction;	(iii)Pupils, in small groups, explain the	making the stand of the stand o	https://www.pintere
		(iii)contrast works	differences between	See the Carlot See Code S	st.com
A ^{an}		of fiction and non-	fiction and non-fiction.		a law.
		fiction.	notion and non-notion.		
		ACT TO A	(iv)Pupils, in small	4	
		0 20	groups, arrange	73, 37	
			books into works of		7
	200		fiction and non-fiction.	Kill High	1
	1				
230	upgar fabari	Quantum asker in	reback land	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2
	(C)The writing	By the end of	(i)Pupils, as a class,	(i)Creativity and	Visual resources
	process	lesson, pupils	analyse the writing	imagination	(i)Charts
	enenO(n)	should be able to:	process.	(ii)Collaboration and	(I)Criarts
		(i) define elemente	/ii\Dunile in small	communication	(ii)Pictures
9.9	Web resent	(i)define elements	(ii)Pupils, in small groups, apply the	Communication	
DPSD.	ar compact of the Marian	of the writing	writing process.	(iii)Critical thinking	Web resources
		process;		, 4	2.1
		(ii)explain the	(iii)Each pupil applies	and problem solving	https://study.com
Dan Jed.		writing process;	the writing process to		www.cis.utk.edu.pd
The same		(iii) analy the	write about himself or	ν,	f
		(iii) apply the	herself.	and the second	13
	The second second	writing process to write about self.	All and the second		
	1	Write about sen.	- Angelia Pi		2 1 2 1
7	A. Mid-term		- 100 to	The second second	
	tests		10.1413	s	
	B. Open day	-	and the same of th		
			a residence	ih	
	C. Mid-term		1	w . — is a	
	break		400 to 10 1 20	1 1063	
	D. Homework	J. 104 B. 114 A.	LINE TO	1	
	D. Homework	and provide the			

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(8)	(A)Comprehen sion passage on drug abuse	By the end of the lesson, pupils should be able to: (i)discuss the main idea of the story (ii)identify facts and other kinds of information in the passage; (iii)explain causes and effects in the given passage; (iv) discuss the moral lessons learnt from the story.	By the end of the lesson, pupils should be able to: (i)Pupils, as a class, mention names of simple drug. (ii)Pupils in pairs itemize three benefits of drug free lifestyle. (iii)Pupils, in small groups, sing a song on drug abuse.	(i)Creativity and imagination (ii)Critical thinking and problem solving (iii)Collaboration and communication	Audio visual resources (i)Pictures (ii)Video
	(B) Supplementar y Reading: A play.	By the end of the lesson, pupils should be able to: (i) read and share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	(i) Each pupil reads a recommended story book from Lagos State approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the book read. (iii) Each pupil relates the events in the story to their personal lives.	(i)Critical thinking and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	Visual resources: (i)Images (ii)Charts Web resources http://www.weare teachers.com Grade two reading comprehension.
	(C)Vocabulary building new words and meaning	By the end the lesson, pupils should be able to: (i)combine words to make meaning; (ii)explain the meaning of each	(i) Pupils, in small groups, analyse the words given to them. (ii) Pupils, as a class, discuss the meaning of each word given to them.	(i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving	Visual resources (i)Charts (ii)Flashcards Web resources https://www.realeam

ENGLISH STUDIES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	TIS ATT	words; (iii) make use of the new words in	(iii)Pupils, in pairs, use the words in their own sentences.	A ACTUAL OF THE PARTY OF THE PA	english.com
	nacemony nucemony www.somi	sentence.	(iv) Pupils in pairs dramatize the meaning of the new words in the sentence.	Oppose of the second of the se	How to study vocabulary building
	(D)Phonics Vowel sound /ai/ long	By the end of the lesson, pupils should be able to: (i)recognize the /ai/ sound (ii)blend /ai/ words for reading and spelling (iii)pronounce the /ai/ sound	(i)Pupils, in pairs, identify the /ai/ sound. (ii)Pupils, in small groups, relate the sounds to words. (iii)Each pupil pronounces the /ai/ sound in words.	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Critical thinking and problem solving	Audio visual (i)Tape (ii)pictures (iii)Charts Web resources https://www.asceniear ningcentre.com
aand.	susiv oibuA segniosen gleepamini	Brown Stroughtons	change of the second	SIN TO DOS TO VIĞ ARC U INI I ASI OT PUNKABI KUN	
Blone.	(E) Colour matching colours	By the end of the lesson pupils should be able to: (i)identify basic colours (ii)locate real world objects of a specific colour (iii)match the colour given with the object	(i)Pupils, in pairs, examine the colours for identification (ii)Pupils, in small groups, think and identify objects with specific colours e.g. Green-leaves, blacktires. (iii)Each pupil matches the colour given with the object	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Critical thinking and problem solving	Audio visual resources (i)Pictures (ii)Video Web resources https://www.eslkids tuff.com https://study.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(9)	(A)Vocabulary building: New words and meaning N.B. The new words are taken from the	by the end of the lesson, pupils should be able to: (i)analyse new words to determine meaning; (ii)explain the	(i)Pupils, in small group, analyse the words given to them (ii)Pupils, as a class, discuss the meaning of each words given to them. (iii) Pupils, in pairs,	(i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving	Visual resources (i)Chart (ii)Flashcards Web resources https://www.realear nenglish.com How to study vocabulary
	passage read earlier.	meaning of each words given to them; (iii)identify	identify synonyms of the new words. (iii)Pupils, in pairs, use the new words to	The state of the s	building
		synonyms of the new words (iv)use the new words in their own sentences:	form sentences. (iv)Pupils, in pairs, dramatize the sentences with the new words.	10.7 10.6 g.75.4 = A-1	
		(v) dramatize the meaning of the new words.			3 3 30 TO 15
	(B)Literature poetry: Rhyming poems	By the end of the lesson, pupils should be able to: (i)describe Rhythm and rhyme	(i)Pupils, in small groups, analyse rhythm and rhyme. (ii)Pupils, as a class, actualize poem with rhythm.	(i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving	Audio visual resources (i)Images/pictures (ii)Video/tape Web resources
		(ii)create poems with rhythm (iii)dramatize rhymes and rhythm in poems by saying it loud	(iii)Each pupil dramatizes the poem by rhyming it loud.	and problem solving	https://www.schola stic.comhttps://ww w.education.com
10	(C)Spelling: Three-letter words: e.g. cat, bag, cup, cap	By the end of the lesson, pupils should be able to: (i)identify the letters;	(i)Pupils, in pairs, classify the three-letter words into sounds. (ii)Pupils, in small groups, match the	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Critical thinking	Audio visual resources (i)Tape/video (ii)Flashcards

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING	EMBEDDED	LEARNING
Carate in	CONTRACTOR I	(ii)pronounce the	ACTIVITIES	CORES SKILLS	RESOURCES
·	25. JUAN 240	three letters	sounds in the three	and problem solving	(iii)Charts drawing
	analo/4(u	together;	letter words to pronounce it.		Web resources
	7 T	(iii)write the three	(iii)Fach punil five		https://www.pintere
	0.578501, http://	letter words	(iii)Each pupil fixes the letters together to		st.com
	(405'-lan)	correctly.	make three-letter		
	to " or no the #		words.	200 Miles	
(10)	(A)Revision:	By the end of the	(i)Pupils, in small	(i)Collaboration and	Visual resources
1 12 4	listening to	lesson, pupils	groups, analyse and	communication	Visual resources
	and telling a	should be able to:	summarise the story.		(i)Picture of a man
	story	(i)summarize the	(ii)Pupils, as a class,	(ii)Creativity and	telling story to his
200	Property and the	story in their own	discuss the ideas in	imagination	pupils
		words;	the story and relate it	(iii)Critical thinking	Web resources
	STEEL STATE	(ii)relate the story	to their real-life	and problem solving	https://www.teachin
1	al Charles	to real life	situation.		g english.org.uk
		situation;	(iii)Pupils in pairs	P. P.	
	Web resources	(1)11-4-41-	itemise the characters	7.A	
BTE	STW SWAME COStat	(ii)list the characters in the	in the story.		
		story.	(iv)Pupils in pairs	Att 1 1	
	850, 819 (1.55	State of the state	describe the	1 1 1 1	
			characters in the		
	10.00		story.		
	(B)Revision:	By the end of this	i)Pupils, as a class,	(i)creativity and	Visual resources
	writing of two	lesson, pupils	assemble the letters	imagination	i)chart
-	letter words	should be able to:	ii) Pupils, in small	(ii) Collaboration and	
		(i)arrange the	groups, match two	communication	ii) pictures
		letters	letters together.	(iii) Critical thinking	web resources
	· · · · · · · · · · · · · · · · · · ·	ii) match two	iii) Pupils, in small	and problem solving	https://www.pintrest
		letters	groups, identify the sounds of the two		.com
	The receipt	iii) pronounce the	letters.	36	er reap r
	-100 - 1000 -	two letters	iv) Each pupil		
	1 672	matched together	pronounces the two	F	
	in James		letters together.		
	10,20,20				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(C)Revision Phonics:	By the end of the lesson, pupils	i)Each pupil arranges the consonant sound	i)Critical thinking and problem solving	Audio visual resources
erolale	production of consonant	should be able to:	ii) Pupils, in pairs,	ii) Critical thinking	(i)Pictures
	sound and words	i)list consonant sounds	compose songs to the sounds.	and problem solving	(ii)Charts
		ii) apply songs to	iii) Pupils, in small		(iii)Tape.
	V 000 1000 1011	the sounds	groups, match the sounds and words.	at references to	Web resources
	La - La - A	iii) match sounds and words	ran S	glimen n ji	http://lexialearinig.c
	A THE THE PARTY				viola .
	-11,12	D 41 1 641	(3) 11 1 1	() Oritical thinking	Viewel Decourses
	(D)Revision comprehensio	By the end of the lesson, pupils	(i)Pupils, in pairs, recognize the word	(i) Critical thinking and problem solving.	Visual Resources
i da a	n: Passage	should be able to:	given to them.	(ii) Collaboration and	(i)Pictures
P.C	reading skill.	(i)identify new	(ii)Pupils, in small	communication.	(ii)Charts
		words in the passage;	groups, categorize the given words.	(iii) Creativity and	Web resources
		(ii)compose a	(iii)Pupils, as a class,	imagination.	http://www.weare
		small poem from the passage;	discuss the given words.	41 2 A	teachers.com
		(iii)summarize the	(iv) Pupils, in pairs,		
		passage.	dramatize the	, ,	Luces
	hacioti	, a tage	meaning of the new words.		
11	Revision:	Revise	Use relevant teaching and learning	સંક્રાંગ મુક્	in Later
	A NEW S JAN	मिन्द्र है। १९	materials	popul tud (fil	p s Paral
12	EXAMINATION		to the second to the second to	- 57 70*	
13	EXAMINATION				



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES PRIMARY TWO SECOND TERM

WKS	TOPICS	LEARNING	RIMARY TWO SECO	EMBEDDED CORE	LERANING
	Intellinety or	OBJECTIVES	ACTIVITIES	SKILLS	RESOURCES
brisce	(A)Revision of first term work: oral and written comprehension.	By the end of the lesson, pupils should be able to: 1) examine and label pictures in books. 2) list and identify comprehension strategies. 3) apply comprehension strategies to text.	1) Pupils, as a class, discuss the pictures given and label them. 2) Pupils, in small groups, distinguish the strategies. 3) Pupils, as a class, compare the strategies.	1) Creativity and imagination. 2) Collaboration and communication. 3) Creativity and imagination.	Audio visual resources 1) Chart 2) Video/tape Web resources https://www.theclasss/roomkey.com
es ships	(B). Revision of first term work: the writing process.	By the end of the lesson, pupils should be able to: 1) define elements of writing process. 2) explain the writing process. 3) apply the process to write outlines on a given letter writing.	1) Pupils, as a class, analyse the writing process. 2) Pupils, in small groups, study a sample of writing process to explain its procedures. 3) Each pupil generate ability to write.	1) Creativity and imagination 2) Collaboration and communication 3) Critical thinking and problem solving	Visual resources 1) Chart 2) Pictures Web resources https://study.com www.cls.utk.edu PDF
moo	(C). Revision of first term work: structure, stories, rhymes, on the	By the end of the lesson, pupils should be able to: 1) itemize what to use in washing	 Pupils, as a class, discuss items use to wash hands. Pupils, in small groups, form songs to 	Creativity and imaginations Collaboration and communication	Audio visual resources 1) Images/picture 2) Video

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	needs to wash hands before eating.	our hands 2)compose song on washing of	use in washing of hands. 3) Each pupil performs the correct	3) Critical thinking and problem solving	Web resource https://www.unitypoint.com
	RWAY LAGS *	hands	way to wash hands.	ett victora valor	http://hetv.org
	ion of a	3) dramatize washing of hands with songs.	The second property of	allow de trainste	Contract (A)
inker.	(D). Revision of first term work: Phonics vowel sound /ai/.	By the end of the lesson, pupils should be able to: 1) recognise the /ai/ sound. 2) pronounce the /ai/ sound 3) blend /ai/ with words for reading and spelling.	1) Pupils, in pairs, identify /ai/ sound words. 3) Each pupil pronounces /ai/ sound in words. 2) Pupils, in small groups, relate the sound to words.	1) Critical thinking and problem solving. 2) Collaboration and communication. 3) Critical thinking and problem solving.	Audio visual resources 1) Tape 2) Picture 3) Charts Web resources https://www.ascendiea
			A	in misa.	mingcentre.com
	(E). Revision of first term work: colour and matching colours.	By the end of the lesson, pupils should be able to: (i) identify basic colours. (ii) locate real world objects of a specific colour. (iii) match the colour given with the objects.	(i)Pupils, in pairs, examine the colours for identification. (ii)Pupils, in small groups, think and identify objects with specific colours e.g. Green-leaves, blacktires. (iii)Each pupil matches the colour given with the object.	(i)Critical thinking and problem solving. (ii)Collaboration and communication. (iii)Critical thinking and problem solving.	Audio visual resource (i)Pictures (ii)Video Web resources https://www.esikids tuff.com https://study.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING	EMPERA	ENGLISH STUDIES
2	(A).Grammar	By the end of the	ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Sentence	lesson, pupils	(i)Pupil, as a class, analyse why correct	(i)Creativity and	Audio visual
	Types.	should be able	sentences is	imagination.	resources
	suav orbuA	to:	important.	(ii)Collaboration and	(i)Charts
	2901L00881	(i)explain why	(ii)Pupils, in small	communication.	7 - 7
	badQ ₁₀	correct sentence	groups, discuss the	(iii)Critical thinking	(ii)Tape/ video
		structure is	sentences given.	and problem	(iii)Label pictures
	stavenist (n)	important.		solving.	
	occurs deile	(ii)begin written	(iii)Each pupit	111 = 1000	Web resources
		sentences with	provides a sentence	a Military of the	https://study.com
	William Falstra		and classifies it as a statement or	E.04	
	A Charles	capital letters.			r er
	1 2		question or exclamation.	S= 1-1 77.	
	10 P	(iii) explain the	exciamation.	Part of the	
	E-2010 D 482	types of	(iv) Pupils, as a class,	7 to 1 86 1	- 4
	S. Churar	sentence e.g.	listen to audio tapes	Frite man	
		statements, questions,	and classify the	haō i	-
		commands, and	sentences.	V	
		exclamations.	(v) Each pupil writes	- /	
		April 1	sentences ensuring	4 - 150	
	A I	(iv)end written	that each sentence	& 10 % OF 1	
		sentences with	starts with a capital	35	
	,	the appropriate	letter and ends with	A transfer and	
		punctuation marks e.g.	the appropriate	who office is a first	
		period, question	punctuation.		
		mark, and	en) 173 ha		
		exclamation	125		
		marks.			
-	P) Voorbules	Double College	(3.5.)	1. QQ2 + 1. y	65
	B).Vocabulary building: new	By the end of the	(i) Pupils, in small	(i) Collaboration and	Visual resources
150	words and	lesson, pupils should be able to:	groups, discuss what vocabulary building	communication.	(i) Charts
	reading.	Silouid be able to.	means.	(ii) Creativity and	(7 Charles
	ehad) (S	(i) describe	breadth as assent	imagination.	(ii) Flashcards
	m (7	vocabulary	(ii) Pupils, as a class, list new words from	(iii) Critical thinking	Web resources
181	Web resour	building;	the given passage.	(iii) Critical thinking and problem solving.	Treb resources
ibani	www.zgna	(ii) generate new	are given passage.	and problem solving.	https://studentreas
	THE PERSON NAMED IN COLUMN	words from the	(iii) Pupils, in pairs,	4 1 ar = 5	ure.com
	9.73	passage;	explain the meaning		
4	20.00.000.0		of the new words.	y = 102p _ p/1	
		(iii) analyse	(iv) Pupils, in pairs,	Tank of the manufact.	
		techniques used	use the new words in		
		in reading.	their own sentences.		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Restruction	e Sange	(v) Pupils, in pairs, analyse the given passage.	ender i Pest Tech on the end	danhelmak-
	(C)Phonic: consonant sounds clusters	By the end of the lesson, pupils should be able to: (i) pronounce consonant sounds in isolation; (ii) differentiate between consonant sounds in isolation and those in pairs; (iii) pronounce consonant clusters correctly. (iv) identify consonant clusters in words. (v) produce words with consonant clusters correctly	passage. (i)Pupils, as a class, mention the consonants sounds. (ii) Pupils, in small groups, give a thumbs up when they hear a consonant sound. (iii)Each pupil pronounces the consonant sounds in isolation e.g. /b/ in the word bed. (iv). Pupils, in small groups, blend to consonant sounds in pairs to produce new sounds e.g. /br/ in bread, /fl/ in flood etc. (v) Pupils produce additional consonant clusters of their own and match them to words.	(i)Creativity and imagination (ii)Collaboration and communication (iii)Critical thinking and problem solving	Audio visual resources (i)Chart (ii)Tape/Video Web resources http://sightwords.com
20	D).Oral and written comprehensio n.	By the end of the lesson, pupils should be able to: (i)examine and label pictures in books. (ii) list and identify comprehension strategies. (iii) apply comprehension strategies to text.	(i) Pupils, as a class, discuss the picture given and label them. (ii) Pupils, in small groups, distinguish the strategies. (iii) Pupils, in pairs, compare the strategies. iv) Each pupil applies the comprehension strategies to a selected text.	(i)Creativity and imagination. (ii)Collaboration and communication. (iii)Critical thinking and problem solving.	Audio visual resources 1) video on oral sounds 2) charts Web resource https://www.theclasss roomkey.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	E).Storytelling	By the end of the	(i) Pupils, as a class,	(i)Creativity and	Audio visual
		lesson, pupils	analyse the	imagination.	resources
		should be able to:	importance of	imagination.	resources
			storytelling.	(ii)Collaboration and	(i) Pictures
		(i) develop an	Storytelling.	,	(,, , , , , , , , , , , , , , , , , , ,
	gas Begg 407	understanding	(ii) Pupils, in small	communication.	(ii) Video
	115	about the	groups, illustrate the	1300	()
	sprote),	importance of	techniques of telling a	(iii)Critical thinking	Web resources
		storytelling.	story.	and problem solving.	3.1181
	m dom .	to side or	A STATE OF THE PARTY.		https://www.
	production of	(ii) apply the	(iii) Pupils, in pairs,	Activity of the state of the	teaching
280	Lear de V	techniques of	put ideas together to	HI THE SHIP LAN	analish ara uk
4		telling a story.	create a story.	180 April 14	english.org.uk
BAC .	LASSIAN COM	The state of the state of	Patent With the rest		
17	67.00	(iii) create stories.	and a straight straight	Re malk , or a	
3	(A).Grammar:	By the end of	(i)Pupils, as a class,	(i) Critical thinking	vioual recourses
) = =1	present, past	lesson, pupils	brainstorm on what	1 17	visual resources
Pt. a	and future			and problem solving.	(i)Charts
		should be able to:	they did yesterday,	(ii) Collaboration and	(i) Orial to
	actions.	(i) explain the	what they are doing	communication.	(ii)Pictures
	1.10	concept of tense	now, and what they	communication.	
		concept of tense	will do tomorrow to	(iii) Critical thinking	Web resources
Sales .	Last UDSIV (A	(ii)identify the	discover the concept	and problem solving.	http://www.adwaatia
	atra Ciri	tense by circling it	of tense.		http://wwweducatio
	A SUPPLY F	in a sentence.	(ii) Dunile in small		<u>n.com</u>
ph	codeciGnit E	441	(ii) Pupils, in small		http://www.
		(iii)make songs	groups, look at charts		pinterest.com
290	uncerniceW 基	with the tenses	showing verbs in	Bel convert May	pinterest.com
		with action.	past, present and		
691667	WWW.		future tense with		
		(iv)write	examples to analyse	11 m	
+ 1	_ tribute	sentences using	the differences	V 7 15.05.	
1	- Marie 1	the past, present	between past,	_	
(6)		or future tense.	present, and future		
Dillo	104	- van entre	tenses.	and the second	
		* Common Marie Selection of the Common Selection of th	/iii\Dunile in paire		
	A STATE OF THE PARTY OF THE PAR	2 3 1 7 3 4	(iii)Pupils, in pairs,		
	The Chapter of	The think the second se	identify the tenses in		
	fer t _{er} ,		sentences and circle		
		1 1 10 222	the words, which		
	į	5 5, 1 1	convey that tense.	100	
	DELL HIMMA	tew grahed Quit	(iv)Pupils, as a class,		
	data - Algebra I	The state of the s	sing songs using past		
			present and future	12 to 1 1 1 1 1	
	CAMPAN,	o come of the	tense and dramatize		
	, W	ti i ngi sa ng 1867an Is	the actions in the		
	DIRECT TRIB	an istra advidacio 3 (11 in 1	sentences.	A SA PARTIE	
		Specific Street to REPORT 1	Selllelles.		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Audic visual resources	In Collaboration and	(v)Each pupil constructs sentences using past, present or future actions.	en le foit per ver le partie partie le partie	
	(C).Vocabulary	By the end of the lesson, pupils should be able to: (i) read and share with other pupils the story read. (ii) discuss lessons learnt from the book. (iii) relate events in the story to their personal lives. By the end of the	(i) Each pupil reads a recommended story book from Lagos State approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the book read. (iii) Each pupil relates the event in the story to his or her personal lives.	(i)Critical thinking and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	Visual resources : (i)Images (ii)Charts Web resources http://www.weare teachers.com Grade two reading comprehension.
	building: New words and Meaning.	lesson, pupils should be able to: (i) combine words to make meaning. (ii) identify the meaning of each word given to them. (iii) use the new words in sentences.	groups, analyse the words given to them. (ii) Pupils, as a class, discuss the meaning of each word given to them. (iii) Pupils, in pairs, use the words in their own sentences. (iv) Pupils, in pairs, dramatize the meanings of the new words in the sentence.	communication. (ii)Creativity and imagination. (iii)Critical thinking and problem solving.	(i)Charts (ii)Flashcards Web resources http://www.realearn english.com How to study vocabulary building
	(E). Poems and Rhymes.	By the end of the lesson, pupils should be able to: (i) recognise rhyming poems.	(i) Pupils, as a class, brainstorm and discuss what words like rat, hat house, mouse, etc. have in common.	(i)Creativity and imagination. (ii)Critical thinking and problem solving. (iii)Collaboration and communication	Audio visual resources (i)Tapes (ii)Charts

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) demonstrate recognition of rhyming words.	(ii)Pupils, in pairs, generate other words that have the same rhymes in common.	r estretimes Jensiner Isaa ressant re	Web resources http://www. education.com
	(Attraction; display of the property of the pr	(iii)determine whether two words rhyme or not.	(iii)Pupils, in small groups, figure out whether two words rhyme or not.		
d			(iv) Pupils, in small groups, dramatize the meanings of the rhyming words	Last -	- h many m
			(v) Pupils, as a class, perform the poem with emphasis on the rhyming words.		
4	(A). Speech Work: Phonemic Awareness,	By the end of the lesson, pupils should be able to:	(i)Pupils, in small groups produce the sounds.	(i)Collaboration and communication. (ii)Creativity and	Audio visual resources (i)Charts
85	Vowel Sounds /i/, /i:/ sea, eat, bin, sit.	(i)produce the vowel sounds as in cut, spot, court, sport; (ii)pronounce the	(ii)Pupils, as a class, pronounce the sounds. (iii)Pupils, in pairs, analyse the sounds	imagination. (iii)Critical thinking and problem solving.	(ii)Tape Web resources https://www.
305	AND STATES	vowel sounds; (iii)match the sounds with words.	and match it with words.		education .vic.gov.all
240	(B)Grammar. Introducing Adjectives and Adverbs.	By the end of the lesson, pupils should be able to:	(i)Pupils as a class brainstorm about scenarios when they may need to provide	(i)Critical thinking and problem solving. (ii)Collaboration and communication.	Visual resources (i)Pictures (ii)Charts
E C	chero(i) Ameorian 16(i) Chicean delly	(i)explain the need to give more information. (ii)identify adjectives and adverbs as words which give more	more information or details e.g. when they are describing. (ii)Pupils, as a class, think and share about words which express all the different ways	(iii)Critical thinking and problem solving.	(iii)Flashcards Web resources https://education. your dictionary.com
British	i www.inschill	information in	you could walk to	A CONTRACTOR	

WKS	TOPICS		1505	ENGLISH STUDIE		
	neith is	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES	
		(ii) demonstrate recognition of rhyming words. (iii) determine whether two words rhyme or not.	(ii)Pupils, in pairs, generate other words that have the same rhymes in common. (iii)Pupils, in small groups, figure out whether two words rhyme or not. (iv) Pupils, in small groups, dramatize the meanings of the rhyming words (v) Pupils, as a class,	CORES SKILLS	RESOURCES Web resources http://www. education.com	
			perform the poem with emphasis on the rhyming words.	1		
4	(A). Speech Work: Phonemic Awareness,	By the end of the lesson, pupils should be able to: (i)produce the	(i)Pupils, in small groups produce the sounds. (ii)Pupils, as a class,	(i)Collaboration and communication. (ii)Creativity and	Audio visual resources (i)Charts	
20	Vowel Sounds /i/, /i:/ sea, eat, bin, sit.	vowel sounds as in cut, spot, court, sport; (ii)pronounce the vowel sounds; (iii)match the sounds with words.	pronounce the sounds. (iii)Pupils, in pairs, analyse the sounds and match it with words.	imagination. (iii)Critical thinking and problem solving.	(ii)Tape Web resources https://www. education .vic.gov.all	
e Onc	(B)Grammar: Introducing Adjectives and Adverbs.	By the end of the lesson, pupils should be able to: (i)explain the need to give more information. (ii)identify adjectives and adverbs as words which give more information in	(i)Pupils as a class brainstorm about scenarios when they may need to provide more information or details e.g. when they are describing. (ii)Pupils, as a class, think and share about words which express all the different ways you could walk to	(i)Critical thinking and problem solving. (ii)Collaboration and communication. (iii)Critical thinking and problem solving.	Visual resources (i)Pictures (ii)Charts (iii)Flashcards Web resources https://education.yourdictionary.com	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		sentences; (iii)identify adjectives and adverbs in sentences (iv)use adjectives and adverbs correctly; (v)construct sentences with adverbs and adjectives.	formulate the meaning of adverbs. (iii)Pupils, in small groups, discuss and share the various words that could be used to describe a person to formulate the meaning of adjectives. (iv)Each pupil mentions the Adjectives and Adverbs they are familiar with. (v)Pupils, in small groups, make use of adjectives and adverbs in sentences.	and marterial (a) and marterial (a) conditional above conditional above conditional above and marterial (a)	
	(C)Vocabulary building: New words and reading.	By the end of the lesson, pupils should be able to: (i) explain vocabulary building; (ii) create new words; (iii) analyse the techniques used in reading.	(i)Pupils, in small groups, discuss what vocabulary building means. (ii)Pupils, as a class, itemize new words from the given passage. (iii)Pupils, in pairs, analyse the given passage.	(i)Collaboration and communication. (ii)Creativity and imagination. (iii)Critical thinking and problem solving.	Visual resources (i)Charts (ii)Flashcards (iii)Pictures Web resources https://studentreas ures.com
	(D)Literature: Rhyming words.	By the end the lesson, pupils should be able to: (i) define rhyming words and identify them; (ii) demonstrate recognition of rhyming words;	(i)Pupils, as a class, examine the rhyming words. (ii)Pupils, in small groups, recognize the rhyming words by putting it into demonstration.	(i)Creating and imagination. (ii)Collaboration and communication. (iii)Critical thinking and problem solving.	Visual resources (i)Charts (ii)Flashcards Web resources https://study.com https://www.teache

WKS	TOPICS	LEARNING		ENGLISH STUDIES		
		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES	
		(iii) determine whether two words rhyme or not.	(iii)Pupils, in pairs, determine whether two words rhyme or not.	OOKES SKILLS	r.org	
5	(A)Reading on effect of harmful herbal medicine.	By the end of the lesson, pupils should be able to: (i)identify information about harmful herbal medicine from the passage. (ii) use evidence from the passage to explain the risk factors of harmful practices with herbal medicine (iii) share their experiences about the use of herbal medicine.	(i)Class reads a passage about harmful herbal medicine practice. (ii)Pupils, in small groups, analyse the risk factors of herbal medicine using evidence from the passage. (iii) Each pupil summarises the key information from the passage. (iv)Each pupil explain his or her experiences on herbal medicine.	(i) Creativity and imagination. (ii).Collaboration and communication. (iii)Critical thinking and problem solving.	Visual resources (i)Pictures (ii)real objects Web resources https://www.rcmp-grc.gc.ca https://learning.blogs. nytimes.com	
	(B)Introducing individuals using (I am, you, are, my name is, we are, this is my etc.)	By the end of the lesson, pupils should be able to: (i)identify words used to introduce; (ii)introduce themselves as individuals,; (iii)introduce themselves in pairs using appropriate words.	(i)Pupils, as a class, brainstorm and discuss about scenarios where they need to introduce themselves. (ii) Analyse the words used for introduction. (iii)Each pupil use the words in sentences to introduce themselves to the class. (iv)Pupils, in pairs, identify other words used to introduce people. (v) Pupils in pairs introduce each other.	to Miles I and Print the Artist and an artist and	Visual resources (i)Pictures (ii)Charts Web resources https://www.pinterest.ca	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(C)Grammar:	By the end of the	(i)Pupils, in small	(i)Collaboration and	Visual resources
	Nouns.	lesson, pupils	groups, discuss what	communication.	(i)Chart
		should be able to:	nouns are.	(ii)Creativity and	(i)Onart
		(i)explain what	(ii)Pupils, as a class,	imagination.	(ii)Flashcards
		nouns are;	outline the types of		Wah rangua
	The witter for the first of	Tround aro,	nouns.	(iii)Critical thinking	Web resources
	istantist.	(ii)identify the		and problem solving.	https://study.com
	1 2	different types of	(iii)Each pupil makes	115,5 25, 111, 118,4,	The state of the s
	No.	nouns;	use of nouns in	Viarotra	55 NO. 10, COM31
	anteni dale	(iii)use of nouns in	sentences.	La granifica in the last	in the state of th
	2004-1-1754-1	sentences.	(iv) Pupils, in pairs,	site.	
and S	W management	1	analyse the types of	i is is trust of the	
	WEIGHT TRA		nouns used in their	M ₂ a 2	
	company of the		written sentences.	200	
	(D)Oral and	By the end of the	(i)Pupils, as a class,	(i)Creativity and	Audio visual
	written	lesson, pupils	discuss the pictures	imagination.	resources
	comprehensio	should be able to:	given and label them.	775 0	
	n passage.	(I) aversing and	(!) D !! - ! !!	(ii)Collaboration and	(i)Charts
		(I) examine and label pictures in	(ii)Pupils, in small	communication	(ii)Pictures
		the given	groups, distinguish the strategies in the	ngi l	(ii)i iotaree
		passage.	given passages.		(iii)Video or oral
					sounds
		(ii)list and identify	(iii)Pupils, in pairs,	(iii)Critical thinking	Web resources
	7	comprehension strategies in the	compare the	and problem solving.	
		given passage.	strategies in the given		https://wwwtheclas
		given passage.	passage.		s roomkey.com
	7. 200	(iii)apply	Edit Tille Till		
		comprehension	. J he	· [
	- F215	strategies to the	_17K113-1		
	The same of the	given passage.			
6	(A)Spelling:	By the end of the	(i)Pupils, as a class,	(i) Critical thinking	Audio visual
	Four letter	lesson, pupils	pronounce the words	and problem solving.	resources
	words	should be able to:	to identify and		100001003
	Tail, Food,	(i) identify letters	distinguish the	(ii)Collaboration and	(i)Video/tape.
	Root, Four,	comprising a word	sounds.	communication.	(ii)Elashaards
	Pink etc.	from the sounds	(ii)Pupils, in small	(iii)Critical thinking	(ii)Flashcards.
		of the phonemes.	groups, match the	and problem solving.	(iii)Charts
		(ii)pronounce the	four letter words to		\\/a\
		four letters	pronounce it.		Web resources
		together.	(iii)Pupils in pairs		https://www.
		-	translate the sounds		pinterest.com
			- Country		

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii)write the four letter words correctly.	into letters of the alphabet.		
			(iv) Pupils in pairs put the letters together to spell words.		,
o#Sual	- 48 × 45 V,	in Page in a constitution	(v) Pupils, as a class, pronounce the four letters together.	- cr-e-18	8.4. 5.
	(B)	By the end of the	(i) Each pupil reads	(i)Critical thinking	Audio visual
	Supplementary Reading:	lesson, pupils should be able to:	a recommended	and problem solving.	resources
	Poetry.	iv. share with other pupils the	poem from Lagos state approved booklist.	(ii)Creativity and imagination.	(i)Images/ pictures
	to any distant	poems read; v. discuss lesson learnt from the	(ii) Pupils, as a class, discuss the lessons learnt from the poem	(iii) Critical thinking and problem solving.	ii)Video/tape Web resources
		book vi. relate events	read.	V-1 1 1 6	https://www.
		in the story to their personal lives	(iii) Each pupil relates the event in the poem to his or her personal lives.		scholastic.coM https://www. education.com
			af a sa nah	ur all	
7	A. Mid-te B. Open	erm tests day			
	C. Mid-te	erm break			
	Homework				
8	A) Fluency	By the end of the	i) Pupils as a class	i) Critical thinking	Audio visual resource
	reading.	lesson, pupils should be able to;	listen to model reader, e.g. teacher,	and problem solving.	i) Charts
		i) actively listening	audio recording, read the passage.	ii) Collaboration	ii) Video/tape(iii) Flashcards
		reading model;	ii) Each pupil emulates the model	communication.	web resources
	1 t dö mi	(ii)emulate the model reading to	reading to read aloud to the class.	iii) Critical thinking and problem solving.	https://www.educatio
	*- / Dile.	fluently read the given passage;	iii) Pupils, in small	7 8 1	
		ii) recognize ideas	groups, take turns to read sections of the	1 2	

18740	TOPICS	LEARNING	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
WKS	TOPICS	OBJECTIVES	each other.		
		passage; iii) connect the	iv) Pupils, in pairs,	1	
		ideas in the	discuss the main		рПт. тт.
		passage to give	ideas in the passage.		
		an oral summary	(v) Pupils, in small	-	
		of the passage.	groups, discuss and		
			give an oral summary		<u> </u>
	74	1 57	of the passage.	i) Collaboration	Audio visual resource
	B) Oral	By the end of the	i) Pupils, in small	and	*74
	composition:	lesson, pupils	groups, analyse the facilities that are	communication.	i)Pictures.
	My school.	should be able to;	available in the	ii) Creativity and	ii)Tape/video.
	AL/en	i)talk about their	school.	imagination.	Web resources
		school facilities	ii) Pupils, as a class,		
20	AND FOR	orally;	discuss the school	iii) Critical thinking and	https://www.jstor.org
	Ph.	ii)discuss the	arrangement.	problem solving.	https://byjus.com
	6-1 (1088)	school arrangement	iii) Pupils in small	1	
	esta edan	orally;	groups classify the	Total and a little	Politica (
			components of the	Shake belong	
		iii) classify the school	school into sections.		
		components into	iv) Pupils, in small		
		sections and	groups, take turns to		
		describe each	describe each section of the school orally.		
		section orally;		er n	- Section
		iv)give a simple	v) Each pupil talks about the topic "my		
		talk about "my school".	school".	_	
92 0	V One	SCHOOL.	Marian Para and	MA SE	
	N mark		vi) Pupils, in pairs, take turns to talk	okan - hund	
	The state of the s		about "my school".		. 2
		A Section of		i) Croativity and	Visual resources
	C) grammar:	By the end of the	i) Pupils in small groups brainstorm	i) Creativity and imagination.	
	Using pronouns in	lesson, pupils should be able to;	about words to use to		i)charts
	sentences	(i) define	refer to themselves or	ii) Collaboration	ii)flashcards
	my ,his ,her	pronouns;	the group without	and communication.	
	our ,their,	ii) identify and list	using their actual	communication.	web resources
	yours etc.	out some	names.	iii) Critical	https://study.com
		pronouns	ii) Pupils, as a class,	thinking and	
		(singular and	define the meaning of	problem solving.	
		plural form);	pronouns.		

/KS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
3931L	Audio visual resc i) Charts ii) Video	iii) use pronouns in sentence.	iii) Pupils, in small groups, itemize the pronouns they know. iv) Each pupil makes use of pronouns in a sentence.	By the end of the resson, pupil should be able to i)examine and label on turn in books.	B)Oral and written comprehension.
	(D) Supplementary Reading: A play.	By the end of the lesson, pupils should be able to: (i) read and share with other pupils the story read. (ii) discuss lessons learnt from the book. (iii) relate events in the story to their personal lives.	(i) Each pupil reads a recommended story book from Lagos state approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the book read. (iii) Each pupil relates the event in the story to his or her personal lives.	(i)Critical thinking and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	Visual resources : (i) Images (ii) Charts Web resources http://www.weareteachers.com Grade two reading comprehension.
9	A) Vocabulary building: New words and meaning.	By the end of the lesson, pupil should be able to: i) combine words to make meaning. ii) discover the meaning of each words given to them. iii) use the new words in sentences.	(i) Pupils, in small groups, analyse the words given to them. (ii) Pupils, as a class, discuss the meaning of each word given to them. (iii) Pupils, in pairs, use the words in their own sentences. (iv) Pupils, in pairs, dramatize the meanings of new words in the sentence.	i) Collaboration and communication. ii) Creativity and imagination. iii) Critical thinking and problem solving.	Visual resources I)Charts. ii)Flashcards Web resources https://www.realea rnenglish.com How to study vocabulary building.

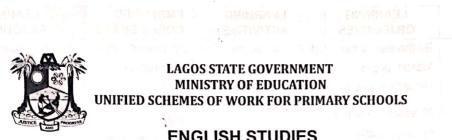
TORICS	LEARNING	LEARNING	CORES SKILLS	LEARNING RESOURCES
TOPICS	OBJECTIVES		i) Creativity and	Audio visual resource
B)Oral and written comprehension.	By the end of the lesson, pupil should be able to: i)examine and label picture in books; ii)list and identify comprehension strategies; iii)apply	i) Pupils, as a class, discuss pictures given and label them. ii) Pupils, in small groups, distinguish the strategies. iii) Pupils, in pairs, compare the strategies.	imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	I) Charts. ii) Video. Web resources https://www.theclas sroomkey.com
-10.60	comprehension strategies to text.		i) Creativity and	Visual resources
C) Written Composition - My school	By the end of the lesson, pupil should be able to: i)explain steps to writing a composition; ii)analyse their school facilities; iii) use the steps to write an essay on "my school"	i) Pupils, as a class, discuss the steps to writing a composition. ii) Pupils, in small groups, analyse their school facilities. iii) Pupils, in small groups, classify the components of the school into sections. iv) Pupils, in small groups, take turns to describe each section of the school orally. v) Each pupil writes an essay on my school. i) Pupils, as a class,	imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	i)Charts. ii)Picture. web resources https://byjus.com
Make sentences on synonyms and antonyms.	lesson, pupil should be able to: i)explain synonyms and antonyms. ii)list some synonyms and antonyms.	discuss what synonyms and antonyms means. ii) Pupils, in small groups, itemize some synonyms and antonyms.	ii) Collaboration and communication.	i)Charts. ii)Pictures. Web resources https://www.educatic
	C) Written Composition - My school D) Structure: Make sentences on synonyms and	B)Oral and written comprehension. By the end of the lesson, pupil should be able to: i)examine and label picture in books; ii)list and identify comprehension strategies; iii)apply comprehension strategies to text. C) Written Composition - My school By the end of the lesson, pupil should be able to: i)explain steps to writing a composition; ii)analyse their school facilities; iii) use the steps to write an essay on "rmy school" D) Structure: Make sentences on synonyms and antonyms. ii)list some synonyms and antonyms. ii)list some synonyms and	B)Oral and written comprehension. By the end of the lesson, pupil should be able to: i)examine and label picture in books; ii)list and identify comprehension strategies; iii)apply comprehension strategies to text. C) Written Composition-My school C) written composition-My school By the end of the lesson, pupil should be able to: i)explain steps to writing a composition; ii)analyse their school facilities; iii) use the steps to write an essay on "rmy school" D) Structure: Make sentences on synonyms and antonyms. By the end of the lesson, pupil should be able to: i)explain steps to writing a composition. ii) Pupils, in small groups, classify the components of the school into sections. iv) Pupils, in small groups, take turns to describe each section of the school orally. V) Each pupil writes an essay on my school. By the end of the lesson, pupil should be able to: i)explain synonyms and antonyms. ii)list some synonyms and antonyms. ii) Pupils, in small groups, take turns to describe each section of the school orally. V) Each pupil writes an essay on my school. ii) Pupils, in small groups, take turns to describe each section of the school orally. V) Each pupil writes an essay on my school. ii) Pupils, in small groups, take turns to describe each section of the school orally. V) Each pupil writes an essay on my school. ii) Pupils, in small groups, itemize some synonyms and antonyms. ii) Pupils, in small groups, itemize some synonyms and antonyms.	B)Oral and written comprehension. B) Oral and label picture in books; ii) list and identify comprehension strategies; iii) apply comprehension strategies to text. C) Written Composition-My school C) Written composition-My school D) Structure: iii) use the steps to write an essay on "my school" D) Structure: Make sentences on synonyms and antonyms. By the end of the lesson, pupil should be able to: iii) Pupils, in small groups, distinguish the strategies. iii) Pupils, in small groups, distinguish the strategies. iii) Pupils, in pairs, compare the strategies. iii) Pupils, as a class, discuss the steps to writing a composition. iii) Critical thinking and problem solving. ii) Creativity and imagination. iii) Critical thinking and problem solving. ii) Pupils, in small groups, take turns to describe each section of the school orally. v) Each pupil writes an essay on my school. D) Structure: Make sentences on synonyms and antonyms. iii)list some synonyms and antonyms. iiii)list some synonyms and antonyms. iiiiiii Critical thinking and problem solving. ii) Pupils, in small groups, take turns to describe each section of the school orally. v) Each pupil writes an essay on my school. iii) Creativity and imagination. iii) Critical thinking and problem solving. iii) Collaboration and communication. iii) Critical thinking and problem solving. iii) Critical thinking and problem solving. iii) Critical thinking and problem solving.

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
83		iii)make sentences using synonyms and	iii) Each pupil write sentences using synonyms and antonyms of the		20190 s <i>d</i> e
		antonyms of the same words.	same words.		le s eta-
10	A) Revision: grammar present, past and future actions.	By the end of the lesson, pupil should be able to: i)identify the	I) Pupils, in pairs, identify the tenses. ii) Pupils, in small groups, discuss using	i) Critical thinking and problem solving.ii) Collaboration	Visual resources I)charts. ii)pictures. Web
	delions	tenses by circling it in a sentence. (ii) use the tenses where necessary.	the tenses. (iii) Pupils, as a class, demonstrate the tenses with songs.	and communication. (iii) Creativity and imagination.	https://www.education.
	Est 12	iii) demonstrate the tenses with songs and action. iv) write sentences using	iv) Each pupil constructs sentences using past, present and future actions.	iv) Critical thinking and problem solving.	https://www.pinterest. com
yel		the past, present and future tense.	income a dest	The state of the s	
	B) Revision: literature – rhyming words.	By the end of the lesson, pupil should be able to:	i) Pupils, as a class examine the rhyming words.	i) Creativity and imagination. ii) Collaboration	Visual resources i)Charts ii)Flashcards
		i)define rhyming words and identify them. ii)demonstrate	ii) Pupils, in small groups, recognize the rhyming words by putting it into demonstration.	and communication. iii) Critical thinking and problem solving.	Web resources https://study.com
		recognition of rhyming words. iii)determine whether two words rhyme or not.	iii) Pupils, in pairs, determine whether two words rhyme or not.	problem solving.	http://www.teacher.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
83 83	MMS A 3 2 MMS A 3 2 MM Color 15 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	iii)make sentences using synonyms and antonyms of the same words.	iii) Each pupil write sentences using synonyms and antonyms of the same words.	SAMELT 1	Tenna Coppes
10	A) Revision: grammar — present, past and future actions.	By the end of the lesson, pupil should be able to: i)identify the tenses by circling it in a sentence. (ii) use the tenses where necessary. iii) demonstrate the tenses with songs and action. iv) write sentences using the past, present and future tense.	I) Pupils, in pairs, identify the tenses. ii) Pupils, in small groups, discuss using the tenses. (iii) Pupils, as a class, demonstrate the tenses with songs. iv) Each pupil constructs sentences using past, present and future actions.	i) Critical thinking and problem solving. ii) Collaboration and communication. (iii) Creativity and imagination. iv) Critical thinking and problem solving.	Visual resources I)charts. ii)pictures. Web resources https://www.education.com
	B) Revision: literature — rhyming words.	By the end of the lesson, pupil should be able to: i)define rhyming words and identify them. ii)demonstrate recognition of rhyming words. iii)determine whether two words rhyme or not.	i) Pupils, as a class examine the rhyming words. ii) Pupils, in small groups, recognize the rhyming words by putting it into demonstration. iii) Pupils, in pairs, determine whether two words rhyme or not.	i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Visual resources i)Charts ii)Flashcards Web resources https://study.com http://www.teacher. com

NKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	C) Revision: Culture, custom and tradition. D)Revision: Colour Colouring the given pictures.	OBJECTIVES By the end of the lesson, pupil should be able to: i)examine his/her culture. ii)identify cultural differences within the community. iii)discover the basic components of culture. By the end of the lesson, pupils should be able to: i) examine the given pictures very well and name them. ii) identify the best colour to be use in colouring the picture given.	i) Pupils, in pairs, analyse their culture together. ii) Pupils, in small group, recognise the cultural differences within the community. iii) Pupils as a class discover the basic component of culture. I) Pupils, as a class, analyse the pictures given to them with names. ii) Pupils, in small groups, discuss the best colour to be use in colouring the picture given to them. iii) Each pupil colour the given picture	i) Critical thinking and problem solving. ii) Collaboration and communication. iii) Creativity and imagination. ii) Collaboration and communication. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Visual resources I)Charts ii)Pictures web resources https://www.ven.org Visual resources i)Colour ii)Pictures web resources https://www.turtledlary.com
	(COL)	iii) colour the given pictures adequately.	adequately.		
11	Revision:	Revise	Use relevant teaching and learning materials		, o 200 a 100 a
12	EXAMINATION			3	3 4 4 3 3 4
13	EXAMINATION				



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES

	PRIMARY TWO THIRD TERM								
WKS	TOPICS	LEARNING	LEARNING	EMBEDED	LEARNING				
	ant	OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES				
1	(A) Revision:	By the end of the	1) Pupils, as a class,	I) Creativity and	Audio visual resources				
	Oral and	lesson, pupils should be able to:	discuss the picture given and label them.	imagination.	i)charts				
-	Written	ē		ii) Collaboration	(ii)pictures				
	comprehension	i)examine and	ii) Pupils, in small	and	(II)protoro				
		label the pictures	groups, distinguish	communication.	(iii) video or oral				
		in the passage;	the strategies in the given passage.	iii) Critical	passage or sound.				
38 -	· Joh	ii)list and identify	giveii passage.	thinking and	Web resources				
		comprehension	iii) Pupils, in pairs,	problem solving.					
	34,45	strategies in the	compare the	1.9	https://www.theclass				
	ing."	passage;	strategies in the given	me me in id (i)	roomkey.com				
	3-7-18-2	iii)apply	passage.	and the state of					
	47 55 300 11 17 17	comprehension	1M	の一般にした側					
nuti	The Men	strategies to the	to the same of the	7 15 July 1000					
		passage.	0.07	et a Nijir					
	(B)Revision:	By the end of the	I) Pupils, in small	(I)Collaboration	Visual resources				
	Antonyms	lesson, pupils	groups, discuss what	and	(i)Chart				
	Synonyms.	should be able to:	synonyms and antonyms means.	communication.					
-	(Having knowledge).	I) explain	antonyms means.	(ii)Critical	(ii)Pictures				
	Milowiedge).	synonyms and	ii) Each pupil	thinking and	Web resources				
	- Marion - (antonyms;	enumerates	problem solving.	1. H//				
	Personal State	ii)list some	synonyms and	(iii)Creativity and	https://www.education.				
		synonyms and	antonyms.	imagination.	COM				
188		antonyms;	iii) Pupils, as a class,	, the section of					
		iii) compare	analyse synonyms						
		iii) compare synonyms and	and antonyms.	1					
		antonyms.		The state of the state of					
		antonymo.							

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(C)Revision:	By the end of the	(I) Pupils, as aclass,	(i)Creativity and	Visual resources
	Making	lesson, pupils	analyse some	imagination.	(i)Chart
	sentences on	should be able to:	synonyms and	(ii)Collaboration	
	antonyms and	(I) assemble some	antonyms.	and	(ii)Picture
	synonyms	synonyms and	(ii) Pupils, in small	communication.	Web resources
		antonyms.	group, separate	(iii)Critical	
	a, estati	(ii) categorize	synonyms from antonyms.	thinking and	https://www.education.
	14.18	synonyms and	_	problem solving.	com
		antonyms.	(iii) Each pupil applies	, p	- (4.52 ° (A)
-			both in separate		
	- , -		sentence.		
		(iii) apply			79
		synonyms and antonyms to		_	The second second
		sentences.	,		
					A 15-2-1
	(D)Revision:	By the end of the	(i) Pupils, as a class,	(i)Creativity and	Audio visual resources
	Poetry:	lesson, pupils should be able to:	discuss the poem given.	imagination.	(i)Video/tape
	rhyming	Silouid be able to.	giveii.	(ii)Critical	(::\C\+
	poems	(i) understand	(ii) Pupils, in pairs,	thinking and	(ii)Chart
		rhyming poems;	act the rhyming	problem solving.	Web resources
		(ii) demonstrate	words.	(iii)Collaboration	https://www.oducation
		recognition of	(iii) Pupils, in small	and	https://www.education.
		rhyming words;	groups, figure out	communication.	<u>com</u>
		(iii) determine	whether two words	1 150 y v 19	(8)
		whether two	rhyme or not.	1	010A
		words rhyme or	Marian	- 1	18 m
		not.	Caladian		
(2)	(A)	By the end of this	(I) Each pupil	(i)Creativity and	Visual resources
	Composition: How I spent	lesson, pupils should be able to:	narrates their holiday experience.	imagination.	(i)Pictures
	my last		A Control	(ii)Collaboration	Web resources
	holiday.	(i) narrate their	(ii) Pupils, in small	and	Web resources
		experience during the last holiday;	groups, select the	communication.	https://www.pinterest.
		the last holiday,	formality to write the essay.	(iii)Critical	com
		(ii) select the		thinking and	
		formality to use in	(iii)Each pupil writes	problem solving.	
		writing the essay;	his or her holiday	2. i - i	
		(iii) write their	experiences.		
		experience during			,
		the last holiday			
		correctly.			



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		should be able to:	pictures given.	(ii)Critical	Web resources
		(i) identify pictures given;	(ii) Pupils, in pairs, relate the pictures to	thinking and problem solving.	https://www.readingroc
	(B) Concepts	By the end of this	(i) Pupils, in pairs,	(i)Critical thinking	Visual resource
	of print: Recognise	lesson, pupils should be able to:	describe the book given to them.	and problem solving.	(i)Picture
	different prints.	(i) identify the	(ii) Pupils, in pairs,	(ii)Collaboration	(ii)Chart
-		front and back of the book;	identify important details like author's	and communication.	(iii)Flashcard
		(ii) recognise	name, title, illustration, summary.	(iii)Creativity and	(iv)Magazines
Ja i		different types of print resources	(iii) Pupils, in small	imagination.	(v)Newspapers
	The state of the s	e.g. novels,	groups, perform a	F 17	(vi)Novels
		newspapers, magazines etc.;	gallery walk to identify different types		(vii)Bible, Quran
		(iii) observe and identify parts of a	of print resources e.g. novels, magazines,		(viii)Dictionary Web resources
		book such as title,	newspapers etc. (iv) Pupils, in small		https://study.com
	r Y _{in} in	author etc.; (iv) recognise that	groups, identify		https://www.pinterest.co
		a group of	sentences, paragraphs and		om
		sentences make up a paragraph	chapters that make up the print resource.		
	111 (P	and paragraphs make a story;	(v) Pupils, as a class, list out the common		
1.14	A 1 7 12		print resources.	#*FxF*	
	(C)Phonics:	By the end of this	(i) Pupils, as a class,	(i)Critical thinking	Audio visual resources
0.70	Learn sounds through song.	lesson, pupils should be able to:	listen to an audio tape or the teacher	and problem solving.	(i)Tape/video
		(i) pronounce the	singing a song and a hum or clap along.	(ii)Critical	(ii)Flashcard
		sounds by singing;	(ii)Each pupil	thinking and problem solving.	Web resources
		(ii) use the sounds	demonstrates the actions described in	(iii)Collaboration	https://www.actionfactor.com
		to form a song.	the song. (iii)Each pupil presents the	and communication.	https://www.enhated
		(iii) identify the sounds by	song with emphasis on the sounds.		learning.com /asi/abc/print.shtniltm
		singing.	Off the Souries.		, 4011 545 5 5 111 111 111 111 111 111 111 1

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
			(iii) Pupils, in pairs, analyse the sound by singing. (iv) Pupils, in small groups, describe the sounds. (v) Pupils, in pairs, use the sounds in a new song.		
	(D) Picture	By the end of this	(i) Pupils, as a class,	(i)Creativity and	Visual resources
	reading.	lesson, pupils	distinguish the	imagination.	(i)Pictures
		(ii) interpret the picture given; (iii) describe the picture given.	the text. (iii) Pupils, in small groups, explain the picture given. (iv) Pupils, in small groups, dramatize the event in the picture.	(iii)Collaboration and communication.	https://www.pinterest.com Reading images
	(E)Listening to and telling a story.	By the end of this lesson, pupils should be able to: (i) summarise the story in their own words; (ii) relate the story to real life situation; (iii) list the characters in the story.	(i) Pupils, in small groups, analyse the story then, summarise it. (ii) Pupils, as a class, discuss the main ideas in the story and relate it to their real life situation. (iii)Each pupil discusses the purpose of the story (iv) Each pupil itemizes the characters in the story.	(i) Collaboration and communication. (ii) Creativity and imagination. (iii) Critical thinking and problem solving.	Visual resources (i)Picture of a man telling story to his pupils Web resources https://www.teaching english.org.uk https://www.cambrige.org

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(3)	(A) Vocabulary:	By the end of this	(i) Pupils, in small	(i) Collaboration	Visual resources
	Building-	lesson, pupils	groups, analyse the	and	
	word s≀ew d meaning.	should be able to:	words given to them.	communication.	(i)Charts
S. Sanda	meaning.	(i) combine words	(ii) Pupils, as a class,	(ii)Creativity and	(ii)Flashcards
		to make meaning;	discuss the meaning	imagination.	Web resources
		(ii) understand the	of each word given to them.	(iii)Critical	https://www.realearner
		meaning of each given words;	(iii)Pupils, in pairs,	thinking and problem solving.	glish.com
7		(iii) use the new	use the words in their own sentences.	lie.	How to study vocabulary building
		words in	own sentences.	3	Vocabulary bullding
, AP 49		sentences.	(iv) Pupils in pairs	- 1	Legg.
-	3.7	7 W	dramatize the	.,	in the same
100			meaning of the new		1-22
			words in the	1 1	
			sentence.		
	(B)	By the end of the	(i) Each pupil reads a	(i)Critical thinking	Visual resources:
	Supplementary	lesson, pupils	recommended	and problem	1
	Reading.	should be able to:	storybook from Lagos state approved	solving.	(i)Images
	210	(i) read and share	booklist.	(ii)Creativity and	(ii)Charts
	-1100 C 1	with other pupils	April 14 K	imagination.	Web resources
		the story read;	(ii) Pupils as a class	(iii) Critical	Web resources
Cure .	togomit's ' 1	(1) dia	discuss the lessons	thinking and	http://www.weare
	<u> </u>	(ii) discuss	learnt from the book	problem solving.	
	27	lessons learnt	read.	problem solving.	teachers.com
	ETS'S AND	from the book;	(iii) Each pupil relates		Grade two reading
	20 北部以南	(iii) relate events	the event in the story		comprehension.
		in the story to their	to his or her personal	20	
	A P	personal lives.	lives.	100 Carrier (500)	
	1				
	1			Will part live	
	(C)Spelling:	By the end of the	(i) Pupils, in small	(i) Critical	Audio visual resources
	Five letters- video, images,	lesson, pupils should be able to:	groups, analyse the words given to them.	thinking and problem solving.	(i)Tape/video
	items, class.	14	(ii) Pupils, as a class,	(ii)Collaboration	(ii)Flashcards
	- 100° 3°	(i) identify the given letters;	discuss the meaning	and	(iii)Charts
	i pingi Tu	(ii) pronounce the	of each word given to them.	communication.	Web resources
	1.0000	five letters		(iii)Critical	
	1 15.10 00 [11	together;		thinking and	https://www.pinterest. com

ENGLISH STUR

KS	TOPICS	OPICS LEADNING			ENGLISH STU
	TOFICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
849	The PERF				21052
1 .	COME and become		(iii) Pupils, in small		et ,
			groups, match the	problem solving.	771111111
	Philips 18	(iii) write the five	five letter words to	, and a second second	Contraction to
		letter words	pronounce it.		THE PROPERTY OF
	4 7 4 1	correctly.	promoundo II.		Pire BEU
		, '	(iv)Pupils, in pairs,		
	L. Transfer		use the words in their		
in a	C THINK SAME	1 1	own sentences.		
	434	Dir 57		₂ top, 1	5.P
	***	galados or	(v) Pupils, in pairs,	SERVICE AND A	100
	Martin or world		dramatize the		- 1 - 1
	and the state		meaning of the new	4 378 1 1 1 14	4
100			words in the	i patrio	7. 1
			sentence.	100 - OHE 9	
- 60			* ·		
			(vi) Each pupil fixes	4	
			the letter together to		
			make meaning.		P Page 1 Et 1
	(D)	By the end of the	(i) Pupils, as a class,	(i) Creativity and	Visual resources
	Identification of	lesson, pupils	mention the names of	imagination.	an your
	sex names in	should be able to:	animals they know.	gau	(i)Pictures
	animals:	Silouid be able to.	ammaio dioy idiovi	(ii) Collaboration	(::) Ch a da
	animais.	(i) list the name of	(ii) Pupils, in small	and imagination.	(ii)Charts
	Ant-	various animals;	groups, analyse the	(iii) Oritical	Web resources
	queen(female)		different names for	(iii) Critical	133
	drone(male)	(ii) analyse the	female and male	thinking and	https://termcoord.eu
	diono(maio)	different names	animals.	problem solving.	<u>018/02/</u>
	Donkey-	for female and	1,701	7	la and famala
	jenny(female)	male animals;	(iii) Each pupil		male-and-female-
	jack(male)		matches the sex		animal-names/
	- wither	(iii) match the sex	name to the animal		- 1-0"
	Elephant-	names together	on a chart or picture.	g v	and the
	cow(female)	with the animals.			
	bull(male)	Market in the second of	-		CL '
	Cat-				201
	queen(female)	10	darred in Electric		The special section is
	tom(male)	- 1			-05006
		Do the and of the	(i) Pupils, in small	(i) Collaboration	Audio Visual
4	(A) Pictures	By the end of the	groups, role-play how	and	Resources
	Reading:	lesson, pupils	to cross the road and	Communication.	
	Passage about	1	zebra crossing.		(i)Pictures
	road signs	(i) read a passage	Zebia olossing.	(ii) Critical	(ii)Video
		about road	(ii) Each pupil	thinking and	(11) 11000
1	100	signs;(ii) discuss the main idea of	mentions the road	problem solving.	
	1	the passage;	signs.		

WKS	TOPICS	LEARNING	LEADAMA		ENGLISH STUDIES
Erd.	gill / its	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii) demonstrate road safety techniques.	(iii) Pupils, in small groups, do a gallery work showing different road sign.	(iii) Collaboration and Communication.	Web resources http://study.com
031	(B)Structure: Combination of sounds to spell and pronounce words.	By the end of the lesson, pupils should be able to: (i) recognise consonant digraphs such as sh, ch, th, ph, and gn; (ii) pronounce the digraphs; (iii) read and spell simple words with consonant digraph spelling patterns in initial, medial, and final positions e.g. chair, teacher, and watch.	(i) Pupils, in small groups, identify the diagraphs. (ii) Pupils, as a class, clap when the teacher points to a word containing a particular digraph e.g. for "ch", the pupils clap when the teacher points to chair and stay silent when the teacher points to words which do not contain the digraph. (iii) Each pupil pronounces the recognised diagraph. (iv) Each pupil reads	(i) Collaboration and Communication. (ii) Critical thinking and problem solving. (iii) Critical thinking and problem solving.	Audio Visual Resources (i)Charts (ii)Video/Tape Web Resources http://www.actionfactor .comhttp://www.readan dspel.com
	(C) Concepts of prints: Description of	By the end of the lesson, pupils should be able to:	and spells the given words. (v)Pupils, in pairs, produce new words with the digraphs in initial, medial, and final positions. (i) Pupils, as a class, discuss the characteristics of the	(i) Creativity and imagination. (ii) Collaboration	Visual Resources (i)Pictures
	objects according to their colours.	(i) discuss the characteristics of an object including its colour;	objects and colour. (ii) Pupils, in pairs, name the object and its colour and runs to touch another object of the same colour	and Communication. (iii) Critical thinking and problem solving.	(ii)Real Objects (iii)Colour

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	And the Andreas	(ii) identify the principal colours by name;	(iii) Pupils, in small groups, identify the differences between		
	941 W 1 7	(iii) recognise similarities between the	the properties of objects of the same colour.	ma n pro of dis	Constant to the
		properties of certain objects and materials	(iv) Pupils, in pairs, organise the objects based on their	TOTAL STATE	parting 1
		iv) arrange objects based on their similarities;	similarities.	nte en production de programme de programme de la companya de la c	
		(v) describe individual and	の日本の連絡を のを取り、 選 り を選択の対象 ない	75 gs.	
		grouped objects by mentioning their characteristics and colour.	The Special Community and the second community		
	(D) Listening and answering	By the end of the lesson, pupils	(i) Pupils, as a class, actively listen to a	(i) Creativity and imagination.	Audio visual resources
-	questions from passages,	should be able to: (i) actively listen to	story or passage being read by teacher	(ii) Critical thinking and	(i)Tape (ii)Pictures
	stories read.	passage/story attentively;	or on an audio tape. (ii) Pupils, in pairs,	problem solving.	Web resources
		(ii) follow simple concrete commands from	identify the commands in the passage/story.	(iii) Collaboration and Communication.	http://www.pinterest .com
	San Shorting &	the story; (iii) obtain facts and information	(iii) Pupils, in small groups, analyse the meaning and facts of		
		from the passage; (iv) discuss the meaning of the	the passage/story they listened to (iv) Pupils, in small		
	MG .	information in the passage.	groups, relate the ideas in the story to their everyday lives.		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
5	(A) Grammar:	By the end of the	i) Pupils, as a class,	i) Critical thinking	Visual resources
	Making	lesson, pupils	brainstorm on words	and problem	
	sentences	should be able to:	which help them to	solving.	i)charts
	about the	1,11	indicate the time an		ii)flashcards
	present, past,	i) identify the verb	action, took place to	ii) Collaboration	lijilasiicalus
	and future.	and tense in a	formulate the	and	iii)pictures
9		sentence by	functions of verbs.	communication.	,
	CIRCLE CONTRACTOR	circling it;			web resources
	a may gary		ii) Each pupil	iii) Creativity and	t #
		ii) write sentences	identifies the verb	imagination.	https:www.education.c
Red	An order to the second	using the past,	and tense in a	1. 39 1. 346	om
	(200)	present or future	sentence by cycling	J	
		tense;	it.		'
		iii) differentiate		7.0	
		iii) differentiate between	iii) Pupils, in small		
			groups, discuss the		
9-0,57	T 10 10 10 10 10 10 10 10 10 10 10 10 10	sentences in past,	usage of the tenses	and real real real real real real real real	16 to
	2	present, and	in a sentence.	7 4 5 7 1	mr.§ 1 11
	10768 p	future tenses.	iv) Bunile in noire	State of the second	
	1.05 (1.00 d d d)	1.7	iv) Pupils, in pairs, dramatize the actions	- 9	
				1 1	
	light and a suffer	and the state of t	in the sentences		
30000	De monte però	pol-	written	14 88	
	B)	By the end of the	i) Pupils, in small	i) Collaboration	Visual resources
	Composition:	lesson, pupils	groups, identify the	and	Note and a
	composition	should be able to:	similarities and	communication.	i)charts
	about myself.	i) discuss	differences between		ii)images
		similarities and	themselves.	ii) Critical	l n/imagoo
	1	differences		thinking and	web resources
	A CONTRACTOR OF THE PARTY OF TH	between peers;	ii) Pupils, in pairs,	problem solving.	10.3
		1	take turns to describe		https://www.education.
	[1] [1]	ii) describe	each other.	12 P	<u>om</u>
	- Proceedings	themselves orally;	iii) Each pupil	description of	a 0 2
	a, and a control or	iii) write describing		23111 II TV	
	The state of the s	words about	describes himself or	1	
		themselves.	herself.	an L	
	N 12 11 12 11 12 11 11 11 11 11 11 11 11	1,1,1	iv) Each pupil writes		
		er a market	out words that	- L	
		-1	describes them.		
	Au to like		นธอดามธอ เทธกา.	*1	
gitt	the symmetry		(v) Each pupil writes		
			sentences describing	7 1 72	
			themselves.		M V
			31 34		- 1

WKS	TOPICS	I EADAUNG	x1, x1, x3	P. 17	ENGLISH STUDI
	The second second	LEARNING OBJECTIVES	- Laboratoria de la constanta	EMBEDDED CORES SKILLS	LFADAUN
	C)Phonics:	By the end of the	i) Pupils, as small	i) Collaboration	
	Consonant/t/	lesson, pupils	groups, identify the	and	Audio visual resource
# · ·	Consonanty	should be able to:	consonant sound.	communication.	I)charts
	gi ga dine.	i) identify the	ii) Each pupil	ii) Critical	ii)flashcards
		consonant letter	pronounces the	thinking and	
	· 1	/t/;	consonant sound	problem solving.	iii)video or tape
T TIME!	1e / 459	ii) proposition	correctly.		web resources
		ii) pronounce the		iii) Creativity and	
		consonant letter	iii) Pupils, as a class,	imagination.	https://www.actionfact
		/t/;	write the sound one	1 -	or.com
A		iii) write the	after the other.		
		consonant letter			
		correctly.	the of the law is	1009 til 1111	
	<u> </u>	concodiy.			
	D) Poetry:	By the end of the	i) Pupils, in pairs,	i) Critical thinking	Audio visual resource
	reading the	lesson, pupils	identify the song	and problem	I) do d
	given poem	should be able to:	lyrics of the poem.	solving.	I)charts
	"Solomon	i) identify the song	ii) Pupils, as a class,	li) Creativity and	ii)video/tape
	Grundy".	lyrics of the poem;	analyse the content	imagination.	https://state
		51 7	of the song lyrics in		https://study.com
		ii) analyse the	the poem.	iii) Collaboration	https://pinterest.com
		content of the		and	
		song lyrics in the	iii) Pupils, in small	communication.	e market 1990.
		poem;	groups, recite the	y was re-	, 21 × 1 53
		iii) sing the poem	poem by singing it		per 17 1950
		as a song.	out.	12,727	
6.	(A)Vocabulary	By the end of the	(i) Pupils, in small	i) Collaboration	Visual resources
10 170	building: New	lesson, pupils	groups, analyse the	and	
	words and	should be able to:	words given to them.	communication.	i)charts
	meaning.	Daniel Lande	(ii) Dunila aa a alaaa	ii) Creativity and	ii)flashcards
		i) combine words to make meaning;	(ii) Pupils, as a class, discuss the meaning	imagination.	web resources
		to make meaning,	of each word given to	ik juli	Web resources
	<u> </u>	ii) explain the	them.	iii) Critical	https://www.realea
		meaning of each		thinking and	rnenglish.com
		words;	(iii)Pupils, in pairs,	problem solving.	mengish.com
		iii) use the new	use the words in their		How to study
	1	words in	own sentences.		vocabulary building-
	A. O	sentences.	(iv) Pupils, in pairs,		
			dramatize the		
	1		meaning of the new		
	F		words in the		
1	1	ı			

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING	EMBEDDED	LEARNING
	B) Oral Comprehensio n.	OBJECTIVES By the end of the lesson, pupils should be able to: i) listen actively to a short passage; ii) list and identify comprehension strategies. iii) apply	i) Pupils, as a class, discuss the pictures given and label them. ii) Pupils, in small groups, distinguish the strategies. iii) Pupils, as class, compare the strategies.	i) Creativity and imagination. ii) Collaboration and communication. iii) Creativity and imagination.	LEARNING RESOURCES Audio visual resources I)charts ii)video/tape web resources https://www.theclass roomkey.com
	(0)	comprehension strategies to text.		1980 (2880) 1 1980 (2880) 1	
	(C) Supplementary Reading: Poetry.	By the end of the lesson, pupils should be able to: (i) read and share with other pupils the poem read. (ii) discuss lessons learnt from the poem read. (iii) relate events in the poem to their personal lives.	(i) Each pupil reads recommended poems from Lagos state approved booklist. (ii) Pupils, as a class, discuss the lessons learnt from the poem read. (iii) Each pupil relates the event in the poem to his or her personal lives.	(i)Critical thinking and problem solving. (ii)Creativity and imagination. (iii) Critical thinking and problem solving.	Audio visual resources (i)Images/ pictures ii)Video/tape Web resources https://www.scholastic. comhttps://www. education.com
	D) Phonics: Vowel sound /u/, /u: /, put, push, full, good.	By the end of the lesson, pupils should be able to: i) produce the vowel sounds as in put, push, full, well. iii) match the sounds with words.	i) Pupils, in small groups, produce the sound. ii) Pupils, as a class, produce the sound. (iii) Pupils, in pairs, brainstorm and produce new words containing the same sound. iv) Pupils, in pairs, pronounce the new words with emphasis on the sounds.	i) Collaboration and communication. ii) Creativity and imagination. iii) Critical thinking and problem solving.	i)charts ii)tape web resources https://www.wikihow. com How to teach vowel.

NKS	TOPICS -	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
E IICOS	E) Picture abuA reading. shado() sqahosbiv() samuozar new	By the end of the lesson, pupils should be able to: I) identify the given pictures; ii) interpret information from the given pictures; iii) categorise the given pictures.	i) Pupils, as a class, describe the pictures pasted on the wall. ii) Pupils, in pairs, discuss the information gathered from the given pictures. iii) Each pupil identifies the given picture.	i) Creativity and imagination. ii) Critical thinking and problem solving. iii) Critical thinking and problem solving.	Visual resources (i)images web resources https://www.educatio
7	A. Mid-term tests B. Open day C. Mid-term break D. Homework			The second of th	
8	A)Phonics: Pronunciation of the vowel sounds a, e, I, o, u.	By the end of the lesson, pupils should be able to: (i) identify the vowel sounds; (ii) pronounce the vowel sounds correctly; (iii) identify words containing the vowel sounds. (iv) produce new words with the vowel sounds.	(i) Pupils, as a class, identify the vowel sounds. (ii) Each pupil pronounces the vowel sounds correctly. (iii)Pupils, in pairs, identify words containing the vowel sounds from a chart or flashcards (iv) Pupils, in small groups, form words with the vowel sounds.	(i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration and communication.	Audio visual resource (i)Charts (ii)Flashcards (iii)Video/tape Web resources https://www.fluentu.com

W. Warren

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
į,	(B)	By the end of the	(i) Pupils, as a class,	(i) Creativity and	Audio visual resources
	Comprehensio	lesson, pupils	analyse the new	imagination.	(i)Images/pictures
	n: reading a	should be able to:	words in the passage.	(ii) Critical	(I)Images/pictures
	passage.	(i) identify new	(ii) Pupils, as	(ii) Critical thinking and	(ii)Video/tape
		words in the given	individuals, read the	problem solving.	W 1
		passage.	given passage aloud	problem solving.	Web resources
		, passage.	correctly.	(iii) Collaboration	https://blog.alla.
	20.14	(ii) read the given		and	boutlea
	and the same	passage correctly.	(iii) Pupils, in small	communication.	_
		(iii) dramatize the	groups, dramatize the	(iv) Creativity and	mingpress.com
		story in the given	story from the	imagination.	-9 delin der
	" 1 Charles A. A.	passage.	passage.	*	
	2		(iv) Pupils, as a class,		1
	and the same of	(iv) explain the	analyse the events of		- 1
	of the second	events in the	the story.	g gra,	
	46	passage.	- \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		70 A 1
	(C)	By the end of the	(i) Each pupil reads a	(i) Critical	Visual resources:
	Supplementary	lesson, pupils	recommended	thinking and	(i) league
	Reading: A	should be able to:	storybook from Lagos	problem solving.	(i) Images
	play.	(') and and abore	state approved	(ii) Creativity and	(ii)Charts
		(i) read and share	booklist.	imagination.	
		with other pupils the story read.	(ii) Pupils, as a class,	magmation	Web resources
	or serie o	lile Story read.	discuss the lessons	(iii) Critical	http://www.weare
		(ii) discuss	learnt from the book	thinking and	5 =1
		lessons learnt	read.	problem solving.	teachers.com
	ra 128	from the book.			Grade two reading
	damili Shaqad	(iii) relate events	(iii) Each pupil relates	- 21,50	comprehension.
	00/253	in the story to their	the event in the story		•
	1 martin	personal lives.	to his or her personal	1 NF F	
		personal invoc.	lives.	175 100 ₂	
22-7		-471			
	95		(i) Dupile on a class	(i) Creativity and	Visual resources
	(D) Colour:	By the end of this	(i) Pupils, as a class, analyse the pictures	imagination.	100
	colouring the	lesson, pupils	given to them with		(i)Colour
	given pictures	should be able to:	names.	(ii) Collaboration	(ii)Pictures of the
	of plant –	(i) examine the		and	object – pepper, leaf
	pepper and	given pictures and	(ii) Pupils, small	communication.	object popper, rear
	leaf.	name them.	groups, discuss the	(iii) Critical	Web resources
	,		best colour to use in	(iii) Ortaodi	
		1			

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
parent		(ii) identify the best colour to use in colouring the given pictures. (iii) colour the given plants adequately.	colouring the plants. (iii) Each pupil colours the given plants adequately.	thinking and problem solving.	https://www.pinterest
9	(A) Grammar: meaning of an apostrophe. By the end of the lesson, pupils identify the apostrophe in sentence or words. (i) identify an apostrophe in sentence or words. (ii) Pupils, as a didentify the apostrophe in the sentence or words in sentence or words. (iii) Pupils, in sm groups, explain to use an apost in sentence or words. (iii) Each pupil response to the identify the apostrophe in the sentence or words.	apostrophe in the sentence or words. (ii) Pupils, in small groups, explain how to use an apostrophe in sentence or words. (iii) Each pupil makes use of apostrophe in	(i) Creativity and imagination. (ii) Collaboration communication. (iii) Critical thinking and problem solving.	Visual resources (I)Charts (ii)Flashcards Web resources https://study.comwww quoll.org(pdf)	
	(B)Composition: My best friend.	By the end of the lesson, pupils should be able to: i) write at least five(5) adjectives to describe their best friend; (ii) draw a card for their best friend; (iii) explain the qualities of a good friend and discuss about how to treat and relate to one another.	(i) Each pupil give at least five (5) adjectives to describe their friend. (ii) Pupils, in pairs, draw a card for their best friend. (iii) Pupils, as a class, discuss how to treat other as good friends.	(i) Critical thinking and problem solving. (ii) Critical thinking and problem solving. (iii) Creativity and imagination.	Visual resources (i)Charts (ii)Pictures Web resources https://study.com https://www.education.com https://www.scribal.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(C)Literature: poem reading - -Jack and Jill	By the end of the lesson, pupils should be able to:	(i) Pupils, in small groups, analyse the content of the poem.	(i) Collaboration and communication.	Visual resources (i)Charts
	TO IC	(i) analyse the contents of the poem; (ii) identify the ideas in the poem; (iii) read the poem and demonstrate the actions described.	(ii) Pupils, as a class, identify the ideas in the poem. (iii) Each pupil reads the poem line by line demonstrating the actions in the poem.	(ii) Creativity and imagination. (iii) Critical thinking and problem solving.	Web resources https://www.pinterest.com
	(D) Vocabulary building: New words and reading.	By the end of the lesson, pupils should be able to: (i) generate new words from a given passage; (ii) analyse techniques used in reading; (iii) read a given passage fluently.	(i) Pupils, in small groups, analyse the words given to them. (ii) Pupils, as a class, discuss the meaning of each word given to them. (iii) Pupils, in pairs, use the words in their own sentences. (iv) Pupils, in pairs, dramatize the meaning of the new words in the sentence.	(i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving.	Visual resources (i)Charts (ii)Flashcards Wed resources https://studentreasures.com
	(D) Revision: Contents of print: Recognise different prints.	By the end of the lesson pupils should be able to: (i) identify the front and back of the book. (ii) recognise different print resources. (iii) observe parts of a book such as title, author, etc.	(i) Pupils, in pairs, describe the book given to them. (ii) Pupils, in small groups, recognise different print resources. (iii) Pupils, as a class, list out the different prints.	(i) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Creativity and imagination.	Visual resources (ii)Pictures (iii)Charts (iii)Flashcards Web resources https://study.com https://www.pinterest.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
11	Revision:	Revise	Use relevant teaching and learning materials.	, =1 ,	property of the
12	EXAMINATION			1 1 1	
13	EXAMINATION			-g () \$1 . §	

ACHIEVEMENT STANDARDS

At the end of the session, Students should be able to;

- i. describe English sounds and pronounce English words accurately;
- ii. identify the different types of nouns;
- iii. write a guided composition;
- iv. acquire a wide range of vocabulary for effective spoken communication.
- v. analyze words that are nearest in meaning and opposite in meaning;
- vi. construct simple sentences;
- vii. read fluently;
- viii. interpret pictures.

ENGLISH STUDIES PRIMARY 3 (BASIC 3)



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK PROPERTY

Primary 3 Term 1

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES PRIMARY THREE FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Review of Primary 2 Third term work	Santakana.		10 jb	
	(a) Phonemic Awarenes s: Aural discriminat ion of the sounds /3/ and /^/	By the end of the lesson, pupils should be able to: (i) pronounce and distinguish between the sounds in words; (ii) read simple sentences paying attention to the use of stress and intonation in the sentence; (iii)write simple sentences using the appropriate stress and intonation.	(i) Pupils, as a class, listen to and repeat after the teacher as sentences that contain the sound are read out. (ii) Pupils, in small groups, repeat words and sentences severally as modelled by the teacher reading a fixed device like charts with emphasis on the two sounds. (iii) Pupils, in pairs, differentiate between words containing the two sounds and organize them accordingly. (iv) Pupils, as individuals, generate simple sentences that contain the sounds and stress patterns.	(i) Leadership of personal development. (ii) Communication n and collaboration (iii) Critical thinking and problem solving	(ii) Flash cards (ii) Sentence strips (iii)Flannel board (iv) Course book

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	LEARNING
		OBJECTIVES	ACTIVITIES	CORES SKILLS	RESOURCES
	(b) Structure: Stories built on Road safety	By the end of the lesson, pupils should be able to: (i) listen carefully to a story; (ii) respond appropriately to questions on the main points in the story in their own words; (iii) recall the story in their own words; (iv) analyse the purpose of the passage; (v) c' suss the ressons learnt and relate them to their dail, experience.	(i) Pupils, as a class, listen as teacher reads a selected story. (ii) Pupils, in small groups, identify and discuss the main idea of the story. (iii) Each pupil identifies the supporting ideas from the passage using evidence from specific sentences or paragraphs. (iv) Pupils, in small groups, discuss the lessons learnt from the passage. (v) Pupils, in pairs, analyse the purpose of the passage, (vi) In pairs, pupils relate the passage to personal experience or everyday activities.	(ii) Leadership and personal development (ii) Critical thinking and problem solving. (iii) Collaboration and communication (iv) Citizenship.	(i) Course book or supplementary readers (ii) Relevant pictures on the story.
	(c) Vocabular y building: Teaching new words and reading	By the end of the ies on, pupils should be able to: (i) dentify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new	i) Pupils, as a class, identify new words in a given passage. (i) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (ii) Each pupil is guided to pronounce the	(i) Communicati on and collaboration (ii) Critical thinking and problem solving.	(i) Charts/flash cards (ii) Course book (iii) The oxford minidictionary

WKS	TOPICS	""ITIO		ENGLISH STUDI	
11110	And the second second	OBJECTIVES	ACTIVITIES	EMBEDDED	LEARNING
439	RUBC39	74	NOTIVITLO	CORES SKILLS	RESOURCES
- 65		words;	new words by	200	
		(iv) use the new	breaking the		
		words in	letters into sounds	1.	
		sentences.	(iii) Pupils, in pairs,	t s p r	
			use the new	179	
		129	words in	my v v	
			sentences.	100	
	5.60		(iv) Pupils, in	' -	
	A		pairs,dramatise	l _{p. set} re _s in	
	Burney Comment	1 1	the meaning of	A	
			the new words.		F
	(d) Reading:	By the end of the	(i) Pupils, as	(i) Communication	(i) Course book
	Oral and	lesson, pupils	individuals, read a	and	(ii) Flip charts
	written	should be able	given passage as	collaboration.	(iii)Chalk board
	comprehe	to:	guided by the	(ii) Critical	(iv) Oxford mini-
	nsion	10.	teacher.	thinking and	dictionary.
a, 10, 10	1101011	(i) read simple	(ii) Pupils, in small	problem	uloudialy.
1132.2.		non-fiction	groups, discuss	solving.	l-
	The state of the		the main idea of	(iii)Citizenship.	
	Marie A. A.	passages	the passage.	(III)OIUZeriarip.	
	19114	correctly;	(iii)Each pupil	4 T 1 T 1 T 1 T 1	
	Him. Charlet	(ii) deduce the	analyses the	71 F F 2	
	the state of the s	main idea of	purpose of the	, *=* * -	
	3 50 50 - 10	the passage;	1	F 1	
		(iii)analyse the	passage. (iv) Pupils in		
		purpose of the	(iv) Pupils in pairs discuss		
		passage.			
		(iv) use	supporting ideas		1
		evidence from	from the passage		
		the passage to	using evidence	İ	
		explain	from the passage.		
		supporting	(v) Pupils, in pairs,		
		ideas;	point out		
	puller.	(v) explain	unfamiliar words in		
		meaning of	the passage and		
		unfamiliar	look for their		
		words in the	meanings in the		
		passage;	dictionary		
		(vi) relate the	(vi) Pupils relate the		
		passage to	main ideas in the		
		issues of	passage to		
		national values	national values.		2 1414
	Parties for 17th	in the passage			
	All The Page 1	e.g. discipline.		(i) Collaboration	(i) Course book
	(e) Compositi	By the end of the	(i) Pupils, as a class,	and	(ii) Pictures of various
	on: 'How I	lesson, pupils	examine the	communicatio	holiday destination
			narrative		(iii)Web resources:
	spent my	should be able	composition	n (ii) Critical	https://m.youtube.
	last	to:	provided.	(ii) Critical	com/
	holiday'		(ii) Pupils, in small	thinking and	
		(i) explain what a	groups, recall their	problem	watch?v=V-BnhRjmx
	1	· · · · · · · · · · · · · · · · · · ·	L-liday	solving	1
	1	narrative composition is;	various holiday	(iii)Creativity and	

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) develop points on how I spent my last holiday; (iii)write a composition on "how I spent my last holiday".	(iii)Each pupil writes on the topic how I spent my last holiday. studies:	imagination (iv) Digital literacy	F. Directory, J. States of the strong
	(a) : Aural Discrimina tion of the sounds. /a:/ burn, firm /// born, porch	By the end of the lesson, pupils should be able to: (i) Identify vowel sounds. (ii) Produce vowel	(i) Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player. (ii) Pupils, in small groups, pronounce	(i) Communicatio n and Collaboration (ii) Critical Thinking and problem solving. (iii) Leadership	Audio Visual Resources (i) Charts (ii) Tape recorder/ audio player Web resources: http://www.differenc
		sounds correctly Distinguish the sounds from each other by pronouncing them correctly in words and in the sentence	the vowel sounds correctly (iii)Pupils, in pairs, differentiate between the sounds orally in words and sentences.	and Personal development Digital Literacy	ebetween .com/difference- between- vowels-and-vs- diphthongs/
		ule Seilleille	(iv) Each pupil claps or signals when a flashcard containing the appropriate vowel sound is shown. (v) Pupils, in pairs, produce new words with the vowel sounds /ə:/ and /ʌ/		
	(b) Structure: Story built on road safety; Charts containing simple sentences	By the end of the lesson, pupils should be able to: (i) provide words related to road safety; (ii) form sentences from the provided word;	(i) Pupils, as a class, mention words related to road safety. (ii) Pupils, in small groups, use the words in sentences. (iii) Pupils pair up to discuss issues on road safety. (iv) Each pupil writes	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Relevant pictures on the topic. Web resources:

WKS TOPICS LEARNING LEARNING			ENGLISH STUDIE		
VVNO	SQ E PELTO	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii) create	simple sentences		
	1	dialogues on	on road safety.		
	(c) Vocabular	road safety. By the end of the	(1) 5	11 I	
	y building:	lesson, pupils	(i) Pupils, as a class,	(i) Communicatio	(i) Charts/flash cards
	Teaching	should be able	identify new words	n and	(ii) Course book
	new words	to:	in a given	collaboration	(iii)The oxford mini-
	and	10.	passage.	Critical thinking	dictionary
	reading	(i) identify new	(ii) Pupils, in small	and problem	
	reading	words and	groups, are guided	solving.	
		pronounce	to look for		
	97.7	them;	meaning of the	la, a	y"
	of Courses	(ii) recognize new	selected new		a se dina
3. (Alex II	words	words from the	11112	The Treat
4	JC YELROIT	meanings;	dictionary.	* =V**	
	8	(iii) demonstrate	(iii)Each pupil is		8694
0		the meaning of	guided to		7 1 1
	20 d 5 h		pronounce the		1
		the new words;	new words by		
		(iv) use the new words in	breaking the		
			letters into sounds.		
		sentences.	(iv) Pupils, in pairs,		
		MAN IS	use the new	1	
		**************************************	words in		
		1	sentences.		
		She .	(v) Pupils in pairs dramatise the		
		#			
		100	meanings of the new words in pairs		=
1	(4) Deceller	Do the and of the		(i) Communicat	(i) Course book
	(d) Reading:	By the end of the	i. Pupils, as individuals, read a	ion and	(ii) Flip charts
	Oral and	lesson, pupils	given passage as	collaboratio	(iii) Chalk board
	written	should be able to:	guided by the	n.	(iii) Oxford mini-
	comprehension	(i) deduce the	teacher.	(ii) Critical	dictionary.
		main idea of	ii. Pupils, in small	thinking and problem	Ř,
	party (SE)	the passage;	groups, discuss	solving.	
	Allo rows in 1	(ii) analyse the	the main idea of	diag - Colling -	
	There is a	purpose of the	the passage.	1	
		passage.	iii. Each pupil	Wild aggress,	
	ASTE OF THE OWN	(iii) use evidence	analyses the		
	ger inntwi	from the	purpose of the		
		passage to	passage.		
	The State of the	explain	v. Pupils, in pairs,		
	W1.	supporting	discuss supporting		
		ideas;	ideas from the		
	24 2 4 2 4 4		passage using		
	6370000		evidence from the		
	Tallier I				
	ACCEPTAGE	(iv)explain meaning of	passage using evidence from the		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10		unfamiliar words in the passage; (v) relate the passage to issues of national values in the passage e.g. discipline.	passage. v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. vi. Pupils relate the main ideas in the passage to national values.		The state of the s
	(e)Composition : 'How I Plan to SpendMy NextHoliday'	By the end of the lesson, pupils should be able to: (i) recall what a narrative	(i) Pupils, as a class, examines the narrative composition provided. (ii) Pupils, as a group, brainstorm on	(i) Collaboration and communicatio n (ii) Critical thinking and problem	(i) Course book (ii) Pictures of various holiday destinations Web resources: https://m.youtubecom/
		composition is; (ii) develop points on how I spent my last holiday; (v) write a composition on "'How I Plan to Spend My Next Holiday' ".	what they would like to do in their next holidays. (iii)Each pupil writes on the topic 'How I Plan to Spend My Next Holiday'.	solving (iii)Creativity and imagination	watch?v=V-BnhRjmxt/
	(a): Aural Discrimination of the sounds: /u/ as in pull, and /u;/ as in pool	By the end of the lesson, pupils should be able to: (i) identify vowel sounds /u/ as in pull, and /u;/ as in pool; (ii) Produce the vowel sounds correctly; distinguish the sounds from each other by pronouncing them correctly in words and sentences	 i. Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player. ii. Pupils, in small groups, pronounce the vowel sounds correctly. iii. Pupils, in pairs, differentiate between the sounds orally in words and sentences. iv. Each pupil claps or signals when a flashcard 	(i) Communication and Collaboration (ii) Critical Thinking and problem solving. (iii) Leaders hip and Personal development Digital Literacy	Audio Visual Resources (i) Charts (ii) Tape recorder/ audio player Web resources: http://www.differenceb etween .com/difference- between-vowels -and-vs-diphthongs/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
출연 13			containing the appropriate vowel sound is shown. v. Pupils, in pairs, produce new words with the vowel sounds /u/ and /u: /		
	Structure: Story built on dangers of drug abuse drug abuse	By the end of the lesson, pupils should be able to: i. Provide words related to drug abuse; ii. Form sentences from the provided word; vii. Create dialogues on drug abuse	i. Pupils, as a class, mention words related to drug abuse. ii. Pupils, in small groups, use the words in sentences. iii. Pupils pair up to discuss issues on drug abuse.	i. Collaboration and communication ii. Leadership and personal development iii. Critical thinking and problem solving	i. Course book ii. Relevant pictures on the topic. Web resources:
	(b) Voca bulary	By the end of the lesson, pupils	i. Pupils, as a class, identify new words	(i) Critical thinking and	(i) Flash cards (ii) Charts (iii) Course book
	buildi ng: Teach ing of new words and meani ng.	should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	in a given passage. ii. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. iii. Each pupil is guided to pronounce the new words by breaking the letters into sounds iv. Pupils, in pairs, use the new words in sentences. v. Pupils, as a class, share the meanings of the new words the class.	problem solving. (ii) Leadership and personal development Collaboration and communication	iii. Oxford minidictionary
	(d) Reading: Oral and written comprehe nsion	By the end of the lesson, pupils should be able to: (i) read simple	(i) Pupils, in small groups, read the given poems (ii) Pupils, as individuals,	(i) Collaboration and communicati on (ii) Leadership	(i) Poetry books (ii) Flannel board (iii) Posters (iv) Flash cards (iv) Relevant pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(poems on values)	poems; (ii) identify values and lessons in given poems.	identify unfamiliar words the poem. Each pupil identifies the values and lessons	and personal development (iii) Critical thinking and problem solving	about values in the poems
	(e) Compositi on: Writing of poem: Once I saw a little bird.	By the end of the lesson, pupils should be able to: (i) read class selected poem; (ii) recall poem accurately; (iii) write out lines of the poem; (iii) identify moral lessons from the poem.	(i) Pupils, as a class listen and repeat poem after the teacher. (ii) Pupils, in pairs, read, demonstrate and draw out moral values from selected poem. (iii) Pupils, as individuals, write down and recite chosen poem by heart.	(i) Communicati on and collaboration (ii) Leadership and personal development (iii) Critical thinking and problem solving (iii) Citizenship	(i) Selected book that contains popular poems (v) Charts
	(f) Suppleme ntary	By the end of the lesson,	i. Each pupil reads a recommended	(i) Critical thinking and	(i) Lagos State approved
	Reading	pupils should be able to: (i) share with other pupils the story read; (ii) discuss the main ideas of the story; (iii) discuss lessons learnt from the book; (iv) relate events in the story to their personal lives.	storybook/play/poe m from Lagos State approved book list ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story. iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.	problem solving (ii) Leadership and personal development (iv)Communicati on and collaboration	storybook/poem/ play (ii) Any other relevant material

ENGLISH STUDIES

WKS	TOPICS	LEARNING			ENGLISH STUDIES
11/2	(a): phonic	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(a): phonic pronunciation of diphthongs: e.g. /ɔi/, /eə/ etc.	By the end of the lesson, pupils should be able to: i. Identify diphthongs e.g. /ɔi/, /eə/ etc. ii. Produce the vowel sounds correctly; distinguish the sounds from each other by pronouncing them correctly in words and sentences	iii. Pupils, as a class, identify the diphthongs on a given chart and listen to the pronunciation on audio player. iv. Pupils, in small groups, pronounce the diphthongs correctly v.Pupils, in pairs, differentiate between the sounds orally in words and in sentences. vi. Each pupil claps or signals when a flashcard containing the appropriate vowel sound is shown. vii. Pupils in pairs produce new words with the vowel sounds (diphthongs) in pairs	i. Communication and Collaboration ii. Critical Thinking and problem solving. iii. Leaders hip and Personal development Digital Literacy	Audio Visual Resources i. Charts ii. Tape recorder/ audio player Web resources: http://www.differenceb etween .com/difference- between-vowels -and-vsdiphthongs/
	(b) Vocabulary building:	By the end of the lesson, pupils	(v) Pupils, as a class, identify	(i) Communicati on and	(i) Selected passage from the English
	New words and their meanings	should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) Use the new words in sentences.	new words in a given passage. (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words by breaking the letters into sounds (viii)Pupils, in pairs, use the new words in sentences	Collaboration (ii) Critical thinking and problem solving. iv. Leadership and Personal Development	Textbook. (ii) Flash cards on the new words. Oxford minidictionary.



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
20 1	Comprehen sion (values)	By the end of the lesson, pupils should be able to: (i) read simple poems; (ii) discuss the main idea of the poem (iii) use evidence from the passage to discuss supporting ideas (iv) identify values and lessons in given poems; (ix) relate the ideas and values in the passage to personal experience.	(i) Pupils, in small groups, recite the given poems (ii) Pupils, in small groups, identify the values and lessons in the poem. (iii) Pupils, in small groups, discuss the main ideas of the passage. (iv) Each pupil discusses the main idea of the poem. (v) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea. (x) Each pupil relates the ideas from the poem to personal experiences.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(ii) Poetry books (ii) Flannel board (iii) Posters (iv) Flash cards (iii) Relevant picture about values in the poems
er av Fer	(d)Writing: composition on my best friend	By the end of the lesson, pupils should be able to:	(i) Pupils, as a class, examine the descriptive composition provided	(i) Creativity and imagination. (ii) Communicati on and Collaboration	(i) Course book
		(i) use simple sentences to discuss a descriptive composition (ii) write out points on "my best friend" (v) write a composition on the given topic	(ii) Pupils, as a group, discuss about "my best friend" (vi) Each pupil writes the composition on the given topic in his or her own words.	(iii) Critical thinking and problem solving.	
	: Pronunciation of multi syllabic words (e.g. teacher, coffee, picture, leather etc.)	By the end of the lesson, pupils should be able to: (i) identify two and three syllabic words in sentences.	(i) Pupils, as a class, listen attentively as the teacher explains with examples two and three syllabic words and models the pronunciation of the words.	(i) Critical thinking and problems solving Collaboration and communication	(i) Flash cards (ii) Sentence strips Course books

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) produce two and three syllable words use two and three syllabic words in sentences	(ii) Pupils touch their chins every time they hear a syllable in the words being pronounced. (iii) Pupils, in pairs, differentiate between two and three syllabic words with examples. (iv) Each pupil uses two and three syllabic words in sentences.	SONEO GNILLO	RESOURCES
	(a) Structure: Types of Sentence.	By the end of the lesson, pupils should be able to: (i) explain declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands), and exclamations; (ii) identify different kinds of sentences in a passage; (iii)differentiate between the types of sentence; (iv) punctuate each type of sentence; (iii)group all sentences used in the passage accordingly.	(i) Pupils, as a class, explain the four types of sentence with examples. (ii) Pupils, in small groups, read a passage and identify the different sentences accordingly. (iii) Each pupil practices punctuating each type of sentence. (iv) Pupils, in small groups, presentations on sentence grouping.	(i) Collaboration and communicatio n (ii) Leadership and personal development (ii) Creativity and imagination	(i) Collection of popular folktales/short stories on given topic (ii) Course book (iii) Flash cards (iii) White board

TODICS	LEADANA			ENGLISH STUDIĘ
	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING
(c)Vocabulary building: (b) New words and meanings	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii)recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	(v)Pupils, as a class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words by breaking the letters into sounds (viii)Pupils, in pairs, use the new words in	(iv) Communicati on and Collaboration (v) Critical thinking and problem solving. (iii) Leadership and Personal Development.	RESOURCES (iv) Selected passage from the English Textbook. (v) Flash cards on the new words. (iv) Oxford minidictionary.
Comprehensio		(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. (v) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. (vi) Pupils relate the main ideas in the passage to national values.	(i) Collaboratio n and communicati on (vi) Critical thinking and problem solving	(i) Course book (ii) Supplementary readers (vi) Any other relevant materials
	building: (b) New words and meanings Comprehensio	(c)Vocabulary building: (b) New words and meanings (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences. (v) Comprehension n By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage; (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage; (ix) relate the passage to issues of national values in the passage e.g.	(c)Vocabulary building: (b) New words and meanings (i) identify new words in a given passage. (ii) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences. (v) Comprehensio n Comprehensio n Comprehensio n Comprehensio n Ecarrintes (i) identify new words in a given passage. (iii) use the new words from the dictionary. (vii) Each pupil is guilded to look for meaning of the selected new words from the new words in sentences. (v) Comprehensio n Comprehensio n Ecarrintes (v) Pupils, as class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the letters into sounds (viii) Pupils, in pairs, use the new words in sentences. (v) Comprehensio n Ecarrintes (v) Pupils, in small groups, are guided to look for meaning of the selected new words from the letters into sounds (viii) Pupils, in pairs, use the new words in sentences. (i) Dupils, as individuals, read a given passage as guided by the teacher. (ii) deduce the main idea of the passage. (iii) use evidence from the passage. (iii) use evidence from the passage. (iii) use evidence from the passage. (iv) explain meaning of unfamiliar words in the passage. (iv) explain meaning of unfamiliar words in the passage. (iv) explain meaning of unfamiliar words in the passage. (vi) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, use the new words in sentences. (viii) Pupils, in pairs, discuss the main idea of the passage. (viii) Pupils, in pairs, discuss the main idea of the passage. (viii) Pupils, in pairs, discuss the main idea of the passage. (viii) Pupils, in pairs, discuss the main idea of the passage.	(c)Vocabulary building: (b) New words and meanings (i) identify new words in a given passage, (vi) Pupils, in small groups, are guided to look for meaning of the new words in agiven words from the new words in sentences. (iii) demonstrate the meaning of the new words in sentences. (iv) use the new words in sentences. (v) Comprehensio n Comprehensio n Comprehensio n Comprehensio n Comprehensio n EARNING ACTIVITIES (v) Pupils, as a class, identify new words in a given passage, (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words in sentences. (v) Comprehensio n Comprehensio n EOMPTON ACTIVITIES (v) Pupils, in small groups, are guided to look for meaning of the selected new words from the letters into sounds (viii) Pupils, in pairs, use the new words by breaking the letters into sounds (viii) Pupils, in pairs, use the new words by breaking the letters into sounds (viii) Pupils, in pairs, use the new words in a given passage as guided to look for meaning of unfamiliar words in the passage; (ii) analyse the purpose of the passage; (iii) use evidence from the passage; (iv) explain meaning of unfamiliar words in the passage; (iv) relate the passage; (iv) relate the passage; (iv) relate the passage; (iv) relate the passage to issues of national values in the passage e. g. discipline. EARNING COMPTON ACTIVITES (v) Pupils, in small groups, discuss the main idea of the passage; (iv) pupils, in pairs, discuss the main idea of the passage. (vi) Pupils, in pairs, discuss the purpose of the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discuss the purpose of the passage. (vi) Pupils, in pairs, discuss the main idea of the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discuss the passage. (vi) Pupils, in pairs, discus

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING
1			(x) Each pupil answers the questions in oral and written forms.	CORES SKILLS	RESOURCES
	(c) Compositio n:(My best friend)	By the end of the lesson, pupils should be able to: (i) use simple sentences to write a descriptive composition; (ii) write out points on "my best friend" (iii) complete a guided on "essay on my friend" write a composition on the given topic	(i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, in small groups, discuss about "my best friend". (iii) Pupils, in pairs, study and complete a guided composition on "My best friend". (vii) Each pupil writes a composition on the given topic in his or her own words.	(i) Creativity and imagination; (ii) Communicati on and Collaboration; (ii) Critical thinking and problem solving.	(iii) Course book
	(a): Phonic pronunciation of diphthongs: e.g.	By the end of the lesson, pupils should be able to: i. identify vowel sounds; ii. produce vowel sounds correctly; distinguish the	i. Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player. ii. Pupils, in small groups, pronounce the vowel sounds correctly iii. Pupils, in pairs, differentiate among	i. Communicati on and Collaboration ii. Critical Thinking and problem solving. iii. Leadership and Personal development Digital Literacy	Audio Visual Resources i. Charts ii. Tape recorder/ audio player Web resources: http://www.differenceb etween .com/difference-
		sounds from one another by pronouncing them correctly in words and in the sentence.	the sounds orally in words and sentences.		between-vowels -and-vs-diphthongs/

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING PESOURCES
	(b)Structure: regular and irregular plurals	By the end of the lesson, pupils should be able to: (i) describe regular and irregular plurals; (ii) identify regular and irregular plurals; iii. construct sentences that have regular and irregular plurals.	(i) Class discusses the differences between the plural forms of "hand" and "foot" to introduce the concept of irregular and regular verbs. (ii) Pupils, as a class, reproduce in writing teacher's examples of regular and irregular plurals. (iii) Pupils produce other words with irregular verb forms. (iv) Each pupil identifies regular and irregular plurals from sentences. (v) Pupils form sentences with regular and irregular plurals.	(i) Collaboration and	RESOURCES (i) Charts (ii) White board (iii) Pictures Flash cards
	(c)Vocabulary building	By the end of the lesson, pupils should be able to: i. Identify new words and pronounce them ii. Identify the meaning of unfamiliar words (iii) Use the new words in sentences.	iii. Pupils, as a class, identify new words in a given passage. iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words in sentences. Pupils, in pairs, demonstrate their understanding of the meanings of the new words.	iii. Communicatio n and Collaboration iv. Critical thinking and problem solving. (ii) Leadership and Personal Development	i. Selected passage from the English Textbook. ii. Flash cards on the new words. (iv) Oxford minidictionary.

WKS	TOPICS	LEARNING	LEAG		ENGLISH STUDIES
100		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED	LEARNING
	(1) 0 1	_	The second secon	CORES SKILLS	RESOURCES
	(d) Oral and	By the end of the	i) Each pupil reads	411	37.3
	written:	lesson, pupils	the selected	(i) Critical	Course books
	Comprehensio	should be able to:	fictional story on	thinking and	Supplementary
	n		their own.	problem	materials.
	Theories of Code	(i)read selected	(ii) Pupils, in pairs,	solving v. Personal	
	page 11 pg	story on their	explain the		
		own;	meanings of the	development and	
		(ii) reproduce the	story with its	leadership	
	74.	stories and tell	lessons	loadership	
	246	the meaning of	(iii) Pupils, in small	13.31	
	100	the story;	groups, identify the	-1 -	
	4	(iii) discuss the	values and lessons		
		main idea of	in the poem.		
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	the story	(iv)Pupils, in small		
		(iv)use evidence	groups, discuss the		
	ALC: ALC: ALC: ALC: ALC: ALC: ALC: ALC:	from the	main ideas of the		
	* B	passage to	passage.		<u>-1</u>
		discuss	Each pupil		
	-	supporting	discusses the main		
		ideas	idea of the story.		
		(v) identify values	Each pupil uses		
	2 202	and lessons in	evidence from the		
	N.	given story;	story to discuss the	-	
		vii. relate the	ideas that are used		
	95,	ideas and	to support the main idea.		
		values in the	Each pupil relates		
		passage to	1 ' '		
		personal	the ideas from the	1	
		experience.	story to personal	1	
	1 35	-	experiences.		1
	1 2 2				Print.
		1111		(1) (2) (1)	(i) Deater heads
	(d) Writing	By the end of the	(i) Pupils, as a class,	(i) Collaboration	(i) Poetry book
	(poem):	lesson, pupils	recite selected	and	(ii) Relevant pictures
	'Twinkle	should be able	poem after the	communicati	(ii) Natural object
	twinkle little		teacher.	on (ii) Creativity	
	star'	10.	(ii) Pupils, in pairs,		
	5001	(i) learn and read	demonstrate the	and imagination	
	36. 1477	the selected	poems.	(ii) Leadership	
	y -	poem	(iii) Each pupil writes	and personal	
	1	correctly;	down and recalls	development	
		(ii) demonstrate	the selected	development	
		the poem;	poem.		
		(vi) write down the			
		selected poem			

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCE
	Supplementary Reading	in their handwriting. By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	v. Each pupil reads a recommended storybook/play/poe m from Lagos State approved book list. vi. Each pupil discusses the main idea of the story. vii. Pupils, in small groups, share information from the story. viii. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.	(i) Critical thinking and	(i) Lagos State approved storybook/poem/p ay (iii) Any other relevan material
7	E. Mid-term tests F. Open day G. Mid-term break H. Homework				
8	V	lesson, pupils should be able to: (i) spell and	(i) Pupils read the passage out fluently after listening to the teacher or audio tape model the reading. (ii) Pupils, as a class, study the text to identify, spell and pronounce unfamiliar words.		i) Charts ii) Pictures lash cards

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		selected passage fluently; discuss the main ideas of the passage orally and fluently.	(iii) Pupils, in small groups, read the passage aloud. (iv) Pupils in pairs take turns to model reading the passage. Pupils, in pairs, discuss the main idea of the passage with each other and share with the class.		
.8	(a) Structure: National values e.g. discipline and courage, respect for elders	By the end of the lesson, pupils should be able to: (i) read a selected passage on the given topic; (ii) mention related words on the topics; (iii) form simple sentences with the related words.	(i) Pupils, as a class, read the selected passage slowly and silently. (ii) Each pupil identifies words related to the topic. (v) Pupils, in pairs, construct simple sentences on the topic.	(i) Collaboration and communicati on (ii) Critical thinking and problem solving iii. Citizenship	(i) Course book (ii) Magazines (iii) Charts
	(b) (c) Vocabulary building	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	(i) Pupils, as a class, identify new words in a given passage. (ii) Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. (iii) Each pupil is guided to pronounce the new words by breaking the letters into sounds.	(i) Communicati on and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
			 (iv) Pupils, in pairs, use the new words in sentences. (v) Pupils, in pairs, demonstrate their understanding of the meanings of the new words. 		
	(d) Oral and written: Comprehension	By the end of the lesson, pupils should be able to: i. Read selected story on their own ii. Reproduce the stories and tell the meaning of the story iii. Answer questions on the passage	i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of ithe passage. Each pupil analyses the purpose of the passage. iii. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. iv. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. v. Pupils relate the main ideas in the passage to national values.	i. Critical thinking and problem solving ii. Personal development and leadership	i. Course books ii. Supplementary materials.
	Compositio n: About my school	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition;	(i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, as a group, discuss about "my school".	(i) Creativity and imagination. (ii) Communicati on and Collaboration. iii. Critical thinking and problem solving.	iii. Course book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) write out points on "my school" (iii) write a composition on the given topic	(iii) Each pupil writes the composition on the given topic in his or her own words.		
9	: Reading charts, graph calendar to obtain information	By the end of the lesson, pupils should be able to: (i) read information on charts, diagrams, calendars etc. aloud; (ii) extract information from charts, diagrams and calendars; (iii) discuss the information derived with other students; (iv) establish relationship between ideas using evidence from the charts. (v) discuss the purpose of the graph/chart/dia gram	(i) Pupils, as a class, identify information on charts, graphs, diagrams and calendars that are presented to them. (ii) Each pupil studies the items to derive information. (iii) Pupils, in pairs, discuss the information gained from the items. (iv) Pupils, in pairs, analyse relationships like similarity, contrast between ideas in the text. Each pupil discusses the purpose of the diagram.	(i) Collaboration and communication (ii) Critical thinking and problem solving	(ii) Calendars (iii) Corse book Relevant charts, diagrams, graphs etc.
	(a) Structure: concept of print margins	the lesson, pupils should be able to: (i) recognize and explain the	(i) Pupils, in small groups, observe different components of a selected printing material to identify the title, chapters, paragraphs etc. (ii) Each pupil discusses the relevance of each component to the	(i) Critical thinking and problem solving (iii) Collaboration and communication	(i) Supplementary readers (ii) Course book (iii) Charts (iii) Diagrams

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		chapters, margins etc. (ii) extract information from printed materials like charts, diagrams, calendars etc. information for dialogues	printed material. (iii) Pupils, in pairs, study and carefully extract information from printed materials under the teacher's supervision.		
	(b) Vocabular y building	By the end of the lesson, pupils should be able to: i. identify new words and pronounce them; ii. recognize new words meanings; iii. demonstrate the meaning of the new words; iv. use the new words in sentences.	v. Pupils, as a class, identify new words in a given passage. vi. Pupils, in small groups, are guided to look for the meanings of the selected new words from the dictionary. vii. Each pupil is guided to pronounce the new words by breaking the letters into sounds viii. Pupils, in pairs, use the new words in sentences.	i. Communication n and Collaboration ii. Critical thinking and problem solving. (ii) Leadership and Personal Development.	i. Selected passage from the English Textbook. ii. Flash cards on the new words. iii. Oxford minidictionary.
	(d) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting	(v) Pupils, as individuals, read a given passage as guided by the teacher. (vi) Pupils, in small groups, discuss the main idea of the passage. (vii) Each pupil analyses the purpose of the passage. (viii) Pupils, in pairs, discuss	(i) Personal development and leadership iii. Critical thinking and problem solving	(i) Course book (ii) Charts iv. Other relevant materials

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		ideas; (iv) explain meaning of unfamiliar words in the passage; ix. relate the passage to issues of national values in the passage e.g. discipline.	supporting ideas from the passage using evidence from the passage. (ix) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. x. Pupils, relate the main ideas in the passage to national values.		
	(e)Writing: Composition about "My parents"	By the end of the lesson, pupils should be able to: (i) describe a simple format of this essay (ii) complete a guided essay on my parent (x) write essay on	(i) Pupils, as a class, are guided to describe the format of a descriptive essay. (ii) Pupils, in small groups, complete a guided essay given. (iii) Pupils, in pairs, write on 'My parents' briefly.	(i) Critical thinking and problem solving (ii) Collaboration and communicatio n (iii) Leadership and personal development	(i) Pictures showing the effects of an event or a natural disaster (ii) Real objects (iii) Web resources: http://www.google.com/search? g=a+natural+disaster⁣=utf-8&oe=utf8&client=firefox-b-a
	Supplementary Reading	'my parents' By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	i. Each pupil reads a recommended storybook/play/poe m from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story. v. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.	thinking and problem solving (ii) Leadership and personal development Communication and collaboration	(ii) Lagos State approved storybook/poem/pl ay (iii) Any other relevant material

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10	: conversation on general issues	By the end of the lesson, pupils should be able to: (i) Identify reading materials (magazines and newspapers) (ii) Differentiate between the various reading materials provided (iii) Discuss the issues raised on each materials Produce your opinions on the matters	(i) Pupils, as a class, observes as the teacher shows some selected reading materials. (ii) Pupils, in small groups, differentiate among the materials given. (iii) Pupils, in pairs, dialogue on the issues raised in the materials. Each pupil submits his/her opinions on the issues.	(i) Critical thinking and problem solving Collaboration and communicatio n	(i) Selected reading materials Course book
	(a) Structure : Concept of prints illustration, pictures and diagram in printed texts	By the end of the lesson, pupils should be able to: (i) recognize and state the components of printed materials e.g. title page, margins etc.; (ii) extract information from printed materials like charts, diagrams, calendars etc.; (iv) use the information in complete sentences.	(i) Pupils, as a class, listen as the teacher explains the topic with relevant materials. (ii) Pupils, in pairs, study and carefully extract information from printed materials under the teacher's supervision. (iii) Each pupil discusses the information in simple sentences.	(i) Critical thinking and problem solving (ii) Collaboration and communicati on	(ii) Supplementary readers (ii) Course book (iii) Charts (ii) Diagrams

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UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

YKS TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(b) Voca bulary buildi ng	lesson, pupils should be able	identify new words in a given passage.	 (i) Communication n and Collaboration (ii) Critical thinking and problem solving. (ii) Leadership and Personal Development. 	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iv) Oxford minidictionary.
(c) Oral and written comprehe nsion	By the end of the lesson, pupils should be able to: (i) Listen actively to a story (ii) discuss the main idea of the story (iii) use evidence from the passage to discuss supporting ideas (iv) identify values and lessons in given stories. (v) relate the ideas and values in the passage to personal experience Retell the story in their own words	(i) Pupils, as a class, listen actively as teacher read the selected story. (ii) Pupils, in small groups, retell the given story in their own words. (iii) Pupils, in small groups, identify the values and lessons in the story. (iv) Pupils, in small groups, discuss the main ideas of the passage. (v) Each pupil discusses the main idea of the story.		(i) Course book (iii) Relevant pictures or real objects

WKS	TOPICS	LEARNING OBJECTIVES		EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(vi)Tell similar stories	story to personal experiences. Pupils, in groups, are guided to narrate a similar story.		
	(d) Compositi on (a dog)	By the end of the lesson, pupils should be able to: (i) Use simple sentence to discuss a descriptive composition (ii) Write out points on "A dog" Write a composition on the given topic	composition provided (ii) Pupils, as a group, discuss about "a dog". iii) Each pupil writes the composition on the given topic in his or her own words.	imagination. (ii) Communicati on and Collaboration. (ii) Critical thinking and problem solving.	
11	: Fluency- Reading printed materials	By the end of the lesson, pupils should be able to: (i) Learn new words and pronounce them (ii) Identify unfamiliar words (iii) Use them in sentences Ready the materials aloud	(i) Pupils, as a class, study the passage in order to identify and produce new words and give the meaning. (ii) Pupils, in small groups, read and analyze the selected passage. (iii) Pupil, in pairs, use the words in sentences orally Each pupil reads the materials aloud several times.	(i) Communication n and Collaboration (ii) Critical thinking and problem solving. Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. Oxford minidictionary.
	(a) Structure: Reading to obtain information	By the end of the lesson, pupils should be able to:	(i) Pupils look carefully as various printed texts are shown to them by the	(i) Collaboration and communicatio n (ii) Leadership	(i) Course book (ii) Supplementary readers (iii) Relevant materials

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(i) Identify features of printed materials like charts and calendars. (ii) Look for information in printed materials (iv) List and explain features of some selected printed	teacher. (ii) Pupils, in pairs, are given different printed texts to study and bring our relevant information.	and personal development (iii) Critical thinking and problem solving	
	(b) Vocabular y building	materials By the end of the lesson, pupils should be able to: (i) Learn new words and pronounce them (ii) Identify unfamiliar words (iii) Use them in	(i) Pupils, as a class, study the passage in order to identify and produce new words and give the meaning. (ii) Pupils, in small groups, read and analyze the selected passage. Pupils, in pairs, use the words in sentences.	(i) Communicatio n and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(c) Oral and written comprehe nsion	sentences By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage;	(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. (v) Pupils, in pairs, point out	(i) Collaboration and communication (iii) Critical thinking and problem solving	(i) Course book (iii) Supplementary readers

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii) relate the passage to issues of national values in the passage e.g. discipline.	(iii) unfamiliar words in the passage and look for their meanings in the dictionary. Pupils relate the main ideas in the passage to national values.		
	(d) Writing: I.C.T	By the end of the lesson, pupils should be able to: (i) Write out important words from selected I.C.T materials (ii) Interpret and be able to produce words from I.C.T materials Use the words in a conversation	(i) Pupils, as a class, study a material to bring out words from the selected materials. (ii) Pupils, in small groups, read and reproduce words displayed on the selected I.C.T materials. (iii) Pupils, in pairs, use the words in dialogues.	(i) Collaboration and communication (ii) Leadership and personal development (ii) Critical thinking and problem solving	
12	Revision:	Revise	Use relevant teaching and learning materials.		
13	EXAMINATION				
14	EXAMINATION			Mar en 1	

Plan Lesson Note @CLASSBASIC.COM

Primary 3 Term 2



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES

PRIMARY THREE SECOND TERM

1411/6	TOPICS	LEARNING	RY THREE SECON	Western Company of the Company of th	
WKS	101100	OBJECTIVES	LEARNING	EMBEDDED	LEARNING
E."			ACTIVITIES	CORE SKILLS	RESOURCES
1	(a) : Oral comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage; (v) relate the passage to issues of national values e.g. discipline.	 i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs discuss supporting ideas from the passage using evidence from the passage. v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. vi. Pupils relate the main ideas in the passage to national values 	i. Collaboration and communication ii. Critical thinking and problem solving	i. Course book ii. Supplementary readers
	(b) Structure: Column	By the end of the lesson, pupils should be able to: (i) Read simple passages on the content column (ii) Re-write the passage into their notebook in their	(i) Each pupil listens to the teacher as he reads. (ii) Pupil, as class, reads the passage following the teacher's example. (iii) Pupils, as a class, identify difficult words in the passage and carefully observe the spacing	(i) Critical thinking and problem solving (ii) Collaboration and communicatio n (iii) Creativity and imagination	(i) Passages under content column (ii) Any other relevant reference materials

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		handwriting. (iii) Write clearly, observe the spacing between the letters in a word, and words in a sentence.	between letters in a word and words in a sentence. (iv) Pupils, as individuals, copy the passage into their writing exercise book.		31023
	(c) Vocabulary building (Teaching of new words)	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	(i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, identify new words in a given passage. (iii) Pupils, in pairs, study the passage in order to deduce contextual meanings of the unfamiliar words; (iv) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (v) Each pupil is guided to pronounce the new words by breaking the letters into sounds. (vi) Pupils, in pairs, use the new words in sentences.	(i) Communication n and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(d) Composition: How I spent my last holiday	By the end of this lesson pupils should be able to: (i) use simple sentence to discuss the narrative composition; (ii) write out points about how "I spent my last holiday"; (iii) write a composition on the given topic	(i) Pupils, as a class, examine the narrative composition provided (ii) Pupils, as a group, discuss their various last holiday experiences. (iii) Each pupil writes the composition on the given topic in his or her own words. (iv) Pupils visit the site below for further	(i) Creativity and imagination. (ii) Communicatio n and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy.	Audio Visual Resources (i) Charts on various holiday destinations. (ii) Videos: Web Resources https://m.youtube.com// watch?v=V-BnhRimxA

the given topic. below for further CLASSBASIC.COM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
2	(a) : Phonics- pronunciatio n of multi syllabic words (b) structure:	OBJECTIVES	studies: https://m.youtube.com / watch?v=V- BnhRjmxtA (i) Pupils, as a class, listen attentively as the teacher explains with examples four and five syllabic words. (ii) Pupils, in pairs, differentiate between four and five syllabic words with examples. (iii) Pupils, as individuals, identify and complete four and five syllabic words in sentences given. (i) Pupils, as a class,	CORES SKILLS	(i) Flash cards (ii) Sentence strips (iii) Course books (i) Selected
	Use of capital letter, punctuation marks in sentences	lesson, pupils should be able to: (i) describe "capital letters" or "higher cases"; (ii) apply 'capital letter' / "higher cases" correctly; (iii) use punctuation marks (e.g. comma, semi colon etc.) correctly in sentences.	study a given passage to identify punctuation marks and describe capital letters. (ii) Pupils, in small groups, apply capital letter in words and sentence. (iii) Pupils, in small groups, use capital letter and other punctuation marks in a given paragraph.	and communication	passages from course book (ii) Simple sentences (iii) Charts
207	(d)Vocabulary building (Teaching of new words)	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; recognize new words meanings; (ii) demonstrate the meaning of the new words;	(i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, identify new words in a given passage. (iii) Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words;	(i) Communication and (ii) Collaboration Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English (ii) Textbook. Flash cards on the new words. (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ix)use the new words in sentences.	(iv) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (v) Each pupil is guided to pronounce the new words by breaking the letters into sounds (vi) Pupils, in pairs, use the new words in sentences.		JOHOES
	(e) Oral and written comprehens ion disaster risk reduction	By the end of the lesson, pupils should be able to: (i) Answer questions on the main points in the story in their own words. (ii) Repeat the story in their own words (iii)Retell similar stories	(i) Pupils, as a class, listen to teacher as story is read. stressing important points with the correct intonation (ii) Pupils, in groups, studies the story to know the main points (iii)Pupils, in groups, provide a person each to represent each group, who will share a similar story with the class.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizens hip	(i) Course book (ii) Relevant pictures
	(f) Compositi on: How I spent my last holiday	By the end of this lesson pupils should be able to: (i) Use simple sentence to discuss the narrative composition (ii) Write out point on how "I spent my last holiday".	(i) Pupils, as a class, examine the narrative composition provided (ii) Pupils, as a group, discuss their various last holiday experiences. (iii) Each pupil write the composition on the given topic in his or her own	(i) Creativity and imagination. (ii) Communicati on and Collaboratio n. (iii) Critical thinking and problem solving. (iv) Digital literacy.	(i) Audio Visual Resources: Charts on various holiday destinations. (ii) Videos: Web Resources https://m.youtube.com/ watch?v=V-BnhRimxtA

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii) Write a composition on the given topic.	words. (iv) Pupils visit the site below for further studies: https://m.youtube	1991	KEGGINGE
			.com/ watch?v=V- BnhRjmxtA	1 27 27 1	
2.	Dictations for the Week	Learners are to be guided to: i.)learn the following words:	For home study, pupils, as individuals, i.) Look up the meanings, word	(i) Communication and Collaboration	(i) Hard copy dictionary (ii) Online dictionary
	gov.no	cabinet, caliber. Calling, capable, carpenter, captain, capture,	classes and pronunciation of the given words in a dictionary, and use	(ii) Leadership and Personal Development	
		caption, careful.	each word in, at least, a sentence.	2	
3	(a): Sounds /f/ and /v/	By the end of the lesson, pupils should be able to: (i) Pronounce the sounds; (ii) Compare the sounds; (iii) Identify the sounds in words (iv) Use the sounds for	(i) Pupils, as a class, repeat the sounds as they are pronounced on audio player; (ii) Pupils, in small groups, compare the two sounds pronunciation (iii) Pupils, in pairs, identify the sounds in the given words (iv) Pupils, in pairs, use the sounds in dialogues.	(i) Leadership and personal development. (ii) Collaboration and communication (iii) Critical thinking & problem solving.	(ii) Charts (ii) Pictures (iii) Audio player
	(b) Structure	dialogue By the end of the	(i) Pupils, as a class, read a given	(i) Leadership and personal	(i) Charts
€61		lesson, pupils should be able to: (i) Read simple passages and identify national values discussed on them. (ii) Write the	passage. (ii) Pupils ,in small groups, underline each sentence used in the passage; (iii) Pupils, as individual, copy the	development. (ii) Collaboration and communication (iii) Critical thinking & problem solving.	(iii) Course book (iii) Picture relevant with values to be taught (iv) Chalk board
		passage clearly and legibly in their	given passage correctly into their		

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		exercise book. (iii) Study and understand the spacing between letters in words and words in a	exercise book paying attention to application of spacing between letters and words as they write.	A la constitution of the second of the secon	052
	(c)Vocabulary building	By the end of the lesson, pupils should be able to: (i) (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv)use the new words in sentences.	(i) (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, identify new words in a given passage. (iii) Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words; (iv) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (v) Each pupil is guided to pronounce the new words by breaking the letters into sounds (vi) Pupils, in pairs, use the new words in sentences.	(i) Communication and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(d) Oral and written comprehensio n	By the end of the lesson, pupils should be able to: (i) read the passage fluently; (ii) explain the main ideas of the passage	(i) Pupils, as a class, are guided to read a given passage with correct intonation. (ii) Pupils, in small groups, study the story to identify the main points (iii) Pupils, in small groups, provide a ach to	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures

WKS	TOPICS	CANALIA		ENGLISH STUDIES		
VVICE		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING	
21470	used trafference (1)	(iii)answer questions on the main points in the story in their own words.	person e represent each group, who will share a similar story with the class.	OOKES SKILLS	RESOURCES	
	(e) Writing	By the end of the lesson, pupils should be able	(i) Pupils, as a class, explain their daily	(i) Communicati	(i) Course book	
	(f) Supplemen	to: (i) mention their daily activities (ii) differentiate between the use of present and past tenses (iii) Write three or four sentences on daily activities using present and past tenses.	activities. (ii) Each pupil generates examples of habitual activities. (iii) Each pupil writes down in their exercise books four-sample sentences (with two in the present and two in the past tense) on everyday activities they know.	on and collaboration (ii) Critical thinking and problem solving	(ii) Flip cards (iii) Relevant pictures that shows everyday activities.	
	(f) Supplemen tary Reading	By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	 i. Each pupil reads a recommended storybook /play/poem from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story, iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. 	(i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communicati on and collaboration	(i) Lagos State approved storybook/poem/pla y (ii) Any other relevant material	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
-			v. Each pupil discusses the lessons/values learnt from the story.		
4	(a) Structure: Use of punctuation marks and capital letters at the beginning and end of sentence.	By the end of the lesson, pupils should be able to: (i) understand that "capital letters" and "higher cases" mean the same	(i) Pupils as a class, read the examples given on the topic by the teacher. (ii) Each pupil at random, explain the usefulness of capital letter/higher cases and punctuation	(i)Collaboration and communication (ii)Critical thinking and problem solving (iii)Leadership	(i)Selected passages from course book (ii)Simple sentences (iii)Charts
	Sentence,	thing (ii) apply 'capital letter' / "higher cases" correctly. (iii) use punctuation marks (e.g. comma, semi colon etc.) correctly	marks in sentences, to the class.	and personal development	
	(b)Vocabulary building (Teaching of new words)	By the end of the lesson, pupils should be able to: i. Learn new words and pronounce them ii. Explain the meaning of unfamiliar words (iii) Use the new words in sentences	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary.	i. Communicati on and Collaboration ii. Critical thinking and problem solving. iii. Leadership and Personal Development.	i. Selected passage from the English Textbook. ii. Flash cards on the new words. iii. Oxford minidictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
MALE.		A stay on the subjects to the stay of the stay of the subjects to the stay of	v. Each pupil is guided to pronounce the new words by breaking the letters into sounds.		
			vi. Pupils, in pairs, use the new words in sentences.		
ě	(c) Oral and written comprehensio n	By the end of the lesson, pupils should be able to:	(i) Pupils, as a class, read a given passage in turns with the correct intonation.	(i) Collaboration and communicatio n (ii) Leadership	(i) Course book (ii) Relevant picture
		(i) read a given passage; (ii) deduce the main ideas	(ii) Pupils, in small groups, recite the given stories. (iii)Pupils, in small groups, identify	and personal development (iii)Critical thinking and problem	
- 1		from the story; (iii) answer questions on the main points	the values and lessons in the story. (iv)Pupils, in small	solving (iv)Citizenship	-
by g		in the story in their own words; (iv)retell similar stories.	groups, discuss the main ideas of the passage. (v) Each pupil discusses the main idea of the story. (vi)Each pupil uses evidence from the		
			passage to discuss the ideas that are used to support the main idea. (vii) Each pupil relates the ideas from the story to personal experiences. Pupils, in groups, provide a person each to represent each group, who will share a similar story with the		

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W	KS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(d) Writing: Writing three to four sentences on everyday activities.	By the end of the lesson, pupils should be able to: (i) write three or four sentences on daily activities using present and past tenses; (ii) understand the differences between the tenses employed (present and past tense).	(i) Pupils, as a class, recall the differences between present and past tense. (ii) Pupils, as individual, generate examples of habitual activities (iii)Each pupil writes down in their exercise books four-sample sentences (with two in the present and two in the past tense) on everyday activities they know.	(i) Communication and collaboration (ii) Critical thinking and problem solving	(ii) Course book (iii) Flip cards (iii) Relevant pictures that shows everyday activities.
	5	(a) Structure: application of punctuation	By the end of the lesson, pupils should be able to:	(i) Pupils, as a class, are guided to study the use of the	(i) Critical thinking and problem solving	(i) Selected passages from course book (ii) Sample sentences
		marks in reading and writing: Comma.	(i) identify the purpose and functions of comma in sentences. (ii) identify the correct uses of the comma in sentences; (iii) apply punctuation marks in reading and for listing a series of items respectively, and for separating items or clauses in sentences.	comma; (ii) Pupils in turns, are asked orally to give examples of simple sentences and apply appropriate punctuation marks. (iii) Each pupil is asked to write three sentences putting the correct punctuation marks in their notebook.	(ii) Communication and collaboration	showing the uses of punctuation marks.

	TOPICS	LEARNING	LEADAMA	ENGLISH STUDIES	
WKS		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
MATERIAL STATE OF THE STATE OF	Vocabulary building (Teaching of new words)	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meanings of unfamiliar words. iv. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words	(i) Communicati on and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	RESOURCES (i) Selected passage from the English Textbook; (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(b) Oral and	By the end of the	in sentences. (i) Pupils, as a class, listen to teacher	(i) Collaboration and	(i) Course book (ii) Relevant pictures
	written comprehensio n	lesson, pupils should be able to: (i) answer questions on the main points in the story in their own words; (ii) repeat the story in their own words; (iii) retell similar stories	as story is read stressing important points with the correct intonation. (ii) Pupils in groups studies the story to know the main points (iii) Pupils, in groups, provide a person each to represent each group, who will share a similar story with the class.	communication n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	

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4.1.5		1			ENGLISH STUDIES
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	RESOURCE
	(c) Structure:	By the end of the	(i) Each pupil listens	(i) Critical	17 d222000
	Spacing in	lesson, pupils	to teacher's	thinking and	
	letters	should be able to:	reading.	problem solving	I UID CULV OTDO
	and the state of		(ii) Pupils, as class, read the passage	(ii) Collaboration	reference materials
		(i) read simple	following teacher's	and	
	sa negr	passages on the content	example.	communicatio	1 .
		column;	(iii)Pupils, as a class,	n n	
		(ii) re-write the	identify difficult	(iii)Creativity and	
		passage into	words in the	imagination	
		their notebook	passage and carefully observe	121 (d	
		in their	the spacing	L WI	
	, .	handwriting; (iii)write clearly,	between letters in	F F F	
		observe the	a word and words	11 - 11 11	
		spacing	in a sentence.		
12	h 1	between the		riste.	
	3.0	letters in a	n "	7 Kg 1994	
	P 2 3	word, and	"		
		words in a			
	(e) Writing:	sentence. By the end of the	(i) Pupils, as a class,	(i) Personal	(i) Course book
	Describe your	lesson, pupils	identify some	development and	
	class teacher	should be able to:	attributive, descriptive	leadership.	(ii) Flip cards
	Class teacher	Official De diale	and qualitative		
,		(i) identify	adjectives.	(ii) Critical	
		appropriate		thinking and	
		adjective for	(ii) Pupils, in small	problem solving.	
		description	groups, are led to	(iii) Creativity and	
		(ii) complete a	study and complete a	imagination.	
	20.1	(ii) complete a guided essay on	guided essay on " My	inagination.	de s
et.	-0.01	'My class teacher'	class teacher".		- 10
		Wiy class leadilei	(iii) Each pupil writes		(*
		(iii) write five	on their class		
4		sentences to	teachers briefly.		
		describe their	1,000,000		
		class teacher	= 1		
		D. U I of the	(i) Durile es seless	(i) Critical	(i) Charts
6	a) Structure:	By the end of the	(i) Pupils, as a class, describe auxiliary	thinking	
	Use of	lesson, pupils should be able	verbs.	umking	(ii) Flash cards games.
	Auxiliary Verbs		(ii) Pupils, in small	(ii) Collaboration	
		to:	groups, are guided	and	
		(i) describe	to identify auxiliary	communicatio	
		auxiliary verbs;	verbs in sentences.	n	
		(ii) pick out	(iii)Each pupil forms	(iii) Leadership	
	-	auxiliary verbs in	simple sentences with the use of	and personnel	
		sentences;	auxiliary verbs.	development	
1			adminity voids.	-	

WKS	TOPICS	LEADMING			
lis =		OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
WKS	(b)Vocabulary building (Teaching of new words)	verbs in sentences. By the end of the lesson, pupils should be able to: i. identify new words and pronounce them; ii. recognize new words meanings; iii. demonstrate the meaning of the new	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words;		i. Selected passage from the English Textbook; ii. Flash cards on the new words. iii. Oxford minidictionary.
		words; iv. use the new words in sentences. v.	iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds vi. Pupils, in pairs, use the new words in sentences.		
	(c) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the story (ii) use evidence from the passage to discuss supporting ideas	Pupils, as individuals, read a given passage as guided by the	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii)identify values and lessons in given story; (iv)relate the ideas and values in the passage to personal experience	passage. iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. v. Pupils in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.		
	(d) writing: Handwriting	By the end of the lesson, pupils should be able to:	(i) Pupils, as a class, read the passage following teacher's examples.	(i) Critical thinking and problem solving	(i) Passages under content column (ii) Any other relevant reference materials
		(i) Read simple passages on the content column (ii) Re-write the passage into their notebook in their handwriting. (iii) Write clearly, observe the spacing between the letters in a word, and words in a sentence.	(ii) Pupils, as a class, identify difficult words in the passage and carefully observe the spacing between letters in a word and words in a sentence. (iii) Pupils, as individuals copy the passage into their writing exercise book.	(ii) Collaboration and communication (iii) Creativity and imagination	
		By the end of the lesson, pupils should be able to: (i) Share with other pupils the story read; (ii) Discuss lessons learnt from the book; (iii) Relate events in the story to their personal lives.	Each pupil read a recommended storybook/play/poe m from Lagos State approved book list.	(i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communicati on and collaboration	(i) Lagos State approved storybook/poem/pla y (ii) Any other relevant material

WKS	TOPICS	LLARINING I FARME				
7	I. Mid-term	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES	
317	tests J. Open day K. Mid-term break L. Homework				NEGOGNOES	
8	(a): Pronunciation of consonants and consonants clusters	By the end of the lesson pupils should be able to: (i) Pronounce consonants sounds in isolations in words and in sentences correctly. (ii) Distinguish between words in each pair in isolation and in sentence context (iii) Produce consonant clusters correctly.	(i) Pupils, as a class, watch the teacher write the words and the sounds on the board and demonstrates correct articulation of sounds. (ii) Pupils, as a class, reproduce the sounds after the teacher who guides them in their area of problems with sound. (iii) Each pupil practice the correct pronunciation of words/sounds in sentence context.	(i) Collaboration and communication (ii) Personal development and leadership	(ii) Objects (iii) Pictures of objects (iii) Flash cards (iv) Wall charts (v) Course book (vi) Flannel board	
	(d) Structure: Making simple statements and responding to simple command	By the end of the lesson, pupils should be able to: (i) produce simple statement correctly with the appropriate stress and intonation (ii) respond to simple commands appropriately (iii) use appropriate intonation for command and response	(i) Pupils, as a class, listen to teacher's statements and commands. (ii) Pupils, as a class, repeat the statements after the teacher and respond to given commands correctly. (iii) Each pupil writes simple sentences with the appropriate stress and intonation.	(i) Communication and collaboration (ii) Leadership and personal development (iii) critical thinking &problem solving	(i) Flash cards (ii) Course book (iii) Flannel board	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(c)Vocabulary building (Teaching of new words)	By the end of the lesson, pupils should be able to: i. Identify new words and pronounce them ii. Explain the meaning of unfamiliar words iii. Use the new words in sentences	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, in pairs, study the passage in order to identify contextual meaning of the unfamiliar words. iii. Each pupil uses the new words in sentences.	i. Communicatio n and Collaboration ii. Critical thinking and problem solving. iii.Leadership and Personal Development.	from the English Textbook; ii. Flash cards on the new words. iii.Oxford mini- dictionary.
	(d) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the story (ii) use evidence from the story to discuss supporting ideas (iii) identify values and lessons in given stories; (iv) relate the ideas and values in the story to personal experience	 i. Pupils, as individuals, read a given story as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the story. iii. Each pupil analyses the purpose of the story. iv. Pupils, in pairs, discuss supporting ideas from the story using evidence from the story. v. Pupils, in pairs, point out unfamiliar words in the story and look for their meanings in the dictionary. vi. Pupils relate the main ideas in the story to national values. 	(i) Collaboratio n and communicati on (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(ii) Course book (iii) Relevant picture
	(e) Writing: Composition on what I do on Sundays.	By the end of the lesson, pupils should be able to: (i) Use simple sentence to discuss a narrative composition	(i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, in small groups, discuss on "What I do on Sundays".	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book

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gger over 1 green to en green to en green to en	(ii) Write out points on "what I do on Sundays" (iii) Write a composition on the given topic	(iii)Each pupil writes the composition on the given topic in his or her own words.		gartin with an interest of the second
Pronun ciation of pure vowels and diphtho ngs e.g. /ie/ here /ea/ hare	lesson, pupils should be able to: (i) Make monophthongs and diphthongs correctly (ii) Differentiate between pure vowel sounds and diphthongs by pronouncing them correctly in words and sentence context (iii) Give examples of pure vowel sounds	(i) Pupils, as a class, observe the teacher demonstrates and pronounces the words or show objects or their pictures while repeating the words correctly. (ii) Pupils, as a class, mimic the teacher with permission. (iii) Each pupil writes down five words dictated by the teacher.	(i) Critical thinking and problem solving (ii) Collaboration and communicatio n (iii)Leadership and personal development	(i) Relevant pictures of objects (ii) Flash cards (iii) Course book (iv) Web resources: http://www.differenceb e tween .com/difference- between-vowels-and- vs-diphthongs/
re: Use of regular and irregul ar	By the end of this lesson, pupils should be able to: (i) recognize regular and irregular plurals; (ii) apply regular and irregular plurals to simple sentences; (iii)give examples of regular and irregular plurals and use them in simple sentences.	(i) Pupils watch and carefully study the teacher as the correct use of regular and irregular plurals in sentences and speeches are presented to them (ii) Pupils, in pairs, examine the difference between regular and irregular plurals and orally give examples (iii) Pupils, in small groups, present speeches that contains both	(i) Critical thinking and problem solving (ii) Collaboration and communicatio n (iii)Leadership and personal development	(ii) Real objects (iii) Pictures of objects (iii) Charts (iv) Flash cards
	Pronun ciation of pure vowels and diphtho ngs e.g. /ie/ here /ea/ hare (b) Structu re: Use of regular and irregul ar plurals in speaki ng and	(iii) Write a composition on the given topic a): Pronun ciation of pure vowels and diphthongs e.g. /ie/ here /ea/ hare (i) Make monophthongs and diphthongs correctly (ii) Differentiate between pure vowel sounds and diphthongs by pronouncing them correctly in words and sentence context (iii) Give examples of pure vowel sounds and diphthongs (b) Structu re: Use of regular and irregular and irregular plurals in speaki ng and writing (ii) apply regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals and use them in	(iii) Write a composition on the given topic a): Pronun ciation of pure vowels and diphthongs e.g. /ie/ here /ea/ hare (ii) Make monophthongs and diphthongs correctly (ii) Differentiate between pure vowel sounds and diphthongs by pronouncing them correctly in words and sentence context (iii) Give examples of pure vowel sounds and diphthongs (b) Structu re: Use of regular and irregular and irregular and irregular and irregular and irregular and irregular plurals in speaki ng and writing (ii) recognize regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals and use them in simple sentences. (iii) give examples of regular and irregular plurals in sentences and speeches are presented to them (ii) Pupils, in pairs, examine the difference between regular and irregular plurals and orally give examples (iii) Pupils, in small groups, present speeches that	(iii)Write a composition on the given topic approach to the given topic approach to the given topic to the given topic and the given topic and diphthongs and diphthongs e.g. /ie/ here /ea/ hare (i) Make monophthongs and diphthongs correctly (ii) Differentiate between pure vowel sounds and diphthongs by pronouncing them correctly in words and sentence context (iii)Give examples of pure vowel sounds and diphthongs By the end of the lesson, pupils, as a class, observe the teacher demonstrates and problem solving (ii) Collaboration and communication opicts or their pictures while repeating the words correctly. (iii) Pupils, as a class, observe the teacher solving (iii) Collaboration and communication opicts or their pictures while repeating the words correctly. (iii) Pupils, as a class, observe the teacher solving (iii) Collaboration and communication opicts or their pictures while repeating the words correctly. (iii) Pupils, as a class, observe the teacher solving (iii) Collaboration and communication opicts or their pictures while repeating the words correctly. (iii) Pupils watch and carefully study the teacher as the correct use of regular and irregular plurals in sentences and speeches are presented to them (iii) pupils, in pairs, examine the difference between regular and irregular plurals and orally give examples (iii) Pupils, in small groups, present speeches that contains both regular and communication and development

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(c)Vocabul ary building (Teaching of new words)	By the end of the lesson, pupils should be able to: i. identify new words and pronounce them; ii. recognize new words meanings; iii. demonstrate the meaning of the new words; iv. use the new words in sentences. v.	 i. Pupils, as a class, identify new words in a given passage. ii. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. iii. Each pupil is guided to pronounce the new words by breaking the letters into sounds. iv. Pupils, in pairs, use the new words in sentences. 	i. Communicati on and Collaboration ii. Critical thinking and problem solving. iii. Leadership and Personal Development.	i. Selected passage from the English Textbook; ii. Flash cards on the new words. iii. Oxford minidictionary.
	(b) Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage; (v) relate the passage to issues of national values in the passage e.g. discipline.	 i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups discuss, the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. 	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures
			vi. Pupils relate the main ideas in the passage to national values.		

WKS TO	OPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(e) Wi Comp n on v do on Sunda	ositio le syhat I says.	By the end of the esson, pupils should be able o: i) Use simple sentence to discuss a narrative composition (ii) Write out points on "what I do on Sundays" (iii) Write a composition on the given topic.	 (i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, as a group, discuss on "What I do on Sundays" (iii) Each pupil writes the composition on the given topic in his or her own words. 	 (i) Creativity and imagination. (ii) Communicati on and Collaboratio n. (iii) Critical thinking and problem solving. 	(i) Course book
10 (a) :	continu eation of rowels and diphtho	the given topic By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives. By the end of the lesson, pupils should be able to: (i) make vowel sounds and diphthongs correctly; (ii) differentiate between vowels and diphthongs by pronouncing them correctly in words and sentence context; (iii) give examples of vowel and diphthong.	i. Each pupil reads a recommended storybook/play/po em from Lagos State approved book list i. Each pupil discusses the main idea of the story. i. Pupils, in small groups, share information from the story. (i) Pupils, as a class, observe the teacher demonstrates and pronounce the words or show objects or their pictures while repeating the words correctly (ii) Pupils, as a class, mimic the teacher with permission (iii) Each pupil writes down five words dictated by the teacher For further studies visit the site below: http://www.difference bet	(i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communicati on and collaboration (i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Leadership and personal development (iv) Digital literacy	(i) Lagos State approved storybook/poem/pla y (ii) Any other relevant material (ii) Relevant pictures of objects (iii) Flash cards (iii) Course book (iv) Web resources: http://www.differenceb etween .com/difference- between-vowels-and- vs-diphthongs/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
			ween.com/difference- between-vowels-and- vs-diphthongs/		
	(b) Structure: Use of regular and irregular verbs in speaking and writing	lesson, pupils should be able to: (i) recognize regular and irregular plurals; (ii) apply regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals and irregular plurals and use them in simple sentences.	(i) Pupils, as a class, watch and carefully study the teacher as the correct use of regular and irregular plurals in sentences and speeches are presented to them. (ii) Pupils, in pairs, examine the difference between regular and irregular plurals and orally give examples. (iii) Pupils, in small groups, present speeches that contains both regular and irregular plurals	(i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Leadership and personal development	(ii) Real objects (iii) Pictures of objects (iii) Charts (iv) Flash cards (iv) Selected passage
	y building	By the end of the lesson pupils should be able to: (i) learn and pronounce new words. (ii) identify unfamiliar words and determine their meanings. (iii) use the new words in speaking and writings.	 (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings. 	 (i) Communication and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development. 	from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini- dictionary.
X	d) Oral and written comprehe nsion	By the end of the lesson, pupils should be able to: (i) answer questions on the main points in the story in their own words;	 (i) Pupils, as a class, listen to teacher as the story is read stressing important points with the correct intonation. (ii) Pupils in groups studies the story 	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem	(i) Course book (ii) Relevant pictures

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	LEARNING
		OBJECTIVES	ACTIVITIES	CORES SKILLS	RESOURCES
		(ii) repeat the story in their own words; (iii) retell similar stories.	to know the main points (iii) Pupils, in small groups, provide a person each to represent each group, who will share a similar story with the class.	solving (iv) Citizenship	
	(e) Writing : compo sition on my best friend	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points on "my best friend"; (iii) write a composition on the given topic.	 (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, as a group, discuss on "My best friend". (iii) Each pupil writes the composition on the given topic in his or her own words. 	(i) Creativity and imagination. (ii) Communicatio n and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book
	Dictations for the Week	Learners are to be guided to: i.)learn the following words: element, engaged, enhance, essence, evening, evident, exactly, examine, example, excited.	For home study, pupils, as individuals, i.) look up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and Collaboration (ii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
Y	(a) Structur e (regular and irregular plural)	By the end of this lesson, pupils should be able to: (i) recognize regular and irregular plurals; (ii) apply regular and irregular plurals to simple sentences; (iii) give examples of regular and irregular plurals and use them in simple	(i) Pupils watch and carefully study the teacher as the correct use of regular and irregular plurals in sentences and speeches that are presented to them. (ii) Pupils, in pairs, examine the difference between regular and irregular plurals and orally give examples.	(i) Critical thinking and problem solving (ii) Collaboration and communicatio n (iii) Leadership and personal development	(ii) Real objects (iii) Pictures of objects (iii) Charts (iv) Flash cards

NKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		sentences.	(iii)Pupils, in small groups, present speeches that contains both regular and irregular plurals.		
D) Vocabula ry building	By the end of the lesson pupils should be able to: (i) learn and pronounce new words; (ii) identify unfamiliar words and determine their meanings; (iii) use the new words in speaking and writings	Pupils in small groups read and analyze the selected passage. Pupils as a class study the passage in order to identify and produce new words and give their meanings. Pupils, in pairs, use the words in sentences	 (i) Communicati on and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development. 	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(c) Oral and written compr ehensi on	writings. By the end of the lesson, pupils should be able to: (i) answer questions on the main points in the story in their own words; (ii) repeat the story in their own words; (iii) retell similar stories.	(i) Pupils, as a class, listen to teacher as story is read stressing important points with the correct intonation. (ii) Pupils, in small groups, studies the story to know the main points. (iii) Pupils, in small groups, provide a person each to represent each group, who will share a similar story with the	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant picture
	(d) Writing: composi tion about 'myself"	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition;	class. (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, as a group, discuss about the topic "Myself". (iii) Each pupil writes the composition	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) write out points about "Myself"; (iii)write a composition on the given topic.	on the given topic in his or her own words.		
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION	- 5			
14	EXAMINATION	-70. MI			1 1 1 1 1 1 1 1

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Primary 3Term 3 LAGOS STATE GOVERNMENT



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES PRIMARY THREE TERM TERM

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	LEARNING
		OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
1	(a) Structure :usingpast continuous tensein sentence	By the end of the lesson, pupils should be able to: (i) recognize past continuous tense in sentences; (ii) create sentences with past continuous tense.	(i) Pupils, as a class, watch and listens, as the teach explains past continuous tense with some given examples E.g. "she was going to the market when she saw the masquerade" (ii) Each pupil pick out past continuous tense from list of sentences on the board (iii) Pupils, in pairs, form sentences with the past continuous tense.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Supplementary materials (iii) Charts
	(b)Vocabul ary building	By the end of the lesson pupils should be able to: (i) learn and pronounce new words. (ii) identify unfamiliar words and determine their meanings. (iii) use the new words in speaking and writings.	(i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings. (iii) Each pupil uses the words in sentences.	(i) Communicati on and Collaboration . (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development .	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	LEARNING
		OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
				OOKE SKILLS	RESOURCES
	(c)Oral and	By the end of the	(i) Pupils, as a class,	(i) Collaboration	(iii) Course book
	written	lesson, pupils	read the passage	and	(iv)Relevant pictures
	comprehen	should be able to:	with the correct intonation.	communicatio	
	sion	(i) Read the	(ii) Pupils, in small	n (ii) Leadership	
		(i) Read the passage;	groups, provide a	and personal	
		(ii) Repeat the story	person each to	development	
		in their own	represent each	(iii) Critical	
		words	group, who will	thinking and	No. of the last of
		(iii) Draw out the	share a similar	problem	
		main points from	story with the class.	solving	24770.2
		the passage	(iii) Pupils, in small	(iv)Citizenship	1
16		(iv) Answer questions on the passage	groups, study the	- 1 - 1	200
	and the second	on the passage	story to know the	12	
===	10		main points	i ii jiijiii	
	2 100	- <u>-</u>	(iv)Each pupil	den i	. 0123
			answers		301
	<u></u>		questions on the passage.	1	## A
	72	A			A. F. Viend
	(d) Writing:	By the end of this	(i) Pupils, as a class,	(i) Creativity and imagination.	Audio Visual
	composition	lesson pupils should	examine the narrative	(ii) Communicatio	Resources
	on (how I	be able to:	composition	n and	(i) Charts on various
	spent my	(i) use simple	provided	Collaboration.	holiday
	last holiday)	(i) use simple sentence to	(ii) Pupils, as a group,	(iii) Critical	destinations.
		discuss the	discuss their last	thinking and	(ii) Videos: Web Resources
		narrative	holiday experience.	problem solving.	https://m.youtube.co
		composition	(iii) Each pupil writes the composition on	(iv) Digital literacy.	m/
	4	(ii) write out point on	the given topic in	(,	watch?v=V-
		how "I spent my last holiday".	his or her own		BnhRjmxtA
		(iii) Write compositions	words.		Dimigniza
		on the given topic.	Pupils visit the site	4	1000
	1 - 120	100	below for further		(M)
	113		studies:	1 5 2	A STATE OF THE STA
		The same of the sa	https://m.youtube.co		22
	1 100	101	m/ watch?v=V-	E -	
			BnhRjmxtA	The same of the same of the same of	
				m oisation	(i) Hard copy
	Dictations	Learners are to be	For home study,	(i) Communication	dictionary
	for the	guided to:	pupils, as individuals,	and Collaboration	dictionally
	Week		i.) look up the	(ii) Leadership	(ii) Online dictionary
		i.)learn the following	meanings, word	and Personal	
		words: fiction, filling,	classes and	Development	
		finding, fitness,	pronunciation of the		
		forever, fortune,	given words in a		
		founder, freedom	givon moras and		

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	ENGLISH STUDI
	, ,	OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
			dictionary, and use each word in, at least, a sentence.		
2	(a) Structure: Expressing future actions in a negative form (E.g. we will not be going to church next Sunday)	By the end of the lesson, pupils should be able to: (i) explain the future tense; (ii) produce correct sentences in the simple future tense; (iii) answer correctly to interrogative sentences using contracted forms of "will" and "shall".	(i) Pupils, as a class, pay attention as the teacher explains and demonstrates what future action is (ii) Each pupil answers question asked by the teacher on interrogative sentences using contracted form of "will" and "shall". (iii) Pupils, in pairs, ask and answer interrogative sentences among themselves under the supervision of	(i) Communication and collaboration (ii) Critical thinking and problem solving (iii) Creativity and imagination	(ii) Course book (iii) Other supplementary resources like newspapers or magazines.
	(b) Vocab ulary buildin g	By the end of the lesson pupils should be able to: (i) learn and pronounce new words; (ii)identify unfamiliar words and determine their meanings; (iii) use the new words in speaking and writings.	the teacher. (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings. (iii) Each pupil uses the words in sentences.	(i) Communication and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING	LEADAUN		ENGLISH STUDIES
	. 111	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE ONLY	LEARNING
	(c) Oral and written compre hensio n	By the end of the lesson, pupils should be able to: (i) read the passage and repeat the story in their own words; (ii) retell similar stories; (iii) answer questions on the main points in the story in their own words.	(i) Pupils, as a class, listen to teacher as story is read stressing important points with the correct intonation (ii) Pupils, in groups, study the story to know the main points. (iii) Pupils, in small groups, answer the questions and provide a person each to represent each group, who will share a similar	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	RESOURCES (i) Course book (ii) Relevant pictures
	(d) Writing: composi tion on (how I spent my last holiday)	By the end of this lesson pupils should be able to: (i) use simple sentence to discuss the narrative composition; (ii) write out point on how "I spent my last holiday"; (iii) write a composition on the given topic.	story with the class. (i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, in small groups, discuss their last holiday experiences. (iii) Each pupil writes the composition on the given topic in his or her own words. (iv) Pupils visit the site below for further studies: https://m.youtube.com/ watch?v=V-BnhRjmxtA	(i) Creativity and imagination. (ii) Communication n and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy.	Audio Visual Resources (i) Charts on various holiday destinations. (ii) Videos: Web Resources https://m.youtube.co m/ watch?v=V- BnhRjmxtA
	e) Dictations for the Week	Learners are to be guided to: i.)learn the following words: forward, further, gateway, salary, general, genetics, genius, gigabit, greater, hungry, hanging, heading, healthy.	For home study, pupils, as individuals, i.) look up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and Collaboration (ii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary

1411/0	TODIOO	LEARNING	LEARNING	EMBEDDED	LEARNING
WKS	TOPICS	OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
3	(a) Structure: Expressing future actions in the negative form	By the end of the lesson, pupils should be able to: (i) identify modal verbs for future; (ii) produce correct sentences in the simple future tense; (iii) answer correctly to interrogative sentences using contracted forms of "will" and "shall".	(i) Pupils, as a class, pay attention as the teacher explains what future action is. (ii) Each pupil answer question asked by the teacher on interrogative sentences using contracted form of "will" and "shall". (iii) Pupils, in pairs, ask and answer interrogative sentences among themselves under the supervision of the teacher.	(i) Communication n and collaboration (ii) Critical thinking and problem solving (iii) Creativity and imagination	(i) Sentence strips (ii) Course book (iii) Other supplementary resources like newspapers or magazines.
	(b) Vocabulary building	By the end of the lesson pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	i. Pupils, as a class, identify new words in a given passage. ii. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. iii. Each pupil is guided to pronounce the new words by breaking the letters into sounds iv. Pupils, in pairs, use the new words in sentences.	(i) Communication n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadersh ip and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED	LEARNING
		5 "	MOTIVITES	CORE SKILLS	RESOURCES
	(c) Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the poem (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given poems; (iv) relate the ideas and values in the passage to personal experience.	 Pupils, as individuals, read a given passage as guided by the teacher. Pupils, in small groups, discuss the main idea of the passage. Each pupil analyses the purpose of the passage. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. Pupils, relate the main ideas in the passage to national values. 	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures
	(d) Writing: What I would like to be in future	By the end of this lesson pupils should be able to: (i) use simple sentences to discuss the narrative composition; (ii) write out points on "What I would like to be in future; (iii) write a composition on the given topic.	(i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, as a group, discuss what they would like to be in future. (iii) Each pupil writes the composition on the given topic in his or her own words.	(iv) Digital literacy.	Audio Visual Resources (i) Charts on various holida destinations. (ii) Videos: Web resources: https://www.though o.com/names-of- profess ions-and-jobs- 4051527

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e)Supplem entary Reading	By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	Each pupil reads a recommended storybook/play/poe m from Lagos State approved book list. i. Each pupil discusses the main idea of the story. ii. Pupils, in small groups, share information from the story, v. Pupils, in pairs, establish relationships between ideas using evidence from the passage v. Each pupil discusses the lessons/values learnt from the story.	(i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communication and collaboration	(i) Lagos State approved storybook/poem/p ay (ii) Any other relevant material
4	(a) Structure: Using past continuous tense in sentence.	By the end of the lesson, pupils should be able to: (i) explain past continuous tense; (ii) recognize past continuous tense in sentences; (iii) create sentences with past continuous tense.	(i) Pupils, as a class, are guided to explain the past continuous tense with some given examples e.g. "She was going to the market when she saw the masquerade". (ii) Each pupil picks out thepast continuous tense from list of sentences on the board.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Supplementary materials (iii) Charts

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			(iii) Pupils, in pairs, form sentences with the past continuous tense		
	(b) Vocabulary building	By the end of the lesson pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words; iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words in sentences.	(i) Communication n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(c) Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the poem (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given poems; (iv) relate the ideas and values in the passage to personal experience	 i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. 	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. v. Pupils, in		
	A 22 - 27 - 2		pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.	AL APPENDENCE (S	
			vi. Pupils relate the main ideas in the passage to national values.		
	(d)Writing: Compositio n about "My Mother"	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points about "my mother"; (iii) write a composition on the given topic.	(i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, as a group, discuss about the topic "Myself". (iii) Each pupil writes the composition on the given topic in his or her own words.	(i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving.	
5	(a) Structu re: Present perfect ("ed" and "en") ending s	By the end of the lesson, pupils should be able to: (i) identify the present perfect tense using 'ed' and 'en' ending; (ii) express appropriate use of the present perfect with 'ed' and 'en' endings respectively;	 (i) Pupils, as a class, examine the teachers explanations and examples in order to understand the points of emphasis. (ii) Pupils, in small group, form the present perfect tense, with 'ed' and 'en' endings. (iii) Pupils, in pairs, use the present 	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Chalk board (ii) Course book (iii) Supplementary materials

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Vocabu lary building	(iii) use the present perfect tense in sentences. By the end of the lesson pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	perfect tense in sentences. i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. (i) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (ii) Each pupil is guided to pronounce the new words by breaking the letters into sounds. (iii) Pupils, in pairs, use the new words in sentences.	(i) Communication and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(c) Oral and written compre hensio n	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the passage (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given passages; (iv) relate the ideas and values in the passage to	 i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs, discuss supporting ideas from the passage. 	(i) Collaboration and communication n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		personal experience	using evidence from the passage. v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. vi. Pupils, relate the main ideas in the passage to national values.		
	(d) Writing: Compo sition about 'Myself	By the end of the lesson, pupils should be able to: i. use simple sentences to discuss a descriptive composition; ii. write out points about "Myself"; iii. write a composition on the given topic.	(i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, in groups, discuss about the topic "Myself". (iii) Each pupil writes the composition given in simple sentences.	(i) Creativity and imagination. (ii) Communication n and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book
	(a) Structure: Using past continuous tense in sentence. (cont.)	By the end of the lesson, pupils should	(i) Pupils brainstorm about how they express an action that was in progress in the past to formulate the meaning of the past continuous tense. (ii) Pupils, as a class, identify past continuous tense in a paragraph. (iii) Pupils, in small groups, distinguish past continuous from present continuous tense. (iv) Pupils, in pairs, form sentences with past continuous tense.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Supplementary materials (iii) Charts

UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS (PRY 1-3)

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Reading: Oral	By the end of the lesson pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words in sentences. i. Pupils, as individuals, read a	(i) Communication and Collaboration . (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development .	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	and written compre hensio n	(iii) identify values and lessons in given passages; iv) relate the ideas and values in the passage to personal experience	individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. v. Pupils, in pairs, point out unfamiliar words in the	and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(II) Relevant pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			passage and look for their meanings in the dictionary vi. Pupils relate the main ideas in the passage to national values.		\$50 days \$
	(d) Writing: Composition on "My classroo m	By the end of this lesson pupils should be able to: (i) use simple sentence to discuss the descriptive composition; (ii) write out point on "my classroom"; (iii) write a composition on the given topic.	(i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, in small groups, discuss on the topic "my classroom". (iii) Each pupil writes the composition on the given topic in his or her own words.	(i) Creativity and imagination. (ii) Communicat ion and Collaboratio n. (iii) Critical thinking and problem solving.	Audio Visual Resources (i) Course book
	(e) Supplementary Reading	By the end of the lesson, pupils should be able to: (i) Share with other pupils the story read; (ii) Discuss lessons learnt from the book; (iii) Relate events in the story to their personal lives.	i. Each pupil reads a recommended storybook/play/po em from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story, iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. v. Each pupil discusses the lessons/values learnt from the	(i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communicati on and collaboration	(i) Lagos State approved storybook/poem play (ii) Any other relevant materia

TOPICS	LEARNING Objectives	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING
A. Mid- term tests B. Open day C. Mid- term break D. Home work (a): Present	By the end of the lesson, pupils	(i) Pupils, as a class,	(i) Leadership	(i) Course book
perfect with "since" and "for"	should be able to: (i) recall present perfect tense; (ii) identify present perfect with 'since' and 'for'; (iii) express correct use of present perfect with 'since' and 'for'.	listen as teacher explains the correct use of present, perfect sentence with 'since' and 'for'. (ii) Pupils as individuals, take turns to give examples on the use of present perfect with 'since' and 'for'. (iii) Pupils write down various sentences that express the use of present perfect with 'since' and 'for'.	and personal development (ii)Critical thinking and problem solving	(iii) Charts (iii) Other relevant materials
(b) Vocabul ary building	By the end of the lesson pupils should be able to: (i) read a passage to identify and pronounce new words; (ii)deduce meaning of the unfamiliar words contextually from the passage; (iii) use the new words in speaking and writings.	(i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, identify new words in a given passage. (iii) Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. (iv) Pupils, in small groups, are guided to look for meaning of the selected new	(i) Communication n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words (iii) Oxford minidictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			words from the dictionary. (v) Each pupil is guided to pronounce the new words by breaking the letters into sounds. (vi) Pupils, in pairs, use the new words in sentences.		
	© Reading: Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the passage; (ii) use evidence from the passage to discuss supporting ideas; (iii) identify values and lessons in given passages; (iv) relate the ideas and values in the passage to personal experience.	i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. vi. Pupils relate the main ideas in the passage to national values.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures
	(d)Writing: Compositio n on 'my classroom'	By the end of this lesson pupils should be able to:	(i) Pupils, as a class, examine the descriptive composition provided	(i) Creativity and imagination. (ii) Communication and Collaboration.	Audio Visual Resources (i) Course book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	ENGLISH STUDIES LEARNING RESOURCES
		(i) use simple sentence to discuss the descriptive composition; (ii) write out point on "My classroom"; (iii) write a composition on the given topic.	(ii) Pupils, as a group, discuss on the topic "My classroom". (iii)Each pupil writes the composition on the given topic in his or her own words.	(iii)Critical thinking and problem solving.	
9	the given topic. (a) Structu re: Interrog ation with respon se using present perfect (i) identify interrogative statements; (ii) construct preser perfect tense in question forms; (iii) supply appropriate responses to such question	lesson, pupils should be able to: (i) identify interrogative statements; (ii) construct present perfect tense in question forms; (iii) supply appropriate responses to such question forms orally and	(i) Pupils, as a class, repeat the statements after the teacher using the present, perfect tense. (ii) Each pupil forms interrogative statements in conversations using the present perfect tense. (iii) Pupils, in pairs, change selected statements by the teacher into questions following the teacher example e.g. Interrogation: Have you finished your homework? Response: No, I have not.	(i) Leadership and personal development (ii) Collabora tion and communication (iii) Critical thinking and problem solving	(ii) Course book (iii) Charts (iii) Supplementary materials
	(b) Vocabulary building (Teaching of new words)	lesson, pupils	i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words.	(i) Communication n and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook; (ii) Flash cards on the new words. (iii) Oxford minidictionary.

WKS TOPIC	S LEARNING	LEARNING	EMBEDDED	LEARNING
	OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
		iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words in sentences.		
(c) Read g: Or and writte comphens n	lesson, pupils should be able to: (i) discuss the main	(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage using evidence from the passage. (v) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. (vi) Pupils relate the main ideas in the passage to national values.	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures

WKS	TOPICS	LEADNING	ENGLISH STUDIES			
MV9	Talk Fra	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES	
	(d) Writing: Compo sition about 'A dog'		 (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, in small groups, discuss about the topic "a dog" (iii) Each pupil writes the composition on the given topic in his or her own words. 	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book	
	(e)Sup plemen tary Readin g	by the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives.	i. Each pupil reads a recommended storybook/play/po em from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story. iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. v. Each pupil discusses the lessons/values learnt from the	(i) Critical thinking and problem solving (ii) Leadersh ip and personal development (iii) Communi cation and collaboration	(i) Lagos State approved storybook/poem/pl ay (ii) Any other relevant material	
10 (re: Present perfect tense and Past	By the end of the lesson, pupils should be able to: (i) Recall present perfect tenses and past perfect tense (ii) Express correct use of present perfect tense and past perfect tense	(i) Pupils, as a class, are led to recall present perfect tense and past perfect tense. (ii) Each pupil takes turns to give examples on the use of present perfect tense and past perfect tense and	(i) Leadership and personal development (ii)Critical thinking and problem solving	(i) Course book (ii) Charts (iii) Other relevant materials	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		(iii) Differentiate between present perfect tense and past perfect tense.	(iii) Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples.		
	(b) Vocabu lary building		i. Pupils, in small groups, read and analyze the selected passage. ii. Pupils, as a class, identify new words in a given passage. iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words; v. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds vi. Pupils, in pairs, use the new words in sentences.	(i) Communication n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford minidictionary.
	(c) Reading: Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) read a given passage; (ii) repeat the story in their own words; (iii) answer questions on the main points in the story in their own words.	(i) Pupils, as a class, are guided to read a selected passage with the correct intonation. (ii) Pupils, in groups, study the story to identify themain points. (iii) Pupils, in pairs, answer questions on the given passage.	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(iii) Course book (iv) Relevant pictures

ENGLISH STUDIES

WKS	TOPICS	LEARNING	150		ENGLISH STUDIE
	(d)\\/sitim =:	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED	LEARNING
11	(d)Writing: Compositi on about "my father" (a) Structure: Present perfect tense and Past perfect tense	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points about ""my father"; (iii) write a composition on the given topic. By the end of the lesson, pupils should be able to: (i)recall the meaning present perfect tenses and past perfect tense; and past perfect tense and past perfect tense and past perfect tense.	(i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, as a group, discuss about the topic "my father"" (iii) Each pupil writes the composition on the given topic in his or her own words. i. Pupils brainstorm on a way to express when an action that has already happened to formulate the meaning of the perfect tense. ii. Pupils, in small groups, analyse expressions with actions that were concluded in the past and those that are concluded in the present to differentiate between present and past perfect tenses. iii. Pupils, as a class, are led to recall the uses present perfect tense and past perfect tense.	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving. (i) Leadership and personal development (ii) Critical thinking and problem solving	RESOURCES (i) Course book (ii) Charts (iii) Other relevant materials

WKS	TOPICS	LEARNING OBJECTIVES		LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING
		OBJECTIVES	-	ACTIVITIES	CORE SKILLS	RESOURCES
			V.	Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples.		
	(b)Vocabul ary building	By the end of the lesson pupils should be able to: (i) Read a passage (ii) Identify and pronounce unfamiliar words (iii) Derive the meaning of unfamiliar words contextually. (iv) Use the new words in speaking and writings.	i. ii. v. vi. vii.	Pupils, in small groups, read and analyze the selected passage. Pupils, as a class, identify new words in a given passage. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. Each pupil is guided to pronounce the new words by breaking the letters into sounds. Pupils, in pairs, use the new words in sentences. Pupils in pairs dramatise the meaning of the new words.	(i) Communicati on and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from th English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini- dictionary.

MATHEMATICS ENGLISH STUDIES

WKS	TOPICS	LEARNING	LEARNING	EMBEDDED	LEARNING RESOURCES
_	12.7	OBJECTIVES	ACTIVITIES	CORE SKILLS	
	(c) Reading: Oral and written comprehen sion	By the end of the lesson, pupils should be able to: (i) discuss the main idea of the passage (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given passage s; (iv) relate the ideas and values in the passage to personal experience	i. Pupils, in small groups, recite the given passage. ii. Pupils, in small groups, identify the values and lessons in the passage. iii. Pupils, in small groups, discuss the main ideas of the passage. iv. Each pupil discusses the main idea of the passage. (v) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea.	(i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(ii) Course book (iii) Relevant pictures
	(d)Writing: Compositio n about ' What I do	By the end of the lesson, pupils should be able to:	(vi) Each pupil relates the ideas from the passage to personal experiences. (i) Pupils, as a class, examine the descriptive composition provided	(i) Creativity and imagination. (ii) Communicatio n and Collaboration;	I Course book
	every day'	(i) use simple sentence to discuss a descriptive composition; (ii) write out points about "What I do Everyday" (iii) write a composition on the given topic	(ii) Pupils, in small groups, discuss about the topic ""What I do Every day"" (iii) Each pupil writes the composition on the given topic in his or her own words.	(iii) Critical thinking and problem solving.	

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES	
12	Revision:	Revise Use relevant teaching and learning materials			0.00	
13	EXAMINAT ION				THE STREET	
14	EXAMINAT ION		7	A. S.		

ACHIEVEMENT STANDARDS

At the end of the session, Students should be able to;

- i. describe English sounds and pronounce English words accurately;
- ii. summarize any given comprehension passage;
- iii. use capital letter correctly, while writing
- iv. write clearly and observe the spacing between the letters;
- v. respond to simple command;
- vi. read fluently;
- vii. increase their vocabulary capacity;
- viii. produce 4 and 5 syllable words.

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