



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

**ENGLISH STUDIES
PRIMARY ONE FIRST TERM**

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

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

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

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

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

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	words e.g. Ex, to, my, do etc...	i. blend sounds to form one syllable words; ii. recognize words that end with same letter sounds; iii. identify rhyming words; iv. compose/ recite poems, rhymes and identify rhymes in the poems.	by blending letter sounds. ii. Pupils are guided, in small groups, to identify words that end with the same sounds. iii. Pupils, as a class, listen to sentences and clap to each syllable in a word (e.g. Mas-ter, ri-ver) syllables in speech iv. Pupils, in pairs, recite poems rhythmically.	imagination iii. Critical thinking and problem solving	ii. Audio Tape iii. Tape Recorder iv. Listening Game WEB RESOURCES www.english-for-students.com/One-Syllable-Words.html
	Structure: The articles "a" and "an" e.g. This is an orange etc...	By the end of the lesson, pupils should be able to: i. identify articles 'a' and 'an'; ii. explain when to use article 'a' or 'an'; iii. construct sentences with article 'a' or 'an'.	i. Pupils, as a class, recognize the use of articles on a displayed chart. ii. Pupils, in pairs, differentiate between the use of articles 'a' and 'an' and match objects that require articles 'a' or 'an' appropriately; iii. Each pupil uses articles 'a' and 'an' in sentences	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Objects in classroom ii. and compound iii. Chart/flash cards iv. Picture books WEB RESOURCES https://dictionary.cambridge.org/2015/08/19/a-an-and-the-how-to-use-articles-in-English/amp/
	Vocabulary: New words identification of objects in the Classroom and compound	By the end of the lesson, pupils should be able to: i. list objects in their classroom; ii. relate words to the objects;	i. Pupils, as a class, name the objects in their class; ii. Pupils, in pairs, match words to objects; iii. Each pupil uses	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Classroom/ school compound ii. Flash books iii. Pictures

		ii. construct sentences with the words.	the words in sentences.		iv. Dictionaries WEB RESOURCES www.myenglisheachher.eel > blog www.english-learn-online.com
	Writing: Describe an object (bird, dog etc.)	By the end of the lesson, pupils should be able to: i. use appropriate descriptive words ii. differentiate features of an object iii. state the features of an object; iv. describe an object accordingly; v. write 5 sentences on an object.	i. Pupils, as a class, are guided to identify features of descriptive composition. ii. Pupils, in small group, mention the attributes of an identified object. iii. Pupils pair up to describe an object. iv. Each pupil writes five sentences on the object.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES i. Chart/flash containing pictures ii. Real object WEB RESOURCES https://www.readingrockets.org/strategies/descriptive/writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2
	Supplementary reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lessons learnt from the book; iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. Pupils as a group discuss the lessons learnt from the reading and share with the class. Each pupil shares an event in the story and relates it to an event at home.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Critical thinking and problem solving	Recommended story book.
4	Phonics: Build	By the end of the	i. Pupils, as a class,	i. Communication	AUDIO VISUAL

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	rhyming word families	By the end of the lesson, the pupils should be able to: i. recite rhyming words and songs from the text; ii. identify letter sounds in words and rhymes; iii. recognize rhyming words from given words and text; iv. build rhyming word families.	i. sing songs and recite rhymes after an audio player. ii. Pupils are guided, in small groups, reproduce sounds of rhyming words in songs and rhymes. iii. Each pupil matches rhyming words to given words. iv. Pupils, in pairs build families of words that rhyme.	and collaboration i. Leadership and personal development ii. Critical thinking and problem-solving	RESOURCES i. Charts ii. Picture books with rhymes and songs iii. Flash cards iv. Tape recorder WEB RESOURCES https://youtu.be/asd0PTDEHM
	Vocabulary: Naming of objects in the kitchen e.g. Cup, spoon etc.	By the end of the lesson, pupils should be able to: i. identify objects in the kitchen; ii. name objects in the kitchen; iii. write the names of the object in the kitchen and their uses.	i. Pupils, as a class, name objects in the kitchen. ii. Pupils, in small groups, identify objects in the kitchen. iii. Pupils, in pairs, write the names of objects in the kitchen and their uses. iv. Pupils, in pairs, role-play the use of objects in the kitchen.	• Communication and collaboration • Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. School Kitchen ii. Pictures containing objects in the kitchen iii. Flash card containing objects in the kitchen WEB RESOURCES www.ecolcources.com/content/topics/home/kitchen/kitchen-vocabulary.html
	Reading: Pictorial reading: Passage about objects on the road.	By the end of the lesson the pupils should be able to: i. deduce the main idea of the passage; ii. analyse the purpose of the	i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils in small groups discuss the main idea of	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Traffic Sign objects ii. Pictures containing objects

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

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

	and figures correctly.	matches figures with words.		<p>LEARNING RESOURCES</p> <p>WEB RESOURCES: https://www.wiktionary.com/write-numbers-in-words?amp=i https://www.helpingwithmeth.com/cha0301-numbers-words01</p>
		<p>Visit the website:</p> <p>https://pin.it/6xzTFa8</p>		
Vocabulary: new words	<p>by the end of the lesson, pupils should be able to:</p> <p>i. identify the listed words;</p> <p>ii. explain the meaning and uses of the words;</p> <p>i. construct sentences with the words orally.</p>	<p>i. Pupils, as a class, repeat the pronunciation of given words after the teachers.</p> <p>ii. Pupils, in pairs, explain the use of the words in a given passage.</p> <p>iii. Each pupil uses the words in sentences.</p> <p>iv. Pupils, in pairs, dramatise the meaning of the new words.</p>	<p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p>	<p>AUDIO VISUAL RESOURCES:</p> <p>i. Chart containing words</p> <p>ii. Dictionaries</p> <p>WEB RESOURCES: www.readingrockets.org/article/basic-spelling-vocabulary-list</p>
Writing: 'Our House' 'Two letter Words'	<p>By the end of the lesson, pupils should be able to:</p> <p>i. produce two letter words;</p> <p>ii. write two letter words in a sentence;</p> <p>iii. analyse an essay on 'our house' by underlining two letter words in the description.</p>	<p>i. Pupils, as a class, produce two letter words.</p> <p>ii. Pupils, in pairs, identify two letter words in sentences.</p> <p>iii. Each pupil identifies two letter words in an essay.</p>	<p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>i. Flash cards of two letter words</p> <p>ii. Sample of Composition on 'Our House'</p> <p>WEB RESOURCES https://youtu.be/wGyZNdQfWig https://youtu.be/wgyzndqfwig</p>

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6	Phonics: Vowel sounds i. /ɔ/ - dog, pot ii. /ɑ:/ - farm, fart	By the end of the lesson, pupils should be able to: i. pronounce the vowel sounds correctly; ii. identify the sounds in given words; iii. produce more words containing the vowel sounds.	i. Pupils, as a class, listen to the pronunciation of sounds on the audio player and repeat the sounds afterwards. ii. Pupils, in pairs, identify the sounds in given words, matching sounds with words. iii. Each pupil produces more examples of words containing the learned sounds. https://youtu.be/69dwhug2f7s	i. Communication and collaboration ii. Critical thinking and problem solving iii. Digital Literacy	AUDIO VISUAL RESOURCES: i. Sound charts and flash cards ii. Wall Chart containing /ɑ:/ and words and /ɔ/ and words iii. Course book WEB RESOURCES https://youtu.be/69DwHUgf7s
	Structure: Identification of objects with emphasis on the articles "a" and "an" contd.	By the end of the lesson, pupils should be able to: i. differentiate between the articles 'a' and 'an'; ii. give examples of objects that use articles 'a' and 'an'; iii. make use of the articles 'a' and 'an' correctly in their writing and speaking.	i. Pupils, as a class, are guided to distinguish article "a" from "an". ii. Pupils are guided, in small groups, to identify objects that use articles 'a' or 'an'. iii. Each pupil makes sentences using objects with articles 'a' or 'an'.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES: i. Real objects ii. Pictures iii. Recommended textbook WEB RESOURCES https://busyteacher.org/16028-definite-indefinite-article-confusion-3-rules.html https://youtu.be/-zZau_dttRY
	Vocabulary:	By the end of the	i. Each pupil spells	i. Communication	AUDIO VISUAL

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

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

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

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		iii. apply the main ideas to real life.	iii. Pupils, as characters, in a play group, introduce themselves as on the pictures. iv. Pupils dramatise the events in the pictures.		
	Writing: Introduction of persons (self) e.g. I am a girl	By the end of the lesson pupils should be able to: i. introduce themselves with the help of details in pictures; ii. use the right words when introducing self; iii. write three sentences about themselves.	i. Pupils are guided, in small groups, study a given picture as guide to describe themselves. ii. Pupils pair up to use correct and appropriate words to describe each other. iii. Each pupil writes about themselves (Myself).	i. Communication and collaboration ii. Citizenship	AUDIO VISUAL RESOURCES i. Real objects ii. Picture books iii. Charts WEB RESOURCES: https://youtu.be/ZL74q/BAPEk
	Supplementary Reading: story book/play/poetry	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lessons learnt from the book; iii. relate events in the story to their personal lives.	i. Each pupil reads a recommended story book/play/poetry LS approved booklist. ii. Pupils, in pairs, share moral lessons derived from the book with each other. iii. Pupil, in small groups, match themes in the story with real life situation.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards ii. Lagos State Recommended Literature Text WEB RESOURCES
9	Phonics: Identification / Pronunciation of name of object such as /ɑ:/ - park; hard /a/ - cap; fan	By the end of the lesson, pupils should be able to: i) pronounce names of objects with /ɑ:/ and /a/ sound correctly;	i. Pupils, as a class, listen and repeat after their teacher as he pronounces names of objects with /ɑ:/ and /æ/ sounds.	i. Combination and collaboration ii. Critical thinking and problem solving iii. Leadership and personal	AUDIO VISUAL RESOURCES i. Sound charts and flash cards ii. Wall chart containing /ɑ:/ and words and /æ/ and words

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	ENGLISH STUDIES LEARNING RESOURCES
		ii) give examples of names of objects with /ɑ:/ or /a/; iii form dialogue to use the sounds for conversations.	ii. Pupils, in small groups, identify names of objects such as: park, fan, cap, hard. iii. Each pupil practises vowel /ɑ:/ and /æ/ sounds. iv. Pupils, in pairs, identify new words with the sounds/ɑ:/ and /æ/.	development	course book WEB RESOURCES: https://youtu.be/69DwHUg2f7s
	Structure: More on simple commands e.g. i. Bring that book ii. Give me that ruler/pen please	By the end of the lesson, pupils should be able to: i. identify simple commands; ii. give and carry out simple commands; iii. demonstrate the use of simple command in dialogues.	i. Pupils, as a class, obey simple commands from their teacher. ii. Pupils, in pairs, give and carry out simple command. iii. Pupils in pairs role-play characters to model giving and obeying commands.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. chart/flash cards containing symbols of command ii. pictures WEB RESOURCES www.anglomaniacy.pl/expressions-32-command-lesson.htm
	Reading: Picture reading of introduction of persons	By the end of the lesson, pupils should be able to: i. introduce a person with the help of details in pictures; ii. answer questions such as who is this? What is his name? iii. identify persons in pictures.	i. Pupils, in small groups, identify persons in pictures. ii. Pupils are guided, in small groups, to describe persons in picture. iii. Pupils, in pairs, answer questions from picture reading of introduction of persons. iv. Pupils, in pairs, describe the persons identified in the pictures.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture books WEB RESOURCES

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	Writing: Writing of four letter words (contd.)	By the end of the lesson, pupils should be able to: i. identify four letter words correctly; ii. mention objects with four letter words; iii. construct sentences to describe the objects.	i. Pupils are guided, in small groups, to identify, spell and pronounce four letter words correctly. ii. Pupils, in pairs, mention objects with four letter words. iii. Each pupil describes objects with four letter words.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Word class ii. Flash cards containing four letter words iii. Course book WEB RESOURCES https://youtu.be/Y4mmUVC7B4
10	Phonics: Identification / pronunciation of names of objects such as: /ʌ/ - cup; hut /a/ - pack	By the end of the lesson, pupils should be able to: i. pronounce names of objects with /ʌ/ or /a/ correctly; ii. identify names of objects with /ʌ/ and /a/ sounds; iii. writes names of objects with /ʌ/ and /a/ sounds.	i. Pupils, as a class, listen and repeat after their teacher as he pronounces vowel sound /ʌ/ and /a/. ii. Pupils are guided, in small groups, produce names of objects with /ʌ/ or /a/ sounds. iii. Each pupil produces names of objects with /ʌ/ or /a/ and spell them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Flash cards ii. Course book iii. Sound charts and flash cards iv. Wall chart containing /ʌ/ and name of objects and /a/ and names of objects v. Course book WEB RESOURCES https://youtu.be/69DwHUg2f7s
	Reading: Picture reading of introduction of persons	By the end of the lesson, the pupils should be able to: i. observe pictures and describe them; ii. recognize who the picture is introducing;	i. Pupils, in small groups, observe and describe pictures. ii. Pupils, in small groups, recognize who the picture is introducing. iii. Each pupil answers questions from the	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Pictures books ii. Textbooks iii. Relevant pictures of persons WEB RESOURCES

ENGLISH STUDIES					
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		iii. answer questions about from picture reading.	picture reading.		
	Structure: More on simple commands e.g. i. Bring that book ii. Give me that pen please	By the end of the lesson, the students should be able to: i. use simple commands ii. ask and answer questions on simple commands; iii. construct sentences with simple commands.	i. Pupils, in pairs, role-play characters giving and obeying simple commands. ii. Each pupil asks and answers questions on simple command. iii. Pupils are guided, in small groups, use simple commands in conversations.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts and flash cards containing symbols of command WEB RESOURCES www.anglomaniacy.pl/expression-32-comma-n-lesson.htm
	Writing: Objects of 5 letter words	By the end of the lesson, the pupils should be able to: i. name objects containing five letter words; ii. spell and pronounce the five letter words; iii. describe the objects; iv. compare the objects.	i. Pupils, as a class, participate in 5 letter words drill. ii. Pupils are guided, in small groups, spell and pronounce five letter words. iii. Each pupil describes objects consisting of five letter words. iv. Pupil pair up to compare the objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts/flash cards containing four letter words ii. Text books WEB RESOURCES https://youtu.be/Y4mmUVC7B4
	Vocabulary: New words	By the end of the lesson the pupils should be able to: i. recognize and understand the meaning of new words; ii. explain meaning of new words in	i. Pupils are guided, in small groups, to identify new and unfamiliar words in names of objects. ii. Pupils, in pairs, find the meaning of the new words.	i. Communication and collaboration ii. Critical thinking and problem solving	i. Charts containing names of objects ii. Pictures of objects and their names iii. Text books

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