



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

English Studies

**UNIFIED
SCHEMES
OF WORK**

FOR

PRIMARY SCHOOLS
(PRIMARY 4-6)

CLASSBASIC.COM

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MINISTRY OF EDUCATION**

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2021 EDITION

TABLE OF CONTENTS
UNIFIED SCHEMES OF WORK FOR
PRIMARY 4-6

Preface	iii
Foreward	iv
Introduction	v
 CORE SUBJECTS	
1. English	1-108
2. Mathematics	109-151
3. Basic Science And Technology (BST)	152-200
(i) Basic Science and Technology	
(ii) Physical and Health Education (P.H.E)	
(iii) Information Technology (IT)	
4. National Value Education (NVE)	201-251
(i) Social Studies	
(ii) Civic	
(iii) Security Education	
5. Pre-Vocational Studies (PVS)	252-294
(i) Agriculture	
(ii) Home Economics	
6. Nigerian Languages	
(i) Yoruba	294-407
(ii) Igbo	408-425
(iii) Hausa	246-440
7. Religious Studies	
(i) Christian Religious Studies (CRS)	441-458
(ii) Islamic Religious Studies (IRS)	459-487
8. Cultural And Creative Art	488-505
9. History	506-522
10. French	523-552
11. Arabic (Optional)	553-559

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ii

INTRODUCTION

The Pry 4-6 booklet contains the new Unified Schemes of Work from the National Curriculum for the following subjects:

- i. English Studies;
- ii. Mathematics;
- iii. National Values Education;
- iv. Religious Studies;
- v. Basic Science and Technology;
- vi. Nigerian Languages;
- vii. History;
- viii. Cultural and Creative Arts;
- ix. Arabic (optional);
- x. French;
- xi. Prevocational Studies.

This new Schemes of Work have been designed to instil in the pupils life-long skills with emphasis on the acquisition of knowledge and skills associated with the contents of the National Primary (Upper) School Education Curriculum. Many strategies including web resources and learning activities are infused to promote deep learning among pupils in line with international best practices.

In addition, every primary school should endeavour to train the pupils on vocational skills for the 3-year Pry 4-6 education. Therefore, School Managers are encouraged to invite professionals and artisans where necessary to teach some practical aspects of the vocational trade subjects. The EKO EXCEL Technical Partners also had in puts in there view of this document.

Peradventure a teacher is unable to cover all the topics in a term, such teacher should continue from where he/she stopped previously. No topic should be skipped.

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HoD, Curriculum Services Department.

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UNIFIED SCHEMES OF WORK FOR PRIMARY 4 -6

iv



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

Term 1 Primary 4
UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 4 FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Review of primary three third term work				
2	(a) Speech Work: further practice in expressing possibility and permission	By the end of the lesson, pupils should be able to: i. examine what possibility and permission in speech making; ii. use words in discussion to express possibility and permission; iii. construct oral sentences to express possibility and permission.	i. Pupils, as a class, examine the use of possibilities and permission in speech. ii. Pupils, in small groups, discuss and list examples of words used in expressing possibility and permission. iii. Pupils, as individuals, construct new sentences expressing possibility and permission.	i. critical thinking and problem solving ii. communication and collaboration iii. creativity and imagination.	AUDIO VISUAL RESOURCES i. flash cards on words that express possibility and permission ii. Chats iii. flip Charts on words that express probability and permission WEB RESOURCES https://commongroundinternational.com/learning-english/english-modal-verbs-express-ability-permission-probability-advice-necessity-requests/
	(b) Reading: Teaching new words, meaning and 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 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. (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) Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Selected passage from the English textbook. ii. flash cards on the new words. iii. An Oxford dictionary
	(c) Structure: The tenses (Modal Auxiliaries)	By the end of the lesson, pupils should be able to: i. discuss the modal auxiliaries that express time; ii. write correct sentences using the modal auxiliary.	i. Pupils, in small groups, discuss tenses and list auxiliary verbs they know that express time. ii. Pupils, as a class, write correct sentences using the modal auxiliary verbs expressing time and mood.	I. Communication and Collaboration. II Leadership and Personal development	Audio Visual Materials i. Charts/ Flashcards on ii. Modal auxiliaries Web Resources https://4thgradeela.weebly.com/modalauxiliaries.html#
	(d) Grammar: Grammar Accuracies –fill in the gaps with words from the box	By the end of the lesson, pupils should be able to: i. understand and decode the instructions needed to fill in the space; ii. fill in the right and accurate words in the right space.	i. Pupils, as a class, discuss the grammar functions and what is expected of them from the question. II Each pupil provides the accurate answers to the questions.	i. Communication and collaboration ii. Critical thinking and problem solving skills	Audio Visual Materials I. Charts in form of a puzzle on the question. ii. Selected approved textbook

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Writing: Guided composition (Narrative composition) How I spent my last Holiday	By the end of the lesson, pupils should be able to: i. discuss the narrative composition; ii. develop points on How I spent my Last Holiday; iii. write the composition.	i. Pupils, as a class, discuss and mention features of a narrative composition. ii. Pupils, in small groups, develop points on the topic. iii. Each pupil writes a narrative composition on the topic.	i. Communication and Collaboration. ii. Critical Thinking and Problem Solving iii. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Chart of the features of a narrative composition. ii. A chart of a narrative composition written on the topic iii. Pictures of different places of relaxation. WEB RESOURCES https://byjus.com/kids-learning/how-i-spent-my-summer-vacation-essay/
	(f) Dictation: Selected words from the approved book.	By the end of the lesson, pupils should be able to: i. combine letters together to form words; ii. pronounce the new words; iii. construct new words and sentences.	i. Each pupil thinks quickly on the spelling of a new word. ii. Each pupil pronounces the new words. iii. Pupils, in small groups, work together to construct and rearrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCES i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
3	(a) Speech Work: Passage based on the Narration of real life story	By the end of the lesson, pupils should be able to: i. differentiate between real life and unreal story; ii. describe a real life experience orally; iii. explain the main points of the story.	i. Pupils, as a class, discuss the difference between a real and an unreal story. ii. Pupils, as a class, orally share their experience of a real life situation. iii. Pupils, in small groups, choose the main points from a narration based on experiences. youtube.com/watch?v=yxJ5Gwt	i. Critical thinking and Problem solving. ii. Communication and collaboration iii. Leadership and Personal development	AUDIO VISUAL RESOURCES i. Video of a short real life story. ii. Charts on write up on a real and unreal story. Web resource https://www.superteachersworksheets.com/4-comprehension.html/
	(b) Structure: Modal Auxiliaries: further practices in excusing, possibility, obligation, permission etc.	By the end of the lesson, pupils should be able to: i. engage in a simple conversation involving excuses, possibility, obligation and permission; ii. identify words used to make dialogue to express excuse, possibility, obligation such as can I come in? iii. use modal auxiliaries in sentences in appropriate contextual situations.	i. Pupils, in small groups, create conversations expressing excusing, possibility, obligation and permission. ii. Pupils, in pairs, describe and mention words that can be used to express excusing, possibility etc. iii. Each pupil makes sentences on their own with modal auxiliaries. their work to the class.	i. creativity and imagination ii. communication and collaboration iii. Leadership and personal development.	AUDIO VISUAL RESOURCES i. Video resource of a dialogue expressing excusing, possibility, obligation, permission etc. ii. Flash cards web resource https://www.google.com/search?q=dialogue+on+practice+in+excuses%2Cpossibility%2C+permission&q=dialogue+on+practice+in+excuses%2Cpossibility%2C+permission&ags=chrome_6916733361538114&client=ms-android-agoold&sourceid=chrome-mobile&ie=UTF-8#
	(c) Reading: A football match, teaching of new words meaning comprehension	By the end of the lesson, pupils should be able to: i. describe a football match; ii. read to get the main idea of the passage; iii. identify new words from the passage and explain the meaning of the new words; iv. construct new sentences using the words.	i. Pupils, as a class, describe a football match ii. Pupils, in pairs, read the passage to get the main ideas from the passage. i. Each pupil discusses the purpose of the passage. ii. Each pupil analyses the connection between ideas using evidence from the passage. iii. Pupils, in small groups, identify and list new words and their meanings from the passage. Each pupil constructs new sentences using the new words.	i. Critical Thinking and Problem Solving ii. Communication and Collaboration iii. Leadership and Personal development iv. Creativity and Imagination.	AUDIO VISUAL RESOURCES i. Photos of a football match. ii. Recommended text book iii. An Oxford dictionary. Web Resource https://www.scholastic.com/parents/books-and-reading/reading-resource/developing-reading-skills/improve-reading-comprehension.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Read a passage and complete the sentences	By the end of the lesson, pupils should be able to: i. read a descriptive passage actively; ii. complete the sentences from selected sentences in the passage; iii. answer factual questions based on the passage.	i. Pupils, as a class, read the selected passage and observe important elements from it. ii. Each pupil completes sentences with the appropriate words and phrases. iii. Pupils, in small groups, answer the questions. iv. Each pupil constructs new sentences using the new words.	i. Critical Thinking and Problem solving ii. Creativity and imagination iii. communication and collaboration	AUDIO VISUAL RESOURCES i. English Textbook ii. Selected descriptive passage iii. Flip Chart.
	(e) Writing: Rhythmic poem	By the end of the lesson, pupils should be able to: i. describe a poem; ii. examine the features of a poem; iii. compare poems; iv. write a rhythmic poem.	i. Pupils, as class, describe a poem ii. Pupils, in small groups, examine the features of a poem. i. Each pupil compares two poems and writes down their common features and differences. ii. Pupils, in pairs, write a rhythmic poem by comparing other poems written.	i. Critical thinking and Problem solving ii. Communication and Collaboration. iii. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Chart of different rhythmic poems. ii. video of rhythmic poem Web Resource https://www.education.com/worksheets/our-5-grade-poetry-writing https://www.creativejmmhughes.com/poetry-part-2-rhythm/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. combine letters together to spell and pronounce new words; ii. Construct new words and sentences.	i. Each pupil spells new words. ii. Pupils, in small groups, work together to construct and rearrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCES i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
	(g) 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. Pupils, in small groups, share information from the story. iv. Each pupil discusses the lessons/values learnt from the story.	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
4	(a) Speech Work: basic reading and guided writing	By the end of the lesson, pupils should be able to: i. identify and write points from a passage read; ii. use story provided by the teacher to select points that will help them write their own stories; iii. write two or more paragraphs and link them.	i. Pupils, as a class, read a selected passage and write out points from the passage ii. Pupils, in small groups, listen to teacher's story and get points to write their own stories iii. Pupils, as individuals, write two paragraphs of a story and link them together	i. Critical thinking and problem solving ii. Communication and Collaboration iii. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Selected textbook ii. chart with framed outline iii. pictures

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Reading: vocabulary and comprehension.	By the end of the lesson, pupils should be able to: i. read and analyze the passage. ii. scan for the specific information. iii. skim for the main points	i. Pupils, as a class, analyze the passage ii. Pupils, in small groups, scan for the specific information from the topic. iii. Pupils, in small groups, discuss the main points of the passage.	i. Critical Thinking and problem solving ii. Communication and Collaboration iii. Leadership and Personal development.	AUDIO VISUAL RESOURCES i. Recommended English text book ii. An Oxford Dictionary iii. Flash Cards https://www.howtolearn.com/2013/02/skimmin-g-and-scanning-two-important-strategies-for-speeding-up-your-reading/
	(c) Grammar: A journey by bus.	By the end of the lesson, pupils should be able to: i. describe a journey made using a particular means of transportation ii. use words associated to travelling by bus in sentences iii. write short descriptive composition on the topic.	i. Pupils, as a class, describe a journey made by a specific means of transportation. ii. Pupils, in small groups, use words associated with travelling by bus in sentences. iii. Pupils, as individuals, write a short descriptive composition on the topic.	i. creativity and imagination ii. communication and collaboration	AUDIO VISUAL RESOURCES i. Chart ii. Flash card iii. Recommended text
	(d) Writing: How I spent my last holiday	By the end of the lesson, pupils should be able to: i. narrate a story. ii. discuss different holiday experiences; iii. write a composition on the given topic.	i. Each pupil thinks and narrates a story. ii. Pupil, in small groups, discuss on the different holiday experiences they have had. iii. Each pupil writes the composition on the given topic.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical thinking and Problem solving	AUDIO VISUAL RESOURCES i. Pictures of different travel destinations ii. A video on a visit or vacation. Web Resource https://www.shareyouresays.com/essays/500-words-essay-for-kids-on-how-i-spent-my-summer-vacation/101676
	(e) Dictation: Selected words from the passage read.	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving iv. Digital literacy	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
5	(a) Speech work: Dialogue further practice in excusing, possibilities, obligation, permission.	By the end of the lesson, pupils should be able to: i. use each of the modal auxiliaries in sentences in contextual situations so as to demonstrate their meaning; ii. examine specific dialogues in passages or stories these are used, after oral practice and intonation; iii. construct sentences and dialogues with each of these words.	i. Pupils, as a class, brainstorm on the modal auxiliaries in sentences so as to understand the contextual situations and their uses. ii. Pupils, in small groups, examine, and observe dialogues in selected passages or stories that the auxiliaries are used and then orally practice them. iii. Pupils, as pairs, construct sentences and dialogue with each of these words	i. Critical thinking and problem solving skills ii. Communication and collaboration. iii. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Flash cards on the modal auxiliaries ii. Charts on dialogue expressing excuses, possibilities, obligation and permission. Web Resource https://www.espressoenglish.net/common-english-words-permission-obligation-prohibition/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: complete sentences with 'Can or May'	By the end of the lesson, pupils should be able to: i. explain the uses of 'can' and 'may'; ii. compare contextual use of 'can' and 'may'; iii. complete sentences with 'can' and 'may'.	i. Pupils, as a class, discuss the uses of can and may in sentences. ii. Pupils, in pairs, compare 'can' and 'may' in different contexts. iii. Pupils, as individuals, complete questions on the use of 'can and may'. iv. Pupils use 'can and may' in different sentences of their own, provided.	i. Communication and collaboration ii. Critical thinking and problem solving skills	AUDIO VISUAL RESOURCES i. Recommended English textbook ii. Flash cards on the use of can and may iii. Flip chart on Can and may Web Resource https://www.lexico.co.uk/grammar/can-or-may
	(c) Reading To Find Main Point: vocabulary & comprehension	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for specific information; iv. extract new words from the passage.	i. Pupils, as a class, read and analyze the passage. ii. Pupils, as pairs, skim for the main points in the passage. iii. Pupils, in small groups, scan for specific information in the passage iv. Each pupil identifies and list the new words in the passage	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-321204/
	(d) Grammar: Making sentences from the table.	By the end of the lesson, pupils should be able to: i. construct sentences from the table; ii. draw, copy, and complete the sentence in the table;	i. Pupils, in small groups, work together to construct new sentences from the table. ii. Pupils, as individuals, complete the table. iii. Each pupil draws the table and completes the sentences.	i. Communication and collaboration ii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended Textbook on English ii. Chart of the table
	(e) Writing: A poem	By the end of the lesson, pupils should be able to: i. describe a poem; ii. classify the poems; iii. compose a poem; iv. recite a poem;	i. Pupils, as a class, describe what a poem. ii. Pupils, in small groups, classify poems into their types. iii. Pupils, in pairs compose a poem. iv. Pupils, in pairs, recite their poems.	i. Communication and collaboration ii. Leadership and personal development iii. creativity and imagination	AUDIO VISUAL RESOURCES 1. audio tape 2. Chart on the classification of poems. Web resource https://www.scholastic.com/teachers/teachingtools/articles/lesson-kid-a-poem-how-to-introduce-poetry-into-elementary-school.htm
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage ii. write the meaning of new words in the passage. iii. construct sentences with these words. iv. write down dictated words.	i. Pupils, as a class, pick the new words from the passage read. ii. Pupils, in small groups, find the meaning of the new words. iii. Each pupil constructs new sentences from the words. iv. Pupils, as individuals, write down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES 1. Recommended text book ii. Dictionary iii. Flip charts of new words from the passage.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language
					LEARNING RESOURCES
6	(a) Speech Work: Oral narration- A visit to the	By the end of the lesson, pupils should be able to: i. narrate and highlights main point on the topic; ii. describe different things and places about the village; iii. mention important features in any event; iv. narrate the story.	i. Pupils, in small groups, narrate and highlight the main points of the topic. ii. Pupils, in pairs, describe different things and places about their villages. iii. Pupils, as a class, mention important features in any event. iv. Each pupil narrates the story of their visit to the class.	i. Communication and collaboration. ii. Leadership and personal development iii. Critical thinking and Problem Solving iv. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Pictures showing various villages in Nigeria ii. Video clips of event. iii. items from some villages Web Resource. https://www.toppr.com/guides/essays/my-village-essay/
	(b) Structure: Further practice in the use of tenses	By the end of the lesson, pupils should be able to: i. correctly use the present, past and future tense; ii. identify and construct sentences in the present, past and future tense.	i. Pupil, as a class, discuss the uses of the present, past and future tense. ii. Pupils, in small groups, work together to identify and construct correct sentences using the tenses. class for evaluation.	i. Critical Thinking and Problem Solving ii. Communication and Collaboration.	AUDIO VISUAL RESOURCES i. Chart on the tenses ii. Video clips on the tenses and uses Web Resource https://english.olympiadsuccess.com/class-4-tenses
	(c) Reading: Reading to find the main point. Vocabulary & comprehension.	By the end of the lesson, pupils should be able to: i. read and analyze the passage; ii. scan for specific information from the passage; iii. skim for the main points; iv. answer the questions.	i. Pupils, as a class, analyze the passage. ii. Pupils, in small groups, scan for the specific information from the topic iii. Pupils, in small groups, skim for the main points. iv. Pupils as individuals, answer the question. text.	i. Critical Thinking and problem solving ii. Communication and Collaboration iii. Leadership and Personal development.	AUDIO VISUAL RESOURCES i. Recommended English text book ii. An Oxford Dictionary iii. Flash Cards https://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/
	(d) Grammar: Aural/Discrimination /v/ and /f/	By the end of the lesson, pupils should be able to: i. distinguish between the two consonants; ii. recognize the sounds in words; iii. contrast between the sounds when used in words; iv. make simple correct sentences with the sounds.	i. Pupils, as a class, pronounce the words 'vest' and 'fast' to distinguish the two sounds. ii. Pupils, as a class, pronounce the sounds /v/ and	i. Critical Thinking and Problem Solving Skills	AUDIO VISUAL RESOURCES i. Audio tape to listen to the sounds /f/ and /v/ ii. Chart showing contrast of the sound iii. Oxford Dictionary Web Resource https://www.englishclub.com/pronunciation/minimal-pairs-f-v.html
	(e) Writing: Oral composition/ Narrative An interesting experience	By the end of the lesson, pupils should be able to: i. describe the experience of visiting an interesting place; ii. narrate the highlights of the experience; iii. orally narrate the story of the experience.	i. Pupils, in small groups, share and describe their experiences. ii. Pupils, as a class, discuss some highlights of the experience. iii. Each pupil orally narrates their experience.	i. Creativity and Imagination ii. Communication and Collaboration .	AUDIO VISUAL RESOURCES i. Text book that show various event ii. Video Clip peoples experience Web Resource https://multimedia-english.com/blog/8-steps-to-write-a-good-composition-part-1-1
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. pick out new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Recommended text book ii. Dictionary iii. Flip charts of new words from the passage.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(g)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. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
7	MID TERM BREAK				
8	(a)Speech Work: Aural Discrimination /e/ and /æ/ and /a/ and /ɑ:/	By the end of the lesson, pupils should be able to: i. pronounce both sounds correctly, ii. distinguish between the two sounds; iii. recognize the sounds in words and sentences; iv. contrast and discriminate between the two sounds e.g. bet and bat, back and bark.	i. Pupils, as a class, pronounce the words 'bat' and 'start' to distinguish the two sounds. ii. Pupils as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in pairs, distinguish between the two sounds by giving examples. iv. Pupils, in small groups, list out words with the sounds. v. Each pupil contrasts the two sounds by providing words containing both sounds. vi. Pupils, in small groups, make simple sentences containing words with the sounds /a/ and /ɑ:/.	i. Creativity and Imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Audio tape or speaker to listen to the sounds pronounced ii. Video Clips iii. Chart of both sounds Web resource https://www.englishbix.com/12-pure-vowel-sounds-examples/
	(b) Reading Comprehension: Topic Sentences	By the end of the lesson, pupils should be able to: i. read and analyze the passage; ii. identify the topic sentence in each paragraph; iii. relate the topic sentences to the main points in the passage; iv. scan for specific information and explain the connection between ideas.	i. Pupils, as a class, read and analyze the comprehension passage ii. Pupils, in small groups, identify the topic sentences. iii. Pupils, in pairs, relate the topic to the main points in the passage. iv. Pupils, as individuals, scan or specific information in the passage and explain the connection between ideas in the passage.	i. Creativity and imagination ii. Communication and Collaboration. iii. Critical thinking and problem solving skill.	AUDIO VISUAL RESOURCES i. Recommended Text ii. Flash card Web Resource https://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/
	(c) Structure: Further practice in the use of tenses, the present, past, present, present perfect and past continuous	By the end of the lesson, pupils should be able to: i. identify the use of the tenses; ii. construct sentences using the tenses; iii. classify the tenses of sentences in a given passage.	i. Pupils, as a class, identify the use of the different tenses. ii. Pupils, in small groups, construct sentences using the tenses. iii. Pupils, in pairs, classify the tenses in sentences in a passage.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Leadership and Personal Development.	AUDIO VISUAL RESOURCES i. Chart and picture of Present tense and Past tense ii. Flash cards Web Resource: https://www.toppr.com/guides/english/tenses/introduction-to-tenses/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Aural discrimination /t/ and /l/	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> pronounce both sounds correctly; distinguish between the two sounds; recognize the sounds in words and sentences; contrast and discriminate between the two sounds e.g. team and them. 	<ol style="list-style-type: none"> Pupils, as a class, pronounce the words 'lat' and 'this' to distinguish the two sounds. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. Pupils, in pairs, distinguish between the two sounds by giving examples. Pupils, in small groups, list out words with the sounds. Each pupil contrasts the two sounds by providing words containing both sounds. Pupils, in small groups, make simple sentences containing words with the sounds /t/ and /l/. 	<ol style="list-style-type: none"> Creativity and Imagination communication and Collaboration 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Audio tape of speaker to listen to the sounds pronounced Video Clips Chart of both sounds Web resource: https://trachelsenglish.com/english-pronounce-t-consonants/
	(e) Writing: Descriptive passage on good morals	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> highlight the features of a descriptive passage; discuss what good morals are from the passage; write a descriptive essay on good morals. 	<ol style="list-style-type: none"> Pupils, in small groups, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. Pupils, in pairs, discuss on what good morals are, from the passage. Individual students compose a story on good morals. 	<ol style="list-style-type: none"> Communication and collaboration Leadership and Personal Development Creativity and imagination 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Recommended text book Pictures showing good morals Video clip on good morals Web Resource: https://www.google.com/amp/s/www.teachingbanyan.com/10-lines/10-lines-on-moral-values/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> pick out new words from the passage; write the meaning of the new words in the passage; make sentences with the new words; write down the dictated words. 	<ol style="list-style-type: none"> Pupils, in small groups, identify and pick out new words from the passage. Pupils, as a class, write out new words in the passage. Pupils, in pairs, make sentences with the new word. Pupils, as individuals, write down dictated words 	<ol style="list-style-type: none"> Communication and Collaboration Creativity and imagination 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Recommended text book. Flash cards Oxford dictionary
	(a) Speech Work: Reading descriptive passage on good morals	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> describe what good morals are; and analyze the passage based on the topic; skim for main points in the passage. use words associated to good morals in sentences. 	<ol style="list-style-type: none"> Pupils, as a class, describe what good morals are and the ones they possess. Pupils, in small groups, analyze the essay and make references to good morals from the passage. Pupils, in pairs, skim for the main points in the passage Pupil, as individuals, use the words associated with good morals in sentences. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal development Creativity and imagination Critical Thinking and Problem Solving 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Pictures on good morals Flash cards on words associated with good morals Web Resource: https://www.google.com/amp/s/www.teachingbanyan.com/paragraph/paragraph/paragraph-on-moral-values/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Comprehension and Vocabulary	By the end of the lesson, pupils should be able to: i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details, illustrations and examples in the passage	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas leaving out supporting ideas in a given text. iii. Pupils, as a class, contrast between the main ideas and supporting ideas. iv. Students while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/dd369.pdf
	(c) Structure: Fill in the gaps	By the end of the lesson, pupils should be able to: i. choose appropriate words from a given list; ii. fill in the gap in sentences to make the sentences meaningful.	i. Pupils, as a class, think of the most appropriate words to fill in the gaps. ii. Each pupil fill in the gaps in sentences with the appropriate words from a list.	i. Creativity and Imagination. ii. Critical thinking and Problem Solving	AUDIO VISUAL RESOURCES i. flash Cards ii. Recommended text book
	(d) Grammar: Study the sentences with the teacher and make similar sentences with the teacher.	By the end of the lesson, pupils should be able to: i. describe sentence types according to functions; ii. compare and contrast different sentences according to their functions; iii. make similar sentences with the sentences types.	i. Pupils, as a class, describe the sentence types according to the function they perform. ii. Pupils, in small groups, compare and contrast sentences iii. Pupils, in pairs, make similar sentences with the sentences type.	i. Creativity and Imagination ii. Communication and Collaboration iii. Leadership and Personal Development.	AUDIO VISUAL RESOURCES i. Chart of sentence types ii. Flash Cards of sentences Web Resource https://edubirdie.com/blog/4-types-of-sentences#:~:text=The%20types%20of%20sentences%20are%3A%20declarative%20statement%2Cword%20essay%22%20on%20our%20site.
	((e) Writing: Composition about my family	By the end of the lesson, pupils should be able to: i. describe the essential characteristics of their family; ii. assess each member of their family noting their roles and characters; iii. write a composition on 'my family'	i. Pupils, as a class, describe the characteristics of a family. ii. Pupils, in small groups, assess each member in a family noting their roles and characters. iii. Pupils write a composition on 'my family'.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Video clip of a family. ii. Pictures showing a family tree. iii. Charts highlighting roles in the family Web resource. https://byjus.com/class-1-mu-family-essay/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words;	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meanings of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Recommended text book ii. Dictionary iii. Flip charts of new words from the passage.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(g)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. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i.Recommended story/play/poem
10	(a)Speech Work: Description travelling by Air, sea and road	By the end of the lesson, pupils should be able to: i. describe words associated with air, water and road; transport; ii. use the words in sentences of their own; iii. practice skimming for idea in a passage; iv. orally use the words in speech.	i. Pupils, as a class, describe words associated with air, water and road transport. ii. Pupils pair up to use the words in sentences of their own. iii. Pupils, in small groups, skim for ideas in the passage given. iv. Pupils, as individuals, use the words orally in class and write them down.	i. Creativity and Imagination ii. Communication and Collaboration iii. Leadership and Personal development	AUDIO VISUAL RESOURCES i. Chart of the different means of travelling ii. Pictures of the different means of travelling Web Resource https://www.tolearnenglish.com/exercises/exercise-english-50153.php
	(b) Reading comprehension: Vocabulary	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage, iii. recognize new words that signal details/ illustrations and examples in the	i. Pupils, as a class, analyze the passage after reading the passage. ii. Pupils, in pairs, highlight main ideas leaving out supporting ideas in a given text. iii. Pupils while reading the passage stop midway to predict expected events in the passage and also pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and Imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i.Recommended text ii.Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d359.pdf
	(c) Structure: Present past perfect and past continuous tense	By the end of the lesson, pupils should be able to: i. list verbs that are used to express the present, past and continuous tenses; ii. use appropriate tenses in sentences; iii. classify tenses of sentences used in a given passage; iv. interpret actions in sentences according to the time of action(tense).	i. Pupils, as a class, list the verbs that are used to express the present, the past and continuous tense. ii. Pupils, as a small, use the tenses in sentences. iii. Pupils, in pairs, study a short passage with the aim to classify the sentences into tenses. iv. Pupils, in small groups, interpret actions in the given sentences according to tenses. v. Pupils in pairs dramatize the actions in the sentences.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem solving iv. Leadership and Personal Development.	AUDIO VISUAL RESOURCES i.Charts pictures on tenses ii. Flash cards Web resource https://www.toppr.com/guides/english/tenses/introduction-to-tenses/

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Verbs	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> discuss why we need verbs and the functions they perform; classify verbs types according to their use in sentences; use verbs in sentences; pick out verbs from a given passage. 	<ol style="list-style-type: none"> Pupils, as a class, discuss the functions of a verb in sentences Pupils, in small groups, classify the verbs into types and their uses in sentences Pupils, in pairs, use verbs in sentences. Pupils, in small groups, identify and pick out verbs in a given passage. 	<ol style="list-style-type: none"> Critical Thinking and Problem solving Creativity and Imagination Communication and Collaboration 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart on verbs flash cards on verbs Video clips on verbs <p>Web Resource https://kidskonnect.com/language/verbs/</p>
	(e) Writing: Letter writing (Informal)	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> discuss and mention the features of an informal letter; differentiate between an informal and formal letter; use guidelines to write an informal letter. 	<ol style="list-style-type: none"> Pupils, as a class, discuss and mention the features of an informal letter. Pupils, in small groups, differentiate between an informal letter and a formal letter. Pupils, in pairs, use guidelines given by the teacher to write an informal letter. 	<ol style="list-style-type: none"> Creativity and imagination. Communication and Collaboration 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart of informal letter A well written formal and informal letter <p>Web Resource https://www.successed2.net/learn-english/writing-skills/informal-letter-format-examples-topics.html</p>
	(f) Dictation/ Spelling: Selected words from the passage read	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify new words from the passage; pronounce the new words; explain the meaning of new words in passage; make new sentences with these words; write down the dictated words. 	<ol style="list-style-type: none"> Pupils, in small groups, pick out new words from the passage. Each pupil pronounces the new words. Pupils, as a class, find the meanings of the new words from the passage. Each pupil constructs sentences with the new words. Each pupil writes down dictated words. 	<ol style="list-style-type: none"> Communication and Collaboration Creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text book. Flash cards Oxford dictionary
11	(a)Speech Work: Aural	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> pronounce both sounds correctly; distinguish between the two sounds; recognize the sounds in words and sentences; contrast and discriminate between the two sounds e.g. team and them. 	<ol style="list-style-type: none"> Pupils, as a class, pronounce the words 'start' and 'saucy' to distinguish the two sounds. Pupils as a class, mimic the mouth positioning model to pronounce both sounds. Pupils, in pairs, distinguish between the two sounds by giving examples. Pupils, in small groups, list out words with the sounds. Each pupil contrasts the two sounds by providing words containing both sounds Pupils, in small groups, make simple sentences containing words with the sounds /a / and /i/. 	<ol style="list-style-type: none"> Creativity and Imagination. Communication and Collaboration 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Audio tape or speaker to listen to the sounds pronounced Video Clips Chart of both sounds <p>Web resource https://www.englishbox.com/12-pure-vowel-sounds-examples/</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Teaching of new words, pronunciation/ spellings	By the end of the lesson, pupils should be able to: i. pick out new words from the passage; ii. write the meaning of the new words; iii. construct new sentences with these words; iv. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Recommended text book ii. Dictionary iii. Flip charts of new words from the passage.
	(c) Structure: Further practice on the use of tense: the present, past present, perfect and past	By the end of the lesson, pupils should be able to: i. identify the use of the tenses; ii. construct sentences using the tenses; iii. classify the tenses of sentences in a given passage.	i. Pupils, as a class, identify the use of the different tenses. ii. Pupils, in small groups, construct sentences using the tenses. iii. Pupils, in pairs, classify the tenses in sentences in a passage.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Leadership and Personal Development.	AUDIO VISUAL RESOURCES i. Chart and picture of Present tense and Past tense ii. Flash cards Web Resource: https://www.toppr.com/guides/english/tenses/introduction-to-tenses/
	(d) Grammar: Letter writing	By the end of the lesson, pupils should be able to: i. discuss letter writing; ii. differentiate between the forms/types of letters; iii. compare and contrast samples of formal, informal and semi-formal letters.	i. Pupils, as a class, discuss letter writing in English. ii. Pupils, in small groups, differentiate between the forms of letters. iii. Pupils, in pairs, compare and contrast the samples of the forms of letters.	i. Creativity and imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of different forms of letters ii. A well written formal, informal and semi formal letter Web Resource https://www.toppr.com/guides/english/writing/letter-writing/ https://www.successeds.net/learn-english/writing-skills/informal-letter-format-examples-topics.html
	(e) Writing: Composition	By the end of the lesson, pupils should be able to: i. describe schools they have been to or seen; ii. assess the different departments and sectors of your school; iii. write a composition on "my school".	i. Pupils, as a class, describe a school they have been to or seen. ii. Pupils, in small groups, access different departments and sectors of the school. iii. Pupils write a composition on "My school".	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Video clip of a school. ii. Pictures of your school iii. Charts highlighting different buildings and sectors of your school Web resource https://byjus.com/class-1-mu-school-essay/
	(f) Dictation/ Spellings: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage ii. pronounce the new words iii. explain the meaning of new words in passage iv. make new sentences with these words v. write down the dictated words	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration.	Audio Visual Materials i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
12	REVISION	CLASSBASIC.COM			
13	EXAMINATION				



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

Term 2 Primary 4
UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 4 SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Review of primary three third term work				
2	Speech Work: letters written to An Old classmate, mother, an old neighbour	By the end of the lesson, students should be able to: i. discuss the features of an informal letter; ii. perform oral and written exercises on the letter; use the format to write their own letter.	i. Pupils, as a class, discuss the features of an informal letter ii. Pupils, as individuals, perform oral and written exercises on the letter written iii. Pupils, in pairs, use the format learnt in writing their own letter	i. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of the features of an informal letter ii. Informal letters written on a chart Web Resource: https://www.perfecttorenglish.com/businessenglish/informal-letter-to-old-classmate.htm
	(b) Reading letters written to An Old classmate, mother, an old neighbour	By the end of the lesson, students should be able to: i. read letters written to class mates, mother etc.; ii. draw out important features of letter writing; iii. compare the different letters; iv. write their own letters from the format seen.	i. Pupils, as a class, read different letters, written to a class mate, a mother, or an old neighbour.. ii. Pupils, in small groups, draw out important features of letter writing. iii. Pupils, in pairs, compare the different letters. iv. Pupils write their own letters.	i. Communication and Collaboration ii. Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Different letters on charts ii. Flip Chart of the different letters. WEB RESOURCE: https://medium.com/@adv.nupur.verma/letter-to-old-school-mates-645e97ba80e8
	Structure: Comparing things according to weight	By the end of the lesson, students should be able to: i. discuss words used in comparison; ii. form positive, comparative and superlative of as many adjectives as possible; iii. use each words in sentences; iv. compare things that are equal..	i. Pupils, as a class, discuss words used in comparison of weight, size, height etc. ii. Pupils, in small, groups form words by comparing them using positive, comparative and superlative adjectives. iii. Pupils, as individuals, use each of the words in sentences of their own. iv. Pupils, in pairs, compare things that are equal.	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Chart of the positive comparative and superlative ii. flash cards iii. real objects Web Resource: https://www.enchantedlearning.com/grammar/partsofspeech/adjectives/
	(d) Writing: Guided composition: A motor park	By the end of the lesson, students should be able to: i. describe a motor park they have seen; ii. discuss the things that make up a motor park; iii. write a guided composition on the topic: A Motor Park".	i. Pupils, as a class, discuss motors park that have seen. ii. Pupils, in small groups, discuss the things that make up such motor parks. iii. Pupils, as individuals, write compositions on the topic.	i. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES 1. Picture of a motor park Web resource https://naijastories.com/2017/01/experiences-at-port-harcourts-motor-park

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(f) Dictation and Spelling : Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils in small groups, pick out new words from the passage. ii. Each pupil, pronounces the new words. iii. Pupils, as a class, find the meanings of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCE i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
3	(a) Speech Work: Aural Discrimination. /i:/ - /e:/	By the end of the lesson, students should be able to: i. distinguish between the sounds /i:/ in fear and the sound /e:/ in fare, ii. recognize the sounds in words, iii. draw the contrast between sounds when they are used in words, iv. identify them words in short passage.	i. Pupils, as a class, distinguish between the two sounds by giving examples; ii. Pupils in small groups, list words that the sound can be articulated iii. Pupils, in pairs, draw several examples of contrast of the two sounds. iv. Pupils, as individuals, identify the two sounds in a short passage.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Chart of the diphthongs /i:/ and /e:/ ii. Video clips of the sounds pronounced iii. Audiotape of the two sounds. https://examples.yourdictionary.com/diphthong-examples.html https://youtu.be/XSOvf_papsxa
	(b)Structure: Further practice in the use of tense, present, past, present perfect and past continuous tense	By the end of the lesson, pupils should be able to: i. identify the use of the tenses, ii. construct sentences using the tenses, iii. classify the tenses of sentences in a given passage.	i. Pupils, as a class, identify the use of the different tenses ii. Pupils, in small groups, construct sentences using the tenses. iii. Pupils, in pairs, classify the tenses in sentences in a passage.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Leadership and Personal Development.	AUDIO VISUAL RESOURCE i. Chart and picture of Present tense and Past tense ii. Flash cards Web Resource:
	(c)Reading:	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for specific information; iv. extract new words orally and in written form, from the passage.	i. Pupils, as a class, listen and analyze the passage. ii. Pupils, as pairs, skim for the main points in the passage. iii. Pupils, in small groups, scan for specific information in the passage. iv. Each pupil identifies and lists the new words and says them orally in the passage.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCE i. Recommended textbook: English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047
	(d)Writing: Giving an account of visits to place of interest e.g local market, supermarket, idanre hills	By the end of the lesson, pupils should be able to: i. give an account of a visit to a market or supermarket or hill they have been to; ii. identify major features of the places visited; iii. write a composition on the topic.	i. Pupils, as a class, describe places they had visited e.g. a market etc. ii. Pupil, in small groups, identify main features of the place. iii. Pupil, as individuals, write the composition.	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Pictures of market places and hills ii. video clips of market, hills etc. https://www.cram.com/essay/visiting-supermarket-Essay-FK7DYAY7MWQ

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Dictation: Spelling, Selected words from the passage read.	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of the new word in passage; iii. make a sentence with these words; iv. write down the dictated words;	i. Pupils, in small groups, pick out new words from the passage. ii. Pupils, as a class, find the meanings of the new words from the passage. iii. Each pupil constructs sentences with the words. iv. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
	(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. Each pupil discusses the lessons/values learnt from the story.	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
4	(a) Speech Work: Aural discrimination /a:/ and /ʌ:/	By the end of the lesson, students should be able to: i. recognize the sounds by pronouncing it in words; ii. distinguish between the sound /a:/ in bar and /ʌ:/ in board; iii. draw the contrast between sounds when they use the words; iv. make simple correct sentences to bring out the sound and meaning.	i. Pupils, as a class, pronounce and recognize the sounds in words and sentences. ii. Pupils, in small groups, distinguish between the two sounds. iii. Pupils, think and draw a contrast between the sounds when used in words. iv. Each pupil makes correct sentences and identifies the sounds and their meanings.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Think and Problem Solving	AUDIO VISUAL RESOURCES i. Audiotape of both sounds ii. Chart of both sounds showing contrast and examples iii. Pronouncing dictionary WEB RESOURCE https://nigeriaschool.com/tutorials/english/test-of-oral/a-vow/sound/
	(b) Structure: Giving an account of visits to place of interest e.g tourist attraction, hospital, court of law	By the end of the lesson, students should be able to: i. describe places of interest they have been to, like a tourist attraction, hospital, court of law, shopping mall; ii. make simple correct sentences and punctuations while writing; iii. narrate about their visits to places of interest.	i. Pupils, as a class, give description of places of interest they have visited. ii. Pupils, think and share correct sentences they would use in writing. iii. Pupils, as a class, brainstorm on how they would present the account of their writing. iv. Each pupil writes their personal accounts of places of interest they have been.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES 1. Chart and pictures of places of interest 2. short Video clips of excursion to an hotel, Court of law or an interesting sight WEB RESOURCE https://www.bartleby.com/essay/The-Best-Places-Ive-Ever-Visited-PKCSDAUSTIC
	(c) Reading: Vocabulary and oral and written comprehension.	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrations and examples in the passage	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas. iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. iii. Students while reading the passage stop	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakesidelearning.com/assets/media/product_guides/d369.pdf

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Punctuation marks. Full stop and Question mark	By the end of the lesson, students should be able to: i. describe and discuss the punctuation marks; ii. use both punctuation marks correctly in sentences.	i. Pupils, as a class, discuss and describe the punctuation marks. ii. Pupils, in small groups, use the punctuation marks correctly in sentences constructed.	i. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart/Picture of the full stop and question marks ii. flash cards of sentences with the punctuation marks. WEB RESOURCE https://www.lexico.com/grammar/types-of-punctuation https://youtu.be/YDTA0PeVz4
	(e) Writing: Composition: "A day I shall never forget"	By the end of the lesson, students should be able to: i. narrate a story; ii. discuss the elements of a narrative composition; iii. write the composition on the given topic.	i. Pupils, as individuals, are asked to narrate a short story. ii. Pupils, in small groups, discuss the elements of a narrative composition. iii. Pupils, share ideas, on writing the composition.	i. Critical Thinking and problem solving ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of the elements narrative essay. ii. WEB RESOURCE https://live.fundza.mobi/home/lanz/essays/a-day-i-never-forget/
	(f) Dication: spelling, Selected words from the passage read.	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meanings of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration.	Audio Visual Materials i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
	(a) Speech work: Aural Discrimination distinguish between the sound /t/ and the sound /f/.	By the end of the lesson, students should be able to: i. distinguish between the two pair of sounds; ii. recognize the sounds in words; iii. draw the contrast between the sounds when they are used in words; iv. identify the sounds in a short passage.	i. Pupils, as a class, pronounce the words "check" and "soup" to distinguish the two sounds. ii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in pairs, distinguish between the two sounds by giving examples. iv. Pupils in small groups, list out words that have the sounds. i. Each pupil contrasts the two sounds by providing words containing both sounds. ii. Pupils, in small groups, make simple sentences containing words with the sounds /t/ and the sound /f/ Pupils, as individuals, identify the sounds in a short passage.	i. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. audio tape of both sounds ii. Chart of both sounds showing contrast WEB RESOURCE https://www.mimicmethod.com/R101/consonant-wrap-up/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Descriptive passage: My visit to Lagos University Teaching Hospital	By the end of the lesson, pupils should be able to: i. highlight the features of a descriptive essay; ii. discuss what makes up a good hospital and items in them; iii. write a descriptive essay on a visit to any hospital.	i. Pupils, in small groups, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. ii. Pupils, in pairs, discuss on how a good hospital should look like. iii. Each pupil composes well written story about a visit to a hospital.	i. Communication and collaboration ii. Leadership and Personal Development iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Recommended text book ii. Pictures showing a hospital iii. Video clip on a hospital. Web Resource, https://www.google.com/amp/s/www.teachingbanyan.com/10-lines/10-lines-on-a-visit-to-a-hospital/
	(c) Reading: teaching of new words, spellings (Comprehension)	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrations and examples in the passage	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas. iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. iii. Students while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/dd369.pdf
	(d) Grammar: Write or copy their own composition from the substitution table, use punctuation marks, use link words	By the end of the lesson, students should be able to: i. use the substitution table, punctuation marks and linking words to write a good composition.	i. Each pupil writes their own composition using the table.	i. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Chart of the tables on punctuation, linking words
	(e) Writing: study the words and make sentences with them	By the end of the lesson, students should be able to: i. study some groups of words from a selected passage or text; ii. construct new sentences from the selected text or passage; iii. find the meaning of the new words; iv. use the new words in new sentences.	i. Pupils, as a class, identify new words from the selected text ii. Pupils share new sentences constructed by them with each other. iii. Pupils, in small groups, find the meaning of the new words. iv. Each pupil uses the new words in new sentences.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text or passage ii. Flash Card of the new words iii. Oxford dictionary.
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil, pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil, constructs sentences with the new words. v. Each pupil, writes down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration.	Audio Visual Materials i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	(a) Speech Work: Aural discrimination (Consonants) /v/ and /f/	By the end of the lesson, students should be able to: i. distinguish between the two consonants in the words "very" and "ferry"; ii. recognize the sounds in words; iii. draw the contrast between sounds when they use the words; iv. make simple correct sentences with the sounds and identify the sounds in a passage.	i. Pupils, as a class, pronounce the words 'very' and 'ferry' to distinguish the two consonant sounds. ii. Pupils as a class, pronounce both sounds. iii. Pupils, in pairs distinguish between the two sounds by giving examples. iv. Pupils, in small groups, list out words with the sounds. Each pupil contrasts the two sounds by providing words containing both sounds.	i. Critical thinking and problem solving ii. Communication and collaboration.. iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Chart of both sounds ii. Audio tape of both sounds properly pronounced WEB RESOURCE https://www.englishclub.com/pronunciation/minimal-pairs-f-v.htm https://youtu.be/nR-K3mrHFv0
	(b) Structure: Reading letters written to elder sisters, brother's father, teacher and friends	By the end of the lesson, students should be able to: i. discuss the informal letter; ii. read letters written to uncles, sister etc.; iii. use the format in their own informal letter.	i. Pupils, as a class, discuss the informal letter. ii. Pupils, in pairs, read letters written to brother, sister etc. iii. Pupils, as individuals, use the format to write their letter.	i. Creativity and Imagination ii. Communication and Collaboration iii. Leadership and personal Development	AUDIO VISUAL RESOURCES i. Chart of different informal letters WEB RESOURCE https://edumantra.net/informal-letter-examples-template-and-format-3
	(c) Reading: Vocabulary & comprehension.	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage, iii. recognize new words that signal details/ illustrations and examples in the passage.	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. v. Students while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d369.pdf
	(d) Grammar: comparing things and persons according to weight, shape, size, height, and distance	By the end of the lesson, students should be able to: i. discuss words used in comparison. ii. form positive, comparative and superlative of as many adjectives as possible iii. use each words in sentences; iv. compare things that are equal.	i. Pupils, in small groups, take turns to compare each other and identify words used in comparison. ii. Pupils, as a class, discuss words used in comparison of weight, size, height etc. iii. Pupils, in small groups, form words by comparing them using positive comparative and superlative. iv. Pupils, as individuals, use each of the words in sentence of their own v. Pupils pair to compare things that are equal.	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Chart of the positive, comparative and superlative ii. flash cards iii. real objects Web Resource: https://www.enchantinglearning.com/grammar/parts-of-speech/adjectives/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Writing: Composition using Comparative and superlative adjectives	By the end of the lesson, students should be able to: i. describe adjectives that compares; ii. show comparative and superlative of words; iii. write a composition comparing themselves with someone else e.g. a sibling, family member, or friend.	i. Pupils, as a class, describe adjectives that are used for comparison. ii. Pupils, in small groups, show comparative and superlative of different words. iii. Pupil, as individuals, use the words in sentences. iv. Each pupil writes a composition comparing themselves with someone else e.g. a friend, family member, or sibling.	i. Communication and Collaboration ii. Creativity and Imagination iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Chart of Comparative and superlative words ii. Flash Card iii. real Objects to show comparative and superlative WEB RESOURCE https://examples.yourdictionary.com/examples-of-comparative-and-superlative-adjectives-for-kids.html
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. pick out new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Recommended text book ii. Dictionary iii. Flip charts of new words from the passage.
	(g) 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. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
7	MID TERM BREAK				
	(a) Speech Work: Aural Discrimination /t/ as in tin and /t/ as in thin	By the end of the lesson, students should be able to: i. distinguish between the two pair of consonant "tin" and "thin"; ii. recognize the sounds in words; iii. draw the contrast between sounds when they use the words; iv. make simple correct sentences with the sounds and identify the sounds in a passage.	i. Pupils, as a class, pronounce the words "tin" and "thin" to distinguish the two sounds. ii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in pairs distinguish between the two sounds by giving examples. iv. Pupils, in small groups, list out words with the sounds. v. Each pupil contrasts the two sounds by providing words containing both sounds. vi. Pupils, in small groups, make simple sentences containing words with the sounds /t/ and /t/.	i. Critical thinking and problem solving ii. Communication and collaboration.. iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Chart of both sounds ii. Audio tape of both sounds properly pronounced WEB RESOURCE https://www.englishclub.com/pronunciation/minimal-pairs-t-t.htm

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Vocabulary and Written Comprehension	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrations and examples in the passage.	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas iii. Pupils, in pairs, identify the supporting ideas in the text iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. iv. Students while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047
	(c) Structure: Construct Sentences with Consonants	By the end of the lesson, students should be able to: i. construct sentences using the consonant sounds; ii. identify consonant sounds in specific passages and sentences;	i. Pupils, in small groups, construct sentences using the consonant sounds. ii. Pupils, as a class, identify consonant sounds in specific sentences and passages.	i. Communication and Collaboration ii. Creativity and Collaboration	AUDIO VISUAL RESOURCES i. Chart of sentence using consonant. ii. Consonant sound in flash cards WEB RESOURCE https://sentence.youdictionary.com/consonants
	(d) Grammar: Make ten sentences from this table	By the end of the lesson, students should be able to: i. understand sentence formations; ii. study how sentences are constructed; iii. make similar sentences from the examples..	i. Pupils, as a class, brainstorm on how sentences are formed. ii. Pupils, in small groups, study sentences construction; iii. Each pupil write new sentences.	i. Creativity and imagination ii. Critical thinking and Problem solving iii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of sentences ii. Flash cards of new sentences https://www.skillsyouneed.com/write/grammar1.html
	(e) Writing: Fill in the gaps with the words in the box	By the end of the lesson, pupils should be able to: i. understand and decode the instructions needed to fill in the space; ii. fill in the appropriate words in the right space.	i. Pupils, as a class, discuss the grammar functions and what is expected of them from the question. ii. Each pupil provides the appropriate words in the blank spaces.	i. Communication and collaboration ii. Critical thinking and problem solving skills	Audio Visual Materials i. Charts in form of a puzzle on the question. ii. Selected approved textbook
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCE i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	(a) Speech Work. Using adverb of comparison	By the end of the lesson, students should be able to: i. discuss adverbs of comparison; ii. identify adverbs and adverb of comparison in sentences and passages. iii. use the adverb of comparison in sentences.	i. Pupils, as a class, discuss adverb of comparison. ii. Pupils, in small groups, identify adverbs and adverbs of comparison in passages and sentences. iii. Pupils use the adverb of comparison in sentences.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem solving	AUDIO VISUAL RESOURCE i. Chart adverbs of comparison ii. Flash card of adverb of comparison. WEB RESOURCE https://www.englishlab.com/grammar/adverbs-comparative.php
	(c) Vocabulary Development Words to Watch (Confusing Words) Been/being, lose/loose, cite/site/sight, its/it's, advise/advice, junction/juncture, whose/who's etc.	By the end of the lesson, students should be able to: (i) recognise easily confused words in English; (ii) Highlight the differences between/ among them; (iii) Use the easily confused words in different contexts correctly.	Students, in small groups, (i) Students, as a class, collectively generate the list of words that confuse them. (ii) Students, in small groups, probe into the differences between these words. (iii) Individual students use these words in sentences and share with the class for review. (iv) For further studies students visit the site below: https://youtu.be/pDpMCh5Tav0	(i) Communication and collaboration (ii) Digital Literacy (iii) Leadership and Personal Development iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards Charts WEB RESOURCES i. https://www.grammar.com/blog/commonly-confused-words/ ii. https://www.lexico.com/grammar/commonly-confused-words iii. https://youtu.be/pDpMCh5Tav0
	(b) Reading: Vocabulary and Oral and Written Comprehension	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for the specific information; iv. extract new words orally and in written form, from the passage.	i. Pupils as a class, analyze the passage after reading. ii. Pupils, pair up to highlight main ideas. iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. iv. Individual pupils while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCE i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047
	(c) Structure: Use adverbs to describe verbs	By the end of the lesson, students should be able to: i. describe adverbs; ii. examine adverbs and their types; iii. use adverbs to describe verbs in sentences	i. Pupil, as a class, describe adverbs. ii. Pupils, in small groups, examine adverb their meaning and types. iii. Pupils, use adverbs in sentences to describe verbs.	i. Creativity and Collaboration ii. Creativity and Communication iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Flash card on adverb ii. Video clip on adverbs WEB RESOURCE: https://examples.yourdictionary.com/examples-of-adverb.html
	(d) Grammar: Study the sentences with the teacher and make similar sentences with the teacher	By the end of the lesson, students should be able to: i. understand sentence formations, ii. study how sentences are constructed, iii. make similar sentences from the examples.	i. Pupils, as a class, brainstorm on how sentences are formed, ii. Pupils, in small groups, study sentence construction. iii. Each pupil writes new sentences.	i. Creativity and Imagination ii. Critical thinking and Problem solving iii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of sentences ii. Flash cards of new sentences https://www.skillsyouneed.com/write/grammar.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Writing: Composition about "My school"	By the end of the lesson, pupils should be able to: i. describe the essential characteristics of their school; ii. discuss about their schools iii. write a composition on my school;	i. Pupils, as a class, describe the characteristic of a school. ii. Pupils, in small groups, discuss their school. iii. Pupils write a composition on "My School".	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Video clip of a family. ii. Pictures showing a family tree. iii. Charts highlighting roles in the family Web resource. https://byjus.com/class-1-mu-school-essay/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. pronounce the new words; iii. explain the meaning of new words in passage; iv. make new sentences with these words; v. write down the dictated words .	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meaning of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Critical thinking an the problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCE i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
	(g)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	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
10	(a)Speech Work: Distributive determiners e.g. each, every, both, half, etc.	By the end of the lesson, students should be able to: i. discuss distributive determiner; ii. examine the uses of distributive determiners; iii. use the distributive determiners in sentences.	i. Pupils, as a class, discuss what distributive determiners are. ii. Pupils, in small groups, examine the uses of descriptive determiners. iii. Pupils, in pairs, use these distributive determiners in sentences.	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical thinking and problem Solving	AUDIO VISUAL RESOURCES i. Charts on distributive detreminers ii. Flash cards containing examples of distributive determiners. WEB RESOURCE https://www.google.com/amp/s/www.teachingbanyan.com/grammar/distributive-determiners/dictionary
	(b) Reading comprehension:Vocabul ary and Oral and Written Comprehension.	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for the specific information; iv. extract new words orally and in written form, from the passage.	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas. iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. v. Individual pupil while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCE i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words WEB RESOURCE https://www.thoughtco.com/how-to-find-the-main-idea-3212047

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Structure: Use of Determiners: each, every, all, either, this, these, that, those etc.	By the end of the lesson, pupils should be able to: i. list examples of determiners; ii. state the types of determiners; iii. identify the use of determiners in a given passage; iv. use them in written sentence.	i. Pupils, as a class, identify determiners in a given chart. ii. Pupils, as a class, are guided to identify the classifications determiners eg. Articles, demonstratives, distributives etc iii. Pupils, in small groups, bring out determiners in a given passage. ii. Each pupil uses the distributive determiners in written sentences.	i. Creativity and Imagination. ii. Critical thinking and problem Solving	AUDIO VISUAL RESOURCES i. Charts on determiners ii. Flash cards containing examples of distributive determiners WEB RESOURCE https://www.google.com/amp/s/www.teachingbanyan.com/grammar/distributive-determiners/
	(d) Grammar: Fill in the blank space with words from the passage.	By the end of the lesson, pupils should be able to: i. understand and decode the instructions needed to fill in the space. ii. fill in the right and accurate words in the right space, iii. Fill in the blank space with words from the passage.	i. Pupils, as a class, discuss the grammar functions and what is expected of them from the question. ii. Each pupil provides the appropriate words to fill in the blanks.	i. Communication and collaboration ii. Critical thinking and problem solving skills	AUDIO VISUAL RESOURCES i. Charts in form of a puzzle on the question ii. Selected approved textbook
	(e) Writing: Determiners (Contd)	By the end of the lesson, students should be able to: i. make more sentences with the distributive determiners; ii. identify the distributive determiners in sentences and passages.	i. Pupils, in small groups, give more elaborate examples of the distributive determiners. ii. Pupils, as an individuals, identify in passages the distributive determiners in English.	i. Creativity and Imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Charts on distributive determiners ii. Flash cards containing examples of distributive determiners. WEB RESOURCE https://www.google.com/amp/s/www.teachingbanyan.com/grammar/distributive-determiners/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of new word in passage; iii. make a sentence with these words; iv. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Pupils, as a class, find the meaning of the new words from the passage. iii. Each pupil constructs sentences with the new words. iv. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
11	(a) Speech Work: Pronunciation practice Consonant /f/, /r/, /s/ and z	By the end of the lesson, pupils should be able to: i. pronounce the sounds correctly; ii. orally identify words with sounds, iii. identify the sounds in words in a passage	i. Pupils, as a class, correctly pronounce these consonant sounds ii. Pupils, in small groups, orally identify the sound. iii. Pupils, as individuals, identify the sounds in a passage.	i. Creativity and Imagination ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Audio tape of the sounds ii. Chart of the consonant sound WEB RESOURCE https://youtu.be/312yQW1YoiI https://www.speechcraftive.com/english-consonants-ipa-international-phonetic-alphabet/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Vocabulary and Oral and Written Comprehension.	By the end of the lesson, pupils should be able to: i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrations and examples in the passage	i. Pupils, as a class, analyze the passage after reading. ii. Pupils pair up to highlight main ideas. iii. Pupils, in pairs, identify the supporting ideas in the text. iv. Each pupil establishes the connections between the main ideas and supporting ideas using evidence from the passage. iii. Students while reading the passage stop midway to predict expected events in the passage and pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d369.pdf
	(c) Structure: Construct sentences using substitution tables.	By the end of the lesson, students should be able to: i. construct new sentences using substitution table; ii. understand the process of sentence formations.	i. Pupils, as an individual, construct new sentences using the substitution table. ii. Pupils, in small groups, come together to understand how the sentences are formed using the substitute table.	i. Creativity and Imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Use recommended text ii. Chart of the substitute table
	(d) Writing: Expository writing	By the end of the lesson, pupils should be able to: i. discuss an expository composition; ii. examine the features and structure; iii. write an expository composition.	i. Pupil, as a class, discuss expository composition. ii. Pupils, in small groups, examine the features and structure of the composition. iii. Pupils, as individuals, write an expository essay.	i. Creativity and Imagination ii. Communication and Collaboration. iii. Critical Thinking and Problem solving	AUDIO VISUAL RESOURCES i. Video Clip of an expository composition ii. Flip Chart of the feature and structure of the composition WEB RESOURCE https://www.time4writing.com/writing-resource/expository-essay/
	(e) Dictation/ Spellings: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. Write the meaning of new word in passage; iii. make a sentence with these words; iv. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Pupils, as a class, find the meanings of the new words from the passage. iii. Each pupil constructs sentences with the words. iv. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
12	Revision and Examination				
13					

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ENGLISH LANGUAGE

PRIMARY 4 THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Review of primary three third term work				
2	Speech Work: letters written to An Old classmate, mother, an old neighbour	By the end of the lesson, pupils should be able to: i. discuss the features of an informal letter; ii. identify oral and written exercises on the letter; iii. use the format in writing their own letter.	i. Pupils, as a class, discuss the features of an informal letter. ii. Pupils, as individuals, do oral and written exercises on the letter written. iii. Pupils, in pairs, use the format learnt in writing their own letters.	i. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of the features of an informal letter ii. Informal letters written on a chart Web Resource: https://www.perfectpup.org/english.com/businessenglish/informal-letter-to-old-classmate.htm
	(b) Reading letters written to An Old classmate, mother, an old neighbour	By the end of the lesson, students should be able to: i. read letters written to class mates, mother etc. ii. draw out important features of letter writing; iii. compare the different letters; iv. write their own letters from the format seen.	i. Pupils, as a class, read different letters, written to class mate, mother, or old neighbour. ii. Pupils, in small groups, draw out important features of letter writing. iii. Pupils in pairs, compare the different letters. iv. Pupils, write their own letters.	i. Communication and Collaboration ii. Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Different letters on charts ii. Flip Chart of the different letters. WEB RESOURCE: https://medium.com/@advnupur.verma/letter-to-old-schoolmates-645e97ba80e8
	Structure: Comparing things according to weight, size, height, distance, shape and quality	By the end of the lesson, pupils should be able to: i. discuss words used in comparison; ii. form positive, comparative and superlative of as many adjectives as possible; iii. use each word in sentences; iv. compare things that are equal.	i. Pupils, as a class, discuss words used in comparison of weight, size, height etc. ii. Pupils, in small groups, form words by comparing them using positive, comparative and superlative. iii. Pupils, as individuals, use each of the words in sentence of their own. iv. Pupils, in pairs, compare things that are equal	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Chart of the positive, comparative and superlative ii. Flash cards iii. Real objects Web Resource: https://www.enchantinglearning.com/grammar-parts-of-speech-adjectives/
	(d) Grammar: Complete the following from the story that has just been read.	By the end of the lesson, pupils should be able to: i. answer and complete the question asked from the story that has just been read	i. pupil, as a class complete the story read by answering the questions.	i. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash Cards of words

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Writing: Guided composition: A motor park	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> describe a motor park they have seen; discuss the things that makes up a motor park; write a guided; composition on the topic: A Motor Park. You can read more by visiting: https://www.123helpme.com/essay/The-Car-Park-Creative-writing-145337 	<ol style="list-style-type: none"> Pupils, as a class, discuss about a motor park that have seen. Pupils, in small groups, discuss the things that makes up a motor park. Pupils, as individuals, write a composition on the topic. 	<ol style="list-style-type: none"> Creativity and Imagination Communication and Collaboration 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Picture of a motor park <p>Web Resource https://naijastories.com/2017/01/experience-at-port-harcourts-motor-park</p>
	(f) Dictation and Spelling : Selected words from the passage read	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> combine letters together to form words; construct new words and sentences. 	<ol style="list-style-type: none"> Each pupil think quickly on the spelling of a new word. Pupils, in small groups work together to construct and re arrange new words given to them in a puzzle. 	<ol style="list-style-type: none"> Critical thinking and problem solving Communication and collaboration. 	<p>AUDIO VISUAL RESOURCE</p> <ol style="list-style-type: none"> Selected words and sentences from approved textbook Flash cards of words A Oxford dictionary
3	(a) Speech Work: Aural Discrimination. /i:/ - /e:/	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> distinguish between the sounds /i:/ in fear and the sound /e:/ in fare; recognize the sounds in words; draw the contrast between sounds when they are used in words; identify them words in short passage. You can read more by visiting: https://yourgrammar.com/post-19 	<ol style="list-style-type: none"> Pupils, as a class, distinguish between the two sounds by giving examples. Pupils in small groups, list words that the sound can be articulated. Pupils, in pairs, draw several examples of contrast of the two sounds. Pupils, as individuals, identify the two sounds in a short passage. 	<ol style="list-style-type: none"> Creativity and Imagination. Communication and Collaboration Critical thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart of the diphthongs /i:/ and /e:/ Video clips of the sounds pronounced Audiotope of the two sounds. <p>https://examples.yourdictionary.com/diphthong-examples.html https://youtu.be/XSOVfpapsxa</p>
	(b) Structure: Further practice in the use of tense, present, past, present perfect and past continuous tense	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify the use of the tenses; construct sentences using the tenses; classify the tenses of sentences in a given passage. 	<ol style="list-style-type: none"> Pupils, as a class, identify the use of the different tenses. Pupils, in small groups, construct sentences using the tenses. Pupils, in pairs, classify the tenses in sentences in a passage. 	<ol style="list-style-type: none"> Creativity and Imagination. Communication and Collaboration Leadership and Personal Development. 	<p>AUDIO VISUAL RESOURCE</p> <ol style="list-style-type: none"> Chart and picture of Present tense and Past tense Flash cards <p>Web Resource: https://www.toppr.com/guides/english/tenses/introduction-to-tenses/</p>
	(c) Reading: Teaching of new words, oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> analyze the passage; skim for the main points in the passage; scan for the specific information; extract new words orally and in written form, from the passage. 	<ol style="list-style-type: none"> Pupils, as a class, listen and analyze the passage. Pupils, as pairs, skim for the main points in the passage. Pupils, in small groups, scan for specific information in the passage. Each pupil identifies and lists the new words and says them orally in the passage. 	<ol style="list-style-type: none"> Critical Thinking and Problem solving Communication and Collaboration Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCE</p> <ol style="list-style-type: none"> Recommended textbook on English Dictionary Flash cards of new words <p>Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e)Writing: Giving an account of visits to place of interest e.g local market, supermarket, idanre hills	By the end of the lesson, students should be able to: i. give an account of a visit to a market or supermarket or hill they have been to; ii. identify major features of the places visited; iii. write a composition on the topic.	1. Pupils, as a class, describe a visit they had to a market etc. 2. Pupil, in small groups, identify main features of the place. 3. Pupil, as individuals, write the composition.	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Pictures of market places and hills ii. video clips of market, hills etc. https://www.gram.com/essay/visiting-supermarket-Essay-FK7DYAY7MWQ
	(f)Dictation: Spelling, Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of new word in passage; iii. make a sentence with these words; iv. write down the dictated words;	i. Pupils, in small groups, pick out new words from the passage. ii. Pupils, as a class, find the meaning of the new words from the passage. iii. Each pupil constructs sentences with the words. iv. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
	(g)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. Pupils, as individuals, read a recommended story/play/poem. ii. Pupils, in small groups, discuss lessons learnt with themselves. iii. Pupils, in pairs, relate the experience to the story to each other.	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
4	((a)Speech Work: Aural discrimination /a:/ and /ɔ:/	By the end of the lesson, students should be able to: i. recognize the sounds by pronouncing its sound in words; ii. distinguish between the sound /a:/ in bar and /ɔ:/ in board; iii. draw the contrast between sounds when they use the words; iv. make simple correct sentences to bring out the sound and meaning.	i. Pupils, as a class, pronounce and recognize the sounds in words and sentences. ii. Pupils, as in small groups, distinguish between the two sounds. iii. Pupils, think and draw a contrast between the sounds when used in words. iv. Each pupil makes correct sentences and identify the sounds and its meaning.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Think and Problem Solving	AUDIO VISUAL RESOURCES i. Audiotape of both sounds ii. Chart of both sounds showing contrast and examples iii. Pronouncing dictionary WEB RESOURCE https://nigeriascholars.com/tutorials/english-test-of-orals/a-vowel-sound/
	(b)Structure: Giving an account of visits to place of interest e.g tourist attraction, hospital, court of law	By the end of the lesson, students should be able to: i. describe places of interest they have been to, like a tourist attraction, hospital, court of law shopping mall; ii. make simple correct sentences and punctuations while writing; iii. brainstorm on how to write the account; iv. write about their visits to places of interest. You can read more on the topic by visiting: https://www.englishfor2day.com/article/paragraph/778	i. Pupils, as a class, give description of places of interest they have visited. ii. Pupils, think and share correct sentences they would use in writing. iii. Pupils, as a class, brainstorm on how they would present the account of their writing. iv. Each pupil writes their personal accounts of place a of interest they have been.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES 1. Chart and pictures of places of interest 2. short Video clips of an excursion to an hospital, Court of law or an interesting sight WEB RESOURCE https://www.bartleby.com/essay/The-Best-Places-Ive-Ever-Visited-PKCSDAUSTIC

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c)Reading: Vocabulary and Oral and Written Comprehension.	By the end of the lesson, pupils should be able to: i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrations and examples in the passage	I. Pupils, as a class, analyze the passage after reading the passage. ii. Pupils pair up to highlight main ideas leaving out supporting ideas in a given text. iii. Students while reading the passage stop midway to predict expected events in the passage and also pick out new words.	I. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES I. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d369.pdf
	(d)Grammar: Punctuation marks. Full stop and Question mark	By the end of the lesson, students should be able to: I. identify the punctuation marks; ii. describe and discuss the punctuation marks; iii. use both punctuation marks correctly in sentences.	I. Pupils, as a class, identify the punctuation marks on the chart. ii. Pupils, as a class, discuss and describe the punctuation marks . iii. Pupils, in small groups, use ten punctuation marks correctly in sentences constructed by them.	I. Creativity and Imagination ii. Communication and Collaboration	AUDIO VISUAL RESOURCES I. Chart/Picture of the full stop and question marks. ii. Flash cards of sentences with the punctuation marks. WEB RESOURCE https://www.lexico.com/grammar/types-of-punctuation https://youtu.be/Y-DTA0PeVz4
	(e) Writing: Composition: A day I shall never forget	By the end of the lesson, students should be able to: I. narrate a story; ii. discuss the elements of a narrative composition; iii. write the composition on the given topic.	I. Pupils, as individuals, are asked to narrate a short story. ii. Pupils, in small groups, discuss the elements of a narrative composition. iii. Pupils, share ideas, on writing the composition.	I. Critical Thinking and problem solving ii. Communication and Collaboration	AUDIO VISUAL RESOURCES I. Chart of the elements narrative essay. ii. WEB RESOURCE https://live.fundza.mobi/home/fanz/essays/a-day-ill-never-forget/
	(f) Dication: spelling, Selected words from the passage read.	By the end of the lesson, pupils should be able to: I. combine letters together to form words; ii. construct new words and sentences.	i. Each pupil thinks quickly on the spelling of a new word. ii. Pupils, in small groups, work together to construct and re arrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	Audio Visual Materials i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
5	(a) Speech work: Aural Discrimination distinguish between the sound /a:/ in lark and the sound /ɪ/ in lock.	By the end of the lesson, students should be able to: I. distinguish between the two pair of sounds; ii. recognize the sounds in words; iii. draw the contrast between the sounds when they are used in words; iv. identify the sounds in a short passage.	I. Pupils, as a class, distinguish between pair of sounds. ii. Pupils, in pairs, recognize the sounds in words. iii. Pupils, in small groups, contrast the two sounds. iv. Pupils, as individuals, identify the sounds in a short passage.	I. Creativity and Imagination\ ii. Communication and Collaboration	AUDIO VISUAL RESOURCES I. audio tape of both sounds ii. Chart of both sounds showing contrast WEB RESOURCE https://www.mimicmethod.com/ft101/consonant-wrap-up/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(b) Structure: Descriptive passage: My visit to Lagos University Teaching Hospital	By the end of the lesson, pupils should be able to: i. highlight the features of a descriptive; ii. discuss what makes up a good hospital and items in them; iii. write a descriptive essay on a visit to any hospital.	i. Pupils, in small groups, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. ii. Pupils, in pairs, discuss on how a good hospital should look like. iii. Individual students compose well written story on good morals	i. Communication and collaboration ii. Leadership and Personal Development iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Recommended text book ii. Pictures showing a hospital iii. Video clip on a hospital. Web Resource. https://www.google.com/search?q=lines-on-a-visit-to-a-hospital/
	(c) Reading: teaching of new words, spellings (Comprehension)	By the end of the lesson, pupils should be able to: i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/illustrations and examples in the passage	i. Pupils, as a class, analyze the passage after reading the passage. ii. Pupils, in pairs highlight main ideas leaving out supporting ideas in a given text. iii. Students while reading the passage stop midway to predict expected events in the passage and also pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/369.pdf
	(d) Grammar: Write or copy their own composition from the substitution table, use punctuation marks, use link words	By the end of the lesson, students should be able to: i. use the substitution table, punctuation marks and linking words to write a good composition..	i. Each pupil writes their own compositions using the table.	i. Creativity and Imagination	AUDIO VISUAL RESOURCES i. Chart of the tables on punctuation, linking words
	(e) Writing: study the words and make sentences with them	By the end of the lesson, students should be able to: i. study some groups of words from a selected passage or text; ii. construct new sentences from the selected text or passage; iii. find the meaning of the new words.	i. Pupils, as a class, identify new words from the selected text. ii. Pupils share new sentences constructed by them with each other. iii. Pupils, in small groups, find the meanings of the new words.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text or passage ii. Flash Card of the new words iii. Oxford dictionary.
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. combine letters together to form words; ii. construct new words and sentences.	i. Each pupil thinks quickly on the spelling of a new word. ii. Pupils, in small groups, work together to construct and re arrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	Audio Visual Materials i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	(a)Speech Work: Aural discrimination (Vowels) /b/ as in bud and /v/ as in bird.	By the end of the lesson, pupils should be able to: i. distinguish between the two pair of vowels ii. recognize the sounds in words, iii. draw the contrast between sounds when they use the words iv. make simple correct sentences with the sounds and identify the sounds in a passage.,	i. Pupil, as a class, distinguish between the pairs of vowel. ii. Pupils, as individuals pronounce the sounds and recognize them in words, iii. Pupils, in small groups, contrast between the two sounds when they use the words. iv. Pupils, as individuals, share now sentence constructed with the words and identify words in a short passage	i. Critical thinking and problem solving ii. Communication and collaboration. iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Chart of both sounds ii Audio tape of both sounds properly pronounced WEB RESOURCE https://www.englishclub.com/pronunciation/minimal-pairs-f-v.htm https://youtu.be/nR-K3mrHFv0
	(b) Structure: Reading letters written to elder sisters, brother's father, teacher and friends	By the end of the lesson, students should be able to: i. discuss the informal letter; ii. read letters written to uncles, sister etc. iii. use the format in their own informal letter.	i. Pupils, as a class, discuss the informal letter. ii. Pupils, in pairs, read letters written to their brothers, sisters etc. iii. Pupils, as individuals, use the format to write their letters.	i. Creativity and Imagination ii. Communication and Collaboration iii. leadership and personal Development	AUDIO VISUAL RESOURCES i. Chart of different informal letters WEB RESOURCE https://edumantra.net/informal-letter-examples-template-and-format-3
	(c) Reading: Vocabulary & comprehension.	By the end of the lesson, pupils should be able to: i. understands and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage, iii. recognize new words that signal details/ illustrations and examples in the passage. iv. find the meanings of the new words	i. Pupils, as a class, analyze the passage after reading the passage. ii. Pupils pair up to highlight main ideas leaving out supporting ideas in a given text. iii. Students while reading the passage stop midway to predict expected events in the passage and also pick out new words.	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d369.pdf
	(d) Grammar: comparing things and persons according to weight, shape, size, height, distance	By the end of the lesson, students should be able to: i. discuss words used in comparison; ii. form positive, comparative and superlative of as many adjectives as possible; iii. use each words in sentences; iv. compare things that are equal.	i. Pupils, as a class, discuss words used in comparison of weight, size, height etc. ii. Pupils, in small groups, form words by comparing them using positive, comparative and superlative. iii. Pupils, as individuals, use each of the words in sentence of their own iv. Pupils, pair compare things that are equal.	i. Communication and Collaboration ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Chart of the positive, comparative and superlative ii. Flash cards iii. Real objects Web Resource: https://www.enchantedlearning.com/grammar/partsofspeech/adjectives/
	(e) Writing: Comparative and superlative adjectives	By the end of the lesson, students should be able to: i. describe adjectives that compares; ii. show comparative and superlative of words; iii. use the words in sentences.	i. Pupils, as a class, describe adjectives that are used for comparison. ii. Pupils, in small groups, show comparative and superlative of different words. iii. Pupil, as individuals, use the words in sentences.	i. Communication and Collaboration ii. Creativity and Imagination iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Chart of Comparative and superlative words ii Flash Card iii real Objects to show comparative and superlative WEB RESOURCE https://examples.yourdictionary.com/examples-of-comparative-and-superlative-adjectives-for-kids.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of the new words; iii. construct new sentences with these words; iv. write down the dictated words.	i. Pupils as a class, pick the new words from the passage read. ii. Pupil, in small groups, find the meanings of the new words. iii. Each pupil constructs new sentences from the words. iv. Individual pupils write down dictated words.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination.	AUDIO VISUAL RESOURCES i. Recommended textbook ii. Dictionary iii. Flip charts of new words from the passage.
	(g) 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. Pupils, as individuals, read a recommended story/play/poem ii. Pupils, in small groups, discuss lessons learnt with themselves iii. Pupils, in pairs, relate the experience to the story to each other.	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
7	MID TERM BREAK				
8	(a) Speech Work: Aural Discrimination /t/ tin and /θ/ thin	By the end of the lesson, students should be able to: i. distinguish between the two pair of consonant-tin and thin; ii. recognize the sounds in words; iii. draw the contrast between sounds when they use the words; iv. make simple correct sentences with the sounds and identify the sounds in a passage.	i. Pupil, as a class, distinguish between the pairs of consonant. ii. Pupils, as individuals, pronounce the sounds and recognize them in words. iii. Pupils, in small groups, contrast between the two sounds when they use the words. iv. Pupils, as individuals, share new sentence constructed with the words and identify words in a short passage	i. Critical thinking and problem solving ii. Communication and collaboration. iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Chart of both sounds ii. Audio tape of both sounds properly pronounced WEB RESOURCE https://www.englishclub.com/pronunciation/animal-pairs-t-t.html
	(b) Reading: Vocabulary and Oral and Written Comprehension	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for the specific information; iv. extract new words from the passage.	i. Pupils, as a class, listen and analyze the passage. ii. Pupils, as pairs, skim for the main points in the passage. iii. Pupils, in small groups, scan for specific information in the passage. iv. Each pupil identifies and list the new words in the passage.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047
	(c) Structure: construct sentences with consonants	By the end of the lesson, students should be able to: i. construct sentences using the consonant sounds; ii. identify consonant sounds in specific passages and sentences.	i. Pupils, as a in small groups, construct sentences using the consonant sounds. ii. Pupils, as a class, identify consonant sounds in specific sentences and passages	i. Communication and Collaboration ii. Creativity and Collaboration	AUDIO VISUAL RESOURCES i. chart of sentence using consonant ii. Consonant sound flash cards WEB RESOURCE https://sentence.youthdictionary.com/consonants

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Make ten sentences from this table.	By the end of the lesson, students should be able to: i. understand sentence formations; ii. study how sentences are constructed; iii. make similar sentences from the examples.	i. Pupils, as a class, brainstorm on how sentences are formed. ii. Pupils, in small groups, study sentences construction; iii. Each pupil writes new sentences.	i. Creativity and imagination ii. Critical thinking and Problem solving iii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of sentences ii. Flash cards of new sentences https://www.skillsyouneed.com/write/grammar1.html
	(e) Writing: Fill in the gaps with the words in the box	By the end of the lesson, pupils should be able to: i. understand and decode the instructions needed to fill in the space; ii. fill in the right and accurate words in the right space.	i. Pupil, as a class, discuss the grammar functions and what is expected of them from the question. ii. Each pupil provides the accurate answers to the questions.	i. Communication and collaboration ii. Critical thinking and problem solving skills	Audio Visual Materials i. Charts in form of a puzzle on the question. ii. Selected approved textbook
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. combine letters together to form words; ii. construct new words and sentences.	i. Each pupil thinking quickly on the spelling of a new word. ii. Pupils, in small groups work together to construct and rearrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCE i. Selected words and sentences from approved textbook ii. Flash cards of words iii. A Oxford dictionary
9	(a) Speech Work: Using adverb of comparison	By the end of the lesson, students should be able to: i. discuss adverb of comparison; ii. identify adverbs and adverb of comparison in sentences and passages; iii. use the adverb of comparison in sentences.	i. Pupils, as a class, discuss adverb of comparison. ii. Pupils, in small groups, identify adverbs and adverbs of comparison in passages and sentences. iii. Pupils use the adverb of comparison in sentences.	i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem solving	AUDIO VISUAL RESOURCE i. Chart adverbs of comparison ii. Flash card of adverb of comparison. WEB RESOURCE https://www.englishclub.com/grammar/adverbs-comparative.php
	(b) Reading: Vocabulary and Oral and Written Comprehension	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for the specific information; iv. extract new words orally and in written form, from the passage.	i. Pupils, as a class, listen and analyze the passage. ii. Pupils, as pairs, skim for the main points in the passage. iii. Pupils, in small groups, scan for specific information in the passage. iv. Each pupil identify and list the new words and say it orally in the passage.	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCE i. Recommended textbook on English ii. Dictionary iii. Flash cards of new words Web Resource https://www.thoughtco.com/how-to-find-the-main-idea-3212047
	(c) Structure: Use adverbs to describe verbs	By the end of the lesson, students should be able to: i. describe adverbs; ii. examine adverbs and their types; iii. use adverbs to describe verbs in sentences; Pupils can watch more on: https://youtu.be/94aFcx6oliY	i. Pupil, as a class, describe adverbs. ii. Pupils, in small groups, examine adverb their meaning and types. iii. Pupils use adverbs in sentences to describe verbs.	i. Creativity and Collaboration ii. Creativity and Communication iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES WEB RESOURCE: i. Flash card on adverb ii. Video clip on adverbs https://examples.yourdictionary.com/examples-of-adverb.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Grammar: Study the sentences with the teacher and make similar sentences with the teacher.	By the end of the lesson, students should be able to: i. understand sentence formations; ii. study how sentences are constructed; iii. make similar sentences from the examples.	i. Pupils, as a class, brainstorm on how sentences are formed. ii. Pupils, in small groups, study sentences construction. iii. Each pupil writes new sentences.	i. Creativity and Imagination ii. Critical thinking and Problem solving iii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Chart of sentence ii. Flash cards of new sentences https://www.collegeboard.com/writingcenter/art1000
	(e) Writing: Composition about My family, My school	By the end of the lesson, pupils should be able to: i. describe the essential characteristics of their school; ii. discuss about their schools; iii. write a composition on my school. You can read more on this by visiting https://www.toppr.com/guides/essays/essay-on-my-school/	i. Pupils, as a class, describe the characteristic of a school. ii. Pupils, in small groups, discuss about their school. iii. Individual pupils write compositions on "My school".	i. Creativity and Imagination. ii. Communication and Collaboration iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Video clip of family ii. Pictures showing a family tree. iii. Charts highlighting roles in the family Web resource: https://opus.com.au/1-1-the-school-essay
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. combine letters together to form words; ii. construct new words and sentences.	i. Each pupil thinking quickly on the spelling of a new word. ii. Pupils, in small groups work together to construct and re arrange new words given to them in a puzzle.	i. Critical thinking and problem solving ii. Communication and collaboration.	AUDIO VISUAL RESOURCES i. Selected words and sentences from approved textbook ii. Flash cards of new words iii. A Jumbled dictionary
	(g)Supplementary	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. Pupils, as individuals, read a recommended story/play/poem. ii. Pupils, in small groups, discuss lessons learnt with themselves. iii. Pupils, in pairs, relate the experience to the story to each other.	i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended story/play/poem
10	(a)Speech Work: Articles determiners.	By the end of the lesson, students should be able to: i. discuss articles (determiners); ii. examine the uses of determiners; iii. use the articles in sentences.	i. Pupils, as a class, discuss what articles are. ii. Pupils, in small groups, critically examine the uses of articles in sentences. iii. Pupils, in pairs, use these articles in sentences.	i. Creativity and Imagination. ii. Communication and Collaboration iii. critical thinking and problem Solving	AUDIO VISUAL RESOURCES i. Charts of article ii. Flash cards containing examples of determiners Web resource: https://www.grammar-monster.com/grammar/grammar-articles.html Teacher resource
	(b) Reading comprehension: Vocabulary and Oral and Written Comprehension.	By the end of the lesson, pupils should be able to: i. analyze the passage; ii. skim for the main points in the passage; iii. scan for the specific information; iv. extract new words orally and in written form, from the passage.	i. Pupils, as a class, listen and analyze the passage. ii. Pupils, as pairs, skim for the main points in the passage. iii. Pupils, in small groups, scan for specific information in the passage. iv. Each pupil identifies and lists the new words and says them orally in the passage	i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Recommended textbook of English ii. Dictionary iii. Flash cards of new words Web Resource: https://www.grammar-monster.com/grammar/grammar-articles.html Teacher resource

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Structure: Use structure with these determiners	By the end of the lesson, students should be able to: i. use structures with these determiners; ii. use them in written sentence.	i. Pupils, as a class, use distributive determiners in sentence structures. ii. Each pupil uses the distributive determiners in written sentences.	i. Creativity and Imagination. ii. Critical thinking and problem Solving	AUDIO VISUAL RESOURCES i. Charts on distributive determiners ii. Flash cards containing examples of distributive determiners. WEB RESOURCE https://www.google.com/amp/s/www.teachingbanyan.com/grammar/distributive-determiners/
	(d) Grammar: Fill in the blank space with words from the passage.	By the end of the lesson, pupils should be able to: i. understand and decode the instructions needed to fill in the space; ii. fill in the right and accurate words in the right space; iii. fill in the blank spaces with words from the passage	i. Pupils, as a class, discuss the grammar functions and what is expected of them from the question. ii. Each pupil provides the accurate answers to the questions.	i. Communication and collaboration ii. Critical thinking and problem solving skills	AUDIO VISUAL RESOURCES i. Charts in form of a puzzle on the question. ii. Selected approved textbook
	(e) Writing: possessive determiners (Contd)	By the end of the lesson, students should be able to: i. identify possessive determiners; ii. use the possessive determiners in sentences and passages; iii. fill a passage with possessive determiners.	i. Pupils, in small groups, give more examples of the possessive determiners. ii. Pupils, as individuals, identify in passages the possessive determiners in English	i. Creativity and Imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Charts on possessive determiners ii. Flash cards containing examples of distributive determiners. WEB RESOURCE https://www.google.com/amp/s/www.teachingbanyan.com/grammar/distributive-determiners/
	(f) Dictation: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of new word in passage; iii. make a sentence with these words; iv. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Pupils, as a class, find the meaning of the new words from the passage. iii. Each pupil constructs sentences with the words. iv. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards on new words. ii. Oxford dictionary
11	(a) Speech Work: Pronunciation practice Consonant /l/, /r/, /s/ and z	By the end of the lesson, pupils should be able to: i. pronounce the sounds correctly; ii. orally identify words with sound; iii. identify the sounds in words in a passage.	i. Pupils, as a class, correctly pronounce these consonant sounds. ii. Pupils, in small groups, orally identify the sounds. iii. Pupils as individuals identify the sounds in a passage	i. Creativity and Imagination ii. Communication and Collaboration iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Audio tape of the sounds ii. Chart of the consonant sound WEB RESOURCE https://youtu.be/312yOW1Yoll https://www.speechchartive.com/english-consonants-ipa-international-phonetic-alphabet/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Vocabulary and Oral and Written Comprehension.	By the end of the lesson, pupils should be able to: i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/illustrations and examples in the passage.	i. Pupils, as a class, analyze the passage after reading the passage. ii. Pupils pair up to highlight main ideas leaving out supporting ideas in a given text. iii. Students while reading the passage stop midway to predict expected events in the passage and also pick out new words	i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Recommended text ii. Flash card iii. Oxford dictionary Web Resource https://www.lagosstate.gov.ng/learning.com/assets/media/product_guide_d369.pdf
	(c) Structure: Construct sentences using substitution tables.	By the end of the lesson, students should be able to: i. construct new sentences using substitution table; ii. understand the process of sentence formations.	i. Pupils, as an individual, construct new sentences using the substitution table. ii. Pupils, in small groups word together to understand how the sentences are formed using the substitute table.	i. Creativity and Imagination. ii. Communication and Collaboration	AUDIO VISUAL RESOURCES i. Use recommend text ii. Chart of the substitute table
	(d) Writing: Expository writing	By the end of the lesson, students should be able to: i. discuss an expository composition; ii. examine the features and structure; iii. write an expository composition.	i. Pupil, as a class, discuss expository composition. ii. Pupils, in small groups, examine the features and structure of the composition. iii. Pupils, as individuals, write an expository essay	i. Creativity and Imagination ii. Communication and Collaboration. iii. Critical Thinking and Problem solving	AUDIO VISUAL RESOURCES i. Video Clip of an expository composition ii. Flip Chart of the feature and structure of the composition WEB RESOURCE https://www.time4writing-resource/expository-essay/
	(e) Dictation/ Spellings: Selected words from the passage read	By the end of the lesson, pupils should be able to: i. identify new words from the passage; ii. write the meaning of new word in passage; iii. make a sentence with these words; iv. write down the dictated words.	i. Pupils, in small groups, pick out new words from the passage. ii. Each pupil pronounces the new words. iii. Pupils, as a class, find the meanings of the new words from the passage. iv. Each pupil constructs sentences with the new words. v. Each pupil writes down dictated words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash Cards of new words. ii. Oxford dictionary
12	Revision and Examination				
13					

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ACHIEVEMENT STANDARDS.

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

- i. describe English sounds and pronounce English words accurately;
- ii. write an informal letter;
- iii. describe different places, objects, events etc. in accordance with descriptive essay;
- iv. differentiate between main ideas and supporting ideas and supporting ideas in the passage;
- v. use adverb correctly in sentences;
- vi. relate events in story books to real life;
- vii. increase their vocabulary;
- viii. use adverbs in sentences to describe verb.

English Studies

Plan Lesson Note

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ENGLISH LANGUAGE

PRIMARY 5 FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Speech work: Intonation patterns, stress and rhyme	By the end of the lesson, pupils should be able to: (i) identify rising and falling tone; (ii) use the tones and stress in songs; (iii) compare the rhythmic pattern of each song with one another. (iv) compose the different rhymes	i. Pupils, in pairs, identify the difference between rising tone and falling tone. ii. Pupils, in small groups, use the rising intonation and falling intonation in with stress indication on the given songs. iii. Pupils, as a class, compare the rhythmic pattern of each song with one another line by line.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) imagination and creativity.	Audio Visual Resources (i) Tape Recorder; (ii) Books with different songs (iii) Videos: Web Resources: https://www.tefl.net/ideas/pronunciation/fun-pronunciation-games/
	(b) Structure: Review of tenses	By the end of the lesson, pupils should be able to: i) list the types of tense ii) use the tenses in sentences, iii) interpret actions in pictures in accordance to time (tenses) iv) classify the tenses of sentences used in a given passage.	i. Pupils, as a class, list the three major types of tenses: a.) past tense b.) present tense, c.) future tense ii. Pupils, in small groups, use the tenses in sentences. iii. Pupils, in small groups, interpret the actions in the given pictures according to tenses iii. Pupils, in pairs, study a short passage with a view to classifying sentences in it into tenses.	(i) Communication and Collaboration (ii) Creativity and Imagination (iii) Critical Thinking and Problem Solving (iv) Leadership and Personal Development	AUDIO VISUAL RESOURCES (i) Charts/Flashcards /Pictures on tenses (ii) Games on tenses WEB RESOURCES: i. https://www.fluentu.com/blog/educator-english/esl-verb-tense-games/ ii. https://www.pinterest.com/amp/pin/3842140262479594
	© Comprehension: (Reading Skill) Reading to comprehend main ideas	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage.	i. Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. (ii) Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. (iii) Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage.	(i) Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reitsonline.net/els.com ii. https://www.readingrockets.org/article/selected-strategies-teach-students-text-comprehension
	(d) Vocabulary development: Words associated with family relationships	By the end of the lesson, pupils should be able to: i) list minimum of fifteen related words for family relationship, (ii) explain the following terms: marriage, birth, siblings, couple, kinship, lineage, uncle, aunt, nephew, niece, cousin, brother-in-law, grandfather/mother, distant relatives iii) use the words in sentences iv) compose short compositions on the family.	i. Pupils, as a class, list words related to family relationship. ii. Pupils, in small groups, sort out words associated with family relationships from a given jigsaw puzzle. (ii) Each group leader takes turn to present their group work to the whole class for evaluation.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts/Pictures (ii) Recommended texts WEB RESOURCES i. https://www.relatetwo.org/relatetwo/family-Relationship ii. https://www.thoughtco.com/vocabulary-relating-to-family-4018887 iii. https://www.magoosh.com/elts/elts-vocabulary/magoosh-conversation-vocabulary-family/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	e. Writing: Essay Writing on "How I spent my Last Holiday".	By the end of the lesson, pupils should be able to: i. identify the features of a narrative essay ii. discuss their experiences on the previous holiday iii. write an essay on how they spent their last holiday	i. Pupils, in groups, study a sample of narrative essay and identify its introduction, body, conclusion, not only that but also its past tense, logical and captivating presentation, etc. ii. Pupils, in pairs, share the experiences they had during the holiday. iii. Each pupil writes an essay on "How I spent my Last holiday"	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts on the features of narrative essay (ii) a sample of a Narrative Essay WEB RESOURCES i. https://www.literacyideas.com/narratives ii. https://study.com/academy/lesson/narrative-essay-lesson-for-kids.html
	(f) Dictations for the Week	Learners are to be guided to master the spellings and meanings of the following words: excited, terminus, rapidly, whizzing, numerous, famous, unique, thoroughly, invitation, recklessly.	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
2	(a) Speech work: vowel sounds / æ/ and /a:/	By the end of the lesson, pupils should be able to: i.) identify and distinctively pronounce the vowel sounds / æ/ and /a:/. (ii) draw the contrast between the sounds when used in words (iii) use each word in sentence.	i. Pupils, as a class, study a chart, identify and pronounce each sound appropriately ii. Each pupil mimics the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, draw contrast between the long and short sounds by producing the words consisting of the sounds iv. Pupils, in pairs, construct sentences with the pairs of sounds bring out the contrast. v. Pupils visit the site below for further studies: https://www.google.com/search?source=univ&tbm=isch&q=learning+of+sound+/a:/+and+/+%C3%A6/+in+primary+5+school&client=firefox-b&sa=X&ved=2ahUKEwjmz-D4mNfrAhX_QkEAHjZDANAQZAl6BAQJEB4&biw=1366&bih=657	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii) Audio player iii) Recommended English textbooks (iv) Pronouncing Dictionary by Daniel Jones WEB RESOURCES i. https://www.google.com/search?source=univ&tbm=isch&q=learning+of+sound+/a:/+and+/+%C3%A6/+in+primary+5+school&client=firefox-b&sa=X&ved=2ahUKEwjmz-D4mNfrAhX_QkEAHjZDANAQZAl6BAQJEB4&biw=1366&bih=657 ii. https://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html iii. https://www.youtube.com/watch?v=VrSmBgZ7onM&list=PLACkdWgXFsEcE1cwDdYof5AGutWZ28ht&index=422
	(b) Structure: Making Sentences with Modal Auxiliaries	By the end of the lesson, students should be able to: i. explain and provide examples of modal auxiliaries (must, ought to, will, have to, shall, can, must etc.) ii. use the modal auxiliaries in sentences iii. infer the functions of modal auxiliaries in each sentence (such as futurity, possibility, certainty, willingness, unwillingness, obligation, permission, request) iv. compare using of modal auxiliaries for making polite requests with casual requests.	i. Pupils, in class, brainstorm to define and cite examples of modal auxiliaries. ii. Pupils, in small groups, use the modals in sentences iii. Pupils, in pairs, infer the functions of each modal auxiliary verb in the sentences. iv. Pupils, in small groups, compare using of modal auxiliary verbs for polite and casual requests with the group leader presenting their work to the class. https://www.tesol-direct.com/tesol-resources/english-grammar-guide/modal-auxiliary-verbs/ ii. http://guidetogrammar.org/grammar/auxiliary.htm	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Games (iii) Drilling WEB RESOURCES i. https://www.teflcourse.net/blog/7-activities-for-teaching-modal-auxiliary-verbs-in-the-esl-classroom-itt-tefl-blog/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary: Health and Safety	By the end of the lesson, students should be able to: i) identify words related to health and safety in a given passage (ii) write the meaning of the identified words and use them in another meaningful sentence. (iii) demonstrate how each word is applicable to health and safety (iv) derive answers from the passage to the given questions	i. Pupils collectively identify words associated with safety and health in a video clip and a given passage after they have read the passage silently ii. Pupils, in small groups, write the meanings of the identified words and use them in another meaningful sentences. (iii) Pupils pair up to demonstrate the words and sentences associated with health and safety. iv. Pupils, in each group, compare their answers with another groups through their group leaders	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and Imagination (iv) Citizenship (v) Digital Literacy	AUDIO VISUAL RESOURCES Flash cards Pictures Video clips English textbook WEB RESOURCES https://www.phoenixnews.co.uk/blog/glossary-of-health-and-safety-terms.html https://www.enchantedlearning.com/wordlist/driver/g.shtml https://www.google.com/search?client=firefox-b&ei=IGZWX4q5LNaQ1t4PytCmsAk&q=words+associated+with+health&oc=words+associated+with+health&gs_lcp=CqZwc3k1YWIQA1AAWABqyINoAH-AeAGAAQCIACSAQCQYAQSAQdnd3Mtd2I6&scj=ent=psy-ab&ved=0ahUKEwiK04v2wdfAhVVRxUIHUccCZYQ4dUDCAw&uact=5
	(d) Writing: Letter writing Guided Informal Letter	By the end of the lesson, pupils should be able to: (i) identify informal letters; (ii) discuss the features of an informal letter; (iii) write a letter to a close relative or a friend in another town.	i.) Pupils, in small groups, brainstorm to identify and describe informal letters. ii.) Pupils, in small groups, study two sample informal letters in order to observe their common features. The group leaders share these features with the class. (iii) Following the samples, pupils write letters to friends or close relatives on their planning for next holiday.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and imagination (iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Sample letters WEB RESOURCES https://youtu.be/f6hSMGGB6hs
	(e) Dictation for the week	Learners are to be guided to learn the following words: Monogamy, polygamy, dormitory, habitation, apartment, orphanage, surgery, infirmary, dispensary, hospice	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
3	(a) Speech work:	By the end of the lesson, pupils should be able to: (i) identify and pronounce vowel sounds /i:/, /u/ and /ɜ:/ correctly (ii) write the words containing the sounds. construct sentences with the pairs of sounds	i. Pupils, in small groups, recognize the sounds on a given chart and pronounce the sounds for one another ii. Pupils, in small groups, study a short comprehension passage, and write out words that contain the sounds. iii. Pupils, in pairs, construct sentences with the words containing the sounds; each member of the group take turns to present the sentences and pronounces the words distinctively for the whole class. Check the website to learning on the sounds: https://www.onestopenglish.com/support-for-teaching-speaking/pronunciation-skills-long-and-short-sounds-/i-/and-/u/555290.article	(i) Communication and Collaboration (iii) Leadership and Personal Development (iv) Critical thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Chart/Flashcards (ii) Audio player (MP3) (iii) Pronouncing Dictionary by Daniel Jones https://nigerianscholars.com/tutorials/english-test-of-oral-%CA%8C-vowel-sound/ https://telpedia.com/Pronunciation-exercises-%CA%8C-vs-%C9%92/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Active voice and Passive Voice	<p>By the end of the lesson, students should be able to:</p> <p>(I) identify active and passive sentences</p> <p>ii) change active sentences to passive sentences;</p> <p>iii) change passive sentences to active sentences;</p> <p>iv) analyze the features of active voice and passive voice</p>	<p>i) Pupils, in small groups, study a given chart and a video clip and identify the feature pattern of active and passive sentences.</p> <p>ii) Pupils, as a class, study an active sentence and a passive sentence to analyze the structure of active and passive sentences.</p> <p>ii) Pupils, in pairs, transform active voice to passive voice</p> <p>iii) Pupils, in pairs, change passive to active sentences</p> <p>iv) The leaders of each group analyze the transformational features of both active and passive sentences for the class.</p>	<p>(i) Communication and Collaboration</p> <p>(ii) Digital Literacy</p> <p>(iii) Leadership and Personal Development</p> <p>(iv) Critical Thinking and Problem Solving</p>	<p>AUDIO VIDEO RESOURCES</p> <p>(i) Chart/Flashcards</p> <p>(ii) Real objects</p> <p>WEB RESOURCES</p> <p>https://busyteacher.org/19104-how-to-teach-passive-voice-5-simple-steps.html</p>
	(c) Comprehension and Vocabulary: Consumer Rights.	<p>By the end of the lesson, pupils should be able to:</p> <p>i) differentiate between main ideas and supporting ideas in each paragraph;</p> <p>ii) recognize the unfamiliar words in a given passage</p> <p>iii) Construct sentences with the new words</p> <p>(iv) establish the relationships between the main ideas and connecting ideas using evidence from the</p>	<p>(I) Pupils, in small groups, deduce main ideas from supporting idea in a given text.</p> <p>(ii) Pupils pair up to highlight the unfamiliar words in a given text and check for their meanings in dictionary/online.</p> <p>(iii) Pupils, in small groups, use the identified words in sentences.</p> <p>(iv) The group leaders present their answers to the class for discussion</p>	<p>(i) Communication and Collaboration</p> <p>(ii) Leadership and Personal development</p> <p>iii) Creativity and imagination</p> <p>iv) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards</p> <p>English textbook</p> <p>WEB RESOURCES</p> <p>https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension</p> <p>https://www.thoughtco.com/reading-comprehension-strategies-7952</p>
	d) Supplementary Reading: Story Book	<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) Communication and Collaboration</p> <p>(ii) Leadership and Personal Development</p> <p>iii.) Citizenship</p> <p>iv.) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards</p> <p>ii. Lagos State Recommended Literature Text</p> <p>WEB RESOURCES</p>
	(e) Dictation for the week:	<p>Learners are to be guided to learn the following words:</p> <p>Ablaze, institution, sachet, national, measurement, rhetoric, academics, fashion, village, transaction</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.</p>	<p>(i) Communication and Collaboration</p> <p>(I) Digital Literacy</p>	<p>(I) Hard copy dictionary</p> <p>(ii) Online dictionary</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	(a) Speech work: Vowel sounds /u/ and /u:/	(i) identify and pronounce vowel sounds /u/ and /u:/ correctly (ii) write the words containing the sounds. (iii) draw the contrast between sounds when used in words (iv) construct sentences with the pairs of sounds	i. Pupils, as a class, identify the sounds in a given vowel chart and pronounce them in accordance to the position of mouth shape drawn on the chart. ii. Pupils, in small groups, write down ten words containing the sounds. iii. Pupils study a given set of words with their examples draw the contrast between the sounds and present to the class iv. Pupils, in pairs, generate sentences that have the pairs of sounds and share with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development (iv) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) pronouncing dictionary by Daniel Jones (iii) Audio CD WEB RESOURCES ii. https://www.espressenglish.net/english-pronunciation-mistake-long-and-short-u/
	(b) Structure: Using Adjectives in speaking and writing:	By the end of the lesson, students should be able to: i. describe adjectives with adequate examples ii. use adjectives for comparison (positive, comparative and superlative) iii. compose different sentences using adjectives infer functions of adjectives in sentences	i. Pupils, as a class, describe adjectives with examples. ii. Pupils, in small groups, study a given passage, and identify, and use the adjectives for comparison. iii. Pupils, in pairs, compose different sentences using adjectives and share with the class. iv. Pupils, as a class, infer functions of adjectives in sentences.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts/Flashcards WEB RESOURCES Check these websites for details: i. https://courses.lumenlearning.com/suny-styleguide/chapter/functions-of-adjectives/ ii. https://www.google.com/search?q=adjectives+and+comparison&client=firefox-b&tbm=isch&source=lsr&x=1&fir=nPKZGkoBY82vM%252Ct_iQ8rvDw3se%252C%26vet=1&usq=A4-kROA7XKj3NjtoZ5K6BosqJ6KcW&sa=X&ved=ahUKewiFr9mdINrArV7VwKHYzhBAEQ_h16B2QEAU#imgre=nPKZGkoBY8AtKM
	(c) Comprehension: Paragraphs from children's novels	By the end of the lesson, students should be able to: (i) read and analyze simple selected children's novels. (ii) identify key words/sentences that signal main ideas; (iii) put the key word in sentences iv. derive factual information from selected texts (i) establish relationships between supporting ideas using evidence from the passage infer implied meanings of ideas in the passage	i. Pupils, in small groups, read and analyze the selected texts (ii) Pupils, in pairs, point out the key words/sentences related to the main idea and share with the class. (iii) Pupils are guided to use the key words in different sentences. (iv) Each pupil describes factual information from selected texts. i. Pupils, in pairs, describe the relationship between ideas in the passage using evidence from the passage. ii. Pupils, in small groups, analyse and discuss the meaning of implied ideas in the passage.	(i) Communication and collaboration (ii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Charts/flashcards on new words in the passage WEB RESOURCES i. https://blog.madel.com/7-steps-to-build-reading-comprehension-in-school-children/
	(d) Writing: Descriptive	By the end of the lesson, pupils should be able to: (i) mention and explain each feature of descriptive essay (ii) describe their best friends; (iii) write a descriptive essay on "My Favorite Friend"	(i) Pupils, as a class, study a given sample of descriptive essay, (ii) identify and explain features of descriptive essay. (iii) Pupils, in pairs, describe their best friends to each other. (iv) Each pupil mentions some adjectives that best describe their favourite friends. (v) Each pupil composes their essays using various adjectives to describe their favourite friends.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and imagination	AUDIO VISUAL RESOURCES Charts depicting types of essays WEB RESOURCES https://www.reachforwriting.org/strategies/descriptive-writing https://www.theclassroom.com/descriptive-writing-elementary-school-students-2196788.htm https://byjus.com/class/my-best-friend-essay https://www.toppr.com/des/essays/essay-on-my-best-friend/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Dictations for the week	Learners are to be guided to learn the following words: dialect, rhythm, transformation, seizure, psychology, unprecedented, gymnastics, aesthetics, accommodation, occasion	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
5	(a) Speech work: Minimal Pairs Vowel sounds /e/ and /i:/	By the end of the lesson, pupils should be able to: (i) recognize and pronounce the sounds /e/ and /i:/ correctly (ii) generate ten words containing the sounds (iii) contrast between the sounds when used in words construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. ii) Pupils, in small groups, come up with at least ten words on each of the sounds. iii) Pupils, in small groups, contrast the production of both sounds in words (e.g. bed, bird) iv) Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the sites below for further learning on sounds: https://www.theschoolrun.com/honics-teaching-step-by-step	(i) Critical Thinking and Problem Solving (ii) Communication and Collaboration (iii) Digital Literacy	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES: i. https://www.google.com/search?source=univ&tbm=isch&q=e/+and+/%E1%B4%A3:/+in+primary+schools&client=firefox-b&sa=X&ved=2ahUKEwiQkqrL1trAhVVA2MBHzyiB_UQsAR6BAQKEAE&biw=1366&bih=657
	(b) Structure: Adverbs	By the end of the lesson, students should be able to: i. describe adverbs with adequate examples ii. use adverbs for comparison (positive, comparative and superlative) iii. compose different sentences using adverbs iv. infer functions of adverbs in sentences	i. Pupils, as a class, brainstorm about words that give more information about an action e.g. "walk slowly" and describe adverbs with examples. ii. Pupils, in small groups, study a given passage, and identify and use the adverbs for comparison. iii. Pupils, in pairs, compose different sentences using adverbs in different positions (initial, middle and end) and share with the class. iv. Pupils, as a class, infer functions and types of adverbs in sentences share them with the class through the group leaders.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii. Leadership and personal Development	AUDIO VISUAL RESOURCES Charts/flashcards Video clips on adverbs WEB RESOURCES i. https://www.youtube.com/watch?v=ajL80Y3IKyk ii. https://www.google.com/search?source=univ&tbm=isch&q=teaching+adverbs+in+middle+class&client=firefox-b&sa=X&ved=2ahUKEwje8Jbc2trAhUk-hQKHxQ9BfYQsAR6BAQNEAE&biw=1352&bih=632
	(c) Comprehension: emphasis on supporting details, tone, mood and purpose	By the end of the lesson, pupils should be able to: i) identify the main idea in a text; ii) analyze a text to bring out its mood and purpose; iii) relate the issue raised in the text to their real life experiences iv) describe the supporting details using evidence from the passage	i. Pupils, as a class, identify the main idea of a given text. ii. Pupils, in small groups, critique a text to identify mood and purpose. iii) Pupils, in pairs, share life experiences related to the text. iv. Each pupil identifies the supporting details in the text using evidence from the passage.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Critical Thinking and Problem Solving iv) Citizenship	AUDIO VISUAL RESOURCES i) Newspaper clippings of an article ii) English textbook WEB RESOURCES https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/490/Tone-and-Purpose.pdf

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Guided Formal Letter Writing	By the end of the lesson, students should be able to: <ol style="list-style-type: none"> list and describe the features of formal letters analyze the style and pattern of sentence structure used for official/formal letters. write formal letters 	<ol style="list-style-type: none"> Pupils, in pairs, study a sample of formal letter presented to them and identify its two addresses, date, salutation/greetings, heading/title, body, subscription/complimentary close. Pupils, in small groups, study the sentences pattern of the given formal letter. Following the features, each pupil write letter to the head teacher or Local Government Chairman. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Critical Thinking and Problem Solving Creativity and imagination 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Chart on the features of formal letters A sample of a formal letter WEB RESOURCES https://www.google.com/search?source=univ&btn=isch&q=guided+formal+letter+writing+for+primary+5&client=firefox-b&sa=X&ved=2ahUKEwUituydfrAhUJGhUJH2eCOKQsAP6BAgKEAE&w=1366&bih=657
	(e) Dictation for the week	Learners are to be guided to learn the following words: fallacy, mismanagement, implicate, Privilege, indigent, magnanimous, machine, escorter, information, ridiculous	For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in the dictionary, and use each word in, at least, a sentence.	<ol style="list-style-type: none"> Communication and Collaboration Digital Literacy 	<ol style="list-style-type: none"> Hard copy dictionary Online dictionary
6	(a) Speech work: Making Polite Requests	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> recognize a situation where need to politely request something; make a polite request; differentiate between polite and rude requests/ answers; carry on a polite and respectful conversation 	<ol style="list-style-type: none"> Pupils, as a class, watch video clips on conversations between father and child, teacher and students, boss and subordinate etc., identifying where and how requests are made Pupils, in small groups, use modal verbs- 'could' 'would', 'may', 'might' to make polite requests; Each pupil differentiates formal and informal requests in a different context; Pupils pair up to have dialogues /conversations on real life situation, making use of polite and respectful requests; 	<ol style="list-style-type: none"> Critical Thinking and Problem Solving Communication and Collaboration Digital Literacy Citizenship 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> Charts/Flashcards Pronouncing Dictionary by Daniel Jones WEB RESOURCES: <ol style="list-style-type: none"> https://www.angloamericaniacy.pl/expressions-20-requests-lesson.htm https://study.com/academy/lesson/polite-requests-lesson-plan-for-esl-students.html
	(b) Structure: Using direct and indirect speech	By the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> identify sentences reported speech; change direct speech to reported speech and vice versa criticize ten different sentences to discover the basic rules guiding change of direct speech to reported speech 	<ol style="list-style-type: none"> Pupils, as a class, study the given sentences on direct speech and reported speech. Pupils, in small groups, change their conversations in the group to reported speech and vice versa. Pupils pair up to criticize the given sentences (direct and reported speech) and discover the rules guiding the transformation of sentences and share with class. <p>Read further on this site: https://www.ef.com/ca/english-resources/english-grammar/direct-and-indirect-speech/</p>	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Critical thinking and Problem Solving 	AUDIO VISUAL RESOURCES <ol style="list-style-type: none"> chart video clip on type of clauses WEB RESOURCES https://www.google.com/search?source=univ&btn=isch&q=direct+and+indirect+speech&client=firefox-b&sa=X&ved=2ahUKEwjB49m48dvrAhWQxEKHXXcCmSQR568AqUEBA&biw=1366&bih=634

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development: National Social Service Institutions, eg CPC, FRSC, ICPC, NAFDAC, NDLEA, NEMA	By the end of the lesson, pupils should be able to: i) read to draw out meanings from the selected passage; ii) differentiate between main ideas and supporting ideas in a given passage; iii recognize the key words and the easily confused words in the given passage, and use them in different contexts correctly. iv answer factual and other questions from the selected text.	i.) Pupils, as a class, read silently to draw out meanings from the given passage. ii) Pupils pair up to highlight the main ideas of the passage. i) Pupils, in small groups, analyse the connection between the main idea and supporting ideas using evidence from the passage. iv) Pupils, in small groups, while reading the passage stop midway to pick out key words and confused words in the passage and use them in different contexts correctly and share with the class. v. Pupils, in each group, compare their answers with another groups, through their group leaders	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Citizenship iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards/posters Textbook WEB RESOURCES https://examples.yourdictionary.com/social-institutions-examples.html ii) https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing- descriptive Guided Composition on Bicycle/ Automobile	By the end of the lesson, pupils should be able to: (i) highlight the features of a descriptive essay; (ii) describe the features of an object; (iii) develop outlines for a descriptive essay; (iv) write a descriptive essay on either of the following: Bicycle or Automobile.	i. Pupils, in small groups, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. ii. Pupils in pairs discuss and outline the features of an object e.g. automobile. iii. Pupils, in pairs, generate an outlines for a descriptive essay and share with the class for review. iv. Individual pupils compose simple essays on a given topic.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Pictures WEB RESOURCES https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2 https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html
	e) Supplementary Reading: Play	By the end of the lesson, pupils should be able to: i share with other pupils the drama book 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) 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
	(f) Dictation for the week	Learners are to be guided to learn the following words: Trial, tramway, aircraft, balloon, barrow, truck, delivery, diesel truck, elevator,	Pupils, as individuals or in small groups, 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
7	A. Mid-term tests				
	B. Open day				
	C. Mid-term break				
	D. Homework	Learners are to be guided to learn the following words: analysis, foreigner, fetter, conflagration, concede, Perplex, lucid, aggravate, ambiguous, camouflage.	For home study, Each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
8	(a) Speech work Contrasting Consonant Sounds /p/ and /f/	By the end of the lesson, pupils should be able to: (i) recognize and pronounce the sounds /p/ and /f/ correctly (ii) generate ten words containing the sounds (iii) draw the contrast between the sounds when used in words e.g. pill, fill (iv) construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio player. ii.) Each pupil mimics the position of the mouth as demonstrated by the teacher or video. iii) Pupils, in small groups, come up with at least ten words on each of the sounds. iv) Pupils, in small groups, contrast the production of both sounds in words	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://www.google.com/search?source=hp&me=isch&q=contrasting+sounds+and+pronunciation+class&client=firefox-b&sa=X&ved=2g6QFj6If12zrAhVUx5a4zCCs8QsAR63A-FF&biw=1352&bih=634
	(b) Structure: Making Reported Commands and Reported Questions,	By the end of the lesson, pupils should be able to: (i) identify and use command and interrogative statements; (ii) change direct commands and questions to reported commands and questions iii) analyze sentences structure of direct and reported commands and questions respectively.	i Pupils, as a class, identify command and questioning expressions in a selected text. They are guided to use command and interrogative statements on immediate situation in the class. ii. Pupils, in small group, change direct commands and direct questions to reported commands and reported questions vice versa. iii. Pupils, in pairs, analyze the tenses, punctuations, adverbs, pronouns changes while converting direct commands and direct questions to reported commands and reported questions.	(i) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development imagination	(i) Chart (ii) Website: a) https://www.english4u.de/en/grammar-exercises/reported-speech8.htm b) https://www.google.com/search?source=hp&v&tbm=isch&client=firefox-b&sa=X&ved=2g6QFj6If12zrAhVUx5a4zCCs8QsAR63A-FF&biw=1352&bih=634
	(c) Comprehension : Reading on Education(such as Moral, Value etc.)	By the end of the lesson, pupils should be able to: (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage, (iv) infer implied meanings of ideas in the passage	ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage. iv) Each pupil identifies the main idea of the passage. v) Pupils, in small groups, reflect on the relationship between the main idea and supporting ideas of the passage.	iii) Creativity and imagination iv) Critical Thinking and Problem Solving	WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-struggle-reading-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Descriptive Essay. Describe your House or School.	By the end of the lesson, pupils should be able to: (i) describe the key features of their house or school; (ii) develop outlines for either 'My House' or 'My School'; (iii) write a descriptive essay on any of the topics	i. Pupils, in small groups, observe, think, and reflect on what constitutes a house or a school. ii. Each pupil identifies the key features of their school or house. iii. Pupils, in pairs, generate an outline for the essays and share with the class for review. iv. Individual pupils are guided to compose simple essays on either of the topics.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Pictures WEB RESOURCES https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html
	e) Supplementary Reading: Poems	By the end of the lesson, pupils should be able to: i. share with other pupils the poems read; ii. discuss the main idea of the poem iii. discuss lessons learnt from the poems; iv. relate events in the poem to their personal lives.	i. Each pupil read a recommended text from LS approved booklist. ii. Each pupil discusses the main idea of the poem. iii. Pupils, in pairs, share moral lessons derived from the poems with each other. iv. Pupil, in small groups, match theme in the poems 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
	(d) Dictation for the week	Learners are to be guided to learn the following words: publication, insurance, management, economical, lightning, flight, midnight, python, nylon, thigh	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
9	(a) Speech work Contrast sounds /S/ and /tS/	By the end of the lesson, students should be able to: i. recognize and pronounce the sounds /S/ and /tS/ ii. cite examples of words containing the sounds iii. contrast the pairs with ten words each	i. Pupils, as a class, listen to the production of the sounds thorough MP3 player or audio player. ii. Pupils, as a class, pronounce the words 'soap' and 'chart' to distinguish the two sounds. iii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iv. Pupils, in pairs, distinguish between the two sounds by giving examples. v. Pupils in small groups, list out words with the sounds. i. Each pupil contrasts the two sounds by providing words containing both sounds. ii. Pupils, in small groups, make simple sentences containing words with the sounds /s/ and /ts/.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones iii) Tape recorder WEB RESOURCES https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCE
	(b) Structure: Sentence Building	By the end of the lesson, students should be able to: (i) define and identify sentences with examples (ii) analyse simple sentence constituent (iii) construct different forms of simple sentence (iv) create brief stories in simple sentences	i. Pupils, as a class, brainstorm on the meaning of a sentence and cite its examples from their textbooks. ii. Pupils, in pairs, classify sentences into constituent (subject verb, object, complement, adjunct) or (subject, predicate) iii Pupils, in small groups, are guided to construct sentences in this form: SV, SVO, SVC, SVA, SVOO, SVOA etc. iv Pupils, in small groups, write stories in simple sentences and share with the class through each group leader.	(I) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	(i) Chart (ii) Website: (a) https://www.grammar.net/en/grammar/sentence-definition-0-types (b) https://youtu.be/5jxktfms
	(c) Comprehension and Vocabulary Development: Reading on Information Communication Technology	By the end of the lesson, pupils should be able to: i) draw inferences from passages after reading; (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage, (iv) infer implied meanings of ideas in the passage	i) Pupils, at least 4 of them, read the passage (a paragraph per student) and draw meaning from it. ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage, iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-struggle-reading-comprehension
	(d) Writing: Comparison of Formal and Informal Letters	By the end of the lesson, pupils should be able to: (i) distinguish between formal and informal letters; (ii) state the features and format of a formal letter; (iii) write a letter of invitation	i. Pupil, as a class, are supplied different samples of letters (both formal and informal) for them to classify and differentiate. ii. Pupils, in small groups, highlight the feature and layout of a formal letter. iii. Individual students write letters inviting their class teacher to their birthday parties.	(I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Chart WEB RESOURCES https://www.wikihow.com/Teach-Letter-Writing https://www.readingkits.org/article/instruction-letter-writing
	(e) Dictation for the week	Learners are to be guided to learn the following words: Campaign, hypocrisy, financial, secretariat, apparatus, commitment, purchase, privilege, maintenance, endurance	For home study, each pupil looks 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 iii.) Creativity and Imagination iv.) Critical Thinking and Problem Solving	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(a) Speech work: Intonation Practice in Statements, Questions, Commands and Request	By the end of the lesson, pupils should be able to: (i) identify intonation symbols and mention the types of intonation patterns (such as falling, rising, falling-rising, rising-falling intonations) (ii) explain intonation patterns in statements, (iii) construct sentences (e.g. statements, questions, commands, requests) and indicate their intonation patterns (iv) act a short play using the intonation patterns for communication	i. Pupils, as a class, study the intonation symbols with their names/indicators showing on a given chart ii. Pupils, in small groups, study the samples of placement of intonation patterns in varieties of sentences, thereafter challenged to come up with their explanations on the use of intonations. iii. Pupils, as groups, construct sentences on statements, questions, commands and request, and indicate their intonation patterns. iv. Each group leader takes a turn to present their group work to the whole class for a critique. v. Pupils, in small groups, demonstrate the real ways of using intonation patterns in a short play. Read further on intonation patterns on this site: https://www.learn-english-today.com/pronunciation-stress/intonation.html	(I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Video clips of poems Clippings from editorials i Charts/Flashcards ii Samples of Sentences WEB RESOURCES https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/
	(b) Structure: Present Perfect Tense	By the end of the lesson, pupils should be able to: (i) explain the present perfect tense (ii) give examples of present perfect tense (iii) convert present tense to present perfect tense with examples	i. Whole Class brainstorms about an action that started in the past and progressed into the present to generate the meaning of present perfect tense. ii. Pupils, as a class, consider five relevant sentences given and manipulate games to explain the present perfect tense. iii. Pupils, in small groups, identify examples of present perfect tense in a given passage and each group leader takes turns to present their findings to the class. iv. Pupils pair up to change ten given present tense (sentences) to the present perfect tense.	(I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i Charts/Flashcards ii Truth or Lie Games WEB RESOURCES https://www.pinterest.com/pin/626704104377644017/
	(c)Comprehension and Vocabulary Development (Attribute of Truthfulness)	By the end of the lesson, pupils should be able to: (i) identify and explain the key word in the passage: (ii) use the key words and unfamiliar words in sentences (iii) deduce the main ideas and supporting ideas from the given passage (iv) infer the appropriate answers from the given passage to questions;	i. Pupils, as a class, having read a given passage, identify and explain the key words in the passage ii. Pupils, in pairs, use the key words and unfamiliar words in sentences. iii Pupils in small groups differentiate between the main ideas and supporting ideas in the passage and share with the class iv. Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development iv) Citizenship	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://bookpagez.com/blog/teacher-guide-comprehension-strategy-lesson-plans/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing:: Debate: "Corporal punishment should not be enforced in school"	By the end of the lesson, pupils should be able to: (i) describe characteristics of a debate (ii) explain the registers of debate (iii) demonstrate understanding of debate procedures	i. Pupils are presented with video clips of live debate competitions to guide them describing the characteristics/elements of debates. ii. Pupils in groups explain the registers of debate with reference to the video clips and their experiences on debates. iii. Pupils who agree with the statement move to one side of the room, and those who disagree move to the other side. Then they take turns explaining why they are standing on that position.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii.) Leadership and Personal Development (iv) Citizenship (v) Digital Literacy	AUDIO VISUAL RESOURCES i Charts ii Video Clips WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing
	(f)Dictation for the week	Learners are to be guided to learn the following words: disgusting, copious, publicize, disciplined, overcome, subordination, trafficking, fickle, jubilant, rhythmical	For home study, each pupil looks 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) Critical thinking and Problem Solving (iii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
11	(a) Speech work: /p/ and /b/	By the end of the lesson, students should be able to: i. recognize and pronounce the sounds /p/ and /b/ ii. cite examples of words containing the sounds iii. contrast the pairs with ten words each	i. Pupils, as a class, listen to the production of the sounds on MP3 player or audio player. ii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, cite examples of words containing the sounds. iv. Pupils, in small groups, provide words consisting of sounds to contrast the sounds with each other. Each group leader takes a turn to present their group work to the whole class for a critique. For further studies, pupils visit the site below: https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/	(i) Communication and Collaboration; (ii) Leadership and Personal Development; (iii.) Critical Thinking and Problem Solving.	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones iii)Tape recorder WEB RESOURCES i. https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/ ii. https://youtu.be/ltsvo mse_4A
	(b) Comprehension and Vocabulary development: Reading a non-fiction passage	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage.	i. Pupils listen to the teacher reading the passage with a view of identifying new words and getting their appropriate pronunciation. ii. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. iii. Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage.	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reilsonlinetest.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension

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Term 2 Primary 5
ENGLISH LANGUAGE

PRIMARY 5 SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Structure: Abbreviations and Acronyms	By the end of the lesson, pupils should be able to: (i) identify the features of abbreviated forms of words; (ii) differentiate between abbreviations and acronyms; (iii) apply standard English conventions in abbreviations of common words. (iv) compose the different forms of short letters/texts	i. Students brainstorm about when they have written or read a text or any other kind of message with short form of words to derive the meaning of abbreviations and acronyms. ii. Pupils, in small groups, write down and read out some common abbreviations or acronyms they come across daily. Pupils discuss the differences between acronyms and	i. Communication and collaboration. ii. Critical thinking and Problem Solving. Digital Literacy.	Audio Visual Resources (i) Cell phone; (ii) Computer System/Projector (iii) Videos: Web Resources i. https://www.google.com/search?source=univ&btn=isch&q=how+to+teach+features+of+telegram&btn=firefox-b&sa=X&ved=2ahUKEwQ0r7FyObrAhWtNnJwNt=NBpEQsAR6BAQFE=1&w=1352&bih=634 ii. https://study.com/lesson/lesson/lesson-plan.html iii. https://websitebuilders.com/how-to/lesson-plans/how-email-works
	(b) Structure: Review of reported speech (command)	By the end of the lesson, pupils should be able to: i) mention the rules guiding the reported speech; ii) form command sentence; iii) convert direct command sentence to reported command iv) demonstrate the use of direct and reported commands in class	i. Pupils, as a class, watch a short clip lesson on reported speech, therefore decode and list the rules guiding direct and indirect speech ii. Pupils, in small groups, construct ten command sentences and share with class; iii. Pupils, in small groups, convert their constructed direct commands to reported commands; iv. Pupils, in pairs, stand at the center of class, conversing to demonstrate the use of reported command https://www.english-hilfen.de/en/grammar/reported-aufforderung.htm	(I) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES i) Charts/Flashcards ii) Video clip (ii) Games on tenses WEB RESOURCES: https://www.pinterest.com/pin/55232434173444603/
	(c) Comprehension and Vocabulary Development Reading to comprehend	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage. iv) construct sentences with the new words	i.) Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. (ii) Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. (iii) Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage. (iv) Each pupil constructs sentences with the new words and show their teachers	(i) Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reitsonline.net ii. https://www.reading-ockets.org/article/504-n-strategies-teach-students-text-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d). Writing: Letter Writing. Responding to a Formal Invitation e.g. weddings, chieftaincy etc.	By the end of the lesson, pupils should be able to: i. make a list of occasions for formal invitation; ii. give reasons for formal invitation iii. identify the features of formal invitations; write responses to formal invitations	i. Pupils, as class, brainstorm to list occasions that require formal invitations. ii. Pupils, as groups, state reasons for formal invitations e.g. important dignitaries need invitation as evidence, for description, and reminder. iii. Class discusses the format for responding to a formal invitation. iv. Pupils, in small groups, study the sample cards provided by teacher; v. Pupils, in pairs, draft responses formal invitations of their own with teacher guiding them and share with the whole class.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts on the features of invitation (ii) Sample of formal invitation cards WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=materials+to+teach+response+to+invitation+letter&client=firefox-b&sa=X&ved=2ahUKEwJCy-CkyubrAhXDZxUIHcPvCEcQsAR6BAgKEAE&biw=1352&bih=634
	(f) Dictations for the Week	Learners are to be guided to master the spellings and meanings of the following words: Resident, electoral, emergency, experience, imprisonment, convicted, transmit, statistics, libration, diplomatic	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
2	(a) Speech work: Oral Composition talking about myself, family and environment	By the end of the lesson, pupils should be able to: i. say out loud/pronounce relevant words on the topic; ii. Compose sentences sequentially on the topic; iii. develop ability to speak fluently about family	i. Pupils, as a class, mention words related to self, family, environment and pronounce the words clearly and distinctively; ii. Pupils, in small groups, use words on family in sentences iii. Each pupil describes key features of their family iv. Pupils, in pairs, discuss about 'myself and my family' fluently.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii. Audio player iii. Smiley face game iii. Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://www.pbslearningmedia.org/subjects/health-and-physical-education/self-family-environment-and-society/#.X15NmKLVvIU
	(b) Structure: Word Bank and Sentence Building	By the end of the lesson, students should be able to: i. make many new words from a given words define and provide examples of modal auxiliaries (must, ought to, will, have to, shall, can, must etc.) ii. complete phrases with sentences; iii. summarise a long sentence;	i. Pupils, in small groups, brainstorm to provide many new words or compound words from the first given word. Examples:(custom) - customs; customer; customary, customs house; custom-made; custom-built etc. another group to find the synonyms of a given word (e.g. cold); chilly; cold; icy; frosty; arctic; snowy; wintry; frozen etc. ii. Pupils, in small groups, complete a phrase on the board by adding extra words to make it into a longer sentence; e.g. (the dog), I killed the dog; I killed the dog yesterday; I felt sad when I killed the dog yesterday etc. iii. Pupils, in pairs, remove words and phrases from a long sentence and end that it remains as a sentence. Read further through this link: https://waylink-english.co.uk/teaching/building-sentences	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development iv. Imagination and creativity	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii)Word/ Sentence Building Games (iii) Drilling Game WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=material+s+to+teach+word+bank+and+sentence+buildin&client=firefox-b&sa=X&ved=2ahUKEwiU4vamzObrAhWlaRUIHZhZCIUQsAR6BAgKEAE&biw=1352&bih=634

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(c) Comprehension and Vocabulary: Law and Order	By the end of the lesson, students should be able to: i) identify words related to law and order in a given passage (ii) write the meaning of the identified words and use them in another meaningful sentence. (iii) demonstrate how each word is applicable to law and order (iv) derive answers from the passage to the given questions	i. Pupils collectively identify words associated with law and order in a video clip and a given passage after they have read the passage silently ii. Pupils, in small groups, write the meaning of the identified words and use them in other meaningful sentences. (iii) Pupils pair up to demonstrate the words and sentences associated with law and order. (iv) Pupils, in each group, compare their answers with another group, through their group leaders. Visit this site to read further on the topic: http://www.cubictalk.com/cubictalk/board/matrics/Living-in-English/law-&-order.pdf	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and Imagination (iv) Citizenship (v) Digital Literacy	AUDIO VISUAL RESOURCES Flash cards Pictures Video clips English textbook WEB RESOURCES https://www.teacherspayteachers.com/Store/20order
	(d) Writing: Formal Invitation as Opposed to Letter Writing	By the end of the lesson, students should be able to: (i) recall and describe formal invitations and letter writing (ii) contrast the features of formal invitation and letter writing; (iii) write a formal invitation and a formal letter.	i.) Pupils, in small groups, based on their previous lessons, describe a formal invitation and a formal letter; ii.) Pupils, in pairs, study sample of formal invitations and formal letters to contrast their features. They share these features with the class. (iii) Following the samples, pupils, as individuals, write a formal invitation and a formal letter. Read further here: https://www.google.com/search?source=univ&tbm=isch&q=material+s+to+teach+formal+invitation+and+informal+invitation&client=firefox-b&sa=X&ved=2ahUKEwK682-zubrAhWpQhUIHYQRDUYQsAR6BAglEAE&biw=1352&bih=634	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and Imagination (iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Sample of a formal invitation and a formal letter WEB RESOURCES https://www.successstories.net/learn-english/writing-skills/informal-letter-format-examples-topics.html https://youtu.be/rbGGB6hs
	(e) Dictation for the week	Learners are to be guided to learn the following words: Superintendent, extraordinaire, entrepreneur, official, saboteur, journalism, supersede, guarantee, isolationism, evolutionary	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
3	(a) Speech work Dialogue on the experience of national Issues	By the end of the lesson, pupils should be able to: (i) identify proper ethics of discussion; (ii) demonstrate good mastery of words pronunciation, stress placement on word and intonations in sentences (iii) express their thoughts on the given topic fluently;	(i) The class is divided into two groups. Each group has two discussants; the groups are guided to study the ethics of conversations. (ii) Each group has a brainstorming session for a few minutes; demonstrate among themselves on proper pronunciation of some words and stress/ intonation placements. (iii) The two discussants presented by each group articulate the position of their group on a given topical issue, while the teacher acts as a moderator.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES WEB RESOURCES https://www.comptonense.org/education/son-plans/dialogue-that-matters

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b)Structure: Making and Responding Requests (Sentence Building)	By the end of the lesson, students should be able to: (i) identify differences between making requests and responding to offers (ii) classify the appropriate words that are for polite and casual request making (iii) form examples of request making with their responses	i) Pupils, in small groups, study a given chart identify the differences between the styles of making and responding to requests. ii) Pupils, in pairs, are guided to classify words for polite and casual requests e.g. politeness: 'Could you open the window for me, please?' 'Would you mind opening the window for me, please?' Casual request: 'Can you open the window for me, please?' iii) Pupils, in small groups, construct sentences on making and responding requests and share with the class through the group leaders. E.g. 'Can I help you?' 'Yes, please, I want to buy an orange'. Or 'No thanks, I'm just looking'.	(i) Communication and Collaboration (ii) Digital Literacy (iii) Leadership and Personal Development (iv) Critical Thinking and Problem Solving	AUDIO VIDEO RESOURCES (i) Chart/Flashcards (ii) Real objects WEB RESOURCES www.english-at-home-com
	(c)Comprehension and Vocabulary: 'Children's Novel'	By the end of the lesson, pupils should be able to: i) differentiate between main ideas and supporting ideas in each paragraph; ii) recognize the unfamiliar words in a selected passage iii) Construct sentences with the words (iv) Infer implied meanings of ideas in the passage	(i) Pupils, in small groups, deduce main ideas from supporting idea in a given text. (ii) Pupils pair up to highlight the unfamiliar words in a given text and check for their meanings in Dictionary/online. (iii) Pupils, in groups, use the identified words in sentences. iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards English textbook WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing: Letter writing Informal Letter	By the end of the lesson, pupils should be able to: (i) explain the features of an informal letter; (ii) read a comprehension passage written in an informal letter form; write letters to friends in another schools about their school's activities.	i. Pupils, as a class, recall and explain features of an informal letter; ii. Pupils, in small groups, read a comprehension passage presented inform of an informal letter in order to observe its formats. The group leaders share the formats with the class. iii. Following the samples, pupils write letters to their friends	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Sample letters WEB RESOURCES https://www.succesccd.net/learn-english/writing-skills/informal-letter-format-examples-topics.html https://youtu.be/f6hSMGGB6hs
	e) Supplementary Reading: Story Book	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) 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

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(f) Dictation for the week:	Learners are to be guided to learn the following words: Exhaust, cashmere, champagne, schedule, fascism, controversial, chassis, gestation.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
4	(a) Speech work: Discussion on Roles of Individual Members of the Family	By the end of the lesson, pupils should be able to: i mention words associated with family; ii use the family related words for sentence building; iii act roles of family members with adequate discussion; iv compose poems on family.	i Pupils, as a class, mention and distinctively pronounce words related to family. ii. Pupils, in small groups, use family related words in oral sentence building. iii. Pupils, in small groups, demonstrate the roles of individual members of family with appropriate words usage in their discussions. iv. Pupils, in pairs, compose poems and share with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii) Leadership and Personal Development iv) Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards on family ii. Video clips on the roles iii. pronouncing dictionary by Cambridge (iv) Audio CD WEB RESOURCES https://www.youtube.com/watch?v=350/350-093.html ii. https://www.youtube.com/watch?v=46971455757704/
	(b) Comprehension and Vocabulary Development: children's poems	By the end of the lesson, students should be able to: (i) read selected children's poems rhythmically. (ii) identify key words/lines that signal main ideas; (iii) construct sentences/poems with the words in another context; (iv) answer questions from the poems.	i. Pupils, in small groups, read the selected rhymes rhythmically. (ii) Pupils, in pairs, point out the key words/lines related to the main idea and share with the class. iii) Pupils are guided to use the key words in different sentences. iv) Each pupil answers questions from selected poems. Read further on this site: https://www.google.com/search?source=univ&tbn=isch&q=materials+to+teach+children%27s+poem&client=firefox-b&sa=X&ved=2ahUKEwixhbf0ObrAhWBQRUIHdUAA5gQsAR6BAgJEA&biw=1352&bih=634	(i) Communication and collaboration (ii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Charts/flashcards on new words in the passage WEB RESOURCES i. https://blog.meltonm7-steps-to-build-reading-comprehension-in-school-children/ ii. https://www.readingresources.org/article/10-resources-ccet/
	(c) Writing: Acknowledging Receipt of letters of Congratulations and Sympathy	By the end of the lesson, pupils should be able to: (i) explain the features of acknowledgment letters (ii) describe the style of such letter (iii) compose/write an acknowledgement letter with appropriate register.	(i) Pupils, as a class, study a given sample of acknowledgement letter thereafter, explain features of acknowledgement letters; (ii) Pupils, in pairs, describe the style of acknowledgement letters. (iii) Each pupil composes acknowledgement letters on 'Congratulations or sympathy'. Read further on this site: https://www.thoughtco.com/business-letter-writing-letters-of-acknowledgment-1210167	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of acknowledgement letters WEB RESOURCES https://www.google.com/search?source=univ&tbn=isch&q=materials+to+teach+acknowledgment+receipt+of+congratulations+letter&client=firefox-b&sa=X&ved=2ahUKEwixhbf0ObrAhWBQRUIHdUAA5gQsAR6BAgJEA&biw=1352&bih=634

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Dictations for the week	Learners are to be guided to learn the following words: Allusion, elation, treasure, thistle, chamois, confer, mortgage, abattoir, nightingale, colonel.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
5	(a) Speech work Consonant Contrast /s/ and /z/	By the end of the lesson, pupils should be able to: i. recognize and pronounce the sounds /s/ and /z/ correctly ii. generate tens words containing the sounds iii. draw the contrast between the sounds when used in words iv. construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. ii. Pupils as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, come up with at least ten words on each of the sounds. iv. Pupils, in small groups, contrast the production of both sounds in words (e.g. grace, graze-tense, tense, -course, cause, -face, phase, -dense, dens, -niece, knees, -police, -please, fierce, fears etc.) v) Pupils, in pairs, generate sentence using words that are containing the sounds (vi) Pupils visit the site below : https://www.theschoolrun.com/phonics-teaching-step-by-step	(I) Critical Thinking and Problem Solving (ii) Communication and Collaboration (iii) Digital Literacy	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES: i ii https://rachelsenglish.com/english-pronounce-s-z-consonants/
	(b) Structure: Types of Clause: Independent and Dependent Clause.	By the end of the lesson, pupils should be able to: I. explain the meaning of the term "clause"; ii. differentiate between independent and dependent clauses; iii. identify independent and dependent clauses in sentences.	i. Pupils, as a class, brainstorm on the meaning of clauses. ii. Pupils, in pair, differentiate between independent and dependent clauses iii. Pupils, in small groups, study a short passage to bring out both the independent and dependent clauses.	I) Critical Thinking and Problem Solving (ii) Communication and Collaboration	AUDIO VISUAL RESOURCES Charts/flashcards Passages Sentence Games
	(c) Comprehension and Vocabulary Development Emphasis on new Words and Meaning/Purpose	By the end of the lesson, pupils should be able to: I. identify new words in a selected passage and use them in another context; ii. analyze the passage to bring out the main idea and purpose; iii. answer questions from the selected passage.	i. Pupils, in pairs, identify new words from a given passage and use them in another context; ii. Pupils, in small groups, criticize the passage to bring out denotative and connotative meaning; iii. Pupils, in each group, answer questions from the passage and compare their answers with another groups, through their group leaders	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Critical Thinking and Problem Solving iv) Citizenship	AUDIO VISUAL RESOURCES i) Newspaper clippings of an article WEB RESOURCES https://www.centergrov.e.k12.in.us/cms/lib/IN01000850/Centricity/Domain/490/Tone-and-Purpose.pdf

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development: Emphasis on New words and Meaning, simile and metaphor.	By the end of the lesson, pupils should be able to: i) read to draw out simile and metaphor from the selected passage; ii) differentiate between main ideas and supporting ideas in a given passage; iii) recognize the key words and the easily confused words in the given passage, and use them in different contexts correctly. iv) Infer implied meanings of ideas in the passage	i.) Pupils, as a class, read silently to draw out simile and metaphor from the given passage. ii) Pupils pair up to deduce the main ideas leaving out supporting ideas in a given text. iii) Pupils, in small groups, while reading the passage stop midway to pick out key words and confused words in the passage and use them in different contexts correctly and share with the class. iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	i) Communication and Collaboration ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards/posters Textbook WEB RESOURCES https://examples.yourdictionary.com/social-institutions-examples.html ii. https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing- Letter of Absence from School	By the end of the lesson, pupils should be able to: i) explain the features of letter of permission ii) describe the style of such letter iii) compose/write a letter of absence from school with appropriate register.	i) Pupils, as a class, study a given sample of letter of permission thereafter, explain its features; ii) Pupils, in pairs, describe style of the letter. iii) Each pupil compose a letter of absence from school Visit this site for details: https://www.google.com/search?source=univ&tbn=isch&q=sample+of+letter+of+absence+from+school&client=firefox-b&sa=X&ved=2ahUKEwILrPm24ebrAhU3TBUIHTP0BdoQsAR6BAgMEAE&biw=1352&bih=634	i) Communication and Collaboration ii) Leadership and Personal Development iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of letter of absence WEB RESOURCES https://www.docformats.com/apology-letter-for-absence-from-school-due-to-illness/
	e) Supplementary Reading: Play	By the end of the lesson, pupils should be able to: i share with other pupils the drama text 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 Each pupil discusses the lessons/values learnt from the story.	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
	f) Dictation for the week	Learners are to be guided to learn the following words: Devastate, surcharge, indictment, confiscate, demonstrate, revenue, jersey, promulgate, demonstrator, collaboration	Pupils, as individuals or in small groups, 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) Digital Literacy	i) Hard copy dictionary ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
7	A. Mid-term tests				
	B. Open day				
	C. Mid-term break				
	D. Homework	Learners are to be guided to learn the following words: Refinery, defensible, interference, disputation, presidency, defensible, politician, impossible, meditative, valedictory.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
8	(a) Speech work: Expressing Function of Object	By the end of the lesson, pupils should be able to: (i) describe functions of 'object' and mention its types (ii) distinguish objects from other items in sentences (iii) complete sentences with objects. (iv) generate five sentences and mention objects there	i) Pupils, as a class, identify 3 types of objects (direct, indirect, prepositional objects) in a given chart of sentences and describe their functions ii) Pupils, in small groups, distinguish an object from other items in a sentence: It can be a pronoun, noun, noun phrase or noun clause, which comes after a main verb (it is called a receiver of action in active sentence). iii) Pupils, in small group, complete sentences with objects. Eg (a.) 'what do we sit on?' - chair' (b.) 'what do we wash with?' - soap. (C.) 'Can you think of something for cutting?' - scissors Linking verbs to objects: iv) Pupils, in pairs, generate	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Game: Language builder Noun2 Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES i. https://blog.stagesetting.com/blog/function-esson-plan?topic=autism-presschool-lesson-plan ii. https://speechworksheetsuk.com/teaching-function-object/ https://speechworksheetsuk.com/teaching-function-object/
	(b) Structure: Expressing Consequences or Cause and Effect with Use of "So...that"	By the end of the lesson, pupils should be able to: (i) identify the use of "so...that" in given sentences; (ii) discuss ways of joining simple sentences to form longer ones iii) construct sentences by using 'so that' to express cause and effect, result, purpose, consequence	i) Pupils, as a class, study the sentences provided to identify the use of "so...that" ii. Pupils, in small groups, discuss ways of joining simple sentence to form longer ones. iii. Pupils, in pairs, construct different sentences to express the following: a. cause and effect: e.g. 'James speaks so slowly that Faizah interest in what he is saying b. result: e.g. 'She is so lazy that she cannot wash her school uniform' c. purpose: e.g. 'She reads harder so that she can pass her final year examinations consequence: e.g., 'He drove so fast that he lost control at the junction'	(i) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	(i) Chart (ii) Website: https://www.theenglishisland.com/lessons/expressing-cause-and-effect-contrast-and-condition-with-connectives-part-one
	(c) Comprehension and Vocabulary Development: Deriving New Words and Meaning	By the end of the lesson, pupils should be able to: i) draw inferences from passages after reading; (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage; (iv) provide answers to the questions that follow the passage.	i) Pupils, at least 4 of them, read the passage (a paragraph per student) and draw inferences from the passage. ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage. iv) Pupils, in small groups, reflect on the passage analyzing it in order to provide answers to the questions that follow the passage.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.education.org/article/5-ways-support-students-who-struggle-reading-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Writing formal and informal invitation letter	By the end of the lesson, pupils should be able to: (i) distinguish the contents or styles of a formal and informal invitation letters; (ii) differentiate between the features of a formal invitation to an informal invitation. (iii) write a formal and an informal invitation on any occasion	i.) Pupils, as a class, study two samples of invitation letters and, compare the contents or styles of both letters; discuss together their findings on the differences. ii.) Pupil, in small groups, critically examine two samples of invitation letters given to each group, bring out differences between formal and informal invitation letters. iii.) Each pupil write a reply to invitation letter on birthday party.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES WEB RESOURCES Sample of invitation letters https://www.toppr.com/guides/english/writing/essay/ https://thewritepractice.com/writing-an-essay/ https://youtu.be/2Uku7edfeUM
	e) Supplementary Reading: Poems	By the end of the lesson, pupils should be able to: i share with other pupils the poems read; ii discuss lessons learnt from the poems; 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. Each pupil discusses the lessons/values learnt from the story/theme in the poems 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
	(f) Dictation for the week	Learners are to be guided to learn the following words: gubernatorial, controversial, contemporaneous, editorial, herbaceous, negotiation, experimental, electrician humanitarian, electrician	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
9	(a) Speech work: Intonation Practice passage	By the end of the lesson, pupils should be able to: i) read aloud, as a drill, to master the intonation patterns in a given script; ii.) draw out the intonation patterns in a given recorded dialogues; iii) create dialogue to generate intonation in commands.	(i) Pupils, as a class, listen to short recordings of everyday dialogues and then 'shadow read' the script or read it along with the tape using the same stress and intonation as the speakers. Pupils can repeat this exercise until their voices sound similar to voice on the recording. (ii) Pupils, in small groups, note down or record some examples of intonation of the speakers in the dialogues (iii) Pupils pair up to create a dialogue to form intonation in commands and share with the class. (e.g. "Put that down!", "Go over there!")—falling tone. Visit this site for more information on the topic https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) imagination and creativity.	Audio Visual Resources (i) Tape Recorder; (ii) Books with different songs (iii) Videos: Web Resources https://www.learn-english-today.com/pronunciation-stress/intonation.html ii. https://www.tefl.net/elf-ideas/pronunciation-to-p-fun-pronunciation-games/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(b)Structure: Articles	By the end of the lesson, pupils should be able to: (i) give examples of definite and indefinite articles; (ii) distinguish between definite and indefinite articles; (iii) use definite and indefinite articles in sentences	i. Pupils, in small groups, study a short text and identify definite and indefinite articles. ii) Pupils, as a class, specify the uses of articles having reflected on how they are used in an assigned text. (iii) Pupils pair up with their peers to use both indefinite and definite articles in sentences	i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards and charts WEB RESOURCES https://busyteacher.org/16028-definite-indefinite-article-confusion-3-rules.html https://youtu.be/zZau_dttPY
	C) Comprehension and Vocabulary Development: Teaching New Words and Meaning	By the end of the lesson, pupils should be able to: i) recognize simile and metaphor used in the passage; (ii) identify key information from the passage (iii) differentiate between main ideas and supporting ideas in a given passage; (iv) construct sentences with the key words and unfamiliar words derived from the passage,	i) Pupils, as a class, read and recognize the use of simile and metaphor in the given passage; ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage, iv) Pupils, in small groups, identify actual information using evidence from the passage.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d)Writing- Letter of Congratulation	By the end of the lesson, pupils should be able to: (i) explain the features of letter of congratulation (ii) describe the style of such letter (iii) compose/write a letter of congratulation with appropriate register.	(i) Pupils, as a class, study a given sample of letter of congratulation thereafter, explain its features; (ii) Pupils, in pairs, describe style of the letter. (iii) Each pupil composes a letter of congratulation to an individual, a new couple or an organization on	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of letter of congratulation WEB RESOURCES https://www.google.co.uk/search?source=fdu&tbm=isch&q=maternal+to+teach+Letter+of+Congratulation+in+primary+5&client=firefox-b&sa=X&ved=2ahUKEwimnm93QbrAhWULhUIHXLXAJoQsAR6B-AgKEAE&biw=1352&bih=634
	(e) Dictation for the week mosquitoes, aggravate, yoghurt, constructive, assuage, deluge, ingredient, vanguard, retreated, convocation,	Learners are to be guided to learn the following words:	For home study, Each pupil looks 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 iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	(a) Speech work: Children's Novel	By the end of the lesson, pupils should be able to: i. read the text audibly and pronounce the new words correctly, ii. construct sentences with the identified new words orally; iii discuss orally the meanings and lesson they can derive from the text iv answer questions follow the passage orally.	i. Pupils, as a class, read the selected text in turns and pay attention to their audibility and pronunciations; ii. Pupils, as groups, form sentences orally/ dialogues with the identified new words. iii. Pupils, in pair, discuss the meaning and lessons derived from the text in the class. iv Pupils, in small groups, answer questions follow the passage and share with the class through the group leaders. Read further on this site: https://www.pinterest.com/goodelltalmich/phonics-printable-booksword-family-ideasgames/	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Video clips of poems Clippings from editorials i Charts/Flashcards ii Novel WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=materi+als+to+teach+Phonics+Children%E2%8
	(b) Structure: Construction with the Past Tense, then Past Perfect Tense	By the end of the lesson, pupils should be able to: (i) explain the past perfect tense (ii) give examples of past perfect tense (iii) covert past tense to past perfect tense with examples	i Pupils brainstorm about a sentence which articulate an event that started at an earlier point in the past and was concluded at a later time in the past to derive the meaning of past perfect tense. ii. Pupils, as a class, consider five relevant sentences given and manipulate games to explain the past perfect tense. iii Pupils in groups identify examples of past perfect tense in a given passage, and each group leader takes a turn to present their findings to the class. iv. Pupils pair up to change ten given past tense (sentences) to past perfect tense.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i Charts/Flashcards ii Truth or Lie Games WEB RESOURCES i ii https://www.pinterest.com/pin/626704104377644017/
	(c)Comprehension and Vocabulary Development Health: Sickness and Cure for Human Ailments	By the end of the lesson, pupils should be able to: (i) identify and explain the key word in the passage: (ii) use the key words and unfamiliar words in sentences (iii) deduce the main ideas and supporting ideas from the given passage (iv) infer the appropriate answers from the given passage to questions;	i. Pupils, as a class, having read a given passage, identify and explain the key words in the passage ii. Pupils, in pairs, use the key words and unfamiliar words in sentences iii Pupils, in small groups, differentiate between the main ideas and supporting ideas in the passage and share with the class iv. Each pupil provide answers to the questions that follow the passage. Read further through this link: https://www.pinterest.ca/natalieregier/illness-and-disease-activities/	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (ii) Leadership and Personal Development iii.) Collaboration and Communication iv) Citizenship	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.readingrockets.org/article/strategies-promote-comprehension https://bookpagez.com/blog/teacher-guide-comprehension-strategy-lesson-plans/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(d) Writing: Writing Indicating Direction	By the end of the lesson, pupils should be able to: (i) identify the features of giving directions ii.) draw out a layout of directions iii.) write direction to a specific place.	i Pupils, in groups, study a given direction to identify its features; e.g. a.) use of imperative (or command) form of the verb (go left; turn right etc.) b.) Write/speak briefly, simply and accurately. C) present it orderly/chronologically, d.) give approximate distances etc. ii Pupils in groups, draw out a layout of directions and explain it in paragraphs with the appropriate registers, share with the whole class through the group leaders. iii Each pupil writes directions from their homes to school.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii Creativity and Imagination v) Citizenship	AUDIO VISUAL RESOURCES i Charts ii Sample of directions ii Video Clips WEB RESOURCES https://live.fundza.com/home/library/transaction-education/transaction-education/fundza-transaction-writing/introduction-writing-directions
	(e) Dictation for the week	Learners are to be guided to learn the following words: Phoenix, bouquet, naught, rostrum, housemaid, autumn, string, hyperactive, forecastle, paradigmatic	For home study, each pupil looks 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) Critical thinking and Problem Solving (iii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
11	(a) Speech work Diphthongs Contrast /i:/ and /e:/	By the end of the lesson, students should be able to: i. recognize and pronounce the sounds /i:/ and /e:/ ii cite examples of words containing the sounds iii. contrast the pairs with ten words each	i. Pupils, as a class, identify the sounds on a displayed chart; listen to the production of the sounds on MP3 player or audio player. ii. Pupils mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, cite examples of words containing the sounds. iv. Pupils, in small groups, provide words consisting of the sounds; contrast the sounds with each other. v. Each group leader takes a turn to present their group work to the whole class for a critique. Visit this site https://www.youtube.com/watch?v=5WGrSeXlj6Y	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones (iii) Tape recorder WEB RESOURCES i. https://www.speedtwe.com/english-consonants-international-phonetic-alphabet/
	(b) Structure: Verb Phrase as Verb Phrase Compliments (Using verbs phrase complement with adverb plus to (infinitive))	By the end of the lesson, students should be able to: i explain verb phrase complements in English Grammar ii describe two grammatical forms that can function as verb phrase complements; iii construct sentences on using phrase complement with adverbial plus to (infinitive).	i Pupils, in small groups, study ten sentences to explain verb phrase complements ii Pupil, as a class, are guided to classify verb phrase complement into two (a.) prepositional phrase (b.) verb phrase iii Students pair up with their peers to explain verb phrase and compose sentences with verb phrase complements. E.g. A verb phrase is a verb plus any infinitive markers, auxiliary verbs particles, modifiers, and complements. (a) He intends to buy a new car (b) She has to pass the examinations (c) The man happens to own the estate.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards and charts WEB RESOURCES https://parentingskills.com/verb-phrase-complement-english-grammar/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary development: Reading for further understanding of relationship between ideas	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage.	i. Pupils listen to the teacher read the passage and identify new words. ii. Pupils pronounce the new words. iii. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. iv. Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage.	I. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reלטsonlinetest.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension
	(d) Writing- Letter of Appreciation	By the end of the lesson, pupils should be able to: (i) explain the features of letter of appreciation (ii) describe the style of such letter (iii) compose/write a letter of appreciation with appropriate register.	(i) Pupils, as a class, study a given sample of letter of appreciation thereafter, explain its features. (ii) Pupils, in pairs, describe style of the letter. (iii) Each pupil composes a letter of appreciation to an individual, or an organization on. https://khengcheng.moe.edu.sg/letters-of-appreciation/	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of letter of appreciation WEB RESOURCES https://www.toppr.com/guides/english/writing/essay/ https://thewritepractice.com/writing-an-essay/ https://youtu.be/2Uku7edfeUM
	(e) Dictations for the week	Learners are to be guided to learn the following words: stationary, stationery, monosyllabic, confusions, interdenominational, matriculation, typographical, inarticulate, distinctive, deception.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				
14	EXAMINATION				

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LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

Term 3 Primary 5

UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 5 THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Speech work: Intonation Practice passage (Request)	By the end of the lesson, pupils should be able to: i) read dialogues aloud repeatedly to master the intonation patterns in a given script; ii.) draw out the intonation patterns in a given recorded dialogues; iii) create dialogue to generate intonation in request form.	(i) Pupils, as a class, listen to short recordings of everyday dialogues and then 'shadow read' the script or read it along with the tape using the same stress and intonation as the speakers. Pupils can repeat this exercise until their voice sound similar to voice on the recording. (ii) Pupils, in small groups, note down or record some examples of intonation of the speakers in the dialogues (iii) Pupils pair up to create a dialogue to form intonation in requests and share with the class. (e.g. "Will you lend me your pen?", " Would you call him for me?")—rising tone. Visit this site for more information on the topic https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii)) imagination and creativity.	Audio Visual Resources (i) Tape Recorder; (ii) Books with different songs (iii) Videos: Web Resources https://www.learn-english-today.com/pronunciation-stress/intonation.html ii. https://www.tefl.net/tefl-ideas/pronunciation/p-fun-pronunciation-games/
	(b) Structure: Linking Words: such as although, because, but, so...that etc.	By the end of the lesson, pupils should be able to: i) identify linking words; ii) classify linking words according to their functions; iii) form sentences and paragraphs with linking words.	i. Pupils, as a class, are introduced to linking words on charts and also guided to identify linking words' in a given passage. ii. Pupils, in small groups, classify the identified linking words based on their functions in sentences and share with class; e.g. a. cause/Effect (because, so...that) b. opposition (although, but) Contrast (but, whereas), d. Addition (and) etc iii Pupils, in pairs, use linking words in different sentences and share with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES i) Charts/Flashcards ii) Video clip (ii) Games on tenses WEB RESOURCES:
	(c) Comprehension and Vocabulary Development Reading to comprehend main ideas and acquire new words main ideas and acquire new words	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage. iv) construct sentences with the new words	i.) Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. (ii) Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. (iii) Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage. (iv) Each pupil constructs sentences with the new words and show their teachers	(i) Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.readingworksheets.org/article/seven-strategies-teach-students-text-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Composition involving expression of personal opinion.	By the end of the lesson, pupils should be able to: i state qualities of expressing opinions: e.g. ii identify common phrases for opinions iii describe how people express their opinions e.g. They can agree or disagree with one another. iv. discuss the procedures for expressing personal or general opinions; e.g. formal or informal procedures v compose/write an essay on a given topic to express ones opinion .	i Pupils, in pairs, dialogue with each other and embrace the following qualities in their conversations: Be brief, show empathy with other opinions, disagree politely, use appropriate words/ register etc.; ii Pupils, in small groups, identify common phrases for personal opinions e.g. "I think, I believe..., I feel..., In my honest opinion. etc. iii Pupils, as groups, study samples of opinions writing, deduce procedures from the write up and discuss both with the whole class; iv. Each pupil writes their opinions on a given topic. http://learningenglish.voanews.com/a/how-to-express-your-opinions-in-english/4755937.html	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts on the features of invitation (ii) Sample of formal invitation cards WEB RESOURCES https://multimedia-english.com/grammar/expressing-opinions-57
	(e) Dictations for the Week	Learners are to be guided to learn the following words: merchandise, bribery, torture, corporal, immediately, opportunity, recognizes, vacuum, accidentally, ubiquitous.	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
2	(a) Speech work: Expressing Congratulations	By the end of the lesson, pupils should be able to: i identify congratulatory speech presentation ii use appreciation words (like: Excellent! Well done! keep it up) to acknowledge the effort, dedication, or skill of someone; iii discuss the qualities of a good congratulatory speech; iv express good wishes for future success to improve English speaking skill	i. Pupils, in small groups, read congratulatory cards to identify congratulatory speech presentation; ii. Pupils, in small groups, use congratulatory words or expressions for successful candidates in their class organized interview; iii. Pupils, in pairs, through the group presentations identify and discuss the qualities of congratulatory speech; iv Pupils, as a class, use congratulatory speech for one another to improve their English speaking skill.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination iv) Citizenship	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii Congratulatory cards iii Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://hsisl.harmonytx.org/congratulations-to-our-students-and-teachers-on-their-achievements/
	(b) Structure: Passage based on illustrating 'when' adverbial structure	By the end of the lesson, students should be able to: i. identify adverbials in sentences'; ii. examine the use and function of 'when' in sentences; iii construct long sentences with 'when';	i Pupils, in small groups, study a given passage to identify all adverbials used in it; ii. Pupils, in pairs, examine the use and function of 'when' in sentences: eg. It is used as an adverbial of time, it introduces dependent clause, it is a linking word that join two clauses together (main and subordinate clauses). The man came when it was raining. iii. Pupils, in pairs, construct long sentences and paragraphs with 'when'. Read further through this link: https://www.grammar-monster.com/glossary/adverbial-phrases.htm	Communication and Collaboration Critical Thinking and Problem Solving Leadership and Personal Development Imagination and creativity	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Word/ Sentence Building Games (iii) Drilling Game WEB RESOURCES https://www.wikihow.com/Teach-Adverbs ii. https://learningatthepriarypond.com/blog/5-fun-activities-for-teaching-adverbs-in-the-primary-grades/ iii. https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-time/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development Emphasis on new Words and Meaning/Purpose	By the end of the lesson, pupils should be able to: i. identify new words in a selected passage and use them in another context; ii. analyze the passage to bring out the main idea and purpose; iii. answer questions from the selected passage.	i. Pupils, in pairs, identify news from a given passage and use them in another context. ii. Pupils, in small groups, criticize the passage to bring out denotative and connotative meaning. iii. Pupils, in each group, answer questions from the passage and compare their answers with another groups, through their group leaders.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Critical Thinking and Problem Solving (iv) Citizenship	AUDIO VISUAL RESOURCES i) Newspaper clippings of an article WEB RESOURCES https://www.centerforve.k12.in.us/cms/lib/NO1000850/Centricity/Domain/490/Tone-and-Purpose.pdf
	(d) Writing: Expository Essay: Basic Concept of Drug Abuse	By the end of the lesson, pupils should be able to: i. identify and describe the features of an expository essay; ii. discuss the topic orally; iii. compose and write an essay on a drug abuse.	i. Pupils, in pairs, study a given sample of expository essay; identify its features/style; describe the features for the class. ii. Pupils, as groups, discuss the topic orally, paying attention on causes, effects, solutions to drug abuse; iii. Each pupil writes a simple essay on the given topic.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination iv. Citizenship	AUDIO VISUAL RESOURCES (I) Charts on the features of invitation (ii) Sample of formal invitation cards WEB RESOURCES https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf
	(e) Dictation for the week	Learners are to be guided to learn the following words: Camouflage, demitasse, glucose, inexorable, occasionally, prescience, superintendent, department, embrace, eliminate	For home study, each pupil looks 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) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
3	(a) Speech work: Observing and reporting things, complete action	By the end of the lesson, pupils should be able to: (i) identify the features of report presentation; (ii) explain the style of report; (iii) present a report on an incident orally.	(i) Pupils, as a class, read/listen to a given sample of report of a case; identify the features of report presentation; (e.g. introduction, body, conclusion). (ii) Pupils, in small group, explain the style of report (e.g. concise detail, clarity/accuracy, logicity, using passive voice, past tense, objectivity, etc. (iii) A video clip on an incident (e.g. accident, fighting, protest etc.) is displayed to be watched by the class. Pupils pair up to present a report as eyewitness on the scene. (iv) Each pupil present report on their experiences on any incident/ scene etc.	(I) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development (iv) Digital Literacy	AUDIO VISUAL Charts Passages Audio player/Computer System/ Projector WEB RESOURCES https://www.examples.com/business/ways-of-writing-observation-report.html ii. https://education.siu.edu/university.com/pages/1835/Classroom-Observation.html

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Passage Based on Conversation with 'that / which' Adjectival Clause	By the end of the lesson, pupils should be able to: (i) identify the use of that/which adjectival clause in a given passage; (ii) insert 'that/ which' 'appropriately in a fill in the gap passage; (iii) match make/ connect noun phrases and clauses together with 'that/which' to form sentences (iv) form sentences and paragraphs with the use that/which;	(i) Pupils, as a class, read/listen to a given passage and identify the use of 'that/ which' adjectival clause in a conversation. (ii) Pupils, in small groups, read a passage with some blank spaces and fill them with that/which; (iii) Pupils pair up to match mark some given noun phrases or main clauses with relative/adjectival clauses(that/which) to form complex sentences. (iv) Pupils, in small groups, present dialogue involving use of 'that/which' adjectival clause.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL Charts Passages Audio player WEB RESOURCES https://www.educationquizzes.com/us/middle-school-6th-7th-and-8th-grade/english-language-arts/adjectives-coordinate/ ii. https://getitwritonline.com/articles/which-vs-that/
	(c)Comprehension and Vocabulary: Road Safety	By the end of the lesson, pupils should be able to: i) differentiate between main ideas and supporting ideas in each paragraph; ii) recognize the unfamiliar words in a selected passage iii) construct sentences with the words (iv) answer questions on the passage	(i) Pupils, in small groups, deduce main ideas from supporting idea in a given text. (ii) Pupils pair up to highlight the unfamiliar words in a given text and check for their meanings in Dictionary/online. (iii) Pupils, in small groups, use the identified words in sentences. (iv) The group leaders present their answers to the class for critique. Visit this website for more information the topic	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Flash cards ii. Passage from relevant materials e.g. Road Safety. WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension https://www.thoughtco.com/reading-comprehension-strategies-7952
	(d) Writing: Descriptive (Elements of Soil)	By the end of the lesson, pupils should be able to: i) classify the soil according to types (suitability different types of soil for plant growth; ii) state major characteristics of soil and its properties; write simple descriptive composition about soil.	i. Pupils, as a class, study elements of soil on a chart and list its types: clay, loamy, sandy; ii) Pupils, in small groups, walk round the school premises to collect soil samples to discuss their major characteristics of soil and its properties in relation to land use potentials. (iii) Following the teacher's guidelines, iv) Each pupil writes descriptive essay on soil.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Soil Samples (iii) Water (iv)Seedling (v)Guided composition model WEB RESOURCES: i. https://www.soils4kids.org/about ii. https://www.pennington.com/all-products/grass-seed/resources/how-to-take-an-accurate-soil-sample
	e) Supplementary Reading: Story Book	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 Each pupil discusses the lessons/values learnt from the story.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Flash cards ii. Lagos State iii. Recommended Literature Text WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	(f) Dictation for the week:	Learners are to be guided to learn the following words: ambulance, tornado, thoughtful, mammal, enjoyment, consequently, phantom, souvenir, questionnaire, fantastic.	For home study, each pupil looks 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) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
4	(a) Speech work: Contrasting Diphthongs in Pairs /au/ and /u/, /li/ and /l/	By the end of the lesson, pupils should be able to: i recognize and pronounce the sounds /au/, /u/ correctly ii generate tens words containing the sounds iii draw the contrast between the sounds when used in words iv Construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. ii) Pupils, in small groups, come up with at least ten words on each of the sounds. iii) Pupils, in small groups, contrast the production of sounds in words: /au/, /u/ (eg. Now-no, how-owe, pow-mow, cow-crow, owl-own, drown-drone)/li/ and /l/ (boy-bone, boil-boat, toy-tone, point-poll, moist-most etc.) iv Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the website below to generate ten words on each of the listed sounds: https://usefulenglish.ru/phonetics/practice-vowel-contrast	(i) Critical Thinking and Problem Solving (ii) Communication and Collaboration (iii) Digital Literacy	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES: https://www.reallylearn-english.com/english-pronunciation-lesson-17-diphthongs.html
	(b) Structure: Construction with the Past Tense, Past Perfect Tense	By the end of the lesson, pupils should be able to: (i) explain the past tense with examples; (ii) classify past tense and past perfect tense in a passage (iii) covert past tense to past perfect tense with examples	i Pupils, as a class, consider five relevant sentences given and manipulate games to explain the past tense. ii Pupils, in groups, identify and classify the examples of past tense and past perfect tense in a given passage, and each group leader takes a turn to present their findings to the class. iii Pupils pair up to change ten given past tense (sentences) to past perfect tense.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i Charts/Flashcards ii Truth or Lie Games WEB RESOURCES https://www.reactmehirecruiting.com/blog/resource-list-for-teaching-the-past-perfect-tense/ ii. https://www.pinterest.com/pin/62670411407644017/
	(c) Comprehension and Vocabulary Development Emphasis on new Words, Tone, Mood and, Meaning/Purpose	By the end of the lesson, pupils should be able to: I) identify a speaker's/writer's tone in a text; ii) analyze a text to bring out its mood and purpose; iii) relate the issue raised in the text to their real life experiences	i. Pupils, as a class, discuss the meanings of tone, mood and purpose of a text or a passage. ii) Pupils, in small groups, critique a text to identify its tone, mood and purpose. iii) Pupils share life experiences related the text.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i) Newspaper clippings of an article WEB RESOURCES https://www.certernews.com/k12/us/cms/101000850/Central-Domain/490/Tone-and-Purpose.pdf

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Debate: 'A Farmer is more Important than a teacher' Or any other topical topic.	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> describe characteristics of a debate; explain elements of debate; demonstrate understanding of debate presentation. 	<ol style="list-style-type: none"> Pupils are presented with the topic, 'A Farmer is more Important than a teacher' pupils who agree with the statement move to one side of the room, and those who disagree move to the other side. Then they take turns explaining why they are standing on that position. Pupils, as a class, discuss the characteristics and elements of a debate. Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views. 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and Problem Solving Leadership and Personal Development Creativity and Imagination 	<p>AUDIO VISUAL RESOURCES</p> <p>WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacyideas.com/writing-an-essay-for-teachers-and-students</p>
	(e) Dictation for the week	Learners are to be guided to learn the following words: significance, commentary, maximum. Participation, congregation, wheelchair, excitement, cowardice, Pentecostal, broadcasting	For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	<ol style="list-style-type: none"> Communication and Collaboration Digital Literacy 	<ol style="list-style-type: none"> Hard copy dictionary Online dictionary
5	(a) Speech work: Contrasting Diphthongs in Pairs /ai/ and /au/, Contrasting monophthongs and diphthongs /e/ and /ei/ /a:/ and /ai/	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize and pronounce the sounds /au/, /iu/ correctly generate ten words containing the sounds draw the contrast between the sounds when used in words Construct sentences with the pairs of sounds. 	<ol style="list-style-type: none"> Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. Each pupil mimics the mouth positioning model to pronounce both sounds. Pupils, in small groups, come up with at least ten words on each of the sounds. Pupils, in small groups, contrast the production of sounds in words: /ai/, /ei/ (eg. Buy-bay, pie-pay, lie-lay, /e/ and /ei/ (pen-pain, den-Dane, many-main, boil-boat, etc.), /a:/ and /ai/ (are-eye, bar-by, hard-hide, park-spark etc) Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the sites below to generate ten words on each of the listed sounds: https://usefulelenglish.ru/phonetics/practice-vowel-contrast 	<ol style="list-style-type: none"> Critical Thinking and Problem Solving Communication and Collaboration Digital Literacy 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts/Flashcards Pronouncing Dictionary by Daniel Jones <p>WEB RESOURCES: https://usefulelenglish.ru/phonetics/practice-vowel-contrast</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Dictation for the week	Learners are to be guided to learn the following words: harmony, helicopter, gymnastics, haphazard, hurricane, imitate, immigrant, hijack, gnash, gravity.	For home study, each pupil looks 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) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
6	(a) Speech work: Passages on National Values using correct Stress and Intonation.	By the end of the lesson, pupils should be able to: i. read, and pronounce stress and intonation patterns of, a given passage (discipline, commitment etc). correctly; ii. Use intonation in connected speech while discussing the main and supporting ideas of the passage iii. express their opinions on the topic through the use of different pitch heights, range, intonation patterns, pause, and tempo.	i.) Pupils, at least 4 of them, read the passage (a paragraph per pupil) audibly by paying attention to stress and intonation patterns. ii. Pupils, in small groups, use correct stress and intonation patterns while discussing the main and supporting ideas of the given to the class; iii. Pupils, in pairs, express their opinions with each other on the contents of the given passages and later share with the class audibly.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii) Leadership and Personal Development iv Citizenship	AUDIO VISUAL RESOURCES i. Charts/Pictures on National values ii. Passages or Video clips on National Values. WEB RESOURCES: https://speechtimefun.com/mainideatips/ https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/
	(b) Structure: Use of 'That, Who, Which, and When' to produce Defining Relative Clauses	By the end of the lesson, pupils should be able to: i. recall the relative pronouns ii. identify the use of relative pronouns in sentences. iii. explain defining clause with its features iv. construct defining relative clause with and without relative pronouns.	i. Pupils, as a class, are guided through flashcards to recall relative pronoun; ii. Pupils, in small groups, study a given passage to identify the use of relative pronouns in sentences; iii. Pupils, in groups, study five given defining clauses as guides to explain and describe defining clause E.g. Commas or parentheses are not used to separate defining clause from the rest of the sentence etc.; iv. Pupils pair up to construct sentences containing defining relative clauses. E.g. 'Here are some oranges which have been affected' then, they share their examples with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii. Leadership and personal Development	AUDIO VISUAL RESOURCES Charts/flashcards Passages Sentence Games WEB RESOURCES i. https://www.tefl.net/elt/ideas/games/relative-clause-games/ ii. https://www.pinterest.com/michaelides0796/relative-clauses/
	(c) Comprehension and Vocabulary Development: Family Needs and Resources. Emphasis on New words and Meaning, simile and metaphor.	By the end of the lesson, pupils should be able to: i. read to draw out simile and metaphor from the selected passage; ii. differentiate between main ideas and supporting ideas in a given passage; iii. recognize the key words and the easily confused words in the given passage, and use them in different contexts correctly. iv answer questions from the selected text.	i.) Pupils, as a class, read silently to draw out simile and metaphor from the given passage; ii) Pupils pair up to deduce the main ideas leaving out supporting ideas in a given text. (iii) Pupils, in small groups, while reading the passage stop midway to pick out key words and confused words in the passage and use them in different contexts correctly and share with the class. iv). Pupils, in each group, compare their answers with another groups ,through their group leaders	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards/posters Textbook WEB RESOURCES i. https://examples.yourdictionary.com/social-institutions-examples.html ii. https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension

English Language					
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Composition on 'Girls are more useful in the family'.	By the end of the lesson, pupils should be able to: (i) describe characteristics and elements of a debate; (ii) draw out points to support or oppose the motion; (iii) argue for or against the topic.	i Pupils, as a class, discuss the characteristics and elements of a debate; ii Pupils are presented with the topic, "Girls are more useful in the family" pupils who agree with the statement move to one side of the room, and those who disagree move to the other side. Then they take turns explaining why they are standing on that position. iii) Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii.) Leadership and Personal Development iv Creativity and Imagination	AUDIO VISUAL RESOURCES WEB RESOURCES https://www.cultofpeacegogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacylifeas.com/writing-essay-for-teachers-and-students
	e) Supplementary Reading: Play	By the end of the lesson, pupils should be able to: i share with other pupils the drama text read; ii discuss lessons learnt from the book; iii relate events in the text 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. Each pupil discusses the lessons/values learnt from the story.	(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
	f) Dictation for the week	Learners are to be guided to learn the following words: Burglar, compassion, decadent, destiny, energetic, famously, fragrant, generative, dessert, desert.	Pupils, as individuals or in small groups, 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 (I) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
7	A. Mid-term tests				
	B. Open day				
	C. Mid-term break				
	D. Homework	Learners are to be guided to learn the following words: opaque, phenomenal, spontaneous, arbitrary, entrepreneur, deficit, heroism, aesthetics, jewelry, monumental.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
8	(a) Speech work: Oral Composition(Talking about self and family)	By the end of the lesson, pupils should be able to: (i) introduce themselves; (ii) speak about the family; giving appropriate information; (iii) speak in correct intonation, stress and rhythm.	i) Pupils, as individuals, are guided to introduce themselves audibly. ii) Pupils, in small groups, are led to talk about their families. iii) Pupils pair up to critique each other spoken English on the topic.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i)Charts containing public speech and dialogue, (ii)Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Phrasal Verbs	By the end of the lesson, pupils should be able to: (i) describe phrasal verbs; (ii) learn the meaning of ten phrasal verbs; (iii) provide written and then speaking practice of the ten phrasal verbs; (iv) acquire more vocabularies.	i Pupils, as a class, are guided to recall meaning and structure of phrasal verbs. ii. Pupils, in small group, learn the meaning of ten phrasal verbs contextually. iii. Pupils, in pairs, construct ten different sentences with phrasal verbs. iv) Each pupil acquire more vocabulary for composition through practice.	(i) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	(i) Chart (ii) Website: https://www.theenglishisland.com/lessons/expressing-cause-and-effect-contrast-and-condition-with-connectives-part-one/
	(c) Comprehension and Vocabulary Development: Deriving New Words and Meaning	By the end of the lesson, pupils should be able to: i) draw inferences from passages after reading; (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage; (iv) provide answers to the questions that follow the passage.	i) Pupils, at least 4 of them, read the passage (a paragraph per pupil) and draw inferences from the passage. ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage. iv) Pupils, in small groups, reflect on the passage analyzing it in order to provide answers to the questions that follow the passage.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES
	(d) Writing: Descriptive Essay. Write composition on "My Environment"	By the end of the lesson, pupils should be able to: (i) complete a guided essay on 'My Environment'; (ii) highlight the outlines steps/procedures of writing this essay; (iii) write a descriptive essay on " My Environment".	i. Pupils, in pairs, complete a guided essay on 'My Environment'. ii. Pupils, in small groups, form outlines on description of their environment: physical and social environment. iii. Each pupil compose essays on the given topic.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Samples of descriptive essay (iii) School WEB RESOURCES https://www.readingrockets.org/strategies/descriptive-writing#:~:text=Go%20descriptive%20writing%20includes%20many,thing%20invokes%20 https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html
	e) Supplementary Reading: Poems	By the end of the lesson, pupils should be able to: i share with other pupils the poems read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives.	i Each pupil read a recommended text 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 Flash cards ii. Lagos State Recommended Literature Text WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(f) Dictation for the week	Learners are to be guided to learn the following words: feudal, depiction, withdrawal, honorary, wrestling, toxicant, xylophone, vulture, vampire, shrewd.	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
9	Speech work: Exposition Basic Concept of Drug Abuse	By the end of the lesson, pupils should be able to: (i) master the correct pronunciation of words and sentence forms in a given dialogue; (ii) identify the appropriate words (register) for the topic; (iii) speak in correct intonation, stress and rhythm, about Drug Abuse; (iv) discuss the appropriate information on drug abuse such as : causes, effects and solution	i) Pupils, as a class, listen to a dialogue on drug abuse through audio player; repeat the words and sentences after the speakers to master the correct pronunciation, stress and intonation patterns of the messages. ii) Pupils, in small groups, bring out key words from the dialogue and use those words in sentences. iii Pupils pair up to critique each other spoken English on the topic. iv Pupils, in groups, discuss extensively on causes, effects and solutions.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts containing public speech and dialogue, (ii) Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf
	(b) Structure: Adjective and Adverb Puzzles	By the end of the lesson, pupils should be able to: (i) identify adjectives and adverbs in puzzle games; (ii) recognise the adjective and adverb in every sentence and match the puzzle pieces to check the answer. (iii) consider comparative and superlative adjectives and adverbs game puzzles activity (iv) analyse the use of adjectives and adverbs in sentences	i.) Pupils, in small groups, study files contain ten adjectives and ten adverbs crossword puzzles; they name the adjectives and adverbs from clues provided, then enter these into matching squares in the numbered grid. ii) Pupils, in pairs, match the puzzle pieces to check the answer iii) Pupils pair up to work on comparative and superlative adjectives and adverbs game puzzles activity. iv) Pupils, in small groups, analyze the difference between the use of adjectives and adverbs in sentences	I) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES i Flash cards and charts ii Puzzle Games WEB RESOURCES i. https://www.teacherspayteachers.com/Browse/Search:adjectives%20and%20adverbs%20puzzles ii. https://www.pinterest.com/pin/50334768688982277/
	(c) Comprehension and Vocabulary Development: Teaching New Words and Meaning (Inter-house Sport Day)	By the end of the lesson, pupils should be able to: i) recognize simile and metaphor used in the passage; (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage, (iv) provide answers to the questions that follow the passage.	i) Pupils, as a class, read and recognize the use of simile and metaphor in the given passage; ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage. iv) Pupils, in small groups, reflect on the passage analyzing it in order to provide answers to the questions that follow the passage.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Composition on 'Town life is better than village life'.	By the end of the lesson, pupils should be able to: (i) describe characteristics and elements of a debate; ii.) draw out points to support or oppose the motion; iii.) argue for or against the topic.	i Pupils, as a class, discuss the characteristics and elements of a debate; ii Pupils are presented with the topic, "Town life is better than village life". Pupils who agree with the statement move to one side of the room, and those who disagree move to the other side. Then they take turns explaining why they are standing on that position. iii) Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii.) Leadership and Personal Development iv Creativity and Imagination	AUDIO VISUAL RESOURCES WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacyideas.com/writing-an-essay-for-teachers-and-students
	(e) Dictation for the week Abbreviate, acrobatic, arrogance, bureaucracy, calibrate, impassive, impromptu, marathon, metamorphosis, miscellaneous	Learners are to be guided to learn the following words:	For home study, each pupil looks 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 iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	(i) Hard copy dictionary (ii) Online dictionary
	(a) Speech work: Managing Agriculture	By the end of the lesson, pupils should be able to: (i) read the selected passage audibly and pronounce the new words correctly, ii construct sentences with the identified new words orally; iii discuss orally the meanings and lesson they can derive from the passage; iv answer questions follow the passage orally.	i. Pupils, as a class, read the selected passage in turns and pay attention to their audibility and pronunciations; ii. Pupils, in small groups, form sentences orally/ dialogues with the identified new words. iii. Pupils, in pair, discuss the meaning and lessons derived from the passage and relate the information with their real life experience. iv Pupils, in small groups, answer questions follow the passage and share with the class through the group leaders.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Video clips of poems Clippings from editorials i Charts/Flashcards ii Audio player WEB RESOURCES https://www.aplstopper.com/speech-on-agriculture/ https://www.britannica.com/topic/farm-management http://www.fao.org/3/x5872e/x5872e0a.htm
	(b) Structure: Descriptive Adjective	By the end of the lesson, pupils should be able to: (i) identify basic adjectives (ii) use adjectives to describe themselves or objects; iii) differentiate between the use of opposing pairs of adjectives e.g. "tall and short", "hot and cold", expensive and cheap". iv) Construct sentences with descriptive adjectives.	i Pupils pair up to come up with as many adjectives as possible to describe a given noun or an item; and read their list aloud. Each pair gets one point for every adjective that the other teams did not list. The first team to get ten points wins. ii Pupils in groups brainstorm by using five adjectives given on the board or picked to describe themselves or objects; each group leader takes a turn to present their findings to the class. iii Pupils, in small groups, play cards: place all cards face down; take turns turning over two cards each; if two cards that are opposites picked, keep them; if not, the next player goes. Play until all cards are gone. Make sure all pupils are reading the cards as they turn them over. iv)Each pupil forms sentences with descriptive adjectives.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i Charts/Flashcards ii Truth or Lie Games WEB RESOURCES https://m.busyteacher.org/18397-how-to-teach-adjectives-10-fun-ways.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development "Health-sickness, cures for human ailment"	By the end of the lesson, pupils should be able to: (i) identify and explain the key word in the passage; (ii) use the key words and unfamiliar words in sentences (iii) deduce the main ideas and supporting ideas from the given passage (iv) infer the appropriate answers from the given passage to questions;	(i) Pupils, as a class, having read a given passage, identify and explain the key words in the passage (ii) Pupils, in pairs, use the key words and unfamiliar words in sentences (iii) Pupils in small groups differentiate between the main ideas and supporting ideas in the passage and share with the class (iv) Each pupil provides answers to the questions that follow the passage.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development (iv) Collaboration and Communication (v) Citizenship	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://bookpagez.com/blog/teacher-guide-comprehension-strategy-lesson-plans
	(b) Writing: Composition on "My Grandma"	By the end of the lesson, pupils should be able to: i identify the appropriate adjectives for descriptions of grandma; ii use the descriptive adjectives in simple sentences; iii write a descriptive essay on "My grandma".	i. Pupils, as a class, mention descriptive adjective related to attributes of grandma; ii. Pupils, in small groups, use the adjectives in simple sentences iii. Pupils, in pairs, write a descriptive essay on the topic following a guided related essay.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and Imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii. Sample of Guided Descriptive Essay WEB RESOURCES i. https://whatisthebest.com/my-grandmother ii. https://www.essaymart.com/2017/11/10/ndmother-essay-english.html
	(e) Dictation for the week	Learners are to be guided to learn the following words: Authoritatively, categorically, organisational, malady, outrageous, deficiency, ubiquitous, million, mammal, pioneer.	For home study, each pupil looks 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) Critical thinking and Problem Solving (iii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
11	(a) Speech work: Using the Telephone	By the end of the lesson, students should be able to: i.) identify accepted structure employed in telephone conversations; ii) apply correct intonation and stress pattern in questions and statements; iii demonstrate clarity in speech and use very pleasing tones in class	i. Pupils, as a class, bring out from their experiences, some words, phrases and sentences commonly used for telephone conversations/ dialogues. ii. Pupils, in small groups, apply appropriate stress and intonation in oral drills iii. Pupils pair up to dramatize exchange phone calls: there are callers and receivers using cell phone (GSM) for conversations/ dialogues in the class. Visit this website for details: https://www.youtube.com/watch?v=gWOqA3pUaTk	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Critical Thinking and Problem Solving (iv) Citizenship	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones (iii) Tape recorder (iv) Cellphone WEB RESOURCES i. https://www.learningenglish-online.net/speaking-dialogues/talking-on-the-phone/ ii. https://www.thoughtco.com/telephone-practice-english-with-dialogues-1211307

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b)Structure: 'Must ' 'have to'	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> explain use of 'Must and Have to' differentiate between the uses of 'Must and Have to' construct sentences on different ways of using 'Must and Have to'. 	<ol style="list-style-type: none"> Pupils, in small groups, study ten sentences containing 'Must 'and 'Have to' explaining their use in sentences: They are used to express obligation or necessity e.g. " You must come" (I require that you come) " You have to come"(There is a rule requiring to come); Pupils, in pairs, are guided to show the difference between "Must" and "Have to". Thus, "Must" expresses the speaker's feeling or specific obligation, whereas "Have to" expresses an impersonal idea or general obligation. Each pupil forms ten different sentences on the use of "Must" and "Have to". 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and Problem Solving Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES Flash cards and chards</p> <p>WEB RESOURCES https://parentingpatch.com/verb-phrade-complement-english-grammar/</p>
	(C) Comprehension and Vocabulary development: Reading for further understanding of relationship between ideas	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify the topic sentence in each paragraph; establish the relationship between the topic sentence(s) and the main idea in a given passage; attach contextual meanings to new words found in a given passage. 	<ol style="list-style-type: none"> Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage. 	<ol style="list-style-type: none"> Communication and Collaboration Critical Thinking and Problem Solving Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES Flash cards</p> <p>WEB RESOURCES i. https://reלטsonlinetests.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension</p>
	(d)Writing: Descriptive Essay. Write composition on "A Goat"	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> highlight the outlines steps/procedures of writing descriptive essay; complete a guided descriptive essay "; write a descriptive essay on 'A Goat'. <p>Visit these sites for further reading: I. https://www.teachingbanyan.com/10-lines/10-lines-on-goat/.</p>	<ol style="list-style-type: none"> Pupils, in groups, form outlines step of writing description Pupils, in pairs, complete a guided essay on 'A Goat'; Each pupil describes 'A Goat'. 	<ol style="list-style-type: none"> Communication and collaboration Leadership and Personal Development Creativity and imagination 	<p>AUDIO VISUAL RESOURCES (i) Charts/Pictures of Goats (ii) Samples of descriptive essay</p> <p>WEB RESOURCES i. https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%20 ii. https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Dictations for the week	Learners are to be guided to learn the following words: Zealot, vandalism, vocation, therapeutic, negligence, jealousy, impertinent, alliance, absorption, alkaline	For home study, each pupil looks 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 (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				

ACHIEVEMENT STANDARDS

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

- describe English sounds and pronounce English words accurately;
- form sentences and paragraphs with appropriate linking words;
- deduce lessons from texts;
- distinguish between simile and metaphor;
- develop ability to debate on topics;
- construct sentences grammatically;
- convert past tense to past participle;
- discuss relevant information on drug abuse.

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**LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION**

Term 1 Primary 6

**UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS**

ENGLISH LANGUAGE

PRIMARY 6 FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Speech work: Revision – intonation practice	By the end of this lesson, pupils should be able to: i. engage in dialogue and conversation using appropriate intonations; ii. read words that change meaning and pronunciation with different stress; read sentences that change meaning depending upon stress intonation.	i. Pupils, in small groups, dialogue reading the sentences on the marker board. ii. Pupils in pair share, read aloud sentences on a work sheet ready for each pupil. iii. Pupils role play telephone conversation using the rising and the falling tones. For further studies, pupils visit the site below: https://www.flutu.com/blog/educator-English/intonation-activities-teaching-English/	i. Communication and collaboration ii. Digital literacy iii. Creating and imagination	Audio visual Resources: i. Books with different intonation practices. ii. Telephone iii. Videos Web Resources: https://www.tefl.net/elf-ideas-pronunciation-games/
	Structure: Revision on verb form i. Finite verbs ii. Infinite verbs iii. Regular verbs Irregular verbs	By the end of this lesson, pupils should be; i. identifying verb forms ii. make accurate sentences using the different verb forms they identify iii. differentiate among various verb forms.	i. Pupils, as a class, list twenty verbs using brainstorm ii. Pupils, in pairs, label the listed verbs. iii. Pupils, in small groups, take turn to construct meaningful sentences with underlined verbs. iv. For further studies, pupils visit the site below. https://www.education.com/421	i. Critical thinking ii. Communication and Collaboration iii. Digital literacy	Parts of speech charts showing verb forms Web Resources: http://www.education.com
	Reading: Revision: Passages that encourage vocabulary development.	By the end of the lesson, pupils should be able to: 1. read the given passage to understanding. 2. identify and discuss new words. 3. use new words in making sentences.	i. Pupils, as a whole class, read the passage silently for better understanding. ii. Pupils, in small groups, identify and discuss new words drawn from the passage. iii. Pupils, as individuals in their various groups, make meaningful sentences with the words generated from the given passage.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	Audio Visual Resources i. Recommended English textbook ii. Hard copy dictionary from the passage Web Resources Online dictionary
	Dictation for the week	Pupils are to be guided to learn the following words: grapes, zealous, core, reprimand, bacterial, eradicate, hygiene, absorbent.	For take home, pupils as individuals, look up to the meanings, word classes, and pronunciation of the given words in the dictionary and use each word in at least one sentence.	i. Digital literacy ii Leadership and personal development iii Critical thinking	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	Writing: Narrative Composition- How I spent my last holiday	By the end of the lesson pupils should be able to: i. explain the three elements of a narrative essay ii. cite/Highlight the key or attracted scenes, places, events etc in holiday iii. write an essay in not less than 150 words about how they spent their holiday.	(i) Pupils, as a class, discuss the characteristics and element of a narrative essay. (ii) Pupils, in small groups, discuss the interesting aspects of their holiday. (iii) Pupils, as individuals, write an essay on how they spent their last holiday.	(i) Critical thinking (ii) Creativity and Imagination. (iii) Leadership and personal development	(i) Audio visual chart showing element of narrative essay (ii) Web Resources https://www.erasdng.org/narrativeessayelement/
2	Speech work: Aural Discrimination of the vowels /i/ and /ɪ:/ one, warm /a:/ and /ʊ/ Lark, part- lock, pot	By the end of the lesson, pupils should be able to: i. draw the contrast between the sounds ii. identify and distinctively pronounce the vowel sounds iii use each word having the sounds in sentence.	i. Pupils, as a class, study a chart, identify and pronounce each sound appropriately. ii. Pupils in small groups, draw contrast between the long and short vowel sounds respectively. iii. Pupils, in pairs, construct meaningful sentences with the pairs of sounds bringing out the contrast. iv. Pupils visit the site below for further studies: https://pronouncian.com/introduction-to-vowels .	i. Communication and collaboration ii. Leadership and personal development iii Creativity and Imagination	Audio Visual Resources i. Charts/Flashcards ii. Audio player iii. Recommended English text books Web Resources i. https://pronouncian.com/introduction-to-vowels https://www.fluentu.com/blog/english-grammar/vowel-practical/
	Structure: Finding words in a simple dictionary or long list (extract from passage read)	By the end of the lesson, pupils should be able to: i) categorize words in alphabetical order. ii) use the guide words given at the top of each page on a dictionary to search for specific words iii) determine other information about a given word from the dictionary	i) Pupils, as a class, discuss important parts of the dictionary. ii) Pupils, in small groups, make a list of ten words each whose meanings they are to find in the dictionary. iii) Pupils, in small groups, arrange the words in alphabetical order and find their meanings.	i) Digital literacy ii) Leadership and personal development iii) Communication and collaboration iv) Critical thinking and problem solving.	Audio visual resources Hard copy dictionary Web resources online dictionary
	Reading: Non-Fiction passage	By the end of the lesson, pupils should be able to: i) identify difficult words from the passage ii) write the meaning of the identified words and use them in another meaningful sentence. iii) demonstrate how each word is applicable to the issues in the passage. iv) develop answers from the passage to the given passage.	i) Pupils, as class, brainstorm to identify the difficult words after they have read the passage silently ii) Pupils, in small groups, write the meanings of the identified words and use them in another meaningful sentences. iii) Pupils pair up to demonstrate the words and sentences related to the passage. iv) Pupils, in each group, compare their answers with other groups, through their group leaders	i) Communication and collaboration ii) Leadership and personal development iii) Creativity and Imagination iv) Citizenship	Audio Visual Resources Flash cards Pictures Recommended English text book Web resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	Pupils are to be guided to: Learn the following words: self-quarantine, synergy, distancing, Isolation, pandemic, virtual, remote, internet, contaminate, incubation, immune, support.	For take home, pupils as individuals, look up the meanings, word classes and pronunciation of the given words in a dictionary and use each word in at least one sentence.	i) digital literacy ii) Leadership and personal development iii) Critical thinking	Hard copy dictionary Online dictionary.
	Writing: Introduction Paragraphs	By the end of the lesson, pupils should be able to: i) identify the main point of the essay. ii) paraphrase the identified points in a short and precise manner. iii) write an introductory paragraph on any given topic	i) Pupils, in small groups, brainstorm to deduce important points in the given topic. ii) Pupils, in small groups, decide on the best words to convey their ideas. iii) Pupils, in small groups, join ideas to words, write their first introductory paragraph. iv) Group leaders present introductory paragraph to the whole class for evaluation.	i) Leadership and personal development ii) Critical thinking iii) Creativity and Imagination iv) Digital literacy	Audio Visual Dictionary Course book Sample of introductory paragraph. Web resources: https://writingcenter.asford.edu/introductions-conclusion
	Speech work: Aural Discrimination of consonant sounds. /t/ and /d/ tin - thin, /l/ and /r/	By the end of the lesson, pupils should be able to: i. identify and pronounce consonant sounds /t/ and /d/, /l/ and /r/, /s/ and /z/. ii. write the words containing the sounds. iii. contrast between the consonant sounds respectively. iv. develop meaningful sentences with the pairs of sounds.	i. Pupils, in small groups, recognize the sounds on a given chart and pronounce the sounds for one another. ii. Pupils as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, study a short comprehension passage and write out words that have the sounds. iii. Pupils, in pairs, construct sentences with the words containing the sounds; each leader of the groups presents the sentences and pronounces the words distinctively for the whole class. iv. Check the website below for further understanding:	i. Communication and Collaboration ii. Leadership and personal development iii. Critical thinking and problem solving iv. Digital literacy.	Audio Visual Resources: i. Flash cards ii. Recommended text book web Resources:
	Word Formation: Synonyms Beautiful – pretty Large – big Small – tiny	By the end of the lesson, pupils should be able to: i. define synonyms; ii. identify the synonyms of given words. iii. use the words and synonyms correctly in sentence.	i. Pupils, as a class, watch a video that illustrates the definition of synonyms. ii. Pupils, in small group, read a predetermined passage and their synonyms. iii. Pupils, in small groups, identify words and their synonyms from the passage read. iv. Pupils, as individuals, make sentences with given words and their synonyms.	i. Digital literacy ii. Critical thinking communication and collaboration iii. creativity and imagination.	i. Video clip ii. Flash cards iii. Recommended English textbook. Web Resources: https://www.teachstarter.com/au/blog/teaching-synonyms-in-the-classroom/ ii. https://youtube/pD9kwtPHDOY

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Reading: Passages on selected stories.	By the end of the lesson, pupils should be able to: i. read the passage independently aloud/ ii. identify unfamiliar words in the given passage. iii. pronounce the identified words correctly and give their meaning using their dictionary. iv. establish relationship between the main ideas and the supporting ideas. v. infer meaning of implied information in the passage.	i. Pupils, in pairs, take turn to read the passage. ii. Pupils, in small groups, discuss each of the words identified from the passage. iii. Pupils, in small group activities, pronounce the words identified aloud correctly. iv. Pupils, in class, brainstorm on the correct answers to the questions on the passage.	i. Communication and collaboration. ii. Leadership and personal development. iii. Critical thinking and problem solving.	Flash cards pictures Recommended English text books.
	Dictation for the week	Pupils are to be guided to: i. learn the following words: destination, organic, healthy, wealth, accessible, environment, waste, clean, household, capacity.	Pupils, as individuals, look up the meaning, word classes and pronunciation of the given words in a dictionary and use each word in at least, one sentence.	i. Critical thinking ii. Leadership and personal development iii. Communication	Hard copy dictionary Online dictionary
	Writing :Middle Paragraph	At the end of the lesson, pupils should be able to: i. create basic paragraph outlines that include a topic sentence. ii. develop the three supporting details of middle paragraph. iii. formulate three complete topic sentences, and three complete sentences as supporting details.	i. Pupils in small groups illustrate the definition of paragraph ii. Pupils, in small groups, discusses the outline that include a topic sentence. iii. Pupils, as a class, brainstorm on developing the three complete sentences of middle paragraph. iv. Pupils, in pairs, construct the complete sentences as supporting details; each leader of the groups present their points.	i. Critical thinking and problem solving. ii. Communication and collaboration iii. Creativity and imagination iv. Leadership and personal development	i. Chart/flash cards Web Resources i. ii.
	Supplementary reading	By the end of this 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 Each pupil discusses the lessons/values learnt from the story.	i. Communication and Collaboration ii. Leadership and personal development iii. Citizenship iv. critical thinking and problem solving	Audio Visual Resources i. Flash cards ii. Lagos State recommended literature text.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
4	Speech work: Intonation practice on command	By the end of the lesson, pupils should be able to: i) use expression with appropriate stress placement ii) make telephone conversation with a distinct stress on a different word each times iii) label the stressed and unstressed word in each sentence they practice.	i) Pupils, as a class brainstorm on how to place the stress on each word in a sentence appropriately ii) Pupils, in role play telephone conversation, give command to each other with relevant intonation. iii) Pupils, in small groups, receive command from their leaders with distinct stress on different words. iv) For further studies, pupils visit the site below: https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/	i) Communication and collaboration ii) Role play iii) Whole class brain storm iv) Leadership and personal development	i) Flash Cards/Chart on different intonation practice ii) Books with different intonation practices iii) Telephone iv) Videos Web Resources: https://www.tefl.net/elf-ideas/pronunciation/top-fun-pronunciation-games/
	Structure: Word formation- Antonyms for example: Narrow – wide Good – evil	By the end of the lesson pupils should be able to: i) define antonyms ii) produce the antonyms of any given words. iii) use the words and antonyms correctly in sentence	i) Pupils, as a class, watch a video that illustrate the definition of antonyms. ii) Pupils, in small groups, read a predetermined passage that illustrates words and their antonyms. iii) Pupils, in small groups, identify words and their antonyms form the passage read iv) Pupils, as individuals, make meaningful sentences with given words and their antonyms.	i) Digital literacy ii) Critical thinking and problem solving iii) Communication and collaboration iv) Creativity and imagination	Audio Visual Resources: i) Video clip ii) Flash cards iii) Recommended English text book. Web Resources: i) https://www.teachstarter.com/au/blog/teaching-antonyms-in-the-classroom/ ii) https://youtu.be/pD9KwtpHDDY
	Reading: Passage on Means of Transportation	By the end of the lesson, pupils should be able to: i) identify words related to transportation from the passage ii) inaugurate the relationship between the topic sentence and the main idea in a given passage. iii) answer questions correctly form the given passage. iv) affix contextual meanings to new words generate from the given passage. v) demonstrate how each word is applicable to the means of transportation .	i) Pupils in collaboration generate words associated with means of transportation in a video clip and a give passage after they have read the passage silently. ii) Pupils, in small groups, write the meaning of the identified words and use them in other meaningful sentences constructively. iii) Pupils pair up to demonstrate the words and sentences associated with means of transportation. iv) Pupils, in each group, contrast their answers with another group, through their group leaders.	i) Communication and collaboration ii) Leadership and personal development iii) Creativity and Imagination iv) Think pair share	i) Flash Cards ii) Pictures iii) Video clips iv) Recommended English text book Web Resources: i) https://www.google.com/search?client=firefox- ii) https://www.phoenix-hsc.co.uk/blog/glossaryof-means-of-transportationterms.html
	Dictation for the week	Pupils are to be guided to learn the following words: Inspiration, millennium, zealous, syndicate, judge, pandemic, epitome, vein blur, print	Pupils, as individuals, look up the meaning, word classes and pronunciation of the given words in the dictionary and use each word, in at least, one sentence.	i) Critical thinking ii) Communication iii) Leadership and personal development	Hard copy dictionary Web Resources: Online Dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Writing: Conclusion Paragraphs	By the end of the lesson, pupils should be able to: construct a good concluding paragraph in order to drive the purpose of the composition home.	i) Pupils, in small groups, collaborate to give a soft landing to the concluding parts of the paragraph. ii) Pupils, in small groups, draw various conclusions. iii) Pupils, in pairs, construct the concluding paragraph; each leader of the groups presents their conclusions.	i) Critical thinking and problem solving ii) Communication and collaboration iii) Think pair share iv) Leadership and personal development	Chart / flash cards Web Resources: i) ii) .
5	Speech work: Intonation practice on Questions and statements	By the end of the lesson, pupils should be able to: i) use yes/no questions tend to have rising intonation/pitch at the end. ii) answer why and how questions tends to have falling intonation/pitch at the end. iii) make statements with falling intonations / pitch on the last syllable of the sentence	i) Pupils, as a class, read aloud the questions on the chart using the most appropriate intonation. ii) Pupils, in small groups, take turns to answer the yes/no questions tend to have rising intonation. iii) Pupils, in pairs, formulate who/how questions having falling intonation. iv) Pupils, in small groups, discuss how to make statements with falling intonation respectively. v) For further studies, pupils visit the web below: https://www.optimacommunication.com/question-statement-common-intonation-pattern	i) Think pair share ii) Communication and collaboration iii) Whole class brain storm iv) small group discussion small group activities.	Audio Visual Resources: i) Flash cards ii) Chart Web Resources https://www.optimacommunication.com/question-statement-common-intonation-pattern
	Structure: Review of verb forms.	By the end of the lesson, pupils should be able to: i) differentiate types of verb in relation to time; ii) apply the various verb forms previously learnt appropriately in sentences. iii) identify the various verb forms use in each sentence.	i) Pupils, as a class, list twenty examples of verb. ii) Pupils, in pairs, differentiate the various types of verb in relation to time; iii) Pupils, in small group, take turns to construct meaningful sentence with various verbs on flash cards. iv) For further studies pupils visit the site below: https://www.education.com/	i) Critical thinking and problem solving ii) Communication and collaboration iii) Think pair share iv) Digital literacy	Audio Visual Resources i) books with different part of speech ii) chart showing verb forms Web Resources: https://www.education.com/
	Reading: Passage on an accident or an event.	By the end of the lesson, pupils should be able to: i) identify words related to accident or an event. ii) inaugurate the liaison between the topic sentence and the main ideas in a given passage iii) read independently and answer questions from the given passage. iv) affix correspondent meanings to new words generate from the given passage v) demonstrate how each word is related to an accident or an event.	i) Pupils in collaboration generate words associated with an accident or event after they have read the passage silently. ii) Pupils, in small groups, write the meaning of the identified words and use them in another meaningful sentences constructively. iii) Pupils pair up to demonstrate the words and sentences associated with accident or event. iv) Pupils, in each group, contrast their answers with another group through their group leaders.	i) Communication and collaboration ii) Leadership and personal development iii) Think pair share iv) Critical thinking and problem solving	Audio Visual Resources i) flash cards ii) Pictures iii) Recommended English text book Web Resources.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	Pupils are to be guided to learn the following words: compensate, inheritance, heritage, hostile, bereave, agitate, strike, labour, asylum, empress	Pupils, as individuals, look up the meaning, word classes and pronunciation of the given words in a dictionary and use each word in, at least, one sentence.	i) Critical thinking and problem solving ii) Communication and collaboration. iii) Personal development	Audio Visual Resources Hard copy dictionary Web Resources Online dictionary
	Writing: Simple composition introductory, middle and concluding paragraphs	By the end of the lesson, pupils should be able to: i) write a well-developed composition effectively highlighting the: introductory, middle and concluding paragraph.	i) Pupils, in small groups, illustrate the definition of composition. ii) Pupils, in pairs, state the elements of a good composition. iii) Pupils as a class, brainstorm on developing the composition using the introductory, middle and concluding paragraphs respectively. iv) Pupils, in pairs, construct the complete sentences as supporting details; each leader, of the groups present their points.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Leadership and personal development	Audio Visual Resources i) Sample of composition on chart ii) Recommended English text book iii) Flash cards Web Resources
	Grammar: Review of indirect speech:	By the end of the lesson, pupils should be able to: i. define indirect speech ii. identify indirect speech as used in any passage. iii. use appropriately, punctuation, omit all quotation marks end the sentence with full stop. iv. use pronouns appropriately.	i. Pupils, as a class, pick a flash card each, (the flash cards have sentences in them) ii. Pupils take turn to report the information on their cards to the whole class using passage. iii. Pupils, as individuals, fill a table labeled direct speech and indirect speech restively with given sentences.	i. Critical thinking ii. Communication and collaboration iii. Creativity and imagination.	AUDIO Visual Resources Flash cards Smarty board
	Dictation for the week	Pupils are to be guided to learn the following words. Audit, broadcast, fade documentary, feature, scene anchor, illustration, animation theater.	i. Pupils, as individuals, look up the words in the dictionary for meanings, word classes and pronunciation ii. Pupils, as individuals, use each word in at least one sentence.	i. Digital literacy ii. Critical thinking iii. Leadership and personal development	Audio visual Hard copy dictionary Online dictionary
	Writing: Narrative writing: giving an eye witness account of an event.	By the end of the lesson, pupils should be able to: i. define narrative writing; types, elements and examples ii. use appropriate verbs and linking words in writing; iii. compose a narrative writing on any given topic.	i. Pupils, as a class, review samples of writings and select amongst them. Narrative writings: ii. Pupils, in small groups, brainstorm on the distinguishing features, of the writings they choose from the others presented. iii. Pupils in pairs interview one another; they each write a report to narrate the interview. iv. Pupils, as individuals, write narrative essays of their own on any given topic. They bring their writing-ups to class for evaluation.	i. Critical thinking and problem solving. ii. Leadership and personal development. iii. Communication and collaboration	i. Audio visual smart board ii. Samples of writings. iii. Flash cards or topics that can be used for narrative writing projects. iv. A chart of linking words. Web Resources: https://example.yourdictionary.com/narrative-essay-examples.html https://youtube.be/ebyzm-hbtym

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	By the end of the lesson, pupils should be able to i. Situation ii. Understanding iii. Possible iv. Corridor v. Behavior vi. Compromise vii. Structure viii. Contacts ix. Negotiations x. Present	For take home, pupils look up the meanings, word classes and pronunciation of the given word in the dictionary and use each word in at least one sentence.	i. Critical thinking ii. Leadership and personal development iii. Digital literacy	Hard copy dictionary Online dictionary
	Writing: Formal letters	By the end of the lesson, pupils should be able to i. list the features of a formal letter. (a) heading, body, address etc. ii. apply these features to write their own letters. iii. identify the essentials of a formal letter and apply it in any given letter writing exercise	i. Pupils, as a class, examine various samples of formal letter. ii. Pupils, in small groups, identify the various elements (features) of a formal letter. iii. Pupils, as individuals, write theirs on formal letters on a given topic and bring it to the class for evaluation. iv. For further studies, pupils should visit the below: https://www.readingrockets.org/article/introduction-letter-writing	i. Critical thinking and problem solving. ii. Leadership and personal development iii. Communication and collaboration	Audio Visual A few samples of formal letters White board for noting essentials Web Resources: https://www.readingrockets.org/article/introduction-letter-writing
	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 life.	Pupils, as individuals, read a recommended story book/play/poem from LS approved book list.	i. Creativity and Imagination ii. Communication and collaboration iii. Citizenship	Recommended book from LS approved book list.
7	MID - TERM				
8	Speech Work: Reporting incidents	By the end of the lesson, learners should be able to: i. makes a verbal report or incidents. ii. demonstrate good speech habits of clear pronunciation, correct stress and intonation iii. give account of event in a logical order and vividly.	i. Pupils, in small groups, make presentations of verbal reports on the video presented to them. ii. Pupils, as individuals, in each group demonstrate good pronunciation, use correct stress and intonations. iii. Each group leader gives an account of event in a logical order to the whole class.	i. Critical thinking and problem solving. ii. Leadership and personal development iii. Creativity and Imagination	Audio Visual Resources i. Video clip ii. Projector iii. DVD player
	Reading: Passage on national values.	By the end of the lesson, learners should be able to: i. analyse the passage clearly, ii. identify difficult words from the passage. iii. demonstrate the importance of the national value the passage addresses. iv. answer questions attached to the passage.	i. Pupils, as a class, read the passage. ii. Pupils, in small groups, stage a play to describe the national value discussed in the passage. iii. Pupils, as individuals, answer questions given in the passage and bring to the class for evaluation.	i. Citizenship ii. Communication and collaboration iii. Creativity and Imagination iv. Leadership and personal development	Audio Visual Resources i. Flash cards ii. Pictures iii. Recommended English text book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Grammar: Review of indirect speech:	By the end of the lesson, pupils should be able to i. define indirect speech ii. identify indirect speech as used in any passage. iii. use appropriately, punctuation, omit all quotation marks end the sentence with full stop. iv. use pronouns appropriately.	i. Pupils, as a class, pick a flash card each, (the flash cards have sentences in them) ii. Pupils take turns to report the information on their cards to the whole class in a given passage. iii. Pupils, as individuals, fill a table labelled direct speech and indirect speech with given sentences.	i. Critical thinking ii. Communication and collaboration iii. Creativity and imagination.	AUDIO Visual Resources Flash cards Smarty board
	Dictation for the week	Pupils are to be guided to learn the following words. Audit, broadcast, fade documentary, feature, scene anchor, illustration, animation theater.	i. Pupils, as individuals, look up the words in the dictionary for meanings, word classes and pronunciation. ii. Pupils, as individuals, use each word in at least one sentence.	i. Digital literacy ii. Critical thinking iii. Leadership and personal development	Audio visual Hard copy dictionary Online dictionary
9	Writing: Narrative writing: giving an eye witness account of an event.	By the end of the lesson, pupils should be able to: i. define narrative writing: types, elements and examples ii. use appropriate verbs and linking words in writing iii. compose a narrative writing on any given topic.	i. Pupils, as a class, review samples of writings and select amongst them. ii. Pupils, in small groups, brainstorm on the distinguishing features, of the writings they choose from the others presented. iii. Pupils, in pairs, interview one another; they each write a report to narrate the interview. iv. Pupils, as individuals, write a narrative essay of their own on any given topic, they bring their writing-ups to class for evaluation.	i. Critical thinking and problem solving. ii. Leadership and personal development. iii. Communication and collaboration	i. Audio visual smart board *- ii. Samples of writings. iii. Flash cards or topics that can be used for narrative writing projects. iv. A chart of linking words. Web Resources: https://example.vocabulary.com/narrative-essay-examples.html https://youtube.be/etvzm-hibym
	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 life	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 Each pupil discusses the lessons/values learnt from the story.	i. Creativity and imagination. ii. Communication and collaboration iii. Citizenship	L.S approved story books.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Spelling: Dictation for the week.	Pupils are guided to: Learn the following words; allergy, cardiac, epidemic, hormone, infection, potent, obesity, squat, therapy, vulnerable.	For take home, pupils as individuals, look up the meaning, word classes in a pronunciation of the given words in a dictionary and use each word in at least one sentence.	i. Digital literacy. ii. Leadership and personal development iii. Critical thinking.	Audio visual Resources. Hard copy dictionary
	Writing: Formal letter	By the end of the lesson, pupils should be able to: i. name the features of a formal letter. ii. write formal letters using all the feature, listed. iii. write various formal letters to suit different situations.	i. Pupils, in small groups, discuss important features of formal letters. ii. Pupils, as individuals, write outline for formal letter on the given topic. iii. Pupils bring the completed letter to their groups for pair review.	i. Critical thinking ii. Communication and collaboration. iii. Leadership and personal development	Audio visual i. Letter samples ii. Newspapers
10	Revision				
11	Examination				

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ENGLISH LANGUAGE

PRIMARY 6 SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Speech work: Revision-Aural discrimination of diphthongs, for instant /ou/and/au/as in 'know' and 'cow' /ei/ and /e:/ as in 'been' and 'bare' /i:/ and /e:/ as in 'here' and 'hair'	By the end of this lesson, pupils should be able to: i. distinguish between the sounds; ii. draw contrast between the duo sounds when used in words; construct reasonable sentences using the words to bring out their meaning.	i. Pupils, as a class, pronounce the words having each of the sound aloud ii. Pupils, in small groups, produce more words having the duo sounds on each flash cards iii. Pupils, in pairs, generate more words using the sounds iv. Pupils, in small groups, construct reasonable sentences using the words containing the sounds v. Pupils, in pairs, generate more sentences, each leader of the group present their group activities.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination Leadership and personal development	i. Audio visual Resources ii. Flash cards iii. Recommended English textbook iv. Chart v. Web resources: https://www.englishlanguageclub.com.uk
	Reading: passage on use of vocabulary for example, passage on modern medicine, moral qualification	By the end of the lesson, pupils should be able to: i. read and comprehend the passage; ii. recognize new words from the passage; iii. inaugurate the liaison between the topic sentence and the main ideas in a given passage ; iv. affix contextual meaning to new words generate. from the given passage demonstrate how each word is applicable to modern medicine, moral, qualities etc.	i. Pupils, as a class, identify the main idea of a given passage after reading silently ii. Pupils pair up to highlight the main idea leaving the supporting ideas. iii. Pupils, in small groups, use the identified words in sentences. iv. Pupils pair up to answer questions raised from the given passage, each groups leaders present their answers to the whole class for criticism.	i. Communication and collaboration ii. Leadership and personal development III. Critical thinking and problem solving	i. Audio Visual Resources ii. Charts iii. Pictures from web iv. Recommended English textbook v. Web resources:
	Structures: Word formation- Adjective from nouns(revision) E.g. courage-courageous Tragedy-tragic Storm-stormy	By the end of the lesson pupils should be able to: i. revise the meaning of adjectives and nouns; ii. formulate adjectives from noun correctly; iii. use the formulated adjectives and nouns adequately in sentences; iv. infer functions of adjectives; explain the method of formulating adjectives from noun.	i. Pupils as a class, brainstorm and state the meaning of adjectives and nouns with their examples. ii. Pupils in small groups, should study a given passage, and identify the nouns and use them to form adjectives. iii. Pupils in pairs, compose different sentence using the adjectives in different position (i.e. initial middle and end) and share with the class. iv. Pupils, as a class, infer functions of adjectives in sentences, share them with the class through the group leaders.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	Audio visual Resources i. Chart/flash cards ii. Video clips on adjectives iii. Web resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	Pupils are to be guided to learn the following words: Critique, indigenous, disc, virus, proclaim, antics, hilarious, fantasy, bare, magnanimous	For the take home, pupils as individuals look up to the meanings, word classes and pronunciation of the given words in the dictionary, and use each word in at least a sentence.	i. Communication and collaboration ii. Digital literacy	(i) Hard copy dictionary (ii) Online dictionary
	Writing: Informal letter on the last holiday	By the end of the lesson, pupils should be able to: i. cite and describe the features of an informal letter; ii. survey the style and pattern of sentence structure; write an informal letter on the given topic.	i. Pupils, in pairs, study a sample of an informal letter presented to them and infer the writers address, date, salutation, body of the letter and complimentary close. ii. Pupils, in small groups, study the sentence pattern of the given informal letter. iii. Following the features, pupils as individuals write letter to friends on how	i. Communication and collaboration. ii. Critical thinking and problem solving. iii. Creativity and imagination.	i. Recommended English textbook Web Resources:
	Writing technical manuals- keeping a diary	By the end of the lesson pupils should be able to: i. recognize a diary and state its purpose, ii. identify the features of a diary entry, iii write a daily diary entry for one week	i. Pupils, as a class, recognize a diary(sample) and state its purpose. ii. Pupils, in pairs, list the features of a diary entry. iii. Pupils, in small groups, write daily diary entries for one week while each group leader reads aloud what is there in whole class.	i. Communication and collaboration ii. Creating and imagination iii. Critical thinking and problem solving iv. Leadership and personal development	Audio visual resources i. Sample diaries Recommended English textbook
2	Speech Work: Pronunciation of mono and bi-syllable words Forexample: 'cat', 'dog', 'car', 'sky' (mono-syllabic) 'Ho-tel', 'po-em', 'cho-rus'k	By the end of this lesson, pupils should be able to: i. recognize mono and bi-syllabic words; ii. particularize the differences between mono and bi-syllabic words; iii. pronounce words having mono and bi-syllabic words respectively.	i) Pupils, as a class, spell and pronounce the mono and bi-syllable words on gallery ii) Pupils, in small groups, particularize the differences between mono and bi-syllable words. iii) Pupils, in pairs, formulate words with mono and bi-syllable words respectively. iv) Pupils, in each group generate mono and bi-syllable words, each group leader pronounce loudly to the hearing of the whole class.	i) Gallery walk ii) Communication and collaboration iii) Think pair share iv) Leadership and personal development	Audio visual resources: Gallery Flash cards Recommended English text book Web resources
	Reading :A Play.	By the end of the lesson, pupils should be able to: Read a drama passage/piece Role play the characters in the drama passage Identify some features of drama Bring out the moral lesson from the drama passage.	i) Pupils, as a class read the drama passage ii) Pupils, in pairs, generate same features of drama from the passage read. iii) Pupils, in small groups, take the role of each character in the passage (acting). iv) Pupils, in small groups, cite the moral lessons from the drama, each leader of the groups read out their moral lesson discover.	i) Communication and collaboration ii) Play role iii) Think pair share iv) Critical thinking and problem solving v) Leadership and personal development	Audio visual Resources: Recommended English text book Flash cards i. Web resources https://www.itsmyschoollibrary.wordpress.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Structure: Word formation- Nouns from adjectives. For examples: holiness-holy Dizziness-dizzy Smartness-smart	By the end of the lesson pupils should be able to: i. create nouns from adjectives ii. recognize the suffix required to change adjectives to nouns; iii. make reasonable sentences with the nouns generate from the adjectives.	i) Pupils, as a class, brainstorm and state the meaning of adjectives and nouns respectively. ii) Pupils, in small groups, study a given passage, and identify the adjectives and generate nouns from each of them iii) Pupils, in pairs, compose different sentences using the nouns generate from the adjectives iv) Pupils, in small groups, infer functions of nouns in sentences, share them with the class through the group leaders.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Think pair and share iv) Leadership and personal development	Audio Visual Resources: Flash cards Video clips on adjectives Recommended text book Web resources https://www.youtube.com/watch?v=80Y3lkvk
	Dictation for the week	i) Pupils are to be guided to learn the following words: Rebel Investigate Argue Pollute Incubator Dazzle Mentor Odor Maggot	For take home, pupils as individuals, look up the meaning, word classes and pronunciation of the given in a dictionary, and use each word, in at least, a sentence	i. Communication and collaboration ii. Digital literacy	Audio visual resources Hard copy dictionary Web resources: Online dictionary
	Writing : A Play.	By the end of the lesson, pupils should be able to: i) identify the features of a play, for example: characterization, dialogue, plot, setting and so forth. ii) write a play on their own of not less than three characters on any interesting theme (topic) of their choice.	i) Pupils, as a class, read aloud the features of a play. ii) Pupils, in small groups, infer the meaning of each features and share with the whole class through their leaders. iii) Pupils, as individuals, compose a play of not more than three characters with theme of their choice.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Think pair share	Audio Visual Resources: Flash cards Video clips on adjectives Recommended text book Web resources
	Speech Work: participating in a short play.	By the end of the lesson, pupils should be able to: i) memorize parts of drama presentation; ii) play roles assigned to them; iii) act short plays effectively.	i) Pupils, as a class, read through the play aloud. ii) Pupils, in small groups, discuss the play. Work out exactly what happens and who did or said what and why. Focus should be on what the message or moral of the play is. iii) Pupils, as a class, come together to look at the cast list-the character in the play-and decide who should play which part. iv) Pupils, as individuals, perform the play in front of an audience assigned to them.	i) Communication and collaboration ii) Creativity and imagination iii) Leadership and personal development	Audio visual resources: Class room podium Pupils in the class Recommended English text book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Structure Work: homonyms- for example: table advice—guidance Ail – to suffer poor health Ale – a beverage.	By the end of the lesson, pupil should be able to: i) explain what homonyms are; ii) compute examples of homonyms; iii) use the homonyms in sentences to bring out their meaning.	i) Pupils, in small groups, of 4 members each pick twenty pairs of cards with homophones written on each card. ii) Pupils play a game of homophone members, take turns to search through the pack of cards their group choose and shout "homophone" as soon as they find words that sound alike. iii) Pupils in small groups write out the list of homophones they find and present it to the class for evaluation. iv) Pupils make sentences with the homophones the class find.	i) Communication and collaboration ii) Critical and personal development iii) Creativity and imagination iv) Leadership and personal development.	Audio visual resources: Flash cards Sentence strips Recommended English text book Web resources: https://www.google.com/search?q=homonyms+&aqs=chrome/
	Reaching: A passage on an argumentative essay topic (Democratic or military rule, The teacher and the learner, Village or town school).	By the end of the lesson, pupils should be able to: i) read the given passage with understanding ii) recognize the key points in the passage; iii) answer questions on the passage correctly.	i) Pupils, as a class, read the pass aloud ii) Pupils, in pairs, discuss the questions attached to the passage and key points embedded. iii) Pupils, as individuals, read the passage again and answer the attached questions.	i) Critical thinking and problem solving ii) Communication and collaboration iii) Creativity and imagination	Audio Visual Recommended English text book. Pictures
	Dictation for the week	Pupils should be guided to learn the following words conflict, dispute, personality altercation, unity, harmony, situation, exchange, pitch, pleasant	For home study, pupils as individuals, look up the meanings, word classes and pronunciation of the given words in a dictionary and use each word in meaningful sentences.	i) Communication and collaboration ii) Digital literacy	Hard copy dictionary Online dictionary.
	Writing: Argumentative Essay, for example: science does more harm to humanity than good	By the end of this lesson, student should be able to: i) define argumentative essay ii) develop an outline for an argumentative essay introductory paragraph body paragraph conclusion iii) write in favor of or against any given argumentative topic iv) Present an argument verbally.	i) Pupils, in small groups, review argumentative compositions provided. ii) Pupils, in small groups, break into sub teams to develop an impromptu debate on the topic: "Corporal punishment does more harm than good" iii) Pupils, as individuals, prepare a written arguments for or against any given topic. iv) For further studies, pupils should visit the site below https://owkation.com/academia/how-to-write-an-argument-essay .	i. Leadership personal development ii) Creativity and imagination iii) Communication and collaboration iv) Citizenship	Audio Visual Resources: i) Samples of argumentative essay ii) Charts explains structure and outline of argumentative essay iv) Projector Web Resources: https://owkation.com/academia/how-to-write-an-argument-essay .
	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) Pupils, as individuals, read a recommended story book is approved booklist. ii) Pupils, in pairs, share moral lessons derived from the book with each other. iii) Pupils, in small groups, match themes in the story with real life situations.	i) Communication and collaboration ii) Leadership and personal development iii) Citizenship	Recommended book from LS approved book list.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
4	Speech Work: pronunciation of polysyllabic words with the appropriate stress and intonation, for example: Re-gis-tra-tion Sa-tu-a-tion Dup-li-ca-tion	By the end of the lesson, pupils should be able to: i) recognize poly syllabic words; ii) put stress on the right syllable; iii) recognize the stressed and unstressed syllable in polysyllabic words; pronounce poly syllabic words correctly.	i) Pupils, as a class, recognize the polysyllabic words on each flash cards. ii) Pupils, as an individual, place stress on the right syllable respectively. iii) Pupils, in small groups, identify the stressed and unstressed syllables in polysyllabic words. iv) Pupils, as individuals, in different small groups pronounce polysyllabic words to the whole class. v) For further studies, pupils visit the site below: https://www.twinkl.com.ng	i. Communication and collaboration ii) Critical thinking and problem solving creativity and imagination iii) Leadership and personal development	Audio Visual Resources: i) flashcards ii) Recommended English textbook iii) Video clip Web Resources: https://www.twinkl.com.ng
5	Reaching: A newspaper (recognizing the features of a newspaper such as headlines, captions, key words, graphics, pictures and so on).	By the end of the lesson, pupils should be able to: i) read newspaper articles with understanding; ii) scan and skim newspaper on obtain useful information or get general ideas; iii) share information from news paper read; iv) answer questions correctly on article read.	i) Pupils, as individuals, read the news articles silently. ii) Pupils, in small groups, scan and skim newspaper to obtain useful information or general ideas about the article. iii) Pupils, in small groups, discuss and share information from newspaper, they read; each group leader reads to the whole class for a critique. iv) Pupils, as individuals, answer questions correctly on article read.	i. Citizenship ii. Critical thinking and problem solving iii. Leadership and personal development	Audio visual Newspaper clippings Projector Pictures Charts Course book
	Structure:- Similes	By the end of the lesson, pupils should be able to: i. define simile ii. compare things in respect for what they share in common iii. identify similes in sentences use similes correctly	i. Pupils, in small groups, make a list of similes from an assortment of items provided and discuss their similarities ii. Pupils discuss the meaning of simile in their groups and present the final definition of simile to the class. iii. Pupils identify simile in sentences given. iv. Pupils use similes in sentences v. Further study, pupils should visit https://www.englishclub.com/vocabulary/figures-similes-list-htm .	i. Communication and collaboration ii. Critical thinking Leadership and personal development	Audio visual Common items in the class Chart containing similes Web resources https://www.englishclub.com/vocabulary/figures-similes-list-htm
	Dictation for the week	Pupils are to be guided to learn the following words Bulletin, diary, gazette, period, magazine, community, press, paper, ledger, review.	Pupils, as individuals, fill up the words in the dictionary for meanings, word classes and pronunciation. Pupils, as individuals, use each word in at least one sentence.	i. Leadership and personal development ii. Critical thinking and problem solving iii. Digital literacy	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Writing: Technical Manuals Keeping a diary	By the end of the lesson, pupils should be able to: i. recognize a diary and state its purpose; ii. identify the features of a diary entry; iii. write a daily diary entry for one week.	Pupils as a class recognize a diary (sample) and state its purpose Pupils, in pairs, list the features of a diary entry Pupils, in small groups, write a daily diary entry for one week while group leader reads aloud what is there in to the whole class.	i. Communication and collaboration ii. Creativity and imagination Critical thinking and problem solving iii) leadership and personal development	Audio Visual Resources Samples diaries Recommended English textbook.
	Writing an expository essay. Composition(strategies for safe water, water audits uses)	By the end of the lesson, pupils should be able to: i. develop good expository composition on given topic ii. use finding from their re-search to support the points they are making, express themselves clearly to share information	i. Pupils, in pairs, study a given example of an expository essay to develop their own on a given topic. ii. Pupil, as groups, discuss the topic using their findings from research to support the points they are making. iii Pupils, in their groups, express themselves clearly to share information gathered from their various groups to the class.	i. Communication and collaboration ii. Leadership and personal development iii. Creativity and imagination Citizenship	Audio visual Resources i. Recommended English textbook ii. Supplementary readers iii. Extract from magazines iv. Findings from research Web resources: https://study.com/academy/lesson/writing-the-expository-essay-first-technique-explanation.html .
6	Speech Work: Guided speech Making in topics such as why we should recycle, how we can save water, what to do to protect our	By the end of the lesson, pupils should be able to: i) use the appropriate format in making speeches on different occasions; ii) use appropriate register for the occasion; iii) make verbal speeches with clear pronunciation, correct stress and intonation.	1) Pupils in small groups, observe, think, and reflect on what format is suitable for making speech on different occasion. 2) Pupils, as individuals, generate the appropriate register for the occasion. 3) Leaders of each small group make verbal speeches with clear pronunciation, correct stress and intonation using the appropriate register generated by their members.	1) Communication and collaboration 2) Critical thinking and problem solving 3) Creativity and imagination 4) Leadership and personal development.	Audio visual Resources 1) Class room organization
	Structure: Similes and Metaphors- She is as black as a cola (simile) she is a coal (metaphor)	By the end of the lesson, pupils should be able to: i) define simile and metaphor respectively ii) construct sentences with simile and metaphor iii) turn simile into metaphor	1) Pupils as a whole class brain storm to give the definition of both simile and metaphor. 2) Pupils, in small groups, construct meaningful sentences with simile and metaphor, each group Leader read aloud to the class. 3) Pupils, as individuals, turn simile into metaphor in an acceptable manner.	1) Communication and collaboration 2) Critical thinking and problem solving 3) Creativity and imagination 4) Leadership and personal development.	Audio Visual Resources 1) Sentence strips 2) Wall chart 3)Recommended English textbook

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Reading: Passage on Drug use and consequences consumer Education	By the end of the lesson, pupils should be able to: i) read the passage with understanding; ii) explain the consequences of lack of consumer education; iii) answer comprehension question on the passage.	1) Pupils, at least 4 of them, read the passage (two paragraph per student) for better understanding. 2) Pupils, in small groups, discuss and explain the consequences of lack of consumer education, each group leader presents his/her points to the whole class. 3) Pupils, as individuals, answer the comprehension passage in their exercise books respectively.	1) Communication and collaboration 2) Critical thinking and problem solving 3) Leadership and personal development	Audio visual Resources 1) pictures 2) Charts 3) Recommended English textbook
	Dictation for the week	Pupils are guided to learn the following words: Infection, supreme, castigate, Severe, encounter, infer, guest, insect, burst, hectic.	For take home, pupils as individuals, look up the meaning word classes and pronunciation of the given words in a dictionary and use each word, in at least one sentence.	1) Digital literacy 2) Leadership and personal development 3) Critical thinking	Audio Visual Resources; Hard copy Dictionary Web research Online dictionary
	Writing: Expository Composition Effects of Normal and excessive use of drugs, drug use and abuse	By the end of the lesson pupils should be able to: i) define an expository essay and describe its features; ii) use findings from their research to discuss the topic or ally; iii) express themselves clearly to share information; iv) compose and write an essay on the give topic.	1) Pupils, as a class, define an expository essay and give and give description of its features as a mean of revision. 2) Pupils, in small groups, discuss the topic orally paying attention on the excessive use of drugs or drug abuse: effects, solutions to the above topic. 3) Pupils as individuals, write a sample essay on the excessive use of drug. Drug use and abuse.	1) Communication and collaboration 2) Leadership and personal development 3) Creativity and imagination 4) Citizenship	Audio visual Resources: 1) Chats on the features of expository essay 2) Flash cards 3) Pictures on drug abuse Web Resources Http://www.unock.org/df/youthnet/handbook_school-english.pdf
	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 life.	1) Pupils, as individuals, read a recommended story book /play/ poem form Ls approved book list.	1) Creativity and imagination 2) Communication and collaboration 3) Citizenship	Recommended book from LS approved booklist.
7	MID TERM ACTIVITIES				
8	Speech work: Guided speech makings-vote of thanks	By the end of the lesson learners should be able to: i) speak in public using appropriate register, ii) use the appropriate format for the speech, iii) demonstrate good speech habits of clear pronunciation , correct stress and intonation	1. Pupils, in small groups, make a vote of thanks willing themselves using appropriate register. 2. Pupils, in pairs, use the appropriate format for the speech delivered. 3. Pupils, as representatives of each group, demonstrate good speech habits with clear pronunciation, correct stress and intonation while others listen attentively	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination iv. Leadership and personal development	Audio visual Resources: Recommended English textbook Class organization Model speech

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Reading: Passage on important topics in nature	By the end of the lesson, pupils should be able to: i) read and obtain useful information from the passage.	1. Pupils, in small groups, read passage for information 2. Pupils, in small groups, discuss the information found in the passage, they also examine some other information carrying items to concretize the information read in the book 3. Pupils, as individuals, use all the information gathered to answer questions on the topic	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	Audio visual Ls recommended English textbook Newspaper clipping Maps Globe Web resources Online dictionary
	Grammar: word formation: Verbs from adjectives for example : Glad-gladden Dark-darkness Wide-widen	By the end of the lesson, learners should be able to i.) form verbs from adjectives Recognize the suffix(es) used 'en', 'ness' ii.) use the formed verb and the adjective in sentence to show their meaning and uses	1.)Pupils, in small groups, revise the meaning of adjectives and verbs 2.)Pupils in small groups, study a given passage and find the verbs formed from adjectives and identify the suffix(es) used 3.) Pupils, in pairs, compose different sentences with the verbs they form from the passage. For further studies pupils should visit https://www.study.com	i. Communication and collaboration critical ii. thinking and problem solving iii. Leadership and personal development	Audio visual Resources Charts/flash card Video clips on forming verbs from adjectives Web resources: https://www.study.com
	Dictation for the week	Pupils are to be guided to learn the following words; gratitude, truth, mood, chance, deed, toward, ability bosom, slight, annoying	For take home, pupil as individuals, look up their meanings, word classes and pronunciation of the given words in the dictionary, and use each word in at least, one sentence.	i. Communication and collaboration ii. Digital literacy	Audio visual Hard copy dictionary Web resources Online dictionary
	Writing: Technical manuals- completing an application form	By the of the lesson learners should be able to: i. identify an application form and its features (a) Bio-data (b) Personal information; ii. state the purpose of the form; iii. fill a model form appropriately.	1. Pupils, as a class, identify from a group of forms and documents an application form 2. Pupils, in pairs, list the features of the forms found. 3. Pupils in pairs fill sample forms with information provided by one member of the group.	i. Communication and collaboration ii. Leadership and personal development iii. Creativity and imagination iv. Critical thinking and problem solving	Audio visual Sample application form Charts showing features of a form Web resources
	Audio visual Sample application form Charts showing features of a form Web resources	By the end of the lesson, pupils should be able to: i. share with other pupils the story they read ii. discuss lesson learnt from the book iii. relate events in the story to their personal lives	Pupils, as individuals, read a recommended story book(play) poem from LS approved booklist	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	Recommended text from LS book list

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
9	Speech Work: Intonation practice on dialogue and conversation	By the end of the lesson, pupils should be able to: i) use intonation stress and pronounce sentences correctly; ii) engage in the give and take dialogue; iii) recognize variation of the noun to suggest understanding; iv) identify and summarize the main points.	1. Pupils, as a class, study the intonation stress symbols with their names/indicators showing on a given chart and pronounce sentences correctly. 2. Pupils, in small groups, engage in the give and take dialogue using the correct Intonation stress on a passage provided. 3. Pupils, in pairs, recognize variation of the noun to suggest understanding in the given passage. 4. Pupils, in small groups, summarize the main points in the given passage.	Embedded Core Skills i) Communication and collaboration ii) Leadership and personal development iii) Creativity and imagination iv) Critical thinking and problem solving.	Resources Audio Visual Resources: i) samples of sentences ii) charts/flash cards iii) video clip Web Resources https://www.fluentu.com/blog/educator-english/intonation-activities-teaching .
	Structure: Use of Idiomatic expressions	By the end of the lesson, pupils should be able to: i) recognize the difference between the literal use and idiomatic use of language; ii) list some idiomatic expression and their meanings; iii) use some idiomatic expression in sentences.	1. Pupils, as individuals, recognize the differences between the literal use and idiomatic use of language. 2. Pupils, as individuals in small groups list some idiomatic expressions and their meanings. 3. Pupils, in pairs, use some idiomatic expressions generated in their various groups in sentences. For further studies, pupils should visit the site below: https://www.google.com/search?q=activities+teaching+idiomatic+expression&client=ms-android	i. Communication and collaboration ii. Critical thinking and problem solving Think pair and share iii. Leadership and personal development	Audio Visual resource Flash card Chart Sentences strip Recommended English text book Web Resources https://www.google.com/search?q=activities+teaching+idiomatic+expression&client=ms-android .
	A reading passage on a dialogue (A telephone conversation)	By the end of the lesson, pupils should be able to: i) read passage with understanding; ii) role play the characteristics in the passage iii) explain the behavior of characters in the passage and predict their future.	i) Pupils, as individuals, read the given passage with understanding silently. ii) Pupils, in small groups, role play the characters in the passage using a real object (telephone) ii) Pupils, in small groups, explain the behavior of characters in the passage and predict their future.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Think pair and share iv. Leadership and personal development	Audio visual Resources Recommended English text book Picture Real object (telephone).
	Dictation for the week	Pupils are to be guided to learn the following words: Contrast, suitable, Width, tape, lullaby, approve, survey, incubator, bereave, savage, locate.	i) Pupils, as a class, recognizing the format of a dialogue and write them in their exercise books. ii) Pupils, as individuals, write a dialogue, taking note of the give and take (talk and response) pattern involved. iii) Pupils, in small groups, role play the characters in the dialogue directed by each group leaders.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Think pair and share iv. Leadership and personal development.	Audio Visual Resources: Supplementary reading Recommended English textbook

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Writing: Dialogue	By the end of the lesson, pupils should be able to: i. recognize the format of a dialogue; ii. write a dialogue taking note of the give and take (talk and response) pattern involved; role play the character in the dialogue.	i. Pupils as a whole class recognize the format of a dialogue and write them in their exercise books. ii. Pupils as individuals, write a dialogue, taking note of the give and take (talk and response) pattern involved. iii. Pupils in small group role play the characters in the dialogue directly by each group leaders.	i. Communication and collaboration ii. Critical thinking and imagination iii. Creativity and Imagination iv. Leadership and personal development	Audio visual resources i. Supplementary reader Recommended English textbook
10	Speech Work : Pronunciation practice with shifting stresses. For example: History/Historical Science/Scientific Electric/Electrical Botany/Botanical	By the end of the lesson, pupils should be able to: i) pronounce given words using the correct stress; ii) recognize the stressed and unstressed syllables. iii) generate more words having stressed and unstressed syllables.	i) Pupils, as a class, pronounce given words using the correct stresses. ii) Pupils, as small group, recognize the stressed and unstressed syllables in words on flash cards. iii) Pupils, in pairs, generate more words having stressed and unstressed syllables.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	Audio Visual Resources: Recommended English text book Chart Flash cards Web Resources https://www.education.com/
	Structure: Adverbs	By the end of the lesson learners should be able to: i) develop a definition of the role/function of adverbs; ii) recognize adverbs in sentences and distinguish them from other parts of speech; iii) recognize type of adverbs and the questions they answer; iv) construct sentences correctly with given adverbs.	i) Pupils, as a class, examine a list of sentences and label parts of speech they find in the sentences. ii) Pupils, as class, examine the position of the adverbs and the verbs they modify. iii) Pupils in small groups deliberate on these adverbs, they come up with a suitable definition for it. iv) Pupils examine a given list of adverbs and from at least 10 correct sentences from the adverbs on the list.	i. Creativity and imagination ii. Communication and collaboration iii. Leadership and personal development.	A chart showing types of adverbs Flash cards (adverbs) Web Resources; https://www.gingersoftware.com/content/grammar-rules/adverbs
	Reading: Passage on records or observable study of a particular animal, thing and so on.	By the end of the lesson, pupils should be able to: i) read and understand the passage; ii) recognize the subject matter of the passage; iii) extract the necessary information from the passage; iv) answer questions on the passage correctly.	i) Pupils as individuals, read the passage silently. ii) Pupils, in small groups, come together to deduce the subject matter of the passage. iii) Pupils, in small groups, extract all necessary information from the passage. iv) Pupils, as individuals, answer correctly, questions given.	i. Communication and collaboration ii. Creativity and imagination iii. Citizenship iv. Critical thinking and problem solving	LS recommended English text book.
	Dictation for the week	Pupils are guided to learn the following words; Aware, notice, concern, regard, watch, thought, attention, adhere, happen, change.	For take home, pupils as individuals, look up the meaning word classes and pronunciation of the given words in a dictionary and use each word in at least one sentences	i. Communication and collaboration ii. Digital literacy	Audio Visual Hard copy dictionary Web Resources; Online dictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Writing: Recording observations	By the end of the lesson, pupils should be able to: i) observe a process (an animal, insect, object, food) using all senses; ii) take notes of what they observe; iii) write down their notes into well organized paragraph with a labeled drawing.	i) Pupils, in small groups, choose from an array, one observation task. Can animal give birth, food preparation, insects feeding and interaction, flowers blooming etc). ii) Pupils, as individuals, members of a group, take notes of what they have observed. iii) Pupils, in small groups, present a well paragraphed report for evaluation by the whole class.	i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and personal development.	A project or various video clips Some items to be observed.

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UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 6 THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	SPEECH WORK: Review-pronunciation practice on bi and poly-syllabic words. For example: pilot, dentist, forest, building (bi-syllabic) and harmonica, photography, democracy, miscible (poly-syllabic).	By the end of the lesson, learners should be able to; i) identify bi and poly-syllabic words ii) put stress on the right syllable; iii) identify the stressed and unstressed syllables; iv) pronounce the words correctly.	i) Pupils as a class, identify bi and poly-syllabic words on the flash cards. ii) Pupils, in pairs, put stress on the right syllable. iii) Pupils, in small groups, identify the stressed and unstressed syllables they formulate. iv) Pupils, as individuals, pronounce the words they formulate correctly. v) For further studies pupils visit the site below.	i) Critical thinking ii) Creativity and imagination iii) Communication and collaboration iv) Leadership and personal development.	Audio visual Resources: i) Charts ii) Projector iii) Flash cards Web Resources.
	Structure: Review of direct and indirect speech	By the end of the lesson, pupils should be able to: i) use direct and indirect speech orally and in writing. ii) change direct speech to indirect speech effectively iii) change indirect speech to direct speech effectively iv) recognize and explain the changes that take place.	i) Pupils, in pairs, converse. Each member reports what the other member says and then puts it in writing as a direct speech. ii) Pupils exchange notes and change the sentences from direct speech to indirect. iii) Pupils, as a class, examine some of these sentences and brainstorm on the changes they see. For further studies pupils should visit www.teachingenglish.org.uk/blogs	i) Communication and collaboration ii) Imagination and creativity iii) Digital literacy iv) Leadership and personal development	Audio Visual i) LS recommended English text book ii) Smart boards Web resources www.teachingenglish.org.uk/blogs
	Comprehension: passage on UNICEF, NAFDAC or any other consumer protection agencies	By the end of the lesson, learners should be able to: i) read and understand the passage ii) extract information from the passage; a) full name of said agency b) function of said agency c) date of establishment of said agency and so on. answer comprehension questions on the passage.	i) Pupils, as individuals, read the passage silently. ii) Pupils, as individuals, write out important information about the passage read. iii) Pupils as individuals, answer the given questions. iv) Pupils as a whole class partake in evaluation of the answers.	i) Leadership and personal development ii) Critical thinking and problem solving iii) Citizenship iv) Communication and collaboration	Audio Visual LS English text book Web resources Online dictionary
	Dictation for the week	Pupils should be guided to learn the following words: Rights, exploitation, law, awareness, package, present, consumer, act, share, assessing.	For home study, pupils, as individuals, look up the meanings word classes and pronunciation of the given words in the dictionary and use each word in at least a sentences.	i) Critical thinking and problem solving ii) Digital literacy iii) Leadership and personal development	Audio visual Hard copy dictionary Web resources Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Working: Pictures story (concept of points)	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i) identify the features/content of pictures or graphics; ii) locate the information from the pictures graphics; iii) write down the information in well-organized paragraphs. 	<ul style="list-style-type: none"> i) Pupils, in small groups, pick two pairs of pictures to review. ii) Pupils, in small groups, brainstorm to find the central theme of the picture or graphic. iii) Pupils, in small groups, make a detailed outline of all the information deduced from the picture or graphic. iv) Pupils as individuals present well paragraph essay on the information collected from the picture for the class to evaluate. 	<ul style="list-style-type: none"> i) Communication and collaboration ii) Digital literacy 	Audio visual <ul style="list-style-type: none"> i) Printed pictures or graphics ii) Projector to display picture during individuals presentation
2	Speech work: Expressing wishes and supposition for example: I wish I was in Ibadan I wish I had bicycle I were rich, I would give every beggar some money	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. express wishes and suppositions clearly and correctly; ii. use the correct speech rhythm for both; give as many examples as possible orally. 	<ul style="list-style-type: none"> i. Pupils as individuals, make a wish and suppositions clearly and correctly in the classroom. ii. Pupils, in small groups, use the correct speech rhythm for wishes and suppositions. iii. Pupils, in various groups, give as many examples as they can orally. 	<ul style="list-style-type: none"> i. Communication and collaboration creativity and imagination ii. Critical thinking and problem solving iii. Leadership and personal development 	Audio visual resources <ul style="list-style-type: none"> i. Recommended English textbook Chart
	Structure: Further practice on comparison of Adverbs	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. recognize the positive, comparative and superlative degrees of regular adverbs; ii. recognize the position, comparative and superlative degrees (forms) of the irregular adverbs; distinguish the two types of adverbs in comparison. 	<ul style="list-style-type: none"> i. Pupils, as a class, look through a long list of adverbs at try to differentiate them into three groups: POSITIVE, COMPARATIVE, SUPERLATIVE ii. Pupils, in small groups, label adverbs as comparative, superlative in given sentences iii. Pupils, as individuals, organize a list of adverbs into regular and irregular <p>For further studies learners should visit</p>	<ul style="list-style-type: none"> i. Collaboration and communication ii. Creativity and imagination iii. Leadership and personal development 	Audio visual <ul style="list-style-type: none"> i. Flashcard ii. Sentence strips iii. Chart of regular and irregular adverbs iv. Web resources: https://www.gingersoftware.com/content/grammar-rules/adverbs/
	Comprehension: A biography	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. read the passage with understanding; ii. identify the features and organization of the passage; iii. locate information from the passage; provide answers to the questions attached to the passage. 	<ul style="list-style-type: none"> i. Pupils, in small groups, study the passage. ii. Pupils, in small groups, identify the features and organization of the passage. iii. Pupils, in small groups, locate information from the passage iv. Pupils, as individuals, provide answers to the questions attached to the passage. 	<ul style="list-style-type: none"> i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving 	Audio visual <ul style="list-style-type: none"> Recommended English text book
	Dictation of the week	Learners should be able to spell correctly the following words Groan, together, shoulder, view, squeeze, deflate, huge, draft, final, panic	For home study, pupils as individuals, look up the meaning word classes and pronunciation of the given word in the dictionary and use each word in at least a sentence.	<ul style="list-style-type: none"> i. Digital literacy ii. Leadership and personal development iii. Critical thinking and problem solving 	Audio visual <ul style="list-style-type: none"> i. Hard copy dictionary ii. Web resources Online resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Writing: A biography	By the end of the lesson pupils should be able to: i. explain what biography is; ii. describe a person or thing so that everybody will readily recognize him or it; write a well paragraphed biography on any given person or thing.	i. Pupils, as a class, brainstorm on the possible meaning of BIOGRAPHY. ii. Pupils, in small groups, come out one after the other to talk about a member of the group without mentioning the person's name, other member of the group try to mention which member is being talked about. iii. Pupils, as individuals, write a biography about any person they chose and bring the essay to the class for evaluation.	i. Communication and collaboration ii. Creativity and imagination iii. Critical thinking and problem solving iv. Leadership and personal development	Audio visual i. Audio tapes ii. Extracts from biographies iii. Web resources: https://www.writingbiography.ashford.edu/
	Speech work: Giving Formal speeches – valedictory speech	By the end of the lesson, pupils should be able to i. speak in public using the appropriate registers; ii. use the appropriate format in speech making; iii. express themselves orally using correct stress and intonation; demonstrate good speech habits to clear pronunciation.	i. Pupils in pairs give a valedictory speech in the classroom using the appropriate registers. ii. Pupils, in small groups, use the appropriate format in speech making. iii. Pupils, in small groups, express themselves orally using correct stress and intonation delivering the speech. iv. Representatives of each small groups demonstrate good speech habit to clear pronunciation while others listen kindly for critique.	i. Communication and collaboration ii. Creativity and imagination iii. Critical thinking and problems solving iv. Leadership and personal development	Audio visual resources i. Recommended English text book ii. Supplementary reader iii. Pictures
	Structure: Main clause with modal 'if' for example if I am lazy , my mother will be angry	By the end of the lesson, pupils should be able to: i. recognized the conditional clause with modal 'if' in sentences; ii. identify the main clause and subordinate (conditional) clause; give their own example of the clause using them in sentences.	i. Pupils as a whole class, recognize the conditional clause with modal 'if' in sentences. ii. Pupils, in pairs identify the main clause and the subordinate (conditional) clause in a given sentence. iii Pupils as individuals in small group, give their own examples of the clause in sentences respectively.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Creativity and imagination	Audio visual Resources: i. Sentence strip ii. Chart iii. Pictures iv. Recommended English textbook Flash cards
	Comprehension: Passage on Graduation/Prize Giving Day/Valedictory Day	By the end of the lesson, pupils should be able to: i. read the passage with understanding ; ii. obtain useful information from the passage; iii. share information with others; answer questions on the passage.	i. Pupils, as a class, read the given passage silently for better understanding. ii. Pupils, as individuals obtain useful information from the passage. iii. Pupils in small group share information they gathered with others. iv. Pupil sin small groups proper answers to the questions raised from the passage, each leader read their group answers aloud for critique.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Creativity and imagination	Audio visual resources i. Recommended English textbook ii. Supplementary reader iii. Pictures iv. Dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	Pupils should be guided to learn the following words embezzlement, obituary, ovulation, phobia, valedictory, politics, enlarge, germ, public, brutal	For home study, pupils as individuals look up the meaning of words, classes and pronunciation of the given words in the dictionary and use each word in at least a sentence.	i. Critical thinking and problem solving ii. Digital literacy iii. Leadership and personal development	Audio visual i. Resources ii. Resources iii. Hardcopy iv. Dictionary v. Web resources Online dictionary
	Writing: Valedictory Speech	By the end of the lesson, pupils should be able to i. recognize the features of a speech for example: topic, introduction, body (the main point) and the conclusion; ii. write an outline of their ideas; develop the outline (draft) into a good speech putting the features into consideration.	i. Pupils as a class, recognize the features of a speech ii. Pupils, as individuals, write an outline of their ideas. iii. Pupils in small group develop the outline (drafted) into a good speech putting the features into consideration.	i. Communication and the collaboration ii. Critical thinking and problem solving iii. Creativity and imagination iv. Leadership and personal development	Audio visual resources I. Recommended English textbook Modal speech
	Supplementary reading	By the end of the lesson, pupils should be able to i. share with others the story they read; ii. discuss lesson learnt from the book; related event in the story to their personal lives.	Pupils, as individuals, read a recommended story book/play/poem from Ls approved booklist.	i. Communication and collaboration ii. Leadership and personal development iii. Citizenship iv. Critical thinking and problem solving	Audio visual resources I. Flash cards Lagos state recommended literature text
	Speech work: Oral comprehension on 'Myself'	By the end of the lesson, pupils should be able to: i. introduce themselves appropriately; ii. speak about themselves giving the appropriate information; iii. use the correct intonation, stress and rhythm pattern in expression	i. Pupils, in pairs, introduce themselves to each other. ii. Pupils, as individuals, in their group give appropriate information about themselves. iii. Pupils, as a class, in their various groups use the correct intonation, stress and rhythm pattern in expressing themselves. Click on the link for further studies i. https://byjus.com/class-i-myself-essay/ ii. https://www.topper.com/guide/essay/essay-on-myself	i. Communication and collaboration ii. Leadership and personal development iii. Creativity and imagination iv. Digital literacy	Recommended English textbook Web resources https://bookpage2.com/blog/teacher-guide-comprehensionstrategies-lesson-plans/ https://www.readingrockets.org/article/strategies-promote-comprehension
	Structures: Intensifiers; for example very, so too, quite, greatly, really	By the end of the lesson, pupils should be able to: i. explain what intensifiers are; ii. identify intensifiers; iii. formulate a meaningful sentences using the intensifiers correctly.	i. Pupils, as a class, explain what intensifiers are and their uses ii. Pupils, in small groups, study a given passage, identify the intensifiers therein. iii. Pupils, in small groups, formulate meaningful sentences using the intensifiers correctly.	i. Communication and collaboration ii. Creativity and imagination iii. Leadership and personal development	Audio visual i. Resources: recommended English textbook ii. Flash cards iii. Pictures Web resources https://www.google.com/search?q=tourism&source=chrome&sourceid=chrome&me-mobile&ie=UTF-8

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Reading: Autobiography	By the end of the lesson, pupils should be able to: Read the passage with understanding; i. identify the features and organization of the passage; ii. locate information from the passage; iii. provide answers to the questions raised from the passage.	i. Pupils collectively share ideas on their understanding about the passage given. ii. Pupils in small groups study the given passage and identify the features and organization of the passage. iii. Pupils, in small groups, locate information from the passage. iv. Pupils, in small groups, provide answers to the questions that follow the passage, each group leaders takes a turn to present their group work to the whole class for critique.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	i. Audio visual ii. Resources iii. Hard copy iv. Dictionary v. Web resources Online dictionary
	Dictation for the week	Pupils are to be guided to learn the following words: Livestock, nursery, stream, shelter, harvest, implement, diagram substances, allocate, evidence	For the home study, pupils as individuals look up the meaning, word classes and pronunciation of the given words in the dictionary and use each word in at least a sentence.	i. Critical thinking ii. Leadership and personal development	Audio visual resources i. Recommended English textbook ii. A computer with internet facility iii. Mobile phones iv. Web resources Writing + email and 09=writing + email
	Writing: An auto-Biography	By the end of the lesson, pupils are to be able to: i. explain autobiography; ii. observe closely the structures and content of an auto-biography; iii. write their own life history.	i. Pupils, in small groups, discuss the meaning of auto-biography and come with a definition. ii. Pupils, in small groups, examine two auto-biographies each and observe the outline and structure. iii. Pupils, as individuals, write their own life story and bring to class for evaluation.	i. Leadership and personal development ii. Communication and collaboration iii. Critical thinking	Audio visual Newspaper clippings of auto-biography
5	Speech work: speaking at interview	By the end of the lesson, pupils should be able to: i) express themselves clearly during the stimulated interviews; ii) identify the important of good morals and behavior pattern at an interviews; iii) answer simple questions at stimulated interview fluently; iv) participate in class drama on interview.	i) Pupils, as individuals expresses themselves clearly during the stimulated interviews. ii) Pupils, as small group, identify the importance of good morals and behavior pattern at interview iii) Pupils within their answer simple questions at stimulated interview fluently. iv) Pupils, representing each small group, role play in class drama on interview.	i) Communication and collaboration ii) Critical thinking and problem solving ii) Creativity imagination iii) Leadership and personal development	Audio visual resources i) Forms filled by pupils before interview ii) Recommended English text book Web resources

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
	Structure: Use of English (preposition of place)	By the end of the lesson, pupils should be able to: i. recognize when each preposition is used; Search for more examples of sentence on web.	i) Pupils, as a class, recognize the prepositions in the supplementary reader presented to the class. ii) Pupils, in small groups, use the prepositions of place on the flash card in making sentences correctly. iii) For further studies pupils visit the web site below; https://www.google.com/search?q=preposition+meaning+and+example&09=prepositions=chrome.1-69i57j013.31536j0j4&client=mobile&i.e=UTF	i) Communication and collaboration ii) Critical thinking and problem solving iii) Digital literacy iv) Leadership and personal development	Audio visual resources i) Recommended English text book ii) supplementary reader iii) pictures iv) hard copy dictionary web resources https://www.google.com/search?q=preposition+meaning+and+example&09=prepositions=chrome.1-69i57j013.31536j0j4&client=mobile&i.e=UTF
	Reading: A passage on job interview	By the end of the lesson, pupils should be able to: i) read the passage with understanding; ii) obtain useful information from the passage; iii) answer questions on the passage.	i) Pupils, as a class, read the passage silently for better understanding of the message therein ii) Pupils, as individuals, obtain useful information from the passage. iii) Pupils, in small groups, share information they gathered with others iv) Pupils, in small groups, proffer answers to the questions raised from the passage, each leader read their answer aloud for criticism.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Leadership and personal development iv) Creativity and imagination.	Audio Visual Resources: i) Recommended English textbook ii) Pictures iii) Supplementary reader iv) Dictionary.
	Dictation for the week	Pupils should be guided to learn the following words; encounter, seizure, slavery, puppy, bulldozer, request, bonus, channel, dial, and recharge.	For home study, pupils as individuals, look up the meaning of words, classes and pronunciation of the given words in the dictionary and use each word, in at least, a sentence.	i) Critical thinking and problem solving ii) Digital literacy iii) Leadership and personal development	Audio visual resources Hard copy Dictionary Web resources Online dictionary
	Writing: Further practice on informal letter	By the end of the lesson, pupils should be able to: i) define an informal literacy; ii) state categories of people, we write an informal letter to orally; iii) write an informal letter correctly.	i) Pupils, as a class, define informal letter. ii) Pupils, in pairs, state categories of people we write informal letter to. iii) Pupils, as individuals, write informal letter correctly. iv) For further studies, pupils should visit the site below: https://www.readingrockets.org/article/introduction-letter-writing	i) Communication and collaboration ii) Critical thinking and problem solving iii) Creativity and imagination iv) Digital literacy	Audio visual i) Recommended English textbook ii) A suitable guide in informal format iii) A sample letter Web Resources https://www.readingrockets.org/article/introduction-letter-writing
6	Reading: Passage on Tourism	By the end of the lesson, pupils should be able to: i. read the passage with understanding; ii. recognize the purpose of reading the passage iii. identify the main ideas in passage; iv. answer questions on the passage.	i. Pupils, as individuals, read the passage silently for better understanding. ii. Pupils, in small groups, recognize the purpose of reading the passage. iii. Pupils, as in small groups, identify the main ideas in passage. iv. Pupils, in small groups, proffer answer to questions raised in the passage, each leader present their answers.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination iv. Leadership and personal development	Audio visual i. Resources: recommended English Textbook ii. Flash cards iii. Pictures Web resources https://www.google.com/search?q=tourism&09=chrome.1-69i57.8934j0j4&client=s-android-techno&sourceid=chrome-mobile&i.e=UTF-8

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Dictation for the week	Pupils are guided to learn the following words; Epidemic, obsession, bully, bungalow, steward, recall, select, reward, embrace, digital	For take home, pupils as individuals, look up the meaning, words classes and pronunciation of the given words in the dictionary and use each word, in at least, one sentence	i. Communication and collaboration ii. Digital literacy	i. Audio visual ii. Resources iii. Hard copy iv. Dictionary v. Web resources Online dictionary
	Writing: E-mail and Text message	By the end of the lesson, pupils should be able to: i. identify what essential and non essential are; ii. prepare e-mail and text message; send e-mail and text message.	i. Pupils, as a classes, identify what essentials and non essentials are. ii. Pupils, in small groups, prepare e-mail and text messages, each group leaders, present theirs to the whole class. iii. Pupils, as small groups, use android phone to send email and text messages to their class teachers.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship iv. Leadership and personal development	Audio visual resources i. Recommended English textbook ii. A computer with internet facility iii. Mobile phones iv. Web resources Writing + email and 09=writing + email
7	Midterm activity				
8-11	General Revision	General Revision			
12	Examination	Examination			

ACHIEVEMENT STANDARDS.

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

- describe English sounds and pronounce English words accurately;
- apply appropriate stress and intonations on words and statement to convey meaningful messages;
- discuss word formation in relation to synonyms and antonyms;
- use words associated with transportation in appropriate context;
- construct well developed paragraphs which includes main ideas and supporting idea;
- convert direct speech to reported speech;
- pronounced words distinctively by contrasting pairs of sounds in sentences;
- increase their vocabulary capacities.

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