



LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION

English Studies
for
Primary 1 - Primary 3



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

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PRIMARY 1-3

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Term 1 Primary 1
LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS

ENGLISH STUDIES
PRIMARY ONE FIRST TERM

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|---|--|---|
| 1 | 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.google.com/a/zahraa.tzafonet.org.il/mou-minh/list-of-animals-sounds http://study.com/academy/lesson/animal-sounds-lessons-plan-for-elementary-school.html |
| | Structure: Simple greetings and commands i. Greetings at home and at school ii. 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; iii. 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. iii. 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.com/index.html |

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| | | 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 comprehension 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. iv. Each pupil answers questions orally and in written form on the story. v. Pupils, in pairs, role-play the tortoise and the dog | 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 |
| | 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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| | 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. | | 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, /əu/ 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.thoughtco.com/sounds-in-english-language-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, as a 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.youtube.com/watch?v=jXTwQh-P12U |
| | Reading: Picture reading e.g. Who is this? This is my mother | 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; iii. answer questions on the pictures. | 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. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. course book ii. Relevant Pictures of objects iii. Picture books WEB RESOURCES www.education.com |

| 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. 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. | 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. Communication collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture books iv. Dictionaries WEB RESOURCES www.readingrocket.org |
| | Writing: Writing of alphabet (cont'd) | By the end of the lesson, pupils should be able to i. match the upper case letters to the lower case letters; ii. write the alphabet in upper case and lower case; iii. write words or sentences in upper case and the lower case in different situations. | i. Pupils, in pairs, match the uppercase to the lowercase. ii. Each pupil writes the alphabet in upper case and lower case. iii. Pupils are guided, in small groups, to produce words or sentences with lower and upper case. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination | AUDIO VISUAL RESOURCES 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 | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | 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. | by blending letter sounds. ii. Pupils are guided, in small groups, to identify words that end with the same sounds. iii. Pupils, as a class, listen to sentences and clap to each syllable in a word (e.g. Mas-ter, ri-ver) syllables in speech iv. Pupils, in pairs, recite poems rhythmically. | imagination iii. Critical thinking and problem solving | ii. Audio Tape iii. Tape Recorder iv. Listening Game WEB RESOURCES www.english-for-students.com/One-Syllable-Words.html |
| | 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 | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Objects in classroom ii. and compound iii. Chart/flash cards iv. Picture books WEB RESOURCES https://dictionary.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 collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Classroom/ school compound ii. Flash books iii. Pictures |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | ii. construct sentences with the words. | the words in sentences. | | iv. Dictionaries WEB RESOURCES www.myenglisheacher.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 and collaboration ii. Critical thinking and problem solving iii. Leadership and Personal Development | AUDIO VISUAL RESOURCES i. Chart/flash containing pictures ii. Real object WEB RESOURCES https://www.readingrockets.org/strategies/descriptive-writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2 |
| | 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. | 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 iii. Critical thinking and problem 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 CORES SKILLS | LEARNING RESOURCES |
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| | rhyming word families | <p>lesson, the pupils should be able to:</p> <ol style="list-style-type: none"> recite/sing rhymes and songs from the; identify letter sounds in songs and rhymes; recognize rhyming words from given word sets; build rhyming word families. | <p>sing songs and recite rhymes after an audio player.</p> <ol style="list-style-type: none"> Pupils are guided, in small groups, reproduce sounds of rhyming words in songs and rhymes. Each pupil matches rhyming words to given words. Pupils, in pairs, build families of words that rhyme. | <p>and collaboration</p> <ol style="list-style-type: none"> Leadership and personal development Critical thinking and problem solving | <p>RESOURCES</p> <ol style="list-style-type: none"> Charts Picture books with rhymes and songs Flash cards Tape recorder <p>WEB RESOURCES https://youtu.be/ao dF3P7DENM</p> |
| | Vocabulary: Naming of objects in the kitchen e.g. Cup, spoon etc.. | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify objects in the kitchen; name objects in the kitchen; write the names of the object in the kitchen and their uses. | <ol style="list-style-type: none"> Pupils, as a class, name objects in the kitchen. Pupils, in small groups, identify objects in the kitchen. Pupils, in pairs, write the names of objects in the kitchen and their uses. Pupils, in pairs, role-play the use of objects in the kitchen. | <ul style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving | <p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> School Kitchen Pictures containing objects in the kitchen Flash card containing objects in the kitchen <p>WEB RESOURCES www.esolcourses.com/content/topics/home/kitchen/kitchen-vocabulary.html</p> |
| | Reading: Pictorial reading: Passage about objects on the road. | <p>By the end of the lesson the pupils should be able to:</p> <ol style="list-style-type: none"> deduce the main idea of the passage; analyse the purpose of the | <ol style="list-style-type: none"> Pupils, as individuals, read a given passage as guided by the teacher. Pupils in small groups discuss the main idea of | <ol style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving Creativity and imagination | <p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Traffic Sign objects Pictures containing objects |

| ENGLISH STUDIES | | | | | |
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| | | <p>passage.</p> <p>iii. use evidence from the passage to explain supporting ideas;</p> <p>iv. explain meaning of unfamiliar words in the passage;</p> <p>relate the passage to their everyday activities.</p> | <p>the passage.</p> <p>iii. Each pupil analyses the purpose of the passage.</p> <p>iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>Pupils relate the main ideas in the passage to their everyday activities.</p> | | <p>on the road</p> <p>WEB RESOURCES</p> <p>www.safetysign.com/help/h97/traffic-signs-and-their-meaning</p> |
| | <p>Structure: Action verbs on the uses of objects in the kitchen e.g. Knife is used for <u>cutting</u></p> | <p>By the end of the lesson, pupils should be able to:</p> <p>i. identify objects in the kitchen;</p> <p>ii. list action verbs associated with the uses of objects in kitchen; e.g. sieving, frying, boiling, cutting;</p> <p>iii. Construct sentences with the action verbs.</p> | <p>v. Pupils, as a class, mention some objects that can be found in the kitchens.</p> <p>vi. Pupils are guided, in small groups, to list action verbs for the objects and demonstrate the actions.</p> <p>vii. Pupils, in pairs, use the action verbs in sentences.</p> <p>iii. Pupils in pairs dramatise the action verbs.</p> | <p>iii. Communication and collaboration</p> <p>iv. Critical thinking and problem solving</p> | <p>AUDIO VISUAL RESOURCES</p> <p>i. Chart containing names of objects used in the kitchen</p> <p>WEB RESOURCES</p> <p>http://youtu.be/Fcc0gqrVr-U</p> |
| | <p>Writing: Writing of first alphabet or letter of all the objects mentioned for the week e.g. Knife, cup.</p> | <p>By the end of the lesson pupils should be able to:</p> <p>i. write the first letter of all the objects mentioned for</p> | <p>i. Pupils are guided, in small groups, to write objects in the kitchen, mentioned for the week alphabetically.</p> | <p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p> | <p>AUDIO VISUAL RESOURCES</p> <p>i. Pictures containing objects in the kitchen</p> <p>ii. Flash cards containing objects in the kitchen and</p> |

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

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | and figures correctly. | matches figures with words. Visit the website: https://pin.it/6xzTFa8 | | WEB RESOURCES: https://www.wikihow.com/write-numbers-in-words?amp=i https://www.helpingwithmeth.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 use of 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.readingrockets.org/article/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. | i. Pupils, as a class, produce two letter words. i. Pupils, in pairs, identify two letter words in sentences. i. Each pupil identifies two letter words in an essay. | i. Communication and collaboration i. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Flash cards of two letter words i. Sample of Composition on 'Our House' WEB RESOURCES https://youtu.be/wGyZNdQfWig https://youtu.be/wqyzndqfwig |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|--|--|
| 6 | 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 vowel sounds. | i. Pupils, as a class, listen to the pronunciation of sounds on the audio player and repeat the sounds afterwards. ii. Pupils, in pairs, identify the sounds in given words, matching sounds with words. iii. Each pupil produces more examples of words containing the learned sounds. https://youtu.be/69dwhug2f7s | 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/69DwHUgf7s |
| | 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 '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. | i. Pupils, as a class, are guided to distinguish article "a" from "an". ii. Pupils are guided, in small groups, to identify objects that use articles 'a' or 'an'. iii. Each pupil makes sentences using objects with articles 'a' or 'an'. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES: i. Real objects ii. Pictures iii. Recommended textbook WEB RESOURCES https://busyteacher.org/16028-definite-indefinite-article-confusion-3-rules.html https://youtu.be/-zZau_dttRY |
| | Vocabulary: | By the end of the | i. Each pupil spells | i. Communication | AUDIO VISUAL |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|---|
| | new words | <p>lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. spell and pronounce words correctly; ii. identify words in a sentence; iii. form sentences with the new words. | <ul style="list-style-type: none"> i. 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. | <ul style="list-style-type: none"> i. and collaboration ii. Critical thinking and problem solving iii. leadership and personal development | <p>RESOURCES:</p> <ul style="list-style-type: none"> i. Charts containing the words ii. Dictionaries <p>WEB RESOURCES</p> |
| | Reading: Pictorial reading of Objects that start with "an" | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) identify objects that use 'an'; ii) differentiate objects that use 'an' from other objects; iii) construct sentences with "an". | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development | <p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> i. Real objects ii. Pictures iii. Toys <p>WEB RESOURCES https://youtu.be/zZau_dttRY</p> |
| | Writing: Describe animals (Animals of three letter words). | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. pronounce and spell words of three letters; ii. list animals containing three letter words; iii. describe any of these animals. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development | <p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> i. Flash cards containing three letter words recommended text <p>WEB RESOURCES https://www.thefreedictionary.com/2-letter-words.htm</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|---|--|--|
| | | | | | https://www.thefreedictionary.com/2-letter-words.htm https://youtu.be/ZDeLdFmVUPI |
| | Supplementary 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. | 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 WEB RESOURCES |
| 7 | Midterm Test and Midterm Break | | | | |
| 8 | Phonics: Blending sounds of letters to form words e.g. /v/- an (to form VAN; or /c/ - an (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. | i. Communication 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 ii. 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 |
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| | | <p>sentence that is talking about male or female;</p> <p>iii. use the right words for the right gender in sentences.</p> | <p>sentences that are talking about males and the ones talking about females.</p> <p>iii. Each pupil use words for male or female in their sentences.</p> <p>iv. Pupils, in small groups, role-play to describe their classmates using the appropriate gender.</p> | | |
| | Vocabulary: New words | <p>By the end of the lesson pupils should be able to:</p> <p>i. explain meaning of new words;</p> <p>ii. use new vocabulary and grammatical constructions in an speech;</p> <p>iii. construct sentences with new words.</p> | <p>i. Pupils, in pairs, find out meanings of words in a dictionary</p> <p>ii. Pupils are guided, in small groups, to participate in dialogues using new words contextually.</p> <p>iii. Pupils, in pairs, dramatise the meaning of new words.</p> <p>iv. Pupils, as a class, use new words in different sentences correctly.</p> | <p>i. Communication and collaboration</p> <p>ii. Leadership and personal development</p> <p>iii. Critical thinking and problem solving</p> | <p>AUDIO VISUAL RESOURCES</p> <p>i. Storybooks</p> <p>ii. Textbooks</p> <p>iii. Picture books</p> <p>iv. Word cards</p> <p>v. Dictionaries</p> <p>WEB RESOURCES</p> |
| | Reading: Reading column of introduction by picture | <p>By the end of the lesson pupils should be able to:</p> <p>i. interpret the pictures;</p> <p>ii. read to compare the pictures with the passage;</p> | <p>i. Pupils are guided, in small groups, to explain who are being introduced in the pictures.</p> <p>ii. Pupils relate the message with the pictures.</p> | <p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p> <p>iii. Creativity and imagination</p> | <p>AUDIO VISUAL RESOURCES</p> <p>i. Storybooks</p> <p>ii. Text books</p> <p>iii. Picture books</p> <p>iv. Word cards</p> <p>WEB</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | 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 | AUDIO VISUAL RESOURCES i. Real objects ii. Picture books iii. Charts WEB RESOURCES: https://youtu.be/ZL74q/BAPEk |
| | Supplementary 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. | 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 /ɑ:/ and /a/ sound correctly; | i. Pupils, as a class, listen and repeat after their teacher as he pronounces names of objects with /ɑ:/ 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|---|
| | | ii) give examples of names of objects with /ɑ:/ 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. iv. Pupils, in pairs, identify new words with the sounds/ɑ:/ and /æ/. | development | course book WEB RESOURCES: https://youtu.be/69DwHUg2f7s |
| | 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.anglomaniacy.pl/expressions-32-command-lesson.htm |
| | 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; ii. answer questions such as who is this? What is his name? iii. identify persons in pictures. | i. Pupils, in small groups, identify persons in pictures. ii. Pupils are guided, in small groups, to describe persons in picture. iii. Pupils, in pairs, answer questions from picture reading of introduction of persons. iv. Pupils, in pairs, describe the persons identified in the pictures. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture books WEB RESOURCES |

| WKS | 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; ii. mention objects with four letter words; iii. construct sentences to describe the objects. | i. Pupils are guided, in small groups, to identify, spell and pronounce four letter words correctly. ii. Pupils, in pairs, mention objects with four letter words. iii. Each pupil describes objects with four letter words. | i. Communication 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/Y4mmUVC7B4 |
| 10 | Phonics: Identification / pronunciation of names of objects such as: /ʌ/ - cup; hut /a/ - pack | By the end of the lesson, pupils should be able to: i. pronounce names of objects with /ʌ/ or /a/ correctly; ii. identify names of objects with /ʌ/ and /a/ sounds; iii. writes names of objects with /ʌ/ and /a/ 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 | AUDIO VISUAL RESOURCES i. Flash cards ii. Course book iii. Sound charts and flash cards iv. Wall chart containing /ʌ/ and name of objects and /a/ and names of objects v. Course book WEB RESOURCES https://youtu.be/69DwHUg2f7s |
| | 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 | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Pictures books ii. Textbooks iii. Relevant pictures of persons WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|--|--|--|
| | | iii. answer questions about from picture reading. | picture reading. | | |
| | 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.anglomaniacy.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 five 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/Y4mmUVC7B4 |
| | 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | content-specific text correctly; iii. use new vocabulary and in own speech. | iii. Each pupil uses the new words in own sentences. iv. Pupils in pairs dramatise the meaning of the new words. | | iv. Dictionaries WEB RESOURCES https://aacliteracy.psu.edu/index.php/page/show/id/6/index.html |
| 11 | Phonics: Identification / Pronunciation of names of objects such as i. /ʌ/ - cup; hut ii. /a/ - park | By the end of the lesson, pupils should be able to: i. pronounce names of objects with /ʌ/ or /a/ sounds in them easily; ii. identify names of objects with /ʌ/ or /a/ in them; iii. spell names of objects with /ʌ/ or /a/ in them correctly. | i. Each pupil pronounces names of objects with /ʌ/ or /a/ sounds in them. ii. Pupils in small groups identify names of objects with /ʌ/ and /a/ sounds in them from list of names of objects. iii. Each pupil spell names of objects with /ʌ/ or /a/ sounds in them. iv. Pupils, in pairs, identify new words from their surroundings with /ʌ/ and /a/ sounds and differentiate them according to their sounds. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Chart/flash cards containing names of objects with /ʌ/ and /a/ sounds ii. chart containing vowel sounds iii. Course book. |
| 12 | Revision | | | | |
| 13 | EXAMINATION | | | | |



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

Term 2 Primary 1

ENGLISH STUDIES PRIMARY ONE SECOND TERM

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|--|---|---|
| 1 | 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 RESOURCES i. Charts ii. Audio player iii. Pronouncing Dictionary by Daniel Jones WEB RESOURCES |
| | 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 RESOURCES 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 | By the end of the lesson, pupils should be able to: i. spell the selected new words; ii. pronounce the words correctly; iii. explain the meaning of the words; iv. construct simple sentences with the new 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.readingrockets.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/y4mmUVC7B4 |
| 2 | Phonics: Pronunciation : [1, j. k. L] | By the end of the lesson, pupils should be able to: i. pronounce the sounds /l/-l:/ correctly; | i. Each pupil spell and pronounce /l/-l/ 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 |
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| | | ii. identify and pronounce words starting with sounds /l/ to // 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/KDDEye5tujl |
| | 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.egggradients.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 |

CLASSBASIC.COM

| WKS | TOPICS | LEARNING 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 |
| | 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 | AUDIO VISUAL RESOURCES i. Flash cards of three letter words i. Charts of common three letter words i. Class text WEB RESOURCES https://cleverlearner.com/letter-sounds/three-letter-words-preschool-activity-worksheets.html |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| 3 | 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 | AUDIO VISUAL RESOURCES i. Flash cards ii. Real objects iii. Pictures shows objects and number WEB RESOURCES https://www.twinkl.com.ng/resource-year1/number-number-andplace-value/KSI-maths-identify-and-represent-numbers |
| | Vocabulary: New words | By the end of the lesson, pupils should be able to: i. pronounce the new words correctly; ii. | 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. iv. 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 |
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| | Comprehension: Explain simple written instructions | By the end of the lesson, pupils should be able: i. explain simple written instructions; ii. recognize main ideas drawn from looking at pictures, illustrations etc. iii. make predictions based on information in texts; iv. answer questions on the selected passage. | i. Each pupil explains in their own words the instructions and messages in the text. ii. Make and justify 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. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Pupils Text books ii. Charts iii. Graphs 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.theschoolrun.com/what-are-singular-and-plural |

| 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.g. .bottle, laptop, shorts, etc.) iii. Pupils, in pairs, use the object names in sentences of a dialogue. | 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/y4mmUVC7B4 |
| | Supplementary 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. | 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 WEB RESOURCES |
| 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 |
|-----|--|--|--|---|--|
| | | 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. iv. Pupils, in pairs, differentiate between different words of the same sounds. | | <u>english-pronunciation-exercise</u> |
| | 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. | 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.familytrendpoems.com/poems/children/school |

| 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. | 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.familytrendpoems.com/poems/children/school |

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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | Writing: Introducing and describing objects with six letter words 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.) 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 six letter words WEB RESOURCES https://youtu.be/y4mmUVC7B4 |
| 5 | Phonics: Pronunciation practice | By the end of this lesson, pupils should be able to i. recognize the sounds of each letter in a word; ii. blend sounds together to form words; iii. pronounce words correctly when using them in different sentences; | i. Pupils follow the example of a model to pronounce each letter in a word. ii. Pupils are guided to blend the letter sounds to pronounce in words. iii. Pupils, in pairs, use the pronounced in sentences. iv. Each pupil identifies the sounds and pronounced words in sentences. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Word cards ii. Pupils textbooks WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | 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 ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Real objects ii. Pictures of objects iii. Course books WEB RESOURCES |
| | 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. | i. Communication 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: 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 |
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| | | 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://skillsforaction.com/handwriting/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. | i. Communication and collaboration ii. Critical thinking and problem solving | 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/KDOEYe5tujl |

| 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 |
| | 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. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | 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 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 explains information gained from the passage. iii. Each pupil answers questions from the text and their teacher. | 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|---|--|
| | 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/ 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/SW2KZki-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. ii. Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. iii. 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 | | | | |

| 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 |
| | 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. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | 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 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 explains information gained from the passage. iii. Each pupil answers questions from the text and their teacher. | 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|---|--|
| | 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/ 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/SW2KZki-eaA |
| | Supplement any 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. ii. Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. iii. 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 | | | | |

| 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. pronounce q-t words; ii. pronounce 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. Communication and collaboration ii. Critical thinking and problem solving Digital Literacy | AUDIO VISUAL RESOURCES i. Charts/flash cards containing letters of alphabet and sounds ii. Pupils' text books WEB RESOURCES https://youtu.be/AlMrS6KC000 |
| | 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|---|---|---|
| | <u>Writing:</u> 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; II. list objects starting with f, l, j in upper and lower case beside each other. Fan, Jeep,; II. describe any of the object. | I. Pupils, as a class, list letters f-j. II. Pupils, as individuals, write letters f-j in upper and lower cases. II. Pupils, in pairs, describe an object. | I. Critical thinking and problem solving II. Communication and collaboration | AUDIO VISUAL RESOURCES I. Charts/ flash cards containing letters F-J WEB RESOURCES http://youtu.be/SW2KZKieaA |
| | 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. Communication and collaboration v. Critical thinking and problem solving vi. Citizenship | Recommended story book. |
| 9 | <u>Phonics:</u> 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/DEWZY16fuc |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|--|---|---|
| | <u>Vocabulary:</u> New words | By the end of the lesson, pupils should be able to; i. identify new words; ii. explain the meaning of the given new words; iii. use new words in own speech. | i. Pupils, as a class, listen as the teacher pronounces new words. ii. Each pupil pronounces the new words correctly. iii. Pupils, in small groups, discuss the meaning of new words. iv. Each pupil uses new words in their own speeches. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development | AUDIO VISUAL RESOURCES i. Chart/ flash cards ii. Pupils text books iii. Chart containing new words iv. Dictionaries WEB RESOURCES |
| | <u>Reading:</u> Answering oral and written questions | By the end of the lesson pupils should be able to: i. read a passage; ii. discuss the main ideas of the selected passage; iii. answer oral and written questions correctly. | i. Pupils, as a class, are guided to read a passage. ii. Pupils, in small groups, discuss the main ideas derived from the passage. iii. Each pupil answers oral and written questions on the passage read. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Picture books WEB RESOURCES |
| | <u>Writing:</u> Letters K, L, M, O | By the end of the lesson, pupils should be able to: i. write letter k-o correctly; ii. identify letters k-o upper and lower cases iii. mention objects names started with letters k-o; iv. describe the objects. | i. Pupils, in small groups, identify letter K-O in a chart containing all the letters of the alphabet. ii. Each pupil writes letters K-O in upper and lower case. iii. Pupils pair up to mention objects with letters K-O. iv. Each pupil describe the objects. | i. Critical thinking and problem solving ii. Communication and collaboration | AUDIO VISUAL RESOURCES i. Chart/ flash card containing all the letters of the alphabet ii. Chart/ flash card containing alphabet K-O iii. Writing books WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| 10 | <u>Phonics:</u> 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 comparisons based on the attribute, for example, longer/shorter; v. use direct comparison whenever possible. | 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 groups, compare different objects or themselves using the appropriate attributes longer/shorter, taller/shorter. | 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.cambridge.org/amp/british-grammar/measurement |
| | <u>Structure:</u> 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.com/full-stop/ |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|---|---|---|
| | <u>Vocabulary:</u> New words | By the end of the lesson, pupils should be able to: i. identify new words; ii. say the meaning of 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 words iii. Each pupil uses new words in their speech. | 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 |
| | <u>Reading:</u> Answering oral and written questions | 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 | <u>Phonics:</u> Talking about length: The use of fat/thin, wide/thin | By the end of the lesson, pupils should be able to: i. indicate length of objects; ii. compare length of objects using words such as fat, thin etc. iii. 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. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Pupils text book ii. Charts/ flashcards iii. Picture books WEB RESOURCES http://dictionary.cambridge.org/amp/british-grammar/measurement |
| | <u>Phonics:</u> Fluency reading: | By the end of the lesson, pupils should be able to: i. read stories fluently; ii. discuss main ideas of the stories orally; iii. answer oral questions that would be asked based on the stories read. | i. Pupils, as a class, are guided to read stories. ii. Pupils, in small groups, share the lessons from the stories. iii. Each pupil answers questions on the stories orally. | i. Communication collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCES i. Story books ii. Pupil's textbooks iii. Library WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|---|--|--|
| | 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 prepositions used in sentences. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO 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 |
| | Comprehension: 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. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination | AUDIO VISUAL RESOURCES i. Pupils textbooks ii. Story books WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|---|---|---|
| | <u>Writing:</u> 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 upper and lower case of letters p and w; iii. use the letters for objects; iv. describe the objects. | i. Pupils in small group identify letter P-W. ii. Each pupil writes upper and lower case of letters P-W. iii. Pupils pair up to use the letters for objects. iv. Each pupil describes objects. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Alphabet chart ii. Flash cards iii. Writing books WEB RESOURCES www.learngrammar.net/english-grammar/preposition |
| 12 | Revision: | Revise | Use relevant teaching and learning materials | | |
| 13 | EXAMINATION | | | | |
| 14 | EXAMINATION | | | | |

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ENGLISH STUDIES
PRIMARY ONE THIRD TERM

Primary 1 Term 3

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| 1 | Phonics: Production of basic sounds in given words correctly e.g. /a/, /b/, /d/ | 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, role-play 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 |

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

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--------|---|--|--|--------------------|
| | | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> presents letters using the correct sequence of strokes and curves right from the start; recognize the strokes and curves that make up a letter; use stroke and curves to form Alphabet. | <ol style="list-style-type: none"> Pupils, as a class, watch teacher make strokes and curves on the board. Each pupil reproduces the strokes the teacher made on the board. Each pupil forms letters using strokes and curves. | <ol style="list-style-type: none"> Critical thinking and problem solving Creativity and imagination | |
| | | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> pronounce sounds / u, v, w / correctly; contrast letter u, v, w and sounds /u, v, w/; identify u, v, w, sounds in a word. <p>By the end of the lesson, Pupils should be able to:</p> <ol style="list-style-type: none"> listen to songs and rhymes attentively; sing songs taught; recite rhymes. | <ol style="list-style-type: none"> Pupils, as a class, pronounce sounds/u, v, w/. Pupils are guided, in small groups, to compare the letters u, v, w and sounds /u, v, w/. Each pupil identifies u, v, w, in words. Pupils, as a class, listen attentively and recite while teacher recites rhymes. Pupils, in small groups, sing songs taught. Pupils, in small groups, recite rhymes alone sounding words clearly. | <ol style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving Communication and collaboration Critical thinking and problem 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. IV. Pupils, in pairs, role-play meaning of new words. | I. Communication and collaboration II. Critical thinking and problem solving | |
| | 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; II. reproduce sounds made by animals; | I. Pupils are guided, in small groups, identify the sounds of the various animals as listed by the teacher. II. Each pupil pronounces the various sounds. | I. Communication and collaboration II. Critical thinking and problem solving | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|--------------------|
| | | III. differentiate between animal sounds and human speech; V. construct sentences with the sounds e.g. 'The dog barks'. | III. Pupils, in pair, distinguish human speech from animal sounds. V. Pupils are guided, in small groups, use the sounds in sentences. | | |
| | 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. II. 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 | |
| | Phonics: Expressing gratitude and farewell | By the end of the lesson, pupils should be able to: I. express gratitude through play role; II. express | I. Pupils, in pairs, role-play characters expressing gratitude. II. Pupils, in pairs, role-play characters expressing farewell | I. Communication and collaboration II. Creativity and imagination II. 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. | | |
| | 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. II. Pupils, in pairs, model giving and obeying commands. V. Pupils, in small groups, discuss the differences in the tones of greeting and commands. | I. Creativity and imagination II. Communication and collaboration II. Critical thinking and problem solving | |
| | 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; II. make correct sentences to demonstrate habitual actions in the simple present tense; III. consider the differences in singular and | I. Pupils, as a class, listen to the teacher's explanation of habitual action in the simple present tense. II. Each pupil makes sentences to exemplify habitual actions in the simple present tense. III. Pupils, in groups, use plural nouns/ verbs in | I. Communication and collaboration II. Critical thinking and problem solving | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|---|--------------------|
| | | plural subject-predicate. | sentences. | | |
| | 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; III. use the new words in new sentences. | I. Pupils, as a class, listen while the teachers pronounce the new words. II. Pupils, as a class, participate in word drill to get the spelling of the new words. III. Pupils, in small groups, discuss the meanings of the new words. IV. Each pupil uses the new words in new sentences. | I. Communication and collaboration II. Critical thinking and problem solving III. Citizenship | |
| | 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; iii.sing another related song. | 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, role-play characters demonstrate habitual action song. | I. Communication and collaboration II. Critical thinking III. Creativity and imagination | |
| | Writing: Writing of words that begin with u, v, w. | By the end of the lesson, pupils should be able to: I. pronounce words that begin with u, v, w correctly; II. write words that begin with u, v, | I. Pupils, as a class, 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. | I. Communication and collaboration 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. | | |
| | Supplementary 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 | |
| 4 | Phonics: Pronunciation practice e.g. 'the' i.e. /θ/ 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/; II. give examples of words with the sounds. | I. Pupils, as a class, listen and repeat after the teacher as he pronounces /θ/ and /t/ sounds. II. Pupil, as individuals, differentiate between / θ/ and /t/ in words. II. Each pupil gives examples of words with / θ/ and /t/ Visit this site: https://youtu.be/n19BL4AB5YO | I. Communication and collaboration II. Critical thinking III. 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/n19BL4AB5YO |

| 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.englishclub.com/grammar/verbs-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... ii. clearly pronounce names of persons identified; iii. explain meanings of new words; iv. 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. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination | AUDIO VISUAL RESOURCES i. Charts containing new words ii. Pupils text books iii. Dictionaries WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|---|---|---|
| | Readings: Days of the week | 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 week correctly; II. use the days in sentences. | 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. II. Each pupil uses days of the week in sentences. | I. Communication and collaboration II. Critical thinking II. Creativity and imagination | AUDIO VISUAL RESOURCES I. Flash cards II. Pupils text books II. A calendar containing days of the week WEB RESOURCES https://www.lingokids.com/english-for-kids/days-of-the-week |
| | 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 pupil forms 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. /θ/ and "t" i.e. /t/ as "thank"/"tank" | By the end of the lesson, pupils should be able to: i. pronounce sounds /θ/ and /t/ correctly; ii. identify /θ/ 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/2KaKSFYH3E |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|--|---|--|
| | | iv. give more examples of words with the sounds. | iv. Pupils sort a list of words and differentiate them into words with /θ/ and /t/ sounds. v. Pupils, in pairs, give more examples of words with the sounds. | | |
| | 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 pronouns or adjective); 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 |
| | 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 | LEARNING RESOURCES |
|-----|--------------------------------------|--|---|---|---|
| | 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 | AUDIO VISUAL RESOURCES i. Charts ii. Flash cards iii. Course text WEB RESOURCES |
| | 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 makes sentences using continuous actions. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Course text ii. Picture books iii. Charts containing words that depict continuous actions WEB RESOURCES |
| | 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 | AUDIO VISUAL RESOURCES i. Flash cards containing sounds 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 | AUDIO VISUAL RESOURCES 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 iii. 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 RESOURCES |
|-----|---|--|---|---|---|
| | | 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 | WEB RESOURCES |
| | 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/ab7sl7slePM4re . | 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/ab7slePM4re |
| | 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". | i. Critical thinking and problem solving ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCE i. Course books ii. Charts containing letters of the alphabet iii. Recommended text books iv. Writing books WEB RESOURCES |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|---|---|---|
| | Supplementary 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. |
| 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 and answers. | 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 iii. Real objects iv. Audio-visual materials WEB RESOURCES |
| | Structure: Expressing past actions | By the end of the lesson pupils should be able to: i. differentiate between present actions and past actions; | i. Pupils, as a class, are guided to differentiate between present and past actions. ii. Each pupil identifies verbs that show past | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCE i. Charts/Flash cards ii. Recommended text books iii. Picture books |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|----------------------------------|--|--|---|---|
| | | 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/LHxeyaPDOE |
| | 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 |
| | Supplementary 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 teacher 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/TycNottVnPQ |

| 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. 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.tameri.com/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; ii. explain why some things 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. 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. | i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship | AUDIO VISUAL RESOURCE i. Real objects ii. Charts/Flash Cards iii. Course books iv. Pictures WEB RESOURCES |
| | Vocabulary: New Words | By the end of the lesson, pupils should be able to: i. pronounce new words correctly; ii. spell new words correctly; iii. use new words on own speech. | i. Pupils, as a class, repeat after the teacher as he pronounces the words. ii. Each pupil spells the words. iii. Each pupil uses new words in own sentences. | i. Communication and collaboration ii. Critical thinking | AUDIO VISUAL RESOURCE i. Course books ii. Charts iii. Flash Cards iv. 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; | 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | iii. apply the objects to real life. | iii. Each pupil explains what they understand after reading the labels and relate the objects to real life. | | WEB RESOURCES |
| | 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 in sentences. | 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/ |
| 11 | 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 cannot eat them. | 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 RESOURCES |

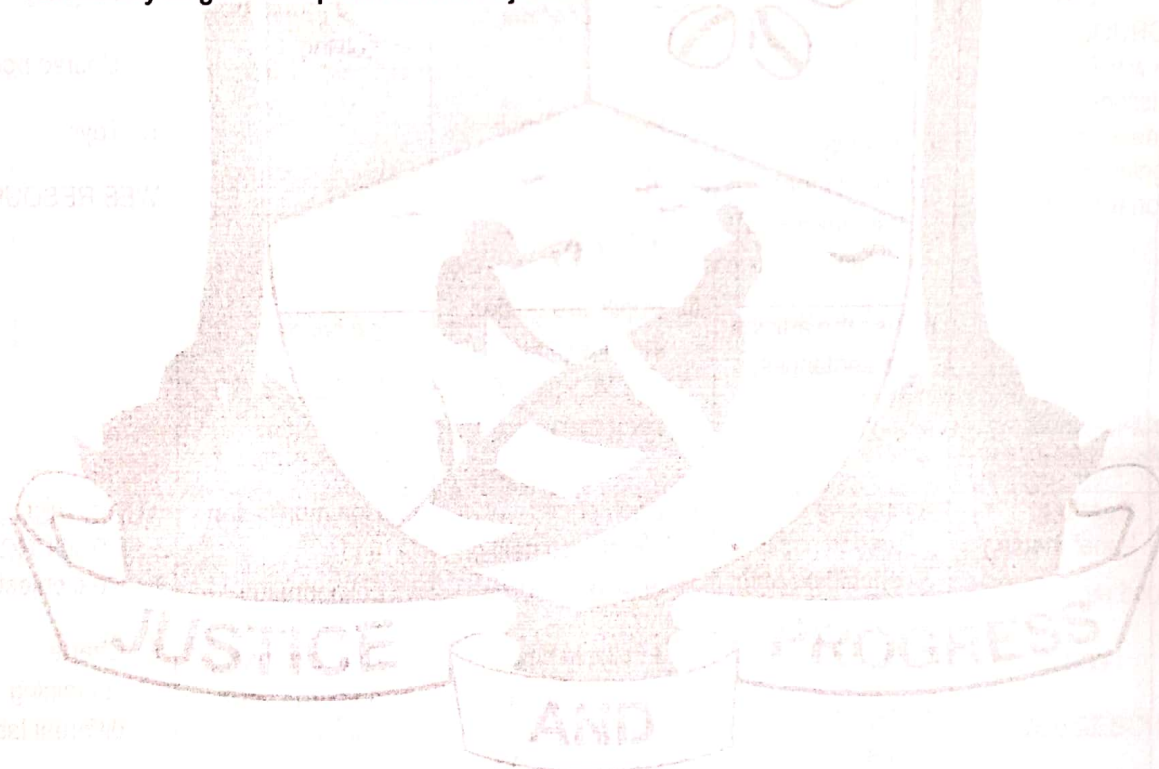
| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|---|
| | Vocabulary: New words | By the end of the lesson, pupils should be able to; i. identify new words ; ii. explain the meaning of the new words; iii. use new words in own 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. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL RESOURCES i. Recommended story books ii. Course books iii. Libraries WEB RESOURCES |
| | Structure: Use of Article "A" and "An" | By the end of the 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. | i. Pupils, as a class, 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. | i. Communication and collaboration ii. Critical thinking and problem solving | AUDIO VISUAL 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 |

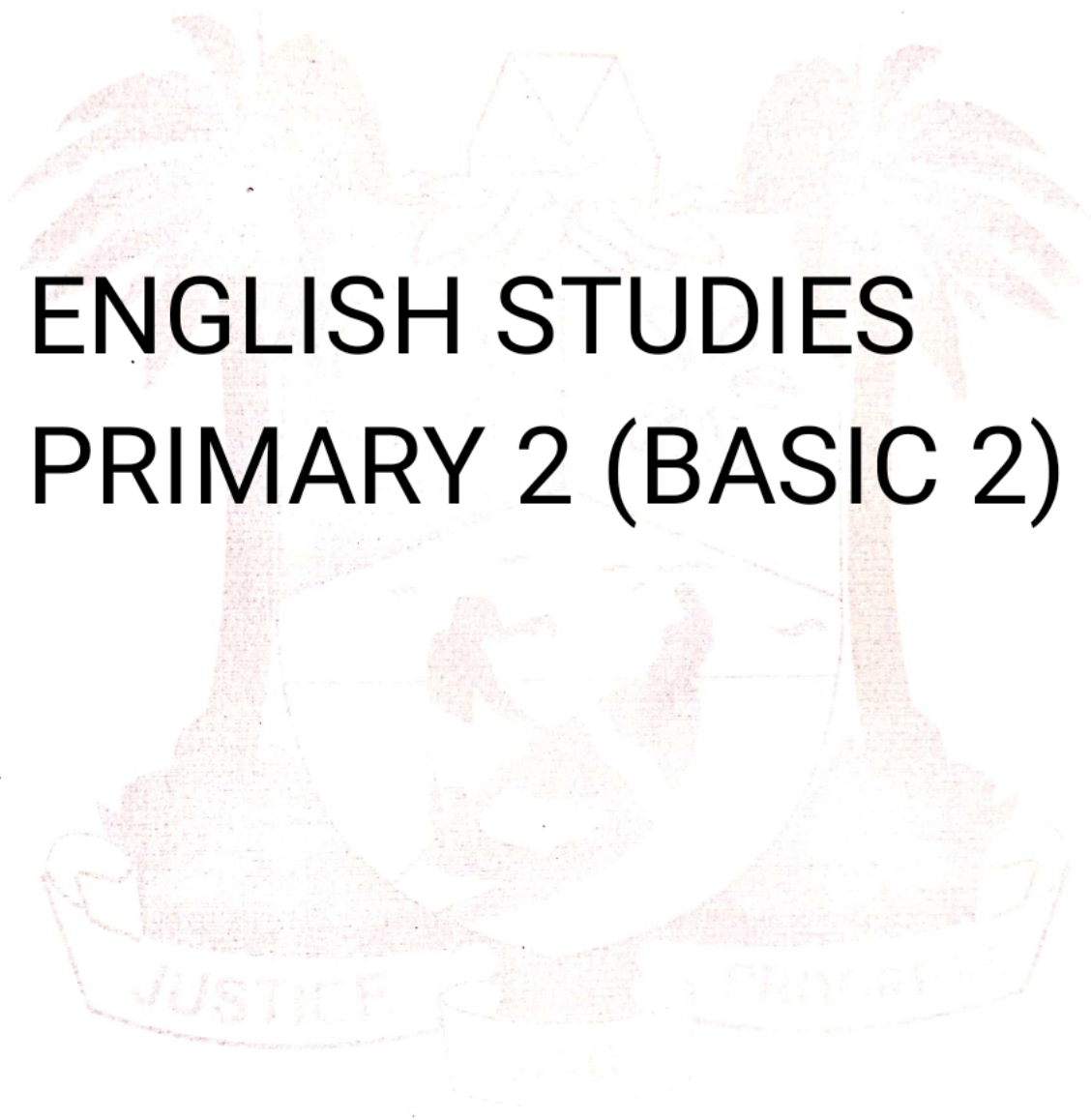
| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|-------------|---------------------|--|-----------------------|--------------------|
| 12 | Revision: | Revise | Use relevant teaching and learning materials | | |
| 13 | EXAMINATION | | | | |
| 14 | EXAMINATION | | | | |

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 ACTIVITIES | EMBEDDED CORE SKILLS | LERANING RESOURCES |
|-----|---------------------------|---|---|---|--|
| 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 |
| | 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 when they hear | 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.readandspell.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|---|--|
| | | to them. | each sound in the words as they listen. 5) Pupils, in small groups, discuss the sounds and produce new words the same sounds that they identify. | | |
| | 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. | 1) collaboration and Communication collaboration 2) Creativity and imagination 3) Critical thinking and problem solving | Visual resources: 1) Chart/flashcards on new words 2) Reading passages 3) Reading aloud Web resources https://studentresources.com |
| | d) Oral and written comprehension | 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, | 1) Creativity and imagination 2) Critical thinking | Visual resources 1) Images |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|--|---|
| | | <p>pictures;</p> <p>2) interpret information from the pictures;</p> <p>3) categorise the pictures given.</p> | <p>discuss the information gathered from the pictures.</p> <p>3) Each pupil identifies the picture given.</p> | <p>and problem solving.</p> <p>3) Critical thinking and problem solving.</p> | <p>Web resources</p> <p>https://www.education.com</p> |
| 2 | A) Comprehension: New words and meaning. | <p>By the end of the lesson, pupils should be able to:</p> <p>1) combine words to make meaning;</p> <p>2) discuss the meaning of each word given to them;</p> <p>3) use the words in sentences.</p> | <p>1) Pupils, in small groups, analyse the words given to them.</p> <p>2) Pupils, as a class, discuss the meaning of each word given to them.</p> <p>3) Pupils, in pairs, compare the words in sentences</p> | <p>1) Collaboration and communication</p> <p>2) Creativity and imagination</p> <p>3) Critical thinking and problem solving</p> | <p>Visual resources</p> <p>1) Chart</p> <p>Web resources</p> <p>https://www.reallylearnenglish.com</p> <p>How to study vocabulary words.</p> |
| | B) Oral and written comprehension on passage | <p>By the end of the lesson, pupils should be able to:</p> <p>1) summarize the passage given orally</p> <p>2) analyse the main idea of the passage given</p> <p>3) dramatize the meaning of the passage</p> | <p>1) Each pupil summarises the passage orally.</p> <p>2) Pupils, in small groups, analyse the passage.</p> <p>3) Pupils, as a class, discuss the main idea of the passage.</p> <p>4) Pupils in pairs dramatize themes in the passage.</p> | <p>1) Critical thinking and problem solving</p> <p>2) Collaboration and communication</p> <p>3) Creativity and imagination</p> | <p>Audio visual resources</p> <p>1) Tape</p> <p>2) Charts</p> <p>Web resources</p> <p>https://www.theclasroomkey.com</p> <p>Reading comprehension strategies</p> |
| | C) Phonics: learn sounds through songs | <p>By the end of the lesson, pupils should be able to:</p> <p>1) pronounce the sounds by singing;</p> | <p>1) Each pupil presents the sounds by singing with the alphabet words.</p> <p>2) Pupils, in pairs, analyse the sounds</p> | <p>1) Critical thinking and problem solving</p> <p>2) Critical thinking and problem solving</p> <p>3) Collaboration and</p> | <p>Audio visual resources</p> <p>1) Tape</p> <p>2) Video</p> <p>3) Flashcards</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---------------------------------------|---|---|---|---|
| | | 2) use the sounds to form songs; 3) identify the sounds from the music. | by singing. 3) Pupils, in small groups, describe the sounds. 4) Pupils, as a class, clap or touch their chins when they hear each sound | communication | Web resources https://www.actionf actor.com https://www.enchat edle arning.com/as/abs/print.shtml |
| | D) Simple commands at home and school | By the end of the lesson, pupils should be able to; 1) explain the meaning of command; 2) demonstrate how to command; 3) identify the words and punctuation mark used for command. | 1) Pupils, in pairs, define the meaning of command. 2) Pupils, in pairs, role play giving commands. 3) Pupils, in pairs, identify sentences with exclamation marks as commands. 4) Pupils, as a class, write simple commands and end them with the exclamation mark. | 1) Critical thinking and problem solving 2) Critical thinking and problem solving 3) Creative and imagination | Visual resources 1) Charts 2) Pictures Web resources https://www.fluentu.com Fun ways to learn commands. |
| | E) Picture reading | By the end of the lesson, pupils should be able to: 1) identify things in pictures; 2) interpret the pictures; 3) describe the pictures. | 1) Pupils, as a class, distinguish the pictures given. 2) Pupils, in pairs, relate the pictures to the text. 3) Pupils, in small groups, explain the picture given. 4) Pupils, in pairs, dramatize the events in the picture. | 1) Creativity and imagination 2) Critical thinking and problem solving 3) Collaboration and communications | Visual resources 1) pictures Web resources https://www.readin grocket.org https://www.pintere st.com Reading images. |
| 3 | (A) Supplementar | By the end of the lesson, pupils | (i) Each pupil reads a recommended | (i) Critical thinking | Visual resources : |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|---|--|
| | 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.weareteachers.com Grade two reading comprehension. |
| | (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 characters in the story. | (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 the story. (iv) Pupils, in small groups, discuss the lessons learnt from the story and share with the class. | (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.teachingenglish.org.uk http://www.cambridge.org |
| | (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. | Audio visual resources (i) Charts (ii) Tape Web resources http://www.actionfactor.com . |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | sounds; (iii)match the sound with words. | a chart when they hear the sound. (iv) Pupils, in pairs, analyse the sounds in a sentence. | | |
| | (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.eslkidstuff.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 (iv)Pupils, in small groups, analyse some common words to establish opposite meanings. | (i)Collaboration and communication (ii)Critical thinking and problem solving. (iii) Creativity and imagination. | Visual resources (i)Charts (ii)Pictures. Web resources http://www.education.com |
| | (B)Comprehension 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 |
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| | | <p>(ii) identify facts and other kinds of information in the passage;</p> <p>(iii) explain causes and effects in the given passage;</p> <p>(iv) use evidence from the passage to discuss relationship between ideas;</p> <p>(v) dramatize the story in the given passage;</p> <p>(vi) discuss the moral lessons learnt from the story.</p> | <p>passage.</p> <p>(iii) Pupils, as a class, dramatize themes from the story.</p> <p>(iv) Pupils, in small groups, examine the causes and effects in the passage.</p> <p>(v) Pupils, in pairs, point to specific sections of the story as evidence for cause and effect, related ideas.</p> <p>(vi) Pupils, in small groups, discuss the moral lessons of the story and share with the class.</p> | communication | <p>http://blog.allaboutlearningpress.com .</p> <p>Teach reading comprehension</p> |
| | (C)Phonic pronounce consonant sound in isolation | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify the consonant sounds;</p> <p>(ii) arrange the consonant sounds in sequence;</p> <p>(iii) pronounce the consonant sounds.</p> | <p>(i) Pupils, as a class, mention the consonants sounds.</p> <p>(ii) Pupils, in small groups, give a thumbs up when they hear a consonant sound.</p> <p>(iii) Each pupil pronounces the consonant sounds.</p> <p>(iv). Pupils, in small groups, organize the consonants sound in sequence.</p> | <p>(i) Creativity and imagination</p> <p>(ii) Collaboration and communication</p> <p>(iii) Critical thinking and problem solving</p> | <p>Audio visual resources</p> <p>(i) Chart</p> <p>(ii) Tape/Video</p> <p>Web resources</p> <p>http://sightwords.com</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (D)Picture Reading: Classroom environment | By the end of the lesson, pupils should be able to: (i)explain the pictures in the classroom; (ii)assess the classroom environment; (iii) categorise the pictures in the classroom environment. | (i)Pupils, in small groups, examine the pictures given. (ii)Pupils, as a class, survey the classroom environment and describe what they observe. (iii)Each pupil identifies the pictures in the classroom. | (i)Collaboration and Communication (ii)Creativity and Imagination (iii)Critical thinking and problem solving | Visual resources (i)Pictures Web resources https://www.pinterest.com 2 nd grade reading. |
| | (E)Writing of alphabet: two-letter words | By the end of this lesson, pupils should be able to: (i)arrange two letters to form a word; (ii)match the letters; (iii)pronounce the two letters matched together. | (i)Pupils, as a class, assemble letters in alphabet . (ii)Pupils, in small groups, match two letters together to form a new word. (iii) Pupils, as a class, pronounce each letter of the two-letter word. (iv)Each pupil pronounces the two letters matched together as a word. | (i)Creativity and imagination (ii)Collaboration and communication (iii)Critical thinking and problem solving | Visual resources (i)Charts (ii)Pictures Web resources https://www.pinterest.com |
| 5 | (A)Introduction to colour | By the end of the lesson, pupils should be able to: (i)identify colour of things; (ii)list the name of principal colour-red, blue, yellow, orange, green, and violet; (iii) describe objects with reference to their | (i)Pupils, in pairs, examine the colours of objects given. (ii)Pupils, as a class, enumerate the colour. (iii)Pupils, in small groups, identify the colours of objects given. (iv) Pupils, in pairs, describe the colours of objects in their | (i)Critical thinking and problem solving (ii)Creativity and imagination. (iii)Collaboration and communication | Visual Resources (i)Charts (ii)Pictures (iii)Objects. Web resources https://munsell.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|---|--|--|--|
| | | colour-red cap, white short, green shoe etc. | environment. | | |
| | (B)Comprehension 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.weareteachers.com grade two reading comprehension |
| | (C)Differentiate 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 ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|--|---|
| | | words given; (iv) use the words in sentences. | (iv) Pupils, in small groups, produce sentences with the two words. (v) Pupils, in small groups, analyse the meanings of the words in the sentences. | | |
| | (D) Phonics Production of consonant sound and words | By the end of this lesson pupils should be able to: (i) list consonant sounds; (ii) apply songs to the sounds; (iii) identify consonant sounds in words; (iv) match sounds and words. | (i) Each pupil arranges the consonant sounds (ii) Pupils, in pairs, compose songs to the sound (iii) Pupils, in small groups, match the sounds and words | (i) Critical thinking and problem solving (ii) Critical thinking and problem solving (iii) Collaboration and communication | Audio visual resources (i) Pictures (ii) Charts (iii) Tape Web resources https://www.lexialearning.com |
| 6 | (A) 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 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.scholastic.com https://www.education.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|--|---|
| | (B)Literature: Fiction and non-fiction | By the end of the lesson, pupils should be able to: (i)identify works of fiction and non-fiction; (ii)determine the similarities between fiction and non-fiction; (iii)contrast works of fiction and non-fiction. | (i)Pupils, in pairs, itemize the works of fiction and non-fictions. (ii)Pupils, as a class, describe the similarities between fiction with non-fiction. (iii)Pupils, in small groups, explain the differences between fiction and non-fiction. (iv)Pupils, in small groups, arrange books into works of fiction and non-fiction. | (i)Critical thinking and problem solving (ii)Creativity and imagination (iii)Collaboration and communication | Visual resources (i)Pictures (ii)Charts (iii)Flashcards Web resources https://www.education.com https://www.pinterest.com |
| | (C)The writing process | By the end of lesson, pupils should be able to: (i)define elements of the writing process; | (i)Pupils, as a class, analyse the writing process. (ii)Pupils, in small groups, apply the writing process. | (i)Creativity and imagination (ii)Collaboration and communication (iii)Critical thinking | Visual resources (i)Charts (ii)Pictures Web resources |
| | | (ii)explain the writing process; (iii) apply the writing process to write about self. | (iii)Each pupil applies the writing process to write about himself or herself. | and problem solving | https://study.com www.cis.utk.edu.pdf |
| 7 | A. Mid-term tests B. Open day C. Mid-term break D. Homework | | | | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| (8) | (A)Comprehension 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 Web resources https://study.com |
| | (B) 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 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.weareteachers.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.realearn |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | words; (iii) make use of the new words in sentence. | (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. | | english.com 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.asceniarlearningcentre.com |
| | (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, black-tires. (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.eslkidstuff.com https://study.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| (9) | (A)Vocabulary building: New words and meaning N.B. The new words are taken from the passage read earlier. | by the end of the lesson, pupils should be able to: (i)analyse new words to determine meaning; (ii)explain the meaning of each words given to them; (iii)identify | (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, identify synonyms of the new words. (iii)Pupils, in pairs, use the new words to | (i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving | Visual resources (i)Chart (ii)Flashcards Web resources https://www.realearnenglish.com How to study vocabulary building |
| | | synonyms of the new words (iv)use the new words in their own sentences: (v) dramatize the meaning of the new words. | form sentences. (iv)Pupils, in pairs, dramatize the sentences with the new words. | | |
| | (B)Literature poetry: Rhyming poems | By the end of the lesson, pupils should be able to: (i)describe Rhythm and rhyme (ii)create poems with rhythm (iii)dramatize rhymes and rhythm in poems by saying it loud | (i)Pupils, in small groups, analyse rhythm and rhyme. (ii)Pupils, as a class, actualize poem with rhythm. (iii)Each pupil dramatizes the poem by rhyming it loud. | (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 https://www.scholastic.com https://www.education.com |
| | (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 ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (ii)pronounce the three letters together; (iii)write the three letter words correctly. | sounds in the three letter words to pronounce it. (iii)Each pupil fixes the letters together to make three-letter words. | and problem solving | (iii)Charts drawing Web resources https://www.pinterest.com |
| (10) | (A)Revision: 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; (ii)list the characters in the story. | (i)Pupils, in small groups, analyse and summarise the story. (ii)Pupils, as a class, discuss the ideas in the story and relate it to their real-life situation. (iii)Pupils in pairs itemise the characters in the story. (iv)Pupils in pairs describe 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.teachingenglish.org.uk |
| | (B)Revision: writing of two letter words | By the end of this lesson, pupils should be able to: (i)arrange the letters ii) match two letters iii) pronounce the two letters matched together | i)Pupils, as a class, assemble the letters ii) Pupils, in small groups, match two letters together. iii) Pupils, in small groups, identify the sounds of the two letters. iv) Each pupil pronounces the two letters together. | (i)creativity and imagination (ii) Collaboration and communication (iii) Critical thinking and problem solving | Visual resources i)chart ii) pictures web resources https://www.pinterest.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (C)Revision Phonics: production of consonant sound and words | By the end of the lesson, pupils should be able to: i)list consonant sounds ii) apply songs to the sounds iii) match sounds and words | i)Each pupil arranges the consonant sound ii) Pupils, in pairs, compose songs to the sounds. iii) Pupils, in small groups, match the sounds and words. | i)Critical thinking and problem solving ii) Critical thinking and problem solving | Audio visual resources (i)Pictures (ii)Charts (iii)Tape. Web resources http://lexialearning.com |
| | (D)Revision comprehension: Passage reading skill. | By the end of the lesson, pupils should be able to: (i)identify new words in the passage; (ii)compose a small poem from the passage; (iii)summarize the passage. | (i)Pupils, in pairs, recognize the word given to them. (ii)Pupils, in small groups, categorize the given words. (iii)Pupils, as a class, discuss the given words. (iv) Pupils, in pairs, dramatize the meaning of the new words. | (i) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Creativity and imagination. | Visual Resources (i)Pictures (ii)Charts Web resources http://www.weareteachers.com |
| 11 | Revision: | Revise | Use relevant teaching and learning materials | | |
| 12 | EXAMINATION | | | | |
| 13 | EXAMINATION | | | | |



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

**ENGLISH STUDIES
PRIMARY TWO SECOND TERM**

| WKS | TOPICS | LEARNING OBJECTIVES | LERANING ACTIVITIES | EMBEDDED CORE SKILLS | LERANING RESOURCES |
|-----|--|---|---|---|--|
| 1 | (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.theclasse.com roomkey.com |
| | (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 |
| | (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 | 1) Pupils, as a class, discuss items use to wash hands. 2) Pupils, in small groups, form songs to | 1) Creativity and imaginations 2) Collaboration and communication | Audio visual resources 1) Images/picture 2) Video |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | 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.unitypo.int.com |
| | | hands 3) dramatize washing of hands with songs. | way to wash hands. | | http://hetv.org |
| | (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.ascend.iea ringcentre.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, black-tires. (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 ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| 2 | (A).Grammar Sentence Types. | By the end of the lesson, pupils should be able to: (i)explain why correct sentence structure is important. (ii)begin written sentences with | (i)Pupil, as a class, analyse why correct sentences is important. (ii)Pupils, in small groups, discuss the sentences given. (iii)Each pupil provides a sentence and classifies it as a statement or | (i)Creativity and imagination. (ii)Collaboration and communication. (iii)Critical thinking and problem solving. | Audio visual resources (i)Charts (ii)Tape/ video (iii)Label pictures Web resources https://study.com |
| | | capital letters. (iii) explain the types of sentence e.g. statements, questions, commands, and exclamations. (iv)end written sentences with the appropriate punctuation marks e.g. period, question mark, and exclamation marks. | question or exclamation. (iv) Pupils, as a class, listen to audio tapes and classify the sentences. (v) Each pupil writes sentences ensuring that each sentence starts with a capital letter and ends with the appropriate punctuation. | | |
| | B).Vocabulary building: new words and reading. | By the end of the lesson, pupils should be able to: (i) describe vocabulary building; (ii) generate new words from the passage; (iii) analyse techniques used in reading. | (i) Pupils, in small groups, discuss what vocabulary building means. (ii) Pupils, as a class, list new words from the given passage. (iii) Pupils, in pairs, explain the meaning of the new words. (iv) Pupils, in pairs, use the new words in their own sentences. | (i) Collaboration and communication. (ii) Creativity and imagination. (iii) Critical thinking and problem solving. | Visual resources (i) Charts (ii) Flashcards Web resources https://studenttreasures.com |

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| | | | (v) Pupils, in pairs, analyse the given passage. | | |
| | (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 | (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 |
| | D).Oral and written comprehension. | 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.theclassroomkey.com |

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| | E).Storytelling | By the end of the lesson, pupils should be able to: (i) develop an understanding about the importance of storytelling. | (i) Pupils, as a class, analyse the importance of storytelling. | (i) Creativity and imagination. (ii) Collaboration and communication. | Audio visual resources (i) Pictures (ii) Video Web resources https://www.teachingenglish.org.uk |
| 3 | (A).Grammar: present, past and future actions. | By the end of lesson, pupils should be able to: (i) explain the concept of tense (ii) identify the tense by circling it in a sentence. (iii) make songs with the tenses with action. (iv) write sentences using the past, present or future tense. | (i) Pupils, as a class, brainstorm on what they did yesterday, what they are doing now, and what they will do tomorrow to discover the concept of tense. (ii) Pupils, in small groups, look at charts showing verbs in past, present and future tense with examples to analyse the differences between past, present, and future tenses. (iii) Pupils, in pairs, identify the tenses in sentences and circle the words, which convey that tense. (iv) Pupils, as a class, sing songs using past present and future tense and dramatize the actions in the sentences. | (i) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Critical thinking and problem solving. | visual resources (i) Charts (ii) Pictures Web resources http://www.education.com http://www.pinterest.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | | (v) Each pupil constructs sentences using past, present or future actions. | | |
| | (B) Supplementar y Reading. | 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. |
| | (C). Vocabulary building: New words and Meaning. | By the end of the 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. | (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 the 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 http://www.realearnenglish.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 |
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| | | (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, perform the poem with emphasis on the rhyming words. | | Web resources http://www.education.com |
| 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 |
| | 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.au |
| | (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 |
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| | | (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, perform the poem with emphasis on the rhyming words. | | Web resources http://www.education.com |
| 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 |
| | 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.au |
| | (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 |
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| | | <p>sentences;</p> <p>(iii) identify adjectives and adverbs in sentences</p> <p>(iv) use adjectives and adverbs correctly;</p> <p>(v) construct sentences with adverbs and adjectives.</p> | <p>formulate the meaning of adverbs.</p> <p>(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.</p> <p>(iv) Each pupil mentions the Adjectives and Adverbs they are familiar with.</p> <p>(v) Pupils, in small groups, make use of adjectives and adverbs in sentences.</p> | | |
| | <p>(C) Vocabulary building:</p> <p>New words and reading.</p> | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) explain vocabulary building;</p> <p>(ii) create new words;</p> <p>(iii) analyse the techniques used in reading.</p> | <p>(i) Pupils, in small groups, discuss what vocabulary building means.</p> <p>(ii) Pupils, as a class, itemize new words from the given passage.</p> <p>(iii) Pupils, in pairs, analyse the given passage.</p> | <p>(i) Collaboration and communication.</p> <p>(ii) Creativity and imagination.</p> <p>(iii) Critical thinking and problem solving.</p> | <p>Visual resources</p> <p>(i) Charts</p> <p>(ii) Flashcards</p> <p>(iii) Pictures</p> <p>Web resources</p> <p>https://studenttreasures.com</p> |
| | <p>(D) Literature:</p> <p>Rhyming words.</p> | <p>By the end the lesson, pupils should be able to:</p> <p>(i) define rhyming words and identify them;</p> <p>(ii) demonstrate recognition of rhyming words;</p> | <p>(i) Pupils, as a class, examine the rhyming words.</p> <p>(ii) Pupils, in small groups, recognize the rhyming words by putting it into demonstration.</p> | <p>(i) Creating and imagination.</p> <p>(ii) Collaboration and communication.</p> <p>(iii) Critical thinking and problem solving.</p> | <p>Visual resources</p> <p>(i) Charts</p> <p>(ii) Flashcards</p> <p>Web resources</p> <p>https://study.com</p> <p>https://www.teache</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (iii) determine whether two words rhyme or not. | (iii)Pupils, in pairs, determine whether two words rhyme or not. | | 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. | (i)Creativity and imagination (ii)Critical thinking and problem solving (iii)Critical thinking and problem solving | Visual resources (i)Pictures (ii)Charts Web resources https://www.pinterest.ca |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (C)Grammar: Nouns. | By the end of the lesson, pupils should be able to: (i)explain what nouns are; (ii)identify the different types of nouns; (iii)use of nouns in sentences. | (i)Pupils, in small groups, discuss what nouns are. (ii)Pupils, as a class, outline the types of nouns. (iii)Each pupil makes use of nouns in sentences. (iv) Pupils, in pairs, analyse the types of nouns used in their written sentences. | (i)Collaboration and communication. (ii)Creativity and imagination. (iii)Critical thinking and problem solving. | Visual resources (i)Chart (ii)Flashcards Web resources https://study.com |
| | (D)Oral and written comprehension passage. | By the end of the lesson, pupils should be able to: (I) examine and label pictures in the given passage. (ii)list and identify comprehension strategies in the given passage. (iii)apply comprehension strategies to the given passage. | (i)Pupils, as a class, discuss the pictures given and label them. (ii)Pupils, in small groups, distinguish the strategies in the given passages. (iii)Pupils, in pairs, compare the strategies in the given passage. | (i)Creativity and imagination. (ii)Collaboration and communication (iii)Critical thinking and problem solving. | Audio visual resources (i)Charts (ii)Pictures (iii)Video or oral sounds Web resources https://www.theclashes roomkey.com |
| 6 | (A)Spelling: Four letter words -- Tail, Food, Root, Four, Pink etc. | By the end of the lesson, pupils should be able to: (i) identify letters comprising a word from the sounds of the phonemes. (ii)pronounce the four letters together. | (i)Pupils, as a class, pronounce the words to identify and distinguish the sounds. (ii)Pupils, in small groups, match the four letter words to pronounce it. (iii)Pupils in pairs translate the sounds | (i) Critical thinking and problem solving. (ii)Collaboration and communication. (iii)Critical thinking and problem solving. | Audio visual resources (i)Video/tape. (ii)Flashcards. (iii)Charts Web resources https://www.pinterest.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (iii) write the four letter words correctly. | into letters of the alphabet. (iv) Pupils in pairs put the letters together to spell words. (v) Pupils, as a class, pronounce the four letters together. | | |
| | (B) Supplementary Reading: Poetry. | By the end of the lesson, pupils should be able to: iv. share with other pupils the poems read; v. discuss lesson learnt from the book vi. relate events in the story 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.scholastic.coM https://www.education.com |
| 7 | A. Mid-term tests B. Open day C. Mid-term break Homework | | | | |
| 8 | A) Fluency reading. | By the end of the lesson, pupils should be able to; i) actively listening and observe a reading model; (ii) emulate the model reading to fluently read the given passage; ii) recognize ideas in the given | i) Pupils as a class listen to model reader, e.g. teacher, audio recording, read the passage. ii) Each pupil emulates the model reading to read aloud to the class. iii) Pupils, in small groups, take turns to read sections of the passage aloud to | i) Critical thinking and problem solving. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Audio visual resources i) Charts ii) Video/tape (iii) Flashcards web resources https://www.education.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | <p>passage;</p> <p>iii) connect the ideas in the passage to give an oral summary of the passage.</p> | <p>each other.</p> <p>iv) Pupils, in pairs, discuss the main ideas in the passage.</p> <p>(v) Pupils, in small groups, discuss and give an oral summary of the passage.</p> | | |
| | B) Oral composition: My school. | <p>By the end of the lesson, pupils should be able to;</p> <p>i) talk about their school facilities orally;</p> <p>ii) discuss the school arrangement orally;</p> <p>iii) classify the school components into sections and describe each section orally;</p> <p>iv) give a simple talk about "my school".</p> | <p>i) Pupils, in small groups, analyse the facilities that are available in the school.</p> <p>ii) Pupils, as a class, discuss the school arrangement.</p> <p>iii) Pupils in small groups classify the components of the school into sections.</p> <p>iv) Pupils, in small groups, take turns to describe each section of the school orally.</p> <p>v) Each pupil talks about the topic "my school".</p> <p>vi) Pupils, in pairs, take turns to talk about "my school".</p> | <p>i) Collaboration and communication.</p> <p>ii) Creativity and imagination.</p> <p>iii) Critical thinking and problem solving.</p> | <p>Audio visual resources</p> <p>i) Pictures.</p> <p>ii) Tape/video.</p> <p>Web resources</p> <p>https://www.jstor.org</p> <p>https://byjus.com</p> |
| | C) grammar: Using pronouns in sentences – my ,his ,her ,our ,their, yours etc. | <p>By the end of the lesson, pupils should be able to;</p> <p>(i) define pronouns;</p> <p>ii) identify and list out some pronouns (singular and plural form);</p> | <p>i) Pupils in small groups brainstorm about words to use to refer to themselves or the group without using their actual names.</p> <p>ii) Pupils, as a class, define the meaning of pronouns.</p> | <p>i) Creativity and imagination.</p> <p>ii) Collaboration and communication.</p> <p>iii) Critical thinking and problem solving.</p> | <p>Visual resources</p> <p>i) charts</p> <p>ii) flashcards</p> <p>web resources</p> <p>https://study.com</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | 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. | | |
| | (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.realeaenglish.com How to study vocabulary building. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|--|
| | 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. | 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. | i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Audio visual resources i) Charts. ii) Video. Web resources https://www.theclassroomkey.com |
| | 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) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Visual resources i) Charts. ii) Picture. web resources https://byjus.com |
| | D) Structure: Make sentences on synonyms and antonyms. | By the end of the lesson, pupil should be able to: i) explain synonyms and antonyms. ii) list some synonyms and antonyms. | i) Pupils, as a class, discuss what synonyms and antonyms means. ii) Pupils, in small groups, itemize some synonyms and antonyms. | i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Visual resources i) Charts. ii) Pictures. Web resources https://www.education.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | iii) make sentences using synonyms and antonyms of the same words. | iii) Each pupil write sentences using synonyms and antonyms of the same words. | | |
| 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 https://www.pinterest.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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|--|--|---|
| | | iii) make sentences using synonyms and antonyms of the same words. | iii) Each pupil write sentences using synonyms and antonyms of the same words. | | |
| 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 https://www.pinterest.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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | C) Revision: Culture, custom and tradition. | 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. | 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) Critical thinking and problem solving. ii) Collaboration and communication. iii) Creativity and imagination. | Visual resources i)Charts ii)Pictures web resources https://www.ven.org |
| | D)Revision: Colour – Colouring the given pictures. | 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. iii) colour the given pictures adequately. | 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 adequately. | i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Visual resources i)Colour ii)Pictures web resources https://www.turtledary.com |
| 11 | Revision: | Revise | Use relevant teaching and learning materials | | |
| 12 | EXAMINATION | | | | |
| 13 | EXAMINATION | | | | |



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

**ENGLISH STUDIES
PRIMARY TWO THIRD TERM**

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDED CORE SKILLS | LEARNING RESOURCES |
|-----|--|--|--|---|---|
| 1 | (A) Revision: Oral and Written comprehension | By the end of the lesson, pupils should be able to: i)examine and label the pictures in the passage; ii)list and identify comprehension strategies in the passage; iii)apply comprehension strategies to the passage. | 1) Pupils, as a class, discuss the picture given and label them. ii) Pupils, in small groups, distinguish the strategies in the given passage. iii) Pupils, in pairs, compare the strategies in the given passage. | I) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving. | Audio visual resources i)charts (ii)pictures (iii) video or oral passage or sound. Web resources https://www.theclassroomkey.com |
| | (B)Revision: Antonyms Synonyms. (Having knowledge). | By the end of the lesson, pupils should 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 means. ii) Each pupil enumerates synonyms and antonyms. iii) Pupils, as a class, analyse synonyms and antonyms. | (I)Collaboration and communication. (ii)Critical thinking and problem solving. (iii)Creativity and imagination. | Visual resources (i)Chart (ii)Pictures Web resources https://www.education.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (C)Revision: Making sentences on antonyms and synonyms | By the end of the lesson, pupils should be able to: (i) assemble some synonyms and antonyms. (ii) categorize synonyms and antonyms. | (i) Pupils, as a class, analyse some synonyms and antonyms. (ii) Pupils, in small group, separate synonyms from antonyms. (iii) Each pupil applies both in separate sentence. | (i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving. | Visual resources (i) Chart (ii) Picture Web resources https://www.education.com |
| | | (iii) apply synonyms and antonyms to sentences. | | | |
| | (D)Revision: Poetry: rhyming poems | By the end of the lesson, pupils should be able to: (i) understand rhyming poems; (ii) demonstrate recognition of rhyming words; (iii) determine whether two words rhyme or not. | (i) Pupils, as a class, discuss the poem given. (ii) Pupils, in pairs, act the rhyming words. (iii) Pupils, in small groups, figure out whether two words rhyme or not. | (i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration and communication. | Audio visual resources (i) Video/tape (ii) Chart Web resources https://www.education.com |
| (2) | (A) Composition: How I spent my last holiday. | By the end of this lesson, pupils should be able to: (i) narrate their experience during the last holiday; (ii) select the formality to use in writing the essay; (iii) write their experience during the last holiday correctly. | (i) Each pupil narrates their holiday experience. (ii) Pupils, in small groups, select the formality to write the essay. (iii) Each pupil writes his or her holiday experiences. | (i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving. | Visual resources (i) Pictures Web resources https://www.pinterest.com |



**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 |
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| | | should be able to: (i) identify pictures given; | pictures given. (ii) Pupils, in pairs, relate the pictures to | (ii)Critical thinking and problem solving. | Web resources https://www.readingroc |
| | (B) Concepts of print: Recognise different prints. | By the end of this lesson, pupils should be able to: (i) identify the front and back of the book; (ii) recognise different types of print resources | (i) Pupils, in pairs, describe the book given to them. (ii) Pupils, in pairs, identify important details like author's name, title, illustration, summary. (iii) Pupils, in small | (i)Critical thinking and problem solving. (ii)Collaboration and communication. (iii)Creativity and imagination. | Visual resource (i)Picture (ii)Chart (iii)Flashcard (iv)Magazines (v)Newspapers |
| | | e.g. novels, newspapers, magazines etc.; (iii) observe and identify parts of a book such as title, author etc.; (iv) recognise that a group of sentences make up a paragraph and paragraphs make a story; | groups, perform a gallery walk to identify different types of print resources e.g. novels, magazines, newspapers etc. (iv) Pupils, in small groups, identify sentences, paragraphs and chapters that make up the print resource. (v) Pupils, as a class, list out the common print resources. | | (vi)Novels (vii)Bible, Quran (viii)Dictionary Web resources https://study.com https://www.pinterest.com |
| | (C)Phonics: Learn sounds through song. | By the end of this lesson, pupils should be able to: (i) pronounce the sounds by singing; (ii) use the sounds to form a song. (iii) identify the sounds by singing. | (i) Pupils, as a class, listen to an audio tape or the teacher singing a song and a hum or clap along. (ii)Each pupil demonstrates the actions described in the song. (iii)Each pupil presents the song with emphasis on the sounds. | (i)Critical thinking and problem solving. (ii)Critical thinking and problem solving. (iii)Collaboration and communication. | Audio visual resources (i)Tape/video (ii)Flashcard Web resources https://www.actionfactor.com https://www.enhatedlearning.com /asi/abc/print.shtnltml |

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

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| (3) | (A) Vocabulary: Building-words and meaning. | By the end of this lesson, pupils should be able to: (i) combine words to make meaning; (ii) understand the meaning of each given words; (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 meaning of the 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.realearnenglish.com How to study vocabulary building |
| | (B) Supplementary Reading. | 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 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. | (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. |
| | (C) Spelling: Five letters-- video, images, items, class. | By the end of the lesson, pupils should be able to: (i) identify the given letters; (ii) pronounce the five letters together; | (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) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Critical thinking and | Audio visual resources (i) Tape/video (ii) Flashcards (iii) Charts Web resources https://www.pinterest.com |

| ENGLISH STUDIES | | | | | |
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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
| | | (iii) write the five letter words correctly. | <p>(iii) Pupils, in small groups, match the five letter words to pronounce it.</p> <p>(iv) Pupils, in pairs, use the words in their own sentences.</p> <p>(v) Pupils, in pairs, dramatize the meaning of the new words in the sentence.</p> <p>(vi) Each pupil fixes the letter together to make meaning.</p> | problem solving. | |
| | <p>(D) Identification of sex names in animals:</p> <p>Ant-queen(female) drone(male)</p> <p>Donkey-jenny(female) jack(male)</p> <p>Elephant-cow(female) bull(male)</p> <p>Cat-queen(female) tom(male)</p> | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) list the name of various animals;</p> <p>(ii) analyse the different names for female and male animals;</p> <p>(iii) match the sex names together with the animals.</p> | <p>(i) Pupils, as a class, mention the names of animals they know.</p> <p>(ii) Pupils, in small groups, analyse the different names for female and male animals.</p> <p>(iii) Each pupil matches the sex name to the animal on a chart or picture.</p> | <p>(i) Creativity and imagination.</p> <p>(ii) Collaboration and imagination.</p> <p>(iii) Critical thinking and problem solving.</p> | <p>Visual resources</p> <p>(i) Pictures</p> <p>(ii) Charts</p> <p>Web resources</p> <p>https://termcoord.eu/2018/02/male-and-female-animal-names/</p> |
| 4 | (A) Pictures Reading: Passage about road signs | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) read a passage about road signs; (ii) discuss the main idea of the passage;</p> | <p>(i) Pupils, in small groups, role-play how to cross the road and zebra crossing.</p> <p>(ii) Each pupil mentions the road signs.</p> | <p>(i) Collaboration and Communication.</p> <p>(ii) Critical thinking and problem solving.</p> | <p>Audio Visual Resources</p> <p>(i) Pictures</p> <p>(ii) Video</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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 |
| | (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 digraphs. (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 digraph. (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.com http://www.readandspel.com |
| | | | and spells the given words. (v)Pupils, in pairs, produce new words with the digraphs in initial, medial, and final positions. | | |
| | (C) Concepts of prints: Description of objects according to their colours. | By the end of the lesson, pupils should be able to: (i) discuss the characteristics of an object including its colour; | (i) Pupils, as a class, discuss the characteristics of the objects and colour. (ii) Pupils, in pairs, name the object and its colour and runs to touch another object of the same colour | (i) Creativity and imagination. (ii) Collaboration and Communication. (iii) Critical thinking and problem solving. | Visual Resources (i)Pictures (ii)Real Objects (iii)Colour |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (ii) identify the principal colours by name; (iii) recognise similarities between the properties of certain objects and materials (colour); iv) arrange objects based on their similarities; (v) describe individual and grouped objects by mentioning their characteristics and colour. | (iii) Pupils, in small groups, identify the differences between the properties of objects of the same colour. (iv) Pupils, in pairs, organise the objects based on their similarities. | | |
| | (D) Listening and answering questions from passages, stories read. | By the end of the lesson, pupils should be able to: (i) actively listen to passage/story attentively; | (i) Pupils, as a class, actively listen to a story or passage being read by teacher or on an audio tape. (ii) Pupils, in pairs, | (i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration | Audio visual resources (i) Tape (ii) Pictures Web resources |
| | | (ii) follow simple concrete commands from the story; (iii) obtain facts and information from the passage; (iv) discuss the meaning of the information in the passage. | identify the commands in the passage/story. (iii) Pupils, in small groups, analyse the meaning and facts of the passage/story they listened to (iv) Pupils, in small groups, relate the ideas in the story to their everyday lives. | and Communication. | http://www.pinterest.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|---|--|---|---|---|
| 5 | (A) Grammar: Making sentences about the present, past, and future. | By the end of the lesson, pupils should be able to: i) identify the verb and tense in a sentence by circling it; ii) write sentences using the past, present or future tense; iii) differentiate between sentences in past, present, and future tenses. | i) Pupils, as a class, brainstorm on words which help them to indicate the time an action, took place to formulate the functions of verbs. ii) Each pupil identifies the verb and tense in a sentence by cycling it. iii) Pupils, in small groups, discuss the usage of the tenses in a sentence. iv) Pupils, in pairs, dramatize the actions in the sentences written | i) Critical thinking and problem solving. ii) Collaboration and communication. iii) Creativity and imagination. | Visual resources i)charts ii)flashcards iii)pictures web resources https://www.education.com |
| | B) Composition: composition about myself. | By the end of the lesson, pupils should be able to: i) discuss similarities and differences between peers; ii) describe themselves orally; iii) write describing words about themselves. | i) Pupils, in small groups, identify the similarities and differences between themselves. ii) Pupils, in pairs, take turns to describe each other. iii) Each pupil describes himself or herself. iv) Each pupil writes out words that describes them. (v) Each pupil writes sentences describing themselves. | i) Collaboration and communication. ii) Critical thinking and problem solving. | Visual resources i)charts ii)images web resources https://www.education.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | C)Phonics: Consonant/t/ | By the end of the lesson, pupils should be able to: i) identify the consonant letter /t/; ii) pronounce the consonant letter /t/; iii) write the consonant letter correctly. | i) Pupils, as small groups, identify the consonant sound. ii) Each pupil pronounces the consonant sound correctly. iii) Pupils, as a class, write the sound one after the other. | i) Collaboration and communication. ii) Critical thinking and problem solving. iii) Creativity and imagination. | Audio visual resources i)charts ii)flashcards iii)video or tape web resources https://www.actionfact.com |
| | D) Poetry: reading the given poem "Solomon Grundy". | By the end of the lesson, pupils should be able to: i) identify the song lyrics of the poem; ii) analyse the content of the song lyrics in the poem; iii) sing the poem as a song. | i) Pupils, in pairs, identify the song lyrics of the poem. ii) Pupils, as a class, analyse the content of the song lyrics in the poem. iii) Pupils, in small groups, recite the poem by singing it out. | i) Critical thinking and problem solving. ii) Creativity and imagination. iii) Collaboration and communication. | Audio visual resource i)charts ii)video/tape https://study.com https://pinterest.com |
| 6. | (A)Vocabulary building: New words and meaning. | By the end of the lesson, pupils should be able to: i) combine words to make meaning; ii) explain the meaning of each words; 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 meaning of the 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.com menqlish.com How to study vocabulary building. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | B) Oral Comprehension. | 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 comprehension strategies to text. | 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. | Audio visual resources i)charts ii)video/tape web resources https://www.theclassroomkey.com |
| | (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.com https://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. | Audio visual resources i)charts ii)tape web resources https://www.wikihow.com How to teach vowel. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | E) Picture reading. | 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.education.com |
| 7 | A. Mid-term tests B. Open day C. Mid-term break D. Homework | | | | |
| 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 resources (i) Charts (ii) Flashcards (iii) Video/tape Web resources https://www.fluentu.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (B) Comprehension: reading a passage. | By the end of the lesson, pupils should be able to: (i) identify new words in the given passage. (ii) read the given passage correctly. (iii) dramatize the story in the given passage. (iv) explain the events in the passage. | (i) Pupils, as a class, analyse the new words in the passage. (ii) Pupils, as individuals, read the given passage aloud correctly. (iii) Pupils, in small groups, dramatize the story from the passage. (iv) Pupils, as a class, analyse the events of the story. | (i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration and communication. (iv) Creativity and imagination. | Audio visual resources (i) Images/pictures (ii) Video/tape Web resources https://blog.allaboutleam.com mingpress.com |
| | (C) 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 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. | (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. |
| | (D) Colour: colouring the given pictures of plant – pepper and leaf. | By the end of this lesson, pupils should be able to: (i) examine the given pictures and name them. | (i) Pupils, as a class, analyse the pictures given to them with names. (ii) Pupils, small groups, discuss the best colour to use in | (i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical | Visual resources (i) Colour (ii) Pictures of the object – pepper, leaf Web resources |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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.com |
| 9 | (A) Grammar: meaning of an apostrophe. | By the end of the lesson, pupils should be able to: (i) identify an apostrophe in sentence or words. (ii) explain how to use an apostrophe. (iii) use an apostrophe correctly. | (i) Pupils, as a class, identify the 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 a writing. | (i) Creativity and imagination. (ii) Collaboration communication. (iii) Critical thinking and problem solving. | Visual resources (i) Charts (ii) Flashcards Web resources https://study.com/WWW.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 |

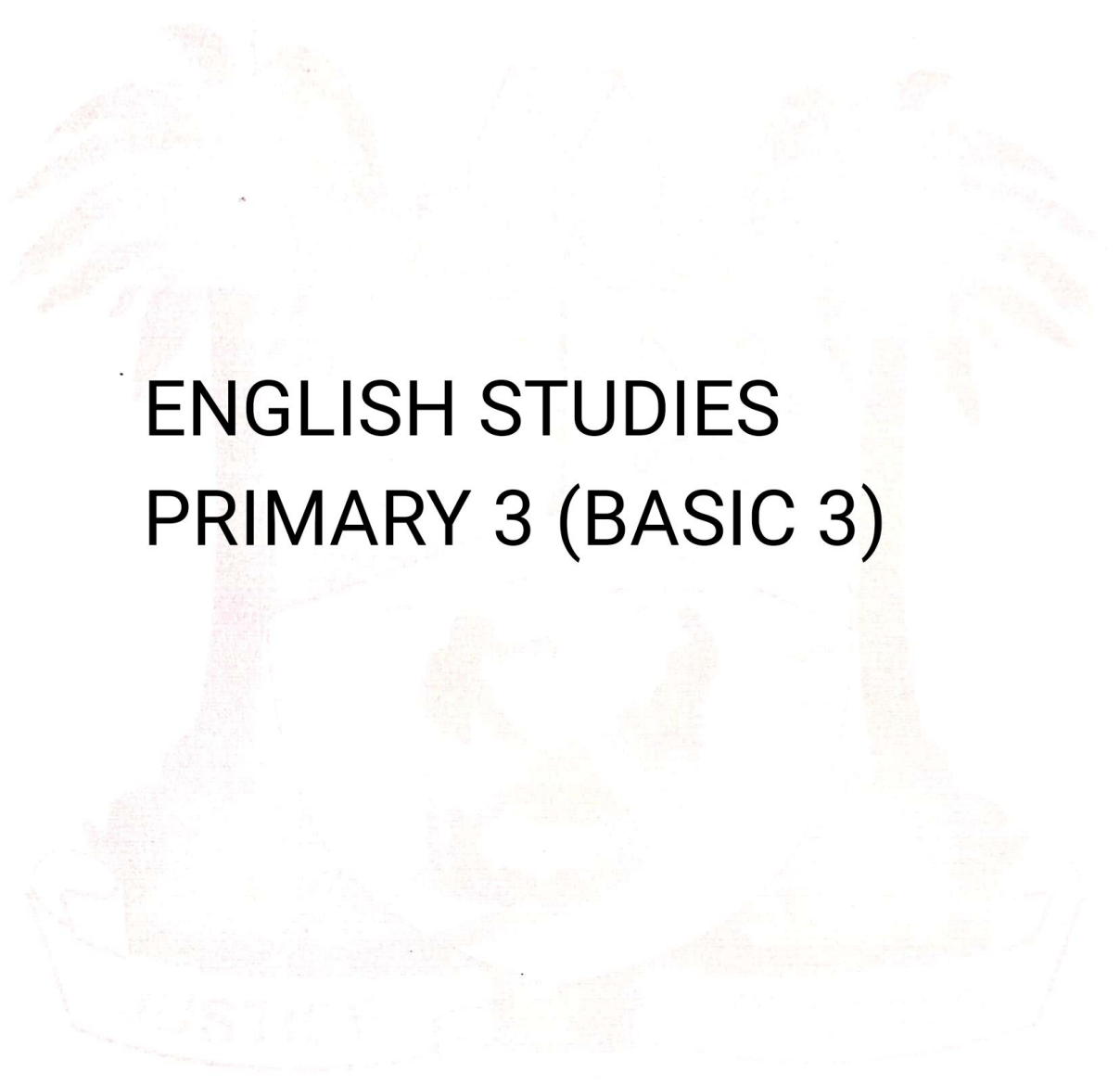
| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (C)Literature: poem reading - Jack and Jill | By the end of the lesson, pupils should be able to: (i) analyse the contents of the poem; (ii) identify the ideas in the poem; (iii) read the poem and demonstrate the actions described. | (i) Pupils, in small groups, analyse the content of the poem. (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. | (i) Collaboration and communication. (ii) Creativity and imagination. (iii) Critical thinking and problem solving. | Visual resources (i)Charts 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://studenttreasures.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 (i)Pictures (ii)Charts (iii)Flashcards Web resources https://study.com https://www.pinterest.com |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| 11 | Revision: | Revise | Use relevant teaching and learning materials. | | |
| 12 | EXAMINATION | | | | |
| 13 | EXAMINATION | | | | |

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)



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 | | | | |
| | (a) Phonemic Awareness: Aural discrimination of the sounds /3/ and /ʌ/ | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) pronounce and distinguish between the sounds in words;</p> <p>(ii) read simple sentences paying attention to the use of stress and intonation in the sentence;</p> <p>(iii) write simple sentences using the appropriate stress and intonation.</p> | <p>(i) Pupils, as a class, listen to and repeat after the teacher as sentences that contain the sound are read out.</p> <p>(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.</p> <p>(iii) Pupils, in pairs, differentiate between words containing the two sounds and organize them accordingly.</p> <p>(iv) Pupils, as individuals, generate simple sentences that contain the sounds and stress patterns.</p> | <p>(i) Leadership of personal development.</p> <p>(ii) Communication and collaboration</p> <p>(iii) Critical thinking and problem solving</p> | <p>(i) Flash cards</p> <p>(ii) Sentence strips</p> <p>(iii) Flannel board</p> <p>(iv) Course book</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (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) discuss the lessons learnt and relate them to their daily 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. | (i) 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) Vocabulary building: Teaching new words and reading | 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, 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 | (i) Communication and collaboration (ii) Critical thinking and problem solving. | (i) Charts/flash cards (ii) Course book (iii) The oxford mini-dictionary |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | words; (iv) use the new words in sentences. | new words by breaking the letters into sounds (iii) Pupils, in pairs, use the new words in sentences. (iv) Pupils, in pairs, dramatise the meaning of the new words. | | |
| | (d) Reading: Oral and written comprehension | By the end of the lesson, pupils should be able to: (i) read simple non-fiction passages correctly; (ii) deduce the main idea of the passage; (iii) analyse the purpose of the passage. (iv) use evidence from the passage to explain supporting ideas; (v) explain meaning of unfamiliar words in the passage; (vi) 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 (vi) Pupils relate the main ideas in the passage to national values. | (i) Communication and collaboration. (ii) Critical thinking and problem solving. (iii) Citizenship. | (i) Course book (ii) Flip charts (iii) Chalk board (iv) Oxford mini-dictionary. |
| | (e) Composition: 'How I spent my last holiday' | By the end of the lesson, pupils should be able to: (i) explain what a narrative composition is; | (i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, in small groups, recall their various holiday experiences | (i) Collaboration and communication (ii) Critical thinking and problem solving (iii) Creativity and | (i) Course book (ii) Pictures of various holiday destinations (iii) Web resources: https://m.youtube.com/watch?v=V-BnhRjmxTA |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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 | |
| | (a) : Aural Discrimination of the sounds. /ə:/ bum, firm /ʌ/ bom, 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) Communication 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. (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/ | and Personal development Digital Literacy | ebetween.com/difference-between-vowels-and-vs-diphthongs/ |
| | (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 communication (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 OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (iii) create dialogues on road safety. | simple sentences on road safety. | | |
| | (c) Vocabulary building: Teaching new words and reading | 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 | (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 | (i) Communication and collaboration Critical thinking and problem solving. | (i) Charts/flash cards (ii) Course book (iii) The Oxford mini-dictionary |
| | | the new words; (iv) use the new words in sentences. | new words by breaking the letters into sounds. (iv) Pupils, in pairs, use the new words in sentences. (v) Pupils in pairs dramatise the meanings of the new words in pairs | | |
| | (d) Reading: 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 ideas; (iv) explain meaning of | 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 | (i) Communication and collaboration. (ii) Critical thinking and problem solving. | (i) Course book (ii) Flip charts (iii) Chalk board (iii) Oxford mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | unfamiliar words in the passage; (v) relate the passage to issues of national values in the passage e.g. discipline. | 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. | | |
| | (e)Composition : 'How I Plan to Spend My Next Holiday' | 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 communication (ii) Critical thinking and problem solving | (i) Course book (ii) Pictures of various holiday destinations Web resources: https://m.youtube.com/watch?v=V-BnhRimxtA |
| | | 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'. | (iii) Creativity and imagination | |
| | (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) Leadership and Personal development Digital Literacy | Audio Visual Resources (i) Charts (ii) Tape recorder/ audio player Web resources: http://www.differencebetween.com/difference-between-vowels-and-vs-diphthongs/ |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | | 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; iii. 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) Vocabulary | By the end of the lesson, pupils should be able to: | i. Pupils, as a class, identify new words | (i) Critical thinking and | (i) Flash cards (ii) Charts |
| | building: Teaching of new words and meaning. | (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. 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) Course book iii. Oxford mini-dictionary |
| | (d) Reading: Oral and written comprehension | 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 communication (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 |
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| | (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) Composition: 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) Communication 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) Supplementary | 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/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. Each pupil discusses the lessons/values learnt from the story. | problem solving (ii) Leadership and personal development (iv) Communication and collaboration | storybook/poem/play (ii) Any other relevant material |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (a): phonic pronunciation of diphthongs: e.g. /ɔɪ/, /eə/ etc. | By the end of the lesson, pupils should be able to: i. Identify diphthongs e.g. /ɔɪ/, /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.differencebetween.com/difference-between-vowels-and-vs.-diphthongs/ |
| | (b) Vocabulary building: New words and their 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 sentences | (i) Communication and Collaboration (ii) Critical thinking and problem solving. iv. Leadership and Personal Development | (i) Selected passage from the English Textbook. (ii) Flash cards on the new words. Oxford mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (c) Comprehension (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 | (i) Poetry books (ii) Flannel board (iii) Posters (iv) Flash cards (iii) Relevant pictures about values in the poems |
| | (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) Communication 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 |
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| | | (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. | | |
| | (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 communication (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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (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) | (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 sentences. | (iv) Communication and Collaboration (v) Critical thinking and problem solving. (iii) Leadership and Personal Development. | (iv) Selected passage from the English Textbook. (v) Flash cards on the new words. (iv) Oxford mini-dictionary. |
| | 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 | (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 | (i) Collaboration and communication (vi) Critical thinking and problem solving | (i) Course book (ii) Supplementary readers (vi) Any other relevant materials |
| | | 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. discipline. | 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. | | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | | (x) Each pupil answers the questions in oral and written forms. | | |
| | (c) Composition : (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) Communication and Collaboration; (ii) Critical thinking and problem solving. | (iii) Course book |
| | (a): Phonic pronunciation of diphthongs: e.g. /ai/, /ei/ etc. | 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. Communication 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.differencebetween.com/difference-between-vowels-and-vs-diphthongs/ |
| | | sounds from one another by pronouncing them correctly in words and in the sentence. | the sounds orally in words and sentences. | | .com/difference-between-vowels-and-vs-diphthongs/ |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (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 communication iv. Critical thinking and problem solving | (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. Communication 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 mini-dictionary. |
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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (d) Oral and written: Comprehension | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) read selected story on their own;</p> <p>(ii) reproduce the stories and tell the meaning of the story;</p> <p>(iii) discuss the main idea of the story</p> <p>(iv) use evidence from the passage to discuss supporting ideas</p> <p>(v) identify values and lessons in given story;</p> <p>vii. relate the ideas and values in the passage to personal experience.</p> | <p>i) Each pupil reads the selected fictional story on their own.</p> <p>(ii) Pupils, in pairs, explain the meanings of the story with its lessons</p> <p>(iii) Pupils, in small groups, identify the values and lessons in the poem.</p> <p>(iv) Pupils, in small groups, discuss the main ideas of the passage. Each pupil discusses the main idea of the story. Each pupil uses evidence from the story to discuss the ideas that are used to support the main idea. Each pupil relates the ideas from the story to personal experiences.</p> | <p>(i) Critical thinking and problem solving</p> <p>v. Personal development and leadership</p> | Course books Supplementary materials. |
| | (d) Writing (poem): 'Twinkle twinkle little star' | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) learn and read the selected poem correctly;</p> <p>(ii) demonstrate the poem;</p> <p>(vi) write down the selected poem</p> | <p>(i) Pupils, as a class, recite selected poem after the teacher.</p> <p>(ii) Pupils, in pairs, demonstrate the poems.</p> <p>(iii) Each pupil writes down and recalls the selected poem.</p> | <p>(i) Collaboration and communication</p> <p>(ii) Creativity and imagination</p> <p>(ii) Leadership and personal development</p> | <p>(i) Poetry book</p> <p>(ii) Relevant pictures</p> <p>(ii) Natural object</p> |

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| | | in their handwriting. | | | |
| | 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. | v. Each pupil reads a recommended storybook/play/poem 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 problem solving (ii) Leadership and personal development (iii) Communication and collaboration | (i) Lagos State approved storybook/poem/play (iii) Any other relevant material |
| 7 | E. Mid-term tests F. Open day G. Mid-term break H. Homework | | | | |
| 8 | V | By the end of the lesson, pupils should be able to: (i) spell and pronounce unfamiliar words in a selected text; (ii) read a | (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. Communication and Collaboration ii. Critical thinking and problem solving. Leadership and Personal Development | (i) Charts (ii) Pictures Flash cards |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | 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. | | |
| | (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 communication (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) 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 mini-dictionary. |

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| | | | (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 the passage. ii. 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. |
| | Composition: 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) Communication and Collaboration. iii. Critical thinking and problem solving. | iii. Course book |

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| | | (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/diagram | (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 | (i) Calendars (ii) Course book Relevant charts, diagrams, graphs etc. |
| | (a) Structure: concept of print margins | By the end of the lesson, pupils should be able to: (i) recognize and explain the components of printed materials e.g. title page, illustrations, | (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 |

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| | | (ii) chapters, margins etc. extract information from printed materials like charts, diagrams, calendars etc. information for dialogues | (iii) printed material. Pupils, in pairs, study and carefully extract information from printed materials under the teacher's supervision. | | |
| | (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. | 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 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 mini-dictionary. |
| | (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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| | | 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 'my parents' | (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 communication (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?q=a+natural+disaster&ic=utf-8&oe=utf8&client=firefox-b-a |
| | 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/poem from Lagos State approved book list. ii. 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. Each pupil discusses the lessons/values learnt from the story. | (i) Critical thinking and problem solving (ii) Leadership and personal development Communication and collaboration | (i) Lagos State approved storybook/poem/play (iii) Any other relevant material |

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| 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 communication | (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 communication | (i) Supplementary readers (ii) Course book (iii) Charts (ii) Diagrams |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (b) Vocabulary building | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (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. | <ul style="list-style-type: none"> (v) Pupils, as a class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for 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. | <ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Critical thinking and problem solving. (ii) Leadership and Personal Development. | <ul style="list-style-type: none"> (i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iv) Oxford mini-dictionary. |
| | (c) Oral and written comprehension | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (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 <p>Retell the story in their own words</p> | <ul style="list-style-type: none"> (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. (vi) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea. <p>Each pupil relates the ideas from the</p> | <ul style="list-style-type: none"> (i) Critical thinking and problem solving (iii) Creativity and imagination | <ul style="list-style-type: none"> (i) Course book (iii) Relevant pictures or real objects |

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| | | (vi) Tell similar stories | story to personal experiences. Pupils, in groups, are guided to narrate a similar story. | | |
| | (d) Composition (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 | (i) Pupils, as a class, examine the descriptive 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. | (i) Creativity and imagination. (ii) Communication and Collaboration. (ii) Critical thinking and problem solving. | (ii) Course book |
| 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 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 mini-dictionary. |
| | (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 communication (ii) Leadership | (i) Course book (ii) Supplementary readers (iii) Relevant materials |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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 materials | 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) Vocabulary building | 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 | (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) 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 mini-dictionary. |
| | (c) 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 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 | | | | |

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

Primary 3 Term 2

**ENGLISH STUDIES
PRIMARY THREE SECOND TERM**

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING 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 communication (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. | | |
| | (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 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 mini-dictionary. |
| | (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) Communication 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-BnhRimx4A |

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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | | studies; https://m.youtube.com/watch?v=BnhRjmxTA | | |
| 2 | (a) : Phonics-pronunciation of multi syllabic words | By the end of the lesson, pupils should be able to: (i) Produce four and five syllable words (ii) Identify four and five syllabic words in sentence. (iii) Complete four and five syllabic words | (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) Critical thinking and problems solving (ii) Collaboration and communication | (i) Flash cards (ii) Sentence strips (iii) Course books |
| | (b) structure: Use of capital letter, punctuation marks in sentences | By the end of the 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. | (i) Pupils, as a class, 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. | (i) Collaboration and communication (ii) Critical thinking and problem solving (iii) Leadership and personal development | (i) Selected passages from course book (ii) Simple sentences (iii) Charts |
| | (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 mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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. | | |
| | (e) Oral and written comprehension 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) Citizenship | (i) Course book (ii) Relevant pictures |
| | (f) 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 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) Communication and Collaboration. (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 |
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| | | (iii) Write a composition on the given topic. | words. (iv) Pupils visit the site below for further studies: https://m.youtube.com/watch?v=BnhRjmxxtA | | |
| | | | .com/watch?v=BnhRjmxxtA | | |
| | Dictations for the Week | Learners are to be guided to: i.) learn the following words: cabinet, caliber. Calling, capable, carpenter, captain, capture, caption, careful. | 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 |
| 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 dialogue | (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. | (i) Charts (ii) Pictures (iii) Audio player |
| | (b) Structure | By the end of the lesson, pupils should be able to: (i) Read simple passages and identify national values discussed on them. (ii) Write the passage clearly and legibly in their | (i) Pupils, as a class, read a given passage. (ii) Pupils, in small groups, underline each sentence used in the passage; (iii) Pupils, as individual, copy the given passage correctly into their | (i) Leadership and personal development. (ii) Collaboration and communication (iii) Critical thinking & problem solving. | (i) Charts (ii) Course book (iii) Picture relevant with values to be taught (iv) Chalk board |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | exercise book. (iii) Study and understand the spacing between letters in words | exercise book paying attention to application of spacing between letters and words as they write. | | |
| | | and words in a sentence. | | | |
| | (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 mini-dictionary. |
| | (d) Oral and written comprehension | 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 each 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 | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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. | | |
| | (e) Writing | By the end of the lesson, pupils should be able to: | (i) Pupils, as a class, explain their daily activities. | (i) Communication and collaboration | (i) Course book |
| | | (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. | (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. | (ii) Critical thinking and problem solving | (ii) Flip cards (iii) Relevant pictures that shows everyday activities. |
| | (f) 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/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) Communication and collaboration | (i) Lagos State approved storybook/poem/play (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 thing (ii) apply 'capital letter' / "higher cases" correctly. (iii) use punctuation marks (e.g. comma, semi colon etc.) correctly | (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 marks in sentences, to the class. | (i) Collaboration and communication (ii) Critical thinking and problem solving (iii) Leadership and personal development | (i) Selected passages from course book (ii) Simple sentences (iii) Charts |
| | (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. 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 mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | | 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) read a given passage; (ii) deduce the main ideas | (i) Pupils, as a class, read a given passage in turns with the correct intonation. (ii) Pupils, in small groups, recite the given stories. (iii) Pupils, in small groups, identify | (i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (i) Course book (ii) Relevant pictures |
| | | from the story; (iii) answer questions on the main points in the story in their own words; (iv) retell similar stories. | 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. (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 class. | | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (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 | (i) Course book (ii) 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. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|--|---|--|--|
| | 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 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 mini-dictionary. |
| | (b) Oral and | By the end of the | (i) Pupils, as a class, listen to teacher | (i) Collaboration and | (i) Course book (ii) Relevant pictures |
| | written comprehension | 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 (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | |

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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (c) Structure: Spacing in letters | 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 handwriting; (iii) write clearly, observe the spacing between the letters in a word, and words in a sentence. | (i) Each pupil listens to teacher's reading. (ii) Pupils, as class, read the passage following teacher's example. (iii) 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. | (i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Creativity and imagination | (i) Passages under content column (ii) Any other relevant reference materials |
| | (e) Writing: Describe your class teacher | By the end of the lesson, pupils should be able to: (i) identify appropriate adjective for description (ii) complete a guided essay on 'My class teacher' (iii) write five sentences to describe their class teacher | (i) Pupils, as a class, identify some attributive, descriptive and qualitative adjectives. (ii) Pupils, in small groups, are led to study and complete a guided essay on "My class teacher". (iii) Each pupil writes on their class teachers briefly. | (i) Personal development and leadership. (ii) Critical thinking and problem solving. (iii) Creativity and imagination. | (i) Course book (ii) Flip cards |
| 6 | a) Structure: Use of Auxiliary Verbs | By the end of the lesson, pupils should be able to: (i) describe auxiliary verbs; (ii) pick out auxiliary verbs in sentences; | (i) Pupils, as a class, describe auxiliary verbs. (ii) Pupils, in small groups, are guided to identify auxiliary verbs in sentences. (iii) Each pupil forms simple sentences with the use of auxiliary verbs. | (i) Critical thinking (ii) Collaboration and communication (iii) Leadership and personnel development | (i) Charts (ii) Flash cards games. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (iii) use auxiliary verbs in sentences. | | | |
| | (b)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. v. | 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 mini-dictionary. |
| | (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 | 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 | (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 |
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| | | (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) 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. | (i) Pupils, as a class, read the passage following teacher's examples. (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. | (i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Creativity and imagination | (i) Passages under content column (ii) Any other relevant reference materials |
| | (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. | Each pupil read a recommended storybook/play/poem from Lagos State approved book list. | (i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communication and collaboration | (i) Lagos State approved storybook/poem/play (ii) Any other relevant material |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
|-----|--|---|---|--|---|
| 7 | I. Mid-term tests J. Open day K. Mid-term break L. Homework | | | | |
| 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 | (i) Objects (ii) 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. 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 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) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (i) Course book (ii) Relevant pictures |
| | (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) Communication 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 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. | | |
| 9 | (a) : Pronunciation of pure vowels and diphthongs e.g. /ie/ here /ea/ hare | By the end of the 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 and diphthongs | (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 communication (iii) Leadership and personal development | (i) Relevant pictures of objects (ii) Flash cards (iii) Course book (iv) Web resources: http://www.differencebetween.com/difference-between-vowels-and-vs-diphthongs/ |
| | (b) Structure: Use of regular and irregular plurals in speaking and writing | 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 | (i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Leadership and personal development | (i) Real objects (ii) Pictures of objects (iii) Charts (iv) Flash cards |
| | | | speeches that contains both regular and irregular plurals | | |

| 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. 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. 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 mini-dictionary. |
| | (b) 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 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. 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 |
| | | | | | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | (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 (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) Communication and Collaboration. (iii) Critical thinking and problem solving. | (i) Course book |
| | (f) 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/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. | (i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communication and collaboration | (i) Lagos State approved storybook/poem/play (ii) Any other relevant material |
| 10 | (a) : continuation of vowels and diphthongs | 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) 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.differencebet | (i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Leadership and personal development (iv) Digital literacy | (i) Relevant pictures of objects (ii) Flash cards (iii) Course book (iv) Web resources: http://www.differencebet.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 | 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, 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 | (i) Real objects (ii) Pictures of objects (iii) Charts (iv) Flash cards |
| | (c) Vocabulary 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. | (i) Selected passage 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) 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 communication (ii) Leadership and personal development (iii) Critical thinking and problem | (i) Course book (ii) Relevant pictures |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING 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 : composition 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) Communication 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 |
| 11 | (a) Structure (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 communication (iii) Leadership and personal development | (i) Real objects (ii) Pictures of objects (iii) Charts (iv) Flash cards |

| WKS | 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. | | |
| | b) Vocabulary 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) 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 mini-dictionary. |
| | (c) Oral and written comprehension | 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 class. | (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: composition about 'myself' | 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 the topic "Myself". (iii) Each pupil writes the composition | (i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. | (i) Course book |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORES SKILLS | LEARNING RESOURCES |
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| | | (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 | | | | |
| 14 | EXAMINATION | | | | |

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Plan Lesson Note

@ClassRoomNotes



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

Primary 3Term 3

ENGLISH STUDIES PRIMARY THREE TERM TERM

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING 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 mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|---|--|--|---|--|
| | (c) Oral and written comprehension | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) Read the passage; (ii) Repeat the story in their own words (iii) Draw out the main points from the passage (iv) Answer questions on the passage</p> | <p>(i) Pupils, as a class, read the passage with the correct intonation. (ii) Pupils, in small groups, provide a person each to represent each group, who will share a similar story with the class. (iii) Pupils, in small groups, study the story to know the main points (iv) Each pupil answers questions on the passage.</p> | <p>(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship</p> | <p>(iii) Course book (iv) Relevant pictures</p> |
| | (d) Writing: composition on (how I spent my last holiday) | <p>By the end of this lesson pupils should be able to:</p> <p>(i) use simple sentence to discuss the narrative composition (ii) write out point on how "I spent my last holiday". (iii) Write compositions on the given topic.</p> | <p>(i) Pupils, as a class, examine the narrative composition provided (ii) Pupils, as a group, discuss their last holiday experience. (iii) Each pupil writes the composition on the given topic in his or her own words. Pupils visit the site below for further studies: https://m.youtube.com/watch?v=BnhRjmxTA</p> | <p>(i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy.</p> | <p>Audio Visual Resources (i) Charts on various holiday destinations. (ii) Videos: Web Resources https://m.youtube.com/watch?v=BnhRjmxTA</p> |
| | Dictations for the Week | <p>Learners are to be guided to:</p> <p>i.) learn the following words: fiction, filling, finding, fitness, forever, fortune, founder, freedom</p> | <p>For home study, pupils, as individuals, i.) look up the meanings, word classes and pronunciation of the given words in a</p> | <p>(i) Communication and Collaboration (ii) Leadership and Personal Development</p> | <p>(i) Hard copy dictionary (ii) Online dictionary</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING 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 the teacher. | (i) Communication 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) 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) 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 mini-dictionary. |

| ENGLISH STUDIES | | | | | |
|-----------------|---|--|---|--|---|
| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
| | (c) Oral and written comprehension | 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 story with the class. | (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: composition 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. | (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=BnhRjmxTA | (i) Creativity and imagination. (ii) Communication 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=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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING 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 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 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 mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|--|--|--|--|--|
| | (c) Oral and written comprehension | <p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (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. | <p>Pupils, as individuals, read a given passage as guided by the teacher.</p> <p>Pupils, in small groups, discuss the main idea of the passage.</p> <p>Each pupil analyses the purpose of the passage.</p> <p>Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>Pupils, relate the main ideas in the passage to national values.</p> | <ul style="list-style-type: none"> (i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | <ul style="list-style-type: none"> (i) Course book (ii) Relevant pictures |
| | (d) Writing: What I would like to be in future | <p>By the end of this lesson pupils should be able to:</p> <ul style="list-style-type: none"> (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. | <ul style="list-style-type: none"> (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. | <ul style="list-style-type: none"> (i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy. | <p>Audio Visual Resources</p> <ul style="list-style-type: none"> (i) Charts on various holiday destinations. (ii) Videos: Web resources: https://www.thoughtco.com/names-of-professions-and-jobs-4051527 |

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LAGOS STATE MINISTRY OF EDUCATION

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

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| | | (iii) use the present perfect tense in sentences. | perfect tense in sentences. | | |
| | (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. (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 mini-dictionary. |
| | (c) Oral and written comprehension | 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 (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 | <p>using evidence from the passage.</p> <p>v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>vi. Pupils, relate the main ideas in the passage to national values.</p> | | |
| | (d) Writing: Composition about 'Myself' | <p>By the end of the lesson, pupils should be able to:</p> <p>i. use simple sentences to discuss a descriptive composition;</p> <p>ii. write out points about 'Myself';</p> <p>iii. write a composition on the given topic.</p> | <p>(i) Pupils, as a class, examine the descriptive composition provided.</p> <p>(ii) Pupils, in groups, discuss about the topic 'Myself'.</p> <p>(iii) Each pupil writes the composition given in simple sentences.</p> | <p>(i) Creativity and imagination.</p> <p>(ii) Communication and Collaboration.</p> <p>(iii) Critical thinking and problem solving.</p> | (i) Course book |
| 6 | (a) Structure: Using past continuous tense in sentence. (cont.) | <p>By the end of the lesson, pupils should be able to :</p> <p>(i) recognize past continuous tense in sentences;</p> <p>(ii) explain appropriate uses of the past continuous tense.</p> <p>(iii) differentiate between present continuous and past continuous tenses;</p> <p>(iv) create sentences with past continuous tense.</p> | <p>(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.</p> <p>(ii) Pupils, as a class, identify past continuous tense in a paragraph.</p> <p>(iii) Pupils, in small groups, distinguish past continuous from present continuous tense.</p> <p>(iv) Pupils, in pairs, form sentences with past continuous tense.</p> | <p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> | <p>(i) Course book</p> <p>(ii) Supplementary materials</p> <p>(iii) Charts</p> |

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

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

| TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| A. Mid-term tests B. Open day C. Mid-term break D. Home work | | | | |
| (a) : Present perfect with "since" and "for" | By the end of the lesson, pupils 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'. | (i) Pupils, as a class, 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'. | (i) Leadership and personal development (ii) Critical thinking and problem solving | (i) Course book (ii) Charts (iii) Other relevant materials |
| (b) Vocabulary 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 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 mini-dictionary. |

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

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| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | ENGLISH STUDIES LEARNING RESOURCES |
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| | | (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 | (a) Structure: Interrogation with response using present perfect | By the end of the 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 in writing. | (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) Collaboration and communication (iii) Critical thinking and problem solving | (i) Course book (ii) Charts (iii) Supplementary materials |
| | (b) 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 meaning of the unfamiliar words. | (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 mini-dictionary. |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| | | | <p>iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary.</p> <p>v. Each pupil is guided to pronounce the new words by breaking the letters into sounds.</p> <p>vi. Pupils, in pairs, use the new words in sentences.</p> | | |
| | (c) Reading: Oral and written comprehension | <p>By the end of the lesson, pupils should be able to:</p> <p>(i) discuss the main idea of the passage</p> <p>(ii) use evidence from the passage to discuss supporting ideas</p> <p>(iii) identify values and lessons in given passages; relate the ideas and values in the passage to personal experience</p> | <p>(i) Pupils, as individuals, read a given passage as guided by the teacher.</p> <p>(ii) Pupils, in small groups, discuss the main idea of the passage.</p> <p>(iii) Each pupil analyses the purpose of the passage.</p> <p>(iv) Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>(v) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>(vi) Pupils relate the main ideas in the passage to national values.</p> | <p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> <p>(iv) Citizenship</p> | <p>(i) Course book</p> <p>(ii) Relevant pictures</p> |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| | (d) Writing: Composition about '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 about "a dog"; (iii) write a composition on the given topic. | (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) Communication and Collaboration. (iii) Critical thinking and problem solving. | (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/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. 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/play (ii) Any other relevant material |
| 10 | (a) Structure: Present perfect tense and Past perfect tense | 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 | (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) Vocabulary 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. 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 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 mini-dictionary. |
| | (c) Reading: Oral and written comprehension | 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 the main points. (iii) Pupils, in pairs, answer questions on the given passage. | (i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (iii) Course book (iv) Relevant pictures |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| | (d)Writing: Composition about "my father" | 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. | (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) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. | (i) Course book |
| 11 | (a) Structure: Present perfect tense and Past perfect tense | By the end of the lesson, pupils should be able to: (i) recall the meaning present perfect tenses and past perfect tense; (ii) express correct use of present perfect tense and past perfect tense; (ii) differentiate between present perfect tense and past perfect tense. | 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. iv. Each pupil take turns to give examples on the uses of present perfect tense and past perfect tense. | (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 |
|-----|------------------------|--|---|---|--|
| | | | v. Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples. | | |
| | (b)Vocabulary 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. 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 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. | (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 mini-dictionary. |
| | | | vi. Pupils, in pairs, use the new words in sentences. vii. Pupils in pairs dramatise the meaning of the new words. | | |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|--|---|---|--|---|
| | (c) Reading: Oral and written comprehension | 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, 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 communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (i) Course book (ii) Relevant pictures |
| | | | (vi) Each pupil relates the ideas from the passage to personal experiences. | | |
| | (d)Writing: Composition about 'What I do every day' | 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 "What I do Everyday" (iii) write a composition on the given topic | (i) Pupils, as a class, examine the descriptive composition provided (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. | (i) Creativity and imagination. (ii) Communication and Collaboration; (iii) Critical thinking and problem solving. | I Course book |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|-------------|---------------------|--|----------------------|--------------------|
| 12 | Revision: | Revise | Use relevant teaching and learning materials | | |
| 13 | EXAMINATION | | | | |
| 14 | EXAMINATION | | | | |

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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