



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 4 THIRD TERM

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| 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 feature of an informal letter ii. Informal letters written on a chart Web Resource: https://www.perfectyourengish.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/@adv.nupur.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.enchantedlearning.com/grammar/partsofspeech/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 |

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| | (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://nailjastories.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 Audiotape of the two sounds. https://examples.yourdictionary.com/diphthong-examples.html https://youtu.be/XSOVfpapsxa |
| | (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> |

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| | (e)Writing: Giving an account of visits to place of interest e.g local market, supermarket, idanre hills | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. |
| | (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"> 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; | <ol style="list-style-type: none"> 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. |
| | (g)Supplementary Reading | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. |
| 4 | ((a)Speech Work: Aural discrimination /a:/ and /i:/ | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> i. recognize the sounds by pronouncing its sound in words; ii. distinguish between the sound /a:/ in bar and /i:/ 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. | <ol style="list-style-type: none"> 1. 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. |
| | (b)Structure: Giving an account of visits to place of interest e.g tourist attraction, hospital, court of law | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 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. <p>You can read more on the topic by visiting: https://www.englishfor2day.com/article/paragraph/778</p> | <ol style="list-style-type: none"> 1. 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 of interest they have been. |

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| | (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.mob/i/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 /ʌ/ 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/sonsonant-wrap-up/ |

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| <p>(b) Structure: Descriptive passage: My visit to Lagos University Teaching Hospital</p> | <p>By the end of the lesson pupils should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> i. Communication and collaboration ii. Leadership and Personal Development iii. Creativity and imagination |
| <p>(c) Reading: teaching of new words spellings (Comprehension)</p> | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> i. understand and analyze the passage; ii. differentiate between main ideas and supporting ideas in the passage; iii. recognize new words that signal details/ illustrators and examples in the passage | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Communication and Collaboration ii. Leadership and Personal development iii. Creativity and imagination iv. Critical Thinking and Problem Solving |
| <p>(d) Grammar: Write or copy their own composition from the substitution table, use punctuation marks, use link words</p> | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> i. use the substitution table, punctuation marks and linking words to write a good composition.. | <ol style="list-style-type: none"> i. Each pupil writes their own compositions using the table. | <ol style="list-style-type: none"> i. Creativity and Imagination |
| <p>(e) Writing: study the words and make sentences with them</p> | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Creativity and Imagination ii. Communication and Collaboration iii. Critical Thinking and Problem Solving |
| <p>(f) Dictation: Selected words from the passage read</p> | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> i. combine letters together to form words; ii. construct new words and sentences. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Critical thinking and problem solving ii. Communication and collaboration. |

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| 6 | (a)Speech Work: Aural discrimination (Vowels) /i/ as in bud and /i:/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 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/minimal-pairs-i-y.html 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/d3389.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/parts_of_speech/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 |

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| | (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"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and Personal development iv. Creativity and imagination. |
| | (g) Supplementary Reading | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Communication and Collaboration. ii. Creativity and Imagination iii. Critical Thinking and Problem Solving |
| 7 | MID TERM BREAK | | | |
| 8 | (a) Speech Work: Aural Discrimination /t/ tin and /θ/ thin | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> i. Critical thinking and problem solving ii. Communication and collaboration. iii. Creativity and imagination |
| | (b) Reading: Vocabulary and Oral and Written Comprehension | <p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> i. Critical Thinking and Problem solving ii. Communication and Collaboration iii. Leadership and Personal Development |
| | (c) Structure: construct sentences with consonants | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> i. construct sentences using the consonant sounds; ii. identify consonant sounds in specific passages and sentences. | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> i. Communication and Collaboration ii. Creativity and Collaboration |

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| | (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 |
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| | (d) Grammar: Study the sentences with the teacher and make similar sentences with the teacher. | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> understand sentence formations; study how sentences are constructed; make similar sentences from the examples. | <ol style="list-style-type: none"> Pupils, as a class, brainstorm on how sentences are formed. Pupils, in small groups, study sentences construction. Each pupil writes new sentences. | <ol style="list-style-type: none"> Creativity and imagination Critical thinking and Problem solving Communication and Collaboration |
| | (e) Writing: Composition about My family, My school | <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 school; discuss about their schools; write a composition on my school. <p>You can read more on this by visiting https://www.toppr.com/guides/essays/essay-on-my-school/</p> | <ol style="list-style-type: none"> Pupils, as a class, describe the characteristic of a school. Pupils, in small groups, discuss about their school. Individual pupils write compositions on "My school". | <ol style="list-style-type: none"> Creativity and Imagination. Communication and Collaboration Critical Thinking and Problem Solving |
| | (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"> combine letters together to form words; construct new words and sentences. | <ol style="list-style-type: none"> Each pupil thinking 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. |
| | (g)Supplementary | <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"> Pupils, as individuals, read a recommended story/play/poem. Pupils, in small groups, discuss lessons learnt with themselves. Pupils, in pairs, relate the experience to the story to each other. | <ol style="list-style-type: none"> Communication and Collaboration. Creativity and Imagination Critical Thinking and Problem Solving |
| 10 | (a)Speech Work: Articles determiners. | <p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> discuss articles (determiners); examine the uses of determiners; use the articles in sentences. | <ol style="list-style-type: none"> Pupils, as a class, discuss what articles are. Pupils, in small groups, critically examine the uses of articles in sentences. Pupils, in pairs, use these articles in sentences. | <ol style="list-style-type: none"> Creativity and Imagination. Communication and Collaboration critical thinking and problem Solving |
| | (b) Reading comprehension: Vocabulary and 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 |

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
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| | (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 an 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.speechactive.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.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 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 recommended 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.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. 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 on new words. ii. Oxford dictionary |
| 12 | Revision and Examination | | | | |
| 13 | | | | | |

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.