



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-modals-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

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	(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/4th-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+%2C+possibility+%2C+permission&dq=dialogue+on+practice+in+excuses+%2C+possibility+%2C+permission&aq=chrome_69i57j33.61538j1j4&client=ms-android-agold&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

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(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/fourth-grade/poetry-writing https://www.createdbymrhughes.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 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 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	

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	(b) 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/skimming-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/

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	(b) Structure: complete sentences with 'Can or May'	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> explain the uses of 'can' and 'may'; compare contextual use of 'can' and 'may'; complete sentences with 'can' and 'may'. 	<ol style="list-style-type: none"> Pupils, as a class, discuss the uses of can and may in sentences. Pupils, in pairs, compare 'can' and 'may' in different contexts. Pupils, as individuals, complete questions on the use of 'can and may'. Pupils use 'can and may' in different sentences of their own. provided. 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving skills. 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended English textbook Flash cards on the use of can and may Flip chat on Can and may <p>Web Resource https://www.lexico.com/grammar/can-or-may</p>
	(c) Reading To Find Main Point: vocabulary & 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 specific information; extract new words from the passage. 	<ol style="list-style-type: none"> Pupils, as a class, read 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 list the new words in the passage 	<ol style="list-style-type: none"> Critical Thinking and Problem solving Communication and Collaboration Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES</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>
	(d) Grammar: Making sentences from the table.	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> construct sentences from the table; draw, copy, and complete the sentence in the table; 	<ol style="list-style-type: none"> Pupils, in small groups, work together to construct new sentences from the table. Pupils, as individuals, complete the table. Each pupil draws the table and completes the sentences. 	<ol style="list-style-type: none"> Communication and collaboration Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended Textbook on English Chart of the table
	(e) Writing: A poem	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> describe a poem; classify the poems; compose a poem; recite a poem; 	<ol style="list-style-type: none"> Pupils, as a class, describe what a poem. Pupils, in small groups, classify poems into their types. Pupils, in pairs compose a poem. Pupils, in pairs, recite their poems. 	<ol style="list-style-type: none"> Communication and collaboration Leadership and personal development creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> audio tape Chart on the classification of poems. <p>Web resource https://www.scholastic.com/teachers/teaching-articles/lesson/kid-poem-how-to-introduce-poetry-intro-elementary-school-1</p>
	(f) Dictation: 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 write the meaning of new words in the passage. construct sentences with these words. write down dictated words. 	<ol style="list-style-type: none"> Pupils, as a class, pick the new words from the passage read. Pupils, in small groups, find the meaning of the new words. Each pupil constructs new sentences from the words. Pupils, as individuals, write down dictated words. 	<ol style="list-style-type: none"> Critical thinking and problem solving Communication and collaboration Leadership and Personal development Creativity and imagination. 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended book Dictionary Flip charts of new words from the passage.

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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.

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	(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/ /a/ and /a:/	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 /a: /.	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/

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	(d) Grammar: Aural discrimination /v and /v/	<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 'tab' 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 /v/ and /v/. 	<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://rachelsenglish.com/english-pronounce-t-v-consonants/</p>
	(e) Writing: Descriptive passage on good morals	<p>By the end of the lesson, pupils should be able to:</p> <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 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text book Pictures showing good morals Video clip on good morals. <p>Web Resource. https://www.google.com/amp/s/www.teachingbanyan.com/10-lines/10-lines-on-moral-values/</p>
	(f) Dictation: 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"> 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 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text book. Flash cards Oxford dictionary
	(a)Speech Work: Reading descriptive passage on good morals	<p>By the end of the lesson, pupils should be able to:</p> <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 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Pictures on good morals Flash cards on words associated with good morals <p>Web Resource. https://www.google.com/amp/s/www.teachingbanyan.com/paragraph/paragraphs-on-moral-values/</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Reading: Comprehension and Vocabulary	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> understand and analyze the passage; differentiate between main ideas and supporting ideas in the passage; recognize new words that signal details, illustrations and examples in the passage 	<ol style="list-style-type: none"> Pupils, as a class, analyze the passage after reading. Pupils pair up to highlight main ideas leaving out supporting ideas in a given text. Pupils, as a class, contrast between the main ideas and supporting ideas. Students while reading the passage stop midway to predict expected events in the passage and pick out new words. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal development Creativity and imagination Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text Flash card Oxford dictionary <p>Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/dd369.pdf</p>
	(c) Structure: Fill in the gaps	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> choose appropriate words from a given list; fill in the gap in sentences to make the sentences meaningful. 	<ol style="list-style-type: none"> Pupils, as a class, think of the most appropriate words to fill in the gaps. Each pupil fill in the gaps in sentences with the appropriate words from a list. 	<ol style="list-style-type: none"> Creativity and Imagination. Critical thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> flash Cards Recommended text book
	(d) Grammar: Study the sentences with the teacher and make similar sentences with the teacher.	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> describe sentence types according to functions; compare and contrast different sentences according to their functions; make similar sentences with the sentences types. 	<ol style="list-style-type: none"> Pupils, as a class, describe the sentence types according to the function they perform. Pupils, in small groups, compare and contrast sentences Pupils, in pairs, make similar sentences with the sentences type. 	<ol style="list-style-type: none"> Creativity and Imagination Communication and Collaboration Leadership and Personal Development. 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart of sentence types Flash Cards of sentences <p>Web Resource https://edubirdie.com/blog/4-types-of-sentences#:~:text=The%20types%20of%20sentences%20are%3A%20declarative%20(statement)%2C%20word%20essay%22%20on%20our%20site.</p>
	(e) Writing: Composition about my family	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> describe the essential characteristics of their family; assess each member of their family noting their roles and characters; write a composition on 'my family' 	<ol style="list-style-type: none"> Pupils, as a class, describe the characteristics of a family. Pupils, in small groups, assess each member in a family noting their roles and characters. Pupils write a composition on 'my family'. 	<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"> Video clip of a family. Pictures showing a family tree. Charts highlighting roles in the family <p>Web resource. https://byjus.com/class-1-mu-family-essay/</p>
	(f) Dictation: 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"> Critical thinking and problem solving communication and collaboration Leadership and Personal development Creativity and imagination. 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text book Dictionary Flip charts of new words from the passage.

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	(g)Supplementary Reading	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> share with other pupils the story read; discuss lessons learnt from the book; relate events in the story to their personal lives; 	<ol style="list-style-type: none"> Each pupil reads a recommended storybook/play/poem from Lagos State approved book list Each pupil discusses the main idea of the story. Pupils in small groups share information from the story. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story. 	<ol style="list-style-type: none"> Communication and Collaboration. Creativity and Imagination Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended story/play/poem
10	(a)Speech Work: Description travelling by Air, sea and road	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> describe words associated with air, water and road; transport; use the words in sentences of their own; practice skimming for idea in a passage; orally use the words in speech. 	<ol style="list-style-type: none"> Pupils, as a class, describe words associated with air, water and road transport. Pupils pair up to use the words in sentences of their own. Pupils, in small groups, skim for ideas in the passage given. Pupils, as individuals, use the words orally in class and write them down. 	<ol style="list-style-type: none"> Creativity and Imagination Communication and Collaboration Leadership and Personal development 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart of the different means of travelling Pictures of the different means of travelling <p>Web Resource https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-50153.php</p>
	(b) Reading comprehension: Vocabulary	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> analyze the passage; differentiate between main ideas and supporting ideas in the passage, recognize new words that signal details/ illustrations and examples in the 	<ol style="list-style-type: none"> Pupils, as a class, analyze the passage after reading the passage. Pupils, in pairs, highlight main ideas leaving out supporting ideas in a given text. Pupils while reading the passage stop midway to predict expected events in the passage and also pick out new words. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal development Creativity and imagination Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Recommended text Flash card Oxford dictionary <p>Web Resource https://www.lakeshorelearning.com/assets/media/product_guides/d369.pdf</p>
	(c) Structure: Present past perfect and past continuous tense	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> list verbs that are used to express the present, past and continuous tenses; use appropriate tenses in sentences; classify tenses of sentences used in a given passage; interpret actions in sentences according to the time of action(tense). 	<ol style="list-style-type: none"> Pupils, as a class, list the verbs that are used to express the present, the past and continuous tense. Pupils, as a small, use the tenses in sentences. Pupils, in pairs, study a short passage with the aim to classify the sentences into tenses. Pupils, in small groups, interpret actions in the given sentences according to tenses. Pupils in pairs dramatize the actions in the sentences. 	<ol style="list-style-type: none"> Creativity and Imagination Communication and Collaboration Critical Thinking and Problem solving Leadership and Personal Development. 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts pictures on tenses Flash cards <p>Web resource https://www.toppr.com/guides/english/tenses/introduction-to-tenses/</p>

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 us 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://kidskonnnect.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.successstories.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 'sauce' 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 /ɪ:/. 	<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.englishbites.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.successcds.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, assess 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				
13	EXAMINATION				