



LAGOS STATE GOVERNMENT,
MINISTRY OF EDUCATION
UNIFIED SCHEMES OF WORK
ENGLISH STUDIES
PRIMARY TWO FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LERANING ACTIVITIES	EMBEDDED CORE SKILLS	LERANING RESOURCES
	a) Phonics: /a/, /a: /	By the end of the lesson, pupil should be able to; 1) identify the vowel sounds /a/ and 2) pronounce the vowel sounds; 3) produce words containing the sounds; 4) match the sounds with words; 5) differentiate words containing the two sounds.	1) Pupils, as small groups, identify the sounds on a given chart. 2) Pupils, as a class, pronounce the sounds. 3) Pupils as a class, listen to audio recordings of words with the /a/ and /a: / sounds. 4) Pupils, in pairs, provide new words containing the sounds. 5) Each pupil analyses words with the sounds /a/ and /a:/ and differentiate them.	1) Collaboration and communication. 2) Creativity and imagination 3) Critical thinking and problem solving	Visual and audio resource: 1) Charts 2) Tape Web resources https://www.wikihow.com
	b) Phonemic awareness	By the end of the lesson, pupils should be able to: 1) learn sounds through songs; 2) Identify the sounds in songs; 3) repeat sounds in the words they hear; 4) analyse the sounds given	1) Each pupil presents a song to the class. 2) Pupils, as a class, use songs to describe the sounds. 3) Pupils in pairs identify the sounds in the songs. 4) Each pupil touches their chin or clap when they hear	1) Critical thinking and problem solving. 2) Creativity and imagination 3) Collaboration and communication.	Audio visual resources: 1) Charts 2) Video or tape Web resources https://www.readandspell.com

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		to them.	each sound in the words as they listen. 5) Pupils, in small groups, discuss the sounds and produce new words the same sounds that they identify.		
	c) Vocabulary Building: Meaning of New words, Reading	By the end of this lesson, pupils should be able to: 1) explain vocabulary building; 2) identify new words; 3) analyse techniques used in reading.	1) Pupils, in small groups, discuss what vocabulary building means. 2) Pupils, as a class, list new words from the passage. 3) Pupils in pairs dramatize the meaning of the new words. 4) Pupils, in pairs, analyse the passage given.	1) collaboration and Communication collaboration 2) Creativity and imagination 3) Critical thinking and problem solving	Visual resources: 1) Chart/flashcards on new words 2) Reading passages 3) Reading aloud Web resources https://studenttreasures.com
	d) Oral and written comprehension	By the end of this lesson, pupils should be able to: 1) examine and label pictures in books;; 2) list and identify comprehension strategies; 3) apply comprehension strategies to text.	1) Pupils, in small groups, discuss the pictures given and label them. 2) Pupils, in small groups distinguish the strategies. 3) Pupils, as a class, compare the reading strategies.	1) Creativity and imagination (2) collaboration and Communication 3) Creativity and imagination.	Audio visual Resources 1) Charts 2) Video or Tape Web resources https://www.readandspell.com ...
	e) Picture reading	By the end of the lesson, pupils should be able to: 1) identify	1) Pupils, as a class, describe the pictures pasted on the wall 2) Pupils, in pairs,	1) Creativity and imagination 2) Critical thinking	Visual resources 1) Images

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		<p>pictures;</p> <p>2) interpret information from the pictures;</p> <p>3) categorise the pictures given.</p>	<p>discuss the information gathered from the pictures.</p> <p>3) Each pupil identifies the picture given.</p>	<p>and problem solving.</p> <p>3) Critical thinking and problem solving.</p>	<p>Web resources</p> <p>https://www.education.com</p>
2	A) Comprehension: New words and meaning.	<p>By the end of the lesson, pupils should be able to:</p> <p>1) combine words to make meaning;</p> <p>2) discuss the meaning of each word given to them;</p> <p>3) use the words in sentences.</p>	<p>1) Pupils, in small groups, analyse the words given to them.</p> <p>2) Pupils, as a class, discuss the meaning of each word given to them.</p> <p>3) Pupils, in pairs, compare the words in sentences</p>	<p>1) Collaboration and communication</p> <p>2) Creativity and imagination</p> <p>3) Critical thinking and problem solving</p>	<p>Visual resources</p> <p>1) Chart</p> <p>Web resources</p> <p>https://www.reallylearnenglish.com</p> <p>How to study vocabulary words.</p>
	B) Oral and written comprehension on passage	<p>By the end of the lesson, pupils should be able to:</p> <p>1) summarize the passage given orally</p> <p>2) analyse the main idea of the passage given</p> <p>3) dramatize the meaning of the passage</p>	<p>1) Each pupil summarises the passage orally.</p> <p>2) Pupils, in small groups, analyse the passage.</p> <p>3) Pupils, as a class, discuss the main idea of the passage.</p> <p>4) Pupils in pairs dramatize themes in the passage.</p>	<p>1) Critical thinking and problem solving</p> <p>2) Collaboration and communication</p> <p>3) Creativity and imagination</p>	<p>Audio visual resources</p> <p>1) Tape</p> <p>2) Charts</p> <p>Web resources</p> <p>https://www.theclassroomkey.com</p> <p>Reading comprehension strategies</p>
	C) Phonics: learn sounds through songs	<p>By the end of the lesson, pupils should be able to;</p> <p>1) pronounce the sounds by singing;</p>	<p>1) Each pupil presents the sounds by singing with the alphabet words.</p> <p>2) Pupils, in pairs, analyse the sounds</p>	<p>1) Critical thinking and problem solving</p> <p>2) Critical thinking and problem solving</p> <p>3) Collaboration and</p>	<p>Audio visual resources</p> <p>1) Tape</p> <p>2) Video</p> <p>3) Flashcards</p>

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	2) use the sounds to form songs; 3) identify the sounds from the music.	by singing. 3) Pupils, in small groups, describe the sounds. 4) Pupils, as a class, clap or touch their chins when they hear each sound	communication	Web resources https://www.actionactor.com https://www.enchaedle arming.com/as/abs/print.shtml
D) Simple commands at home and school	By the end of the lesson, pupils should be able to; 1) explain the meaning of command; 2) demonstrate how to command; 3) identify the words and punctuation mark used for command.	1) Pupils, in pairs, define the meaning of command. 2) Pupils, in pairs, role play giving commands. 3) Pupils, in pairs, identify sentences with exclamation marks as commands. 4) Pupils, as a class, write simple commands and end them with the exclamation mark.	1) Critical thinking and problem solving 2) Critical thinking and problem solving 3) Creative and imagination	Visual resources 1) Charts 2) Pictures Web resources https://www.fluentu.com Fun ways to learn commands.
E) Picture reading	By the end of the lesson, pupils should be able to: 1) identify things in pictures; 2) interpret the pictures; 3) describe the pictures.	1) Pupils, as a class, distinguish the pictures given. 2) Pupils, in pairs, relate the pictures to the text. 3) Pupils, in small groups, explain the picture given. 4) Pupils, in pairs, dramatize the events in the picture.	1) Creativity and imagination 2) Critical thinking and problem solving 3) Collaboration and communications	Visual resources 1) pictures Web resources https://www.readingrocket.org https://www.pinterest.com Reading images.
Complementary	By the end of the lesson, pupils	(i) Each pupil reads a recommended	(i) Critical thinking	Visual resources :

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	y Reading.	<p>should be able to:</p> <p>(i) read and share with other pupils the story read;</p> <p>(ii) discuss lessons learnt from the book;</p> <p>(iii) relate events in the story to their personal lives.</p>	<p>storybook from Lagos state approved booklist.</p> <p>(ii) Pupils, as a class, discuss the lessons learnt from the book read.</p> <p>(iii) Each pupil relates the event in the story to his or her personal lives.</p>	<p>and problem solving.</p> <p>(ii) Creativity and imagination.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>(i) Images</p> <p>(ii) Charts</p> <p>Web resources</p> <p>http://www.weareteachers.com</p> <p>Grade two reading comprehension.</p>
	(B) Listening to and telling a story	<p>By the end of the lesson pupils should be able to :</p> <p>(i) summarize the story in their own words;</p> <p>(ii) relate the story to real life situation;</p> <p>(iii) list the characters in the story.</p>	<p>(i) Pupils in a small group analyse the story, then summarize it in their own words.</p> <p>(ii) Each pupil itemizes the characters in the story.</p> <p>(iii) Pupils as a class discuss the ideas in the story.</p> <p>(iv) Pupils, in small groups, discuss the lessons learnt from the story and share with the class.</p>	<p>(i) Collaboration and communication.</p> <p>(ii) Creativity and imagination.</p> <p>(iii) Critical thinking and problem solving</p>	<p>Visual resources :</p> <p>(i) Pictures of a man telling story to pupils. Web resources</p> <p>http://www.teachingenglish.org.uk</p> <p>http://www.cambridge.org</p>
	(C) Phonics: consonants /b/, /d/. bed, dog	<p>By the end of the lesson pupils should be able to:</p> <p>(i) produce the consonant sound as in bed, dog, doll;</p> <p>(ii) pronounce the consonant</p>	<p>(i) Pupils, in small groups, produce the sounds.</p> <p>(ii) Pupils, as a class, pronounce the sounds.</p> <p>(iii) Pupils, as a class, point to the appropriate consonant sounds on</p>	<p>(i) Collaboration and Communication.</p> <p>(ii) Creativity and Imagination</p> <p>(iii) Critical thinking and problem solving.</p>	<p>Audio visual resources</p> <p>(i) Charts</p> <p>(ii) Tape</p> <p>Web resources</p> <p>http://www.actionfactor.com.</p>

ENGLISH STUDIES					
S	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		sounds; (iii)match the sound with words.	a chart when they hear the sound. (iv) Pupils, in pairs, analyse the sounds in a sentence.		
	(D)Writing of Letters- a, b, C	By the end of the lesson, pupils should be able to: (i)identify the alphabet ; (ii)compose a song with the alphabet ; (iii)match the alphabet with objects.	(i)Pupils, in small groups, itemize the alphabet . (ii)Pupils, as a class, compose song with the alphabet . (iii) Pupils, in pairs, match letters with objects like, a -ape, b – ball, c – cellular, d – dog, e- egg etc.	(i) Collaboration and Communication (ii) Creativity and Imagination (iii)Critical thinking and problem solving.	Audio visual resources (i) Pictures (ii)Tape or videos. Web resources http://www.eslkidstuff.com
	(A)Vocabulary building: synonyms and antonyms	By the end of the lesson, Pupils will be able to: (i)explain synonyms and antonyms; (ii)list some synonyms and antonyms; (iii)compare synonyms and antonyms.	(i)Pupils, in small groups, discuss what synonyms and antonyms mean. (ii)Pupils, in pairs, enumerate synonyms and antonyms of some common words. (iii)Pupils, as a class, analyse synonyms of some common words to establish similarity in meaning (iv)Pupils, in small groups, analyse some common words to establish opposite meanings.	(i)Collaboration and communication (ii)Critical thinking and problem solving. (iii) Creativity and imagination.	Visual resources (i)Charts (ii)Pictures. Web resources http://www.education.com
	(B)Comprehension Reading passage	By the end of the lesson, pupils should be able to: (i)discuss the main idea of the story	(i)Pupils, as a class, discuss the main idea of the passage. (ii) Pupils, in pairs, itemise facts and information in the	(i)Critical thinking and problem solving (ii)Creativity and imagination (iii)Collaboration and	Visual resources (i)Charts (ii)Images. Web resources

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		<p>(ii) identify facts and other kinds of information in the passage;</p> <p>(iii) explain causes and effects in the given passage;</p> <p>(iv) use evidence from the passage to discuss relationship between ideas;</p> <p>(v) dramatize the story in the given passage;</p> <p>(vi) discuss the moral lessons learnt from the story.</p>	<p>passage.</p> <p>(iii) Pupils, as a class, dramatize themes from the story.</p> <p>(iv) Pupils, in small groups, examine the causes and effects in the passage.</p> <p>(v) Pupils, in pairs, point to specific sections of the story as evidence for cause and effect, related ideas.</p> <p>(vi) Pupils, in small groups, discuss the moral lessons of the story and share with the class.</p>	communication	<p>http://blog.allaboutlearningpress.com</p> <p>Teach reading comprehension</p>
	(C)Phonic pronounce consonant sound in isolation	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify the consonant sounds;</p> <p>(ii) arrange the consonant sounds in sequence;</p> <p>(iii) pronounce the consonant sounds.</p>	<p>(i) Pupils, as a class, mention the consonants sounds.</p> <p>(ii) Pupils, in small groups, give a thumbs up when they hear a consonant sound.</p> <p>(iii) Each pupil pronounces the consonant sounds.</p> <p>(iv). Pupils, in small groups, organize the consonants sound in sequence.</p>	<p>(i) Creativity and imagination</p> <p>(ii) Collaboration and communication</p> <p>(iii) Critical thinking and problem solving</p>	<p>Audio visual resources</p> <p>(i) Chart</p> <p>(ii) Tape/Video</p> <p>Web resources</p> <p>http://sightwords.com</p>

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	(D)Picture Reading: Classroom environment	By the end of the lesson, pupils should be able to: (i)explain the pictures in the classroom; (ii)assess the classroom environment; (iii) categorise the pictures in the classroom environment.	(i)Pupils, in small groups, examine the pictures given. (ii)Pupils, as a class, survey the classroom environment and describe what they observe. (iii)Each pupil identifies the pictures in the classroom.	(i)Collaboration and Communication (ii)Creativity and Imagination (iii)Critical thinking and problem solving	Visual resources (i)Pictures Web resources https://www.pinterest.com 2 nd grade reading.
	(E)Writing of alphabet: two-letter words	By the end of this lesson, pupils should be able to: (i)arrange two letters to form a word; (ii)match the letters; (iii)pronounce the two letters matched together.	(i)Pupils, as a class, assemble letters in alphabet . (ii)Pupils, in small groups, match two letters together to form a new word. (iii) Pupils, as a class, pronounce each letter of the two-letter word. (iv)Each pupil pronounces the two letters matched together as a word.	(i)Creativity and imagination (ii)Collaboration and communication (iii)Critical thinking and problem solving	Visual resources (i)Charts (ii)Pictures Web resources https://www.pinterest.com
5	(A)Introduction to colour	By the end of the lesson, pupils should be able to: (i)identify colour of things; (ii)list the name of principal colour- red, blue, yellow, orange, green, and violet; (iii) describe objects with reference to their	(i)Pupils, in pairs, examine the colours of objects given. (ii)Pupils, as a class, enumerate the colour. (iii)Pupils, in small groups, identify the colours of objects given. (iv) Pupils, in pairs, describe the colours of objects in their	(i)Critical thinking and problem solving (ii)Creativity and imagination. (iii)Collaboration and communication	Visual Resources (i)Charts (ii)Pictures (iii)Objects. Web resources https://munsell.com

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	colour-red cap, white short, green shoe etc.	environment.		
(B)Comprehen sion Reading Skills	By the end of the lesson, pupils should be able to: (i)identify new words in the passage; (ii)explain the meaning of the new words; (iii)compose a small poem from the passage; (iv) summarise the passage.	(i)Each pupil examines the passage for new words. (ii)Pupils, in small groups, compose a short poem from the passage. (iii)Pupils, as a class, give a summary of the passage. (iv) , in pairs dramatize the summary of the passage.	(i)Critical thinking and problem solving (ii)Collaboration and communication (III)Creating and imagination	Visual resources (i)Pictures (ii)Charts Web resources https://www.weare teachers.com grade two reading comprehension
(C)Differentiat e between two words e.g. fill, feel.	By the end of the lesson, pupils should be able to: (i)identify the words and their meanings (ii)compare the two words; (iii)differentiate between the	(i)Pupils, in pairs, recognize the words given to them. (ii)Pupils, in small groups, categorize the given words. (iii)Pupils, as a class, analyse the relationship between the given words.	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Creativity and imagination	Visual resources (i)Charts (ii)Flashcards Web resources https://allesl.com

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		<p>words given;</p> <p>(iv) use the words in sentences.</p>	<p>(iv) Pupils, in small groups, produce sentences with the two words.</p> <p>(v) Pupils, in small groups, analyse the meanings of the words in the sentences.</p>		
	<p>(D) Phonics</p> <p>Production of consonant sound and words</p>	<p>By the end of this lesson pupils should be able to:</p> <p>(i) list consonant sounds;</p> <p>(ii) apply songs to the sounds;</p> <p>(iii) identify consonant sounds in words;</p> <p>(iv) match sounds and words.</p>	<p>(i) Each pupil arranges the consonant sounds</p> <p>(ii) Pupils, in pairs, compose songs to the sound</p> <p>(iii) Pupils, in small groups, match the sounds and words</p>	<p>(i) Critical thinking and problem solving</p> <p>(ii) Critical thinking and problem solving</p> <p>(iii) Collaboration and communication</p>	<p>Audio visual resources</p> <p>(i) Pictures</p> <p>(ii) Charts</p> <p>(iii) Tape</p> <p>Web resources</p> <p>https://www.lexialearning.com</p>
6	<p>(A) Supplementary Reading: Poetry.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) read and share with other pupils the poem read.</p> <p>(ii) discuss lessons learnt from the poem read.</p> <p>(iii) relate events in the poem to their personal lives.</p>	<p>(i) Each pupil reads a recommended poem from Lagos state approved booklist.</p> <p>(ii) Pupils, as a class, discuss the lessons learnt from the poem read.</p> <p>(iii) Each pupil relates the event in the poem to his or her personal lives.</p>	<p>(i) Critical thinking and problem solving.</p> <p>(ii) Creativity and imagination.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>Audio visual resources</p> <p>(i) Images/pictures</p> <p>(ii) Video/tape</p> <p>Web resources</p> <p>https://www.scholastic.com https://www.education.com</p>

WKS		OBJECTIVES	ACTIVITIES	CORE SKILLS	RESOURCES
	(B)Literature: Fiction and non-fiction	<p>By the end of the lesson, pupils should be able to:</p> <p>(i)identify works of fiction and non-fiction;</p> <p>(ii)determine the similarities between fiction and non-fiction;</p> <p>(iii)contrast works of fiction and non-fiction.</p>	<p>(i)Pupils, in pairs, itemize the works of fiction and non-fictions.</p> <p>(ii)Pupils, as a class, describe the similarities between fiction with non-fiction.</p> <p>(iii)Pupils, in small groups, explain the differences between fiction and non-fiction.</p> <p>(iv)Pupils, in small groups, arrange books into works of fiction and non-fiction.</p>	<p>(i)Critical thinking and problem solving</p> <p>(ii)Creativity and imagination</p> <p>(iii)Collaboration and communication</p>	<p>Visual resources</p> <p>(i)Pictures</p> <p>(ii)Charts</p> <p>(iii)Flashcards</p> <p>Web resources</p> <p>https://www.education.com</p> <p>https://www.pinterest.com</p>
	(C)The writing process	<p>By the end of lesson, pupils should be able to:</p> <p>(i)define elements of the writing process;</p>	<p>(i)Pupils, as a class, analyse the writing process.</p> <p>(ii)Pupils, in small groups, apply the writing process.</p>	<p>(i)Creativity and imagination</p> <p>(ii)Collaboration and communication</p> <p>(iii)Critical thinking</p>	<p>Visual resources</p> <p>(i)Charts</p> <p>(ii)Pictures</p> <p>Web resources</p>
		<p>(ii)explain the writing process;</p> <p>(iii) apply the writing process to write about self.</p>	<p>(iii)Each pupil applies the writing process to write about himself or herself.</p>	<p>and problem solving</p>	<p>https://study.com</p> <p>www.cis.utk.edu/pdf</p>
7	<p>A. Mid-term tests</p> <p>B. Open day</p> <p>C. Mid-term break</p> <p>D. Homework</p>				

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(8)	(A) Comprehension passage on drug abuse	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) discuss the main idea of the story</p> <p>(ii) identify facts and other kinds of information in the passage;</p> <p>(iii) explain causes and effects in the given passage;</p> <p>(iv) discuss the moral lessons learnt from the story.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) Pupils, as a class, mention names of simple drug.</p> <p>(ii) Pupils in pairs itemize three benefits of drug free lifestyle.</p> <p>(iii) Pupils, in small groups, sing a song on drug abuse.</p>	<p>(i) Creativity and imagination</p> <p>(ii) Critical thinking and problem solving</p> <p>(iii) Collaboration and communication</p>	<p>Audio visual resources</p> <p>(i) Pictures</p> <p>(ii) Video</p> <p>Web resources</p> <p>https://study.com</p>
	(B) Supplementary Reading: A play.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) read and share with other pupils the story read;</p> <p>(ii) discuss lessons learnt from the book;</p> <p>(iii) relate events in the story to their personal lives.</p>	<p>(i) Each pupil reads a recommended story book from Lagos State approved booklist.</p> <p>(ii) Pupils, as a class, discuss the lessons learnt from the book read.</p> <p>(iii) Each pupil relates the events in the story to their personal lives.</p>	<p>(i) Critical thinking and problem solving.</p> <p>(ii) Creativity and imagination.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>Visual resources :</p> <p>(i) Images</p> <p>(ii) Charts</p> <p>Web resources</p> <p>http://www.weareteachers.com</p> <p>Grade two reading comprehension.</p>
	(C) Vocabulary building new words and meaning	<p>By the end the lesson, pupils should be able to:</p> <p>(i) combine words to make meaning;</p> <p>(ii) explain the meaning of each</p>	<p>(i) Pupils, in small groups, analyse the words given to them.</p> <p>(ii) Pupils, as a class, discuss the meaning of each word given to them.</p>	<p>(i) Collaboration and communication</p> <p>(ii) Creativity and imagination</p> <p>(iii) Critical thinking and problem solving</p>	<p>Visual resources</p> <p>(i) Charts</p> <p>(ii) Flashcards</p> <p>Web resources</p> <p>https://www.realearn</p>

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		words; (iii) make use of the new words in sentence.	(iii) Pupils, in pairs, use the words in their own sentences. (iv) Pupils in pairs dramatize the meaning of the new words in the sentence.		english.com How to study vocabulary building
	(D) Phonics Vowel sound /ai/ long	By the end of the lesson, pupils should be able to: (i) recognize the /ai/ sound (ii) blend /ai/ words for reading and spelling (iii) pronounce the /ai/ sound	(i) Pupils, in pairs, identify the /ai/ sound. (ii) Pupils, in small groups, relate the sounds to words. (iii) Each pupil pronounces the /ai/ sound in words.	(i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Critical thinking and problem solving	Audio visual (i) Tape (ii) pictures (iii) Charts Web resources https://www.asceniaringcentre.com
	(E) Colour matching colours	By the end of the lesson pupils should be able to: (i) identify basic colours (ii) locate real world objects of a specific colour (iii) match the colour given with the object	(i) Pupils, in pairs, examine the colours for identification (ii) Pupils, in small groups, think and identify objects with specific colours e.g. Green-leaves, black-tires. (iii) Each pupil matches the colour given with the object	(i) Critical thinking and problem solving (ii) Collaboration and communication (iii) Critical thinking and problem solving	Audio visual resources (i) Pictures (ii) Video Web resources https://www.esikiduff.com https://study.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(9)	(A)Vocabulary building: New words and meaning N.B. The new words are taken from the passage read earlier.	by the end of the lesson, pupils should be able to: (i)analyse new words to determine meaning; (ii)explain the meaning of each words given to them; (iii)identify	(i)Pupils, in small group, analyse the words given to them (ii)Pupils, as a class, discuss the meaning of each words given to them. (iii) Pupils, in pairs, identify synonyms of the new words. (iii)Pupils, in pairs, use the new words to	(i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving	Visual resources (i)Chart (ii)Flashcards Web resources https://www.realenglish.com How to study vocabulary building
		synonyms of the new words (iv)use the new words in their own sentences: (v) dramatize the meaning of the new words.	form sentences. (iv)Pupils, in pairs, dramatize the sentences with the new words.		
	(B)Literature poetry: Rhyming poems	By the end of the lesson, pupils should be able to: (i)describe Rhythm and rhyme (ii)create poems with rhythm (iii)dramatize rhymes and rhythm in poems by saying it loud	(i)Pupils, in small groups, analyse rhythm and rhyme. (ii)Pupils, as a class, actualize poem with rhythm. (iii)Each pupil dramatizes the poem by rhyming it loud.	(i)Collaboration and communication (ii)Creativity and imagination (iii)Critical thinking and problem solving	Audio visual resources (i)Images/pictures (ii)Video/tape Web resources https://www.schoastic.com https://www.education.com
	(C)Spelling: Three-letter words: e.g. cat, bag, cup, cap	By the end of the lesson, pupils should be able to: (i)identify the letters;	(i)Pupils, in pairs, classify the three-letter words into sounds. (ii)Pupils, in small groups, match the	(i)Critical thinking and problem solving (ii)Collaboration and communication (iii)Critical thinking	Audio visual resources (i)Tape/video (ii)Flashcards

		OBJECTIVES	ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) pronounce the three letters together; (iii) write the three letter words correctly.	sounds in the three letter words to pronounce it. (iii) Each pupil fixes the letters together to make three-letter words.	and problem solving	(iii) Charts drawing Web resources https://www.pinterest.com
(10)	(A) Revision: listening to and telling a story	By the end of the lesson, pupils should be able to: (i) summarize the story in their own words; (ii) relate the story to real life situation; (iii) list the characters in the story.	(i) Pupils, in small groups, analyse and summarise the story. (ii) Pupils, as a class, discuss the ideas in the story and relate it to their real-life situation. (iii) Pupils in pairs itemise the characters in the story. (iv) Pupils in pairs describe the characters in the story.	(i) Collaboration and communication (ii) Creativity and imagination (iii) Critical thinking and problem solving	Visual resources (i) Picture of a man telling story to his pupils Web resources https://www.teachingenglish.org.uk
	(B) Revision: writing of two letter words	By the end of this lesson, pupils should be able to: (i) arrange the letters (ii) match two letters (iii) pronounce the two letters matched together	(i) Pupils, as a class, assemble the letters (ii) Pupils, in small groups, match two letters together. (iii) Pupils, in small groups, identify the sounds of the two letters. (iv) Each pupil pronounces the two letters together.	(i) creativity and imagination (ii) Collaboration and communication (iii) Critical thinking and problem solving	Visual resources (i) chart (ii) pictures web resources https://www.pinterest.com

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
(C)Revision Phonics: production of consonant sound and words	By the end of the lesson, pupils should be able to: i)list consonant sounds ii) apply songs to the sounds iii) match sounds and words	i)Each pupil arranges the consonant sound ii) Pupils, in pairs, compose songs to the sounds. iii) Pupils, in small groups, match the sounds and words.	i)Critical thinking and problem solving ii) Critical thinking and problem solving	Audio visual resources (i)Pictures (ii)Charts (iii)Tape. Web resources http://lexialearniq.com
(D)Revision comprehension: Passage reading skill.	By the end of the lesson, pupils should be able to: (i)identify new words in the passage; (ii)compose a small poem from the passage; (iii)summarize the passage.	(i)Pupils, in pairs, recognize the word given to them. (ii)Pupils, in small groups, categorize the given words. (iii)Pupils, as a class, discuss the given words. (iv) Pupils, in pairs, dramatize the meaning of the new words.	(i) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Creativity and imagination.	Visual Resources (i)Pictures (ii)Charts Web resources http://www.weareteachers.com
Revision:	Revise	Use relevant teaching and learning materials		
EXAMINATION				
EXAMINATION				