



**LAGOS STATE GOVERNMENT,**  
**MINISTRY OF EDUCATION**  
**UNIFIED SCHEMES OF WORK**  
**ENGLISH STUDIES**  
**PRIMARY ONE THIRD TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1	<b>Phonics:</b> Production of basic sounds in given words correctly e.g. /a/, /b/, /d/	By the end of the lesson, pupils should be able to: i. produce and identify basic sounds correctly; ii. differentiate between letters and sounds; iii. use the letters at beginning, middle, and end of words.	i. Pupils, as a class, listen to the pronunciation of sounds. ii. Pupils, in small groups, differentiate between the productions of sounds and letters. iii. Pupils, in pairs, use sounds in words: onset, coda etc.	i. Critical thinking and problem solving ii. Communication and collaboration	<b>AUDIO VISUAL RESOURCES</b> i. Flash cards/ <b>Alphabet</b> charts ii. Pictures/Drawing iii. Tape recording/sound charts  <b>WEB RESOURCES</b> <a href="https://youtu.be/2le rM7dTQN4">https://youtu.be/2le rM7dTQN4</a>
	<b>Structure:</b> Asking about the number of objects with the question form.	By the end of the lesson pupils should be able to: i. list some objects; ii. ask about the number of objects using the right question form; iii. answer questions about the number of objects correctly.	i. Pupils, as a class, listen to the teacher's explanation on asking the number of objects with the right question form. ii. Pupils, in pairs, role-play characters by asking one another questions about number of objects. iii. Each pupil answers questions about number of objects.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Real objects ii. Pictures books iii. Pupils text books iv. Counting blocks  <b>WEB RESOURCES</b>



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



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



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	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: I. identify new words; II. explain the meaning of new words; III. use new words in own speech.	I. Pupils, as a class, listen to the new words as teacher pronounces them. II. Pupils, in small groups, discuss the meanings of the new words. III. Pupils, as individuals, use the new words in new sentences. IV. Pupils, in pairs, role-play meaning of new words.	I. Communication and collaboration II. Critical thinking and problem solving	
	<b>Reading:</b> The sounds I hear	By the end of the lesson, pupils should be able to: I. identify the sounds they hear and what makes such sounds; II. reproduce the sounds they hear; III. distinguish the sounds.	I. Pupils, as a class, listen to sounds made on audio player II. Each pupil reproduces the sounds they hear. III. Pupils are guided, in small groups, to identify what makes or made such sounds.	I. Communication and collaboration II. Critical thinking and problem solving	
	<b>Structure:</b> Animal sounds	By the end of the lesson, pupils should be able to: I. identify and name sounds made by various animals; II. reproduce sounds made by animals;	I. Pupils are guided, in small groups, identify the sounds of the various animals as listed by the teacher. II. Each pupil pronounces the various sounds.	I. Communication and collaboration II. Critical thinking and problem solving	



ENGLISH STUDIES					
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		III. differentiate between animal sounds and human speech;  V. construct sentences with the sounds e.g. 'The dog barks'.	III. Pupils, in pair, distinguish human speech from animal sounds.  V. Pupils are guided, in small groups, use the sounds in sentences.		
	<b>Writing:</b> Guided Composition: My father.	By the end of the lesson, pupils should be able to: i. complete a guided composition on "my father";  ii. describe their fathers in 5 simple sentences;  iii. compare their write-ups.	I. Pupils, in pairs, read to complete a guided composition on "My father".  II. Pupils are guided, in small groups, describe their father orally.  III. Pupils write down 5 sentences about their fathers.  IV. Pupils, in small groups, read each pupil's writing and compare theirs.  V. Pupils, in pairs, discuss what is similar about their fathers and share with the class.	I. Communication and collaboration  II. Critical thinking and problem solving	
	<b>Phonics:</b> Expressing gratitude and farewell	By the end of the lesson, pupils should be able to: I. express gratitude through play role;  II. express	I. Pupils, in pairs, role-play characters expressing gratitude.  II. Pupils, in pairs, role-play characters expressing farewell	I. Communication and collaboration  II. Creativity and imagination  II. Leadership and personal development	



		farewell in various ways and situations;	for various ways and situations.	
		III. express farewell.	III. Each pupil expresses farewell.	
	<b>Simple greetings and commands:</b> Differentiate between tones in greeting and commands	By the end of the lesson, pupils should be able to: i. demonstrate greetings for different people;  ii. differentiate between tones in greetings and commands.	I. Pupils, in role-play character, demonstrate appropriate greetings for different people.  II. Pupils, as a class, obey the teacher's commands.  III. Pupils, in pairs, model giving and obeying commands.  IV. Pupils, in small groups, discuss the differences in the tones of greeting and commands.	I. Creativity and imagination  II. Communication and collaboration  III. Critical thinking and problem solving
	<b>Structure:</b> Habitual actions in the simple present tense	By the end of the lesson, pupils should be able to: I. explain what habitual action is;  II. make correct sentences to demonstrate habitual actions in the simple present tense;  III. consider the differences in singular and	I. Pupils, as a class, listen to the teacher's explanation of habitual action in the simple present tense.  II. Each pupil makes sentences to exemplify habitual actions in the simple present tense.  III. Pupils, in groups, use plural nouns/ verbs in	I. Communication and collaboration  II. Critical thinking and problem solving



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		plural subject-predicate.	sentences.		
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: I. spell the new words correctly; II. explain the meanings of the new words; III. use the new words in new sentences.	I. Pupils, as a class, listen while the teachers pronounce the new words. II. Pupils, as a class, participate in word drill to get the spelling of the new words. III. Pupils, in small groups, discuss the meanings of the new words. V. Each pupil uses the new words in new sentences.	I. Communication and collaboration II. Critical thinking and problem solving II. Citizenship	
	<b>Reading:</b> Song on habitual actions	By the end of the lesson, pupils should be able to : i. sing songs on habitual actions; ii. derive lessons from the songs; iii. sing another related song.	I. Pupils, as a class, sing songs after the teacher. II. Pupils are guided, in small groups, explain the lessons derived from songs. III. Pupils, in pairs, role-play characters demonstrate habitual action song.	I. Communication and collaboration II. Critical thinking II. Creativity and imagination	
	<b>Writing:</b> Writing of words that begin with u, v, w.	By the end of the lesson, pupils should be able to: I. pronounce words that begin with u, v, w correctly; II. write words that begin with u, v,	I. Pupils, as a class, pronounce the letters u, v, w. II. Pupils, as a class, repeat after the teacher as he writes and pronounces words that begin with u, v, w.	I. Communication and collaboration II. Critical thinking and problem solving	



	and w; III. use the words in sentences.	II. Pupils write words that begin with u, v, w.	CORES SKILLS
<b>Supplementary reading</b>	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book; iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship
<b>Phonics:</b> Pronunciation practice e.g. 'the' i.e. /θ/ and /t/ as in 'thank'/tank	By the end of the lesson, pupils should be able to: I. pronounce /e/and /t/ correctly; II. differentiate between / e/ and /t/; II. give examples of words with the sounds.	I. Pupils, as a class, listen and repeat after the teacher as he pronounces /θ/ and /t/ sounds. II. Pupil, as individuals, differentiate between / θ/ and /t/ in words. III. Each pupil gives examples of words with / θ/ and /t/  Visit this site:  <a href="https://youtu.be/n19BL4AB5YO">https://youtu.be/n19BL4AB5YO</a>	I. Communication and collaboration II. Critical thinking II. Citizenship V. Digital literacy



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	Structure: Continuous actions	By the end of the lesson, pupils should be able to: i. explain continuous action; ii. identify continuous actions in sentences; iii. make own sentences to show continuous actions.	i. Pupils, as a class, listen attentively as the teacher explains what continuous action is. ii. Pupils in pairs role-play continuous action and describe the actions using appropriate sentences. iii. Pupils are guided, in small groups, identify continuous actions in given sentences. iv. Each pupil makes sentences to show continuous actions.	i. Communication and collaboration ii. Critical thinking iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Recommended text book ii. Picture books iii. Charts  WEB RESOURCES <a href="https://www.englishclub.com/grammar/verbs-continuous-meaning.htm">https://www.englishclub.com/grammar/verbs-continuous-meaning.htm</a>
	Vocabulary: New words: Identify self, family numbers e.g. father, mother, brother and sister etc...	By the end of the lesson, pupils should be able to: i. identify self, family members e.g. mother, brother, father etc... ii. clearly pronounce names of persons identified; iii. explain meanings of new words; iv. use new words in own sentences.	i. Each pupil says their names and those of family and class members clearly. ii. Pupils, in pairs, role-play characters to participate in self introduction. iii. Pupils are guided, in small groups, to discuss the meanings of the new words. iv. Each pupil uses the new words in their own sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts containing new words ii. Pupils text books iii. Dictionaries  WEB RESOURCES



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	<b>Readings:</b> Days of the week	By the end of the lesson, pupils should be able to: I. say the days of the week correctly; II. spell and pronounce the days of the week correctly; III. use the days in sentences.	I. Pupils, as a class, repeat after the teachers as he says the days of the week. II. Pupils, as a class, spell the days of the week as shown to them. III. Each pupil uses days of the week in sentences.	I. Communication and collaboration II. Critical thinking III. Creativity and imagination	<b>AUDIO VISUAL RESOURCES</b> I. Flash cards II. Pupils text books III. A calendar containing days of the week  <b>WEB RESOURCES</b> <a href="https://www.lingokids.com/english-for-kids/days-of-the-week">https://www.lingokids.com/english-for-kids/days-of-the-week</a>
	<b>Writing: Word formation</b>	By the end of the lesson, pupils should be able to: i. pronounce sounds; ii. blend sounds with another to form word; iii. differentiate between sounds and letters.	i. Pupils, as a class, participate in class drills and exercises. ii. Each pupil forms words by blending letter sounds. iii. Pupils, in small groups, are led to examine the relationship between spelling and pronunciation.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Letter cards ii. Class text iii. Word charts  <b>WEB RESOURCES</b>
	<b>Phonics:</b> Pronunciation practice e.g. "th" i.e. /θ/ and "t" i.e. /t/ as "thank"/"tank"	By the end of the lesson, pupils should be able to: i. pronounce sounds /θ/ and /t/ correctly; ii. identify /θ/ and /t/ in words; iii. pronounce words with the sounds;	i. Pupils, as a class, pronounce sounds /θ/ and /t/. ii. Pupils are guided, in small groups, identify sounds /θ/ and /t/ in words. iii. Pupils, as a class, pronounce words with /θ/ and /t/ as given by the teacher.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Word charts ii. Class text iii. Dictionaries  <b>WEB RESOURCES.</b> <a href="https://youtu.be/2KaKSFYH3E">https://youtu.be/2KaKSFYH3E</a>



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		iv. give more examples of words with the sounds.	iv. Pupils sort a list of words and differentiate them into words with /θ/ and /t/ sounds.  v. Pupils, in pairs, give more examples of words with the sounds.		
	<b>Structure:</b> Using the possessives my, yours, his, hers in simple correct sentences - This is my pen; This is his/her pen	By the end of the lesson, pupils should be able to: i. describe possessive words (possessive pronouns or adjective); ii. cite examples of possessives; iii. construct sentences using singular and plural forms of possessives to express ownership.	i. Pupils, as a class, listen to teacher's explanation. ii. Pupils, in groups, are guided to give examples of possessives. iii. Each pupil makes their own sentences using possessives in clear correct sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Real objects ii. Picture of objects iii. Course book  <b>WEB RESOURCES</b>
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. pronounce the new words correctly; ii. say the meanings of the new words; iii. make new sentences using the new words.	i. Pupils, as a class, pronounce the new words after the teacher. ii. Pupils, in pairs, say the meanings of the new words. iii. Each pupil makes their own sentences using the new words.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Charts ii. Class text iii. Dictionaries  <b>WEB RESOURCES</b>



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	<b>Reading:</b> Days of the week	By the end of the lesson, pupils should be able to: i. say how many days are in a week; ii. mention the days in a week; iii. form songs on the days of a week.	i. Each pupil says how many days are in a week. ii. Pupils, in pairs, mention the days in the week. iii. Pupil, as a class, use the days of the week to form a song.	i. Communication and collaboration ii. Citizenship iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts ii. Flash cards iii. Course text  WEB RESOURCES
	<b>Structure:</b> Continuous actions	By the end of the lesson, pupils should be able to; i. explain continuous actions with example of verb forms; ii. identify continuous actions in sentence; iii. express continuous action in sentences.	i. Pupils are guided, in small groups, describe continuous actions. ii. Pupils are guided, in small groups, to read sentences using continuous actions. iii. Each pupil makes sentences using continuous actions.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Course text ii. Picture books iii. Charts containing words that depict continuous actions  WEB RESOURCES
	<b>Writing:</b> Word formation	By the end of the lesson, pupils should be able to: i. form new words using the sounds that will be written on the board ii. use the words in sentences iii. form stories with the words	i. Pupils, in pairs, form new words by blending some of the given sounds. ii. Each pupil forms words using the given sounds. iii. Pupils pair up to tell stories using the formed words.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash cards containing sounds ii. Picture books iii. Dictionaries  WEB RESOURCES



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6	Phonics: A.B.C Song	By the end of the lesson, pupils should be able to: i. identify sing A.B.C Song; ii. master the rhyme/rhythm of A B C song; iii. reproduce/ Sing the ABC song.	i. Pupils, as a class, listen as the teacher sings the A.B.C song. ii. Pupils, as a class, repeat the song after the teacher. iii. Pupils, in small groups, sing the A.B.C song.  <a href="https://youtu.be/UR-13Q12nE">https://youtu.be/UR-13Q12nE</a>	i. Communication and collaboration ii. Leadership and personal development iii. Digital literacy	AUDIO VISUAL RESOURCES i. Picture books with rhymes and songs ii. Flash cards iii. Chart iv. Tape recorder  WEB RESOURCES <a href="https://youtu.be/UR-13Q12nE">https://youtu.be/UR-13Q12nE</a>
	Structure: Expressing gratitude and farewell: When we receive gift	By the end of the lesson, pupils should be able to: i. explain the occasion where gratitude can be expressed; ii. express gratitude correctly when they receive gift; iii. say farewell to people correctly.	i. Pupils, as a class, brainstorm on the occasions that require gratitude making. ii. Pupils, in small groups, dramatize different situations for using "thank you", Ma/sir/Daddy etc. e.g. after when we receive gift from people, eating our food. iii. Pupil role play saying farewell to classmates.	i. Communication and collaboration ii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Pictures depicting relevant situations ii. Audio/ video tapes iii. Course books iv. Wall charts  WEB RESOURCES
	Vocabulary: New words	By the end of the lesson, pupils should be able to: i. identify new words in a story read; ii. say the	i. Pupils, in small groups, identify new words in a story read. ii. Each pupil pronounces the new words	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and	AUDIO VISUAL RESOURCES i. Story books ii. Recommended story books iii. Dictionaries iv. Charts



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		<p>meaning of the new words;</p> <p>iii. pronounce the new words correctly;</p> <p>iv. use the new words in sentences.</p>	<p>iii. Pupils in small groups discuss the meaning of the new words as used in the story read.</p> <p>iv. Each pupil uses the words in sentences.</p>	personal development	WEB RESOURCES
	<b>Reading:</b> Familiar parts of the body	<p>By the end of the lesson pupils should be able to:</p> <p>i. list the parts of the body;</p> <p>ii. identify the parts of the body;</p> <p>iii. answer questions on parts of the body.</p>	<p>i. Pupils, in small groups, mention and discuss the familiar parts of the body.</p> <p>ii. Each pupil identifies the familiar parts of the body.</p> <p>iii. Pupils pair up to answer questions on parts of body</p> <p><a href="https://youtu.be/ab7slePM4re">https://youtu.be/ab7slePM4re</a>.</p>	<p>i. Critical thinking and problem solving</p> <p>ii. Communication and collaboration</p> <p>iii. Digital literacy</p>	<p>AUDIO VISUAL RESOURCES</p> <p>i. Picture containing parts of the body</p> <p>ii. Course text</p> <p>WEB RESOURCES: <a href="https://youtu.be/ab7slePM4re">https://youtu.be/ab7slePM4re</a></p>
	<b>Writing :</b> guided composition on myself,	<p>By the end of the lesson pupils should be able to:</p> <p>i. identify the format of description;</p> <p>ii. describe themselves;</p> <p>iii. complete a guided essay on 'myself'.</p>	<p>i. Pupils, as a class, recall the format of description.</p> <p>ii. Each pupil describes themselves.</p> <p>iii. Pupils are guided, in small groups, are guided to complete an essay on "Myself".</p>	<p>i. Critical thinking and problem solving</p> <p>ii. Critical thinking and problem solving</p> <p>iii. Citizenship</p>	<p>AUDIO VISUAL RESOURCE</p> <p>i. Course books</p> <p>ii. Charts containing letters of the alphabet</p> <p>iii. Recommended text books</p> <p>iv. Writing books</p> <p>WEB RESOURCES</p>



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	Supplementary reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book; iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	Recommended story book.
7	MID-TERM TEST/ MID-TERM BREAK				
8	Phonics: Asking and answering questions: Ask simple questions using "What"	By the end of the lesson, pupils should be able to: i. ask simple questions using "what"; ii. answer simple questions correctly; iii. form dialogues involving the use of questions and answers.	i. Pupils are guided, in small groups, are guided to ask one another simple questions. ii. Pupils, in small groups, answer the questions asked correctly. iii. Pupils, in pair, use questions and answers in dialogues.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCE i. Charts ii. Flannel graph iii. Real objects iv. Audio-visual materials  WEB RESOURCES
	Structure: Expressing past actions	By the end of the lesson pupils should be able to: i. differentiate between present actions and past actions;	i. Pupils, as a class, are guided to differentiate between present and past actions. ii. Each pupil identifies verbs that show past	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Charts/Flash cards ii. Recommended text books iii. Picture books



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		ii. identify verbs that show past actions; iii. express past actions.	actions. iii. Each pupil makes sentences to express past actions.		WEB RESOURCES <a href="https://youtu.be/LHxeyaPDOE">https://youtu.be/LHxeyaPDOE</a>
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. identify new words in the stories read; ii. say the meaning of new words as used in the stories; iii. use new words in own speech.	i. Pupils, as a class, listen as the teacher reads stories. ii. Pupils, in small groups, identify new words in the stories. iii. Pupils, in pairs, discuss the meaning of new words. iv. Each pupil uses new words in their own speech.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCE i. Recommended story books ii. Words cards iii. Dictionaries WEB RESOURCES
	<b>Reading:</b> Label reading	By the end of the lesson, pupils should be able to: i. explain what a label is; ii. identify labels on objects. iii. create\ design a label	i. Pupils look at various objects e.g. milk, bottled water, soft drinks to brainstorm how they identify different objects and formulate the meaning of labels. ii. Pupils, in small groups, discuss why labels are used. iii. Each pupil identifies labels on objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Picture books ii. Read objects iii. Flash cards WEB RESOURCES <a href="https://youtu.be/y-Fpb5y6gFs">https://youtu.be/y-Fpb5y6gFs</a>



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	<b>Writing:</b> Description Guided essay on "My Classroom"	By the end of the lesson, pupils should be able to: i. identify all objects in the classrooms; ii. describe their classrooms; iii. answer guided questions on their classrooms.	i. Pupils, as a class, recognize all items, objects, pupils and teacher in their classroom. ii. Pupils, in groups, describe their classrooms. iii. Pupils, in pairs, complete a guided essay on their classroom.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCE</b> i. Charts containing strokes and curves ii. <b>Alphabet charts</b> iii. Pupils text books  <b>WEB RESOURCES</b>
	<b>Supplementary reading</b>	By the end of the lesson, pupils should be able to: i. share with other pupils the story read; ii. discuss lesson learnt from the book. iii. relate events in the story to their personal lives.	Each pupil reads a recommended story book/play/poem from Lagos State approved list of books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	Recommended story book.
9	<b>Phonics:</b> Pronunciation practice e.g. months	By the end of the lesson, pupils should be able to; i. pronounce given words correctly; ii. identify each month of a year; iii. form a song on the months.	i. Pupils, as a class, listen as the teacher pronounces the words e.g. months. ii. Each pupil identifies each month of a year. iii. Pupils, in groups, sing a song on months.	i. Critical thinking and problem solving ii. Communication and collaboration	<b>AUDIO VISUAL RESOURCE</b> i. Charts containing Days of the week ii. Pupils text books  <b>WEB RESOURCES</b> <a href="https://youtu.be/TycNottVnPQ">https://youtu.be/TycNottVnPQ</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. spell and pronounce the new words correctly; ii. identify the meaning of the words; iii. use the new words in a sentence.	i. Pupils, as a class, are guided to spell and pronounce the selected words. ii. Pupils are guided, in small groups, identify the meaning of the words in the context. iii. Each pupil uses the new words in sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Words cards ii. Picture books ii. Course books v. Dictionaries  WEB RESOURCES
	<b>Reading:</b> Label reading	By the end of the lesson pupils should be able to: i. read labels; ii. explain what they understand; iii. apply the objects to real life	i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them. iii. Each pupil explains what they understand after reading the labels and relate the objects to real life.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCE i. Real objects ii. Charts containing different labels iii. Picture books  WEB RESOURCES
	<b>Structure:</b> Introducing nouns and pronouns	By the end of the lesson, pupils should be able to: i. describe nouns; ii. identify nouns and pronouns in phrases and sentences; iii. correctly use nouns and pronouns in sentences.	i. Pupils, in a class, are guided to describe a noun; ii. Pupils are guided, in small groups, to identify nouns and pronouns in sentences. iii. Each pupil uses nouns and pronouns in their own sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCE i. Course book ii. Real objects iii. Pictures iv. Flash cards  WEB RESOURCES <a href="https://www.tame.com/edit/nouns.htm">https://www.tame.com/edit/nouns.htm</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10	Phonics: What I can eat and I cannot eat	By the end of the lesson, pupils should be able to: i. differentiate between what can be eaten and cannot be eaten; ii. explain why some things cannot be eaten.	i. Pupils, as a class, listen attentively as the teacher explains what can be eaten and cannot be eaten, why some things cannot be eaten and why we eat. ii. Each pupil mentions what they think can be eaten and those that cannot be eaten. iii. Each pupil explains why the things they mentioned cannot be eaten.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	<b>AUDIO VISUAL RESOURCE</b> i. Real objects ii. Charts/Flash Cards iii. Course books iv. Pictures  <b>WEB RESOURCES</b>
	Vocabulary: New Words	By the end of the lesson, pupils should be able to: i. pronounce new words correctly; ii. spell new words correctly; iii. use new words on own speech.	i. Pupils, as a class, repeat after the teacher as he pronounces the words. ii. Each pupil spells the words. iii. Each pupil uses new words in own sentences.	i. Communication and collaboration ii. Critical thinking	<b>AUDIO VISUAL RESOURCE</b> i. Course books ii. Charts iii. Flash Cards iv. Dictionaries  <b>WEB RESOURCES</b>
	Reading: Label reading	By the end of the lesson pupils should be able to: i. read labels ; ii. explain what they understand;	i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them.	iii. Communication and collaboration iv. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCE</b> i. Real objects ii. Charts containing different labels iii. Picture books



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		iii. apply the objects to real life.	iii. Each pupil explains what they understand after reading the labels and relate the objects to real life.		WEB RESOURCES
	Structure: Singular and Plural	By the end of the lesson, pupils should be able to; i. identify singular and plural forms of objects; ii. give singular and plural forms of objects; iii. use singular and plural forms of objects in sentences.	i. Pupils are guided, in small groups, are led to identify singular and plural forms of objects. ii. Pupils, in pair, give examples of singular and plural forms of objects. iii. Each pupil uses real objects to show singular and plural forms.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Real objects ii. Wall charts iii. Pictures iv. Flash cards  WEB RESOURCES <a href="https://www.ef.com/wwen/english-resources/english-grammar/singular-and-plural-nouns/">https://www.ef.com/wwen/english-resources/english-grammar/singular-and-plural-nouns/</a>
11	Phonics: What I can eat and I cannot eat	By the end of the lesson, pupils should be able to; i. identify different fruits and food; ii. list what they eat and cannot eat; iii. discuss why they can eat them and cannot eat them.	i. Pupils, as a class, identify different fruit and food. ii. Pupils, in pairs, list what they can eat. iii. Pupils, in small groups, discuss the things they cannot eat and why they cannot eat them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Citizenship	AUDIO VISUAL RESOURCES i. Real objects ii. Pictures iii. Course books iv. Charts  WEB RESOURCES



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	ENGLISH STUDIES	
				EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to; i. identify new words; ii. explain the meaning of the new words; iii. use new words in own speech.	i. Pupils, as a class, identify new words they came across while reading or listening to stories. ii. Pupils, as a class, discuss the words and their meanings. iii. Each pupil uses the new words in new sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Recommended story books ii. Course books iii. Libraries <b>WEB RESOURCES</b>
	<b>Structure:</b> Use of Article "A" and "An"	By the end of the lesson, pupils should be able to: i. describe articles 'a' and 'an'; ii. identify objects that use articles "a" or "an"; iii. use the articles in sentences.	i. Pupils, as a class, listen to the teacher's explanation of articles "A" and "An". ii. Pupils, in small groups, identify objects using article "A". iii. Pupils are guided, in small groups, use "A" and "An" in sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Real objects ii. Pictures iii. Course books iv. Toys <b>WEB RESOURCES</b>
	<b>Reading:</b> Label reading	By the end of the lesson pupils should be able to: i. read labels; ii. explain what they understand; iii. apply the objects to real life.	i. Each pupil identifies labels on objects. ii. Pupils, in small groups, discuss the labels on objects given to them. iii. Each pupil explain what they understand after reading the labels and relate the objects to real life.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCE</b> i. Real objects ii. Charts containing different labels iii. Picture books <b>WEB RESOURCES</b>



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

### ACHIEVEMENT STANDARDS

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

- describe English sounds and pronounce English words accurately;
- narrate written comprehension in their own words;
- produce words that are associated with Kitchen and Road Signs;
- answer simple commands;
- acquire wide range of vocabulary for effective spoken communication;
- write 5 letter words conveniently;
- identify objects that uses articles 'a' and 'an';
- identify singular and plural form of objects.