



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION  
UNIFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS  
ENGLISH STUDIES  
PRIMARY TWO SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LERANING ACTIVITIES	EMBEDDED CORE SKILLS	LERANING RESOURCES
1	(A)Revision of first term work: oral and written comprehension.	By the end of the 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, as a class, discuss the pictures given and label them.  2) Pupils, in small groups, distinguish the strategies.  3) Pupils, as a class, compare the strategies.	1) Creativity and imagination.  2) Collaboration and communication.  3) Creativity and imagination.	Audio visual resources  1) Chart  2) Video/tape  Web resources  <a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a>
	(B). Revision of first term work: the writing process.	By the end of the lesson, pupils should be able to:  1) define elements of writing process.  2) explain the writing process.  3) apply the process to write outlines on a given letter writing.	1) Pupils, as a class, analyse the writing process.  2) Pupils, in small groups, study a sample of writing process to explain its procedures.  3) Each pupil generate ability to write.	1) Creativity and imagination  2) Collaboration and communication  3) Critical thinking and problem solving	Visual resources  1) Chart  2) Pictures  Web resources  <a href="https://study.com">https://study.com</a>  <a href="http://www.cls.utk.edu">www.cls.utk.edu</a> PDF
	(C). Revision of first term work: structure, stories, rhymes, on the	By the end of the lesson, pupils should be able to:  1) itemize what to use in washing	1) Pupils, as a class, discuss items use to wash hands.  2) Pupils, in small groups, form songs to	1) Creativity and imaginations  2) Collaboration and communication	Audio visual resources  1) Images/picture  2) Video



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	needs to wash hands before eating.	our hands 2) compose song on washing of	use in washing of hands. 3) Each pupil performs the correct	3) Critical thinking and problem solving	Web resource <a href="https://www.unitypo.int.com">https://www.unitypo.int.com</a>
		hands 3) dramatize washing of hands with songs.	way to wash hands.		<a href="http://hetv.org">http://hetv.org</a>
	(D). Revision of first term work: Phonics vowel sound /ai/.	By the end of the lesson, pupils should be able to: 1) recognise the /ai/ sound. 2) pronounce the /ai/ sound 3) blend /ai/ with words for reading and spelling.	1) Pupils, in pairs, identify /ai/ sound words. 3) Each pupil pronounces /ai/ sound in words. 2) Pupils, in small groups, relate the sound to words.	1) Critical thinking and problem solving. 2) Collaboration and communication. 3) Critical thinking and problem solving.	Audio visual resources 1) Tape 2) Picture 3) Charts Web resources <a href="https://www.ascend.iea">https://www.ascend.iea</a> <a href="http://ringcentre.com">ringcentre.com</a>
	(E). Revision of first term work: colour and 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 objects.	(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 resource (i) Pictures (ii) Video Web resources <a href="https://www.esikids.tuff.com">https://www.esikids.tuff.com</a> <a href="https://study.com">https://study.com</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
2	(A) Grammar Sentence Types.	By the end of the lesson, pupils should be able to:  (i) explain why correct sentence structure is important.  (ii) begin written sentences with	(i) Pupil, as a class, analyse why correct sentences is important.  (ii) Pupils, in small groups, discuss the sentences given.  (iii) Each pupil provides a sentence and classifies it as a statement or	(i) Creativity and imagination.  (ii) Collaboration and communication.  (iii) Critical thinking and problem solving	Audio visual resources  (i) Charts  (ii) Tape/ video  (iii) Label pictures  Web resources  <a href="https://study.com">https://study.com</a>
		capital letters.  (iii) explain the types of sentence e.g. statements, questions, commands, and exclamations.  (iv) end written sentences with the appropriate punctuation marks e.g. period, question mark, and exclamation marks.	question or exclamation.  (iv) Pupils, as a class, listen to audio tapes and classify the sentences.  (v) Each pupil writes sentences ensuring that each sentence starts with a capital letter and ends with the appropriate punctuation.		
	B). Vocabulary building: new words and reading.	By the end of the lesson, pupils should be able to:  (i) describe vocabulary building;  (ii) generate new words from the passage;  (iii) analyse techniques used in reading.	(i) Pupils, in small groups, discuss what vocabulary building means.  (ii) Pupils, as a class, list new words from the given passage.  (iii) Pupils, in pairs, explain the meaning of the new words.  (iv) Pupils, in pairs, use the new words in their own sentences.	(i) Collaboration and communication.  (ii) Creativity and imagination.  (iii) Critical thinking and problem solving.	Visual resources  (i) Charts  (ii) Flashcards  Web resources  <a href="https://studenttreasure.com">https://studenttreasure.com</a>



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			(v) Pupils, in pairs, analyse the given passage.		
	(C)Phonic: consonant sounds clusters	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) pronounce consonant sounds in isolation;</p> <p>(ii)differentiate between consonant sounds in isolation and those in pairs;</p> <p>(iii) pronounce consonant clusters correctly.</p> <p>(iv)identify consonant clusters in words.</p> <p>(v) produce words with consonant clusters correctly</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 in isolation e.g. /b/ in the word bed.</p> <p>(iv). Pupils, in small groups, blend to consonant sounds in pairs to produce new sounds e.g. /br/ in bread, /fl/ in flood etc.</p> <p>(v) Pupils produce additional consonant clusters of their own and match them to words.</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><a href="http://sightwords.com">http://sightwords.com</a></p>
	D).Oral and written comprehension.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i)examine and label pictures in books.</p> <p>(ii) list and identify comprehension strategies.</p> <p>(iii) apply comprehension strategies to text.</p>	<p>(i) Pupils, as a class, discuss the picture given and label them.</p> <p>(ii) Pupils, in small groups, distinguish the strategies.</p> <p>(iii) Pupils, in pairs, compare the strategies.</p> <p>iv) Each pupil applies the comprehension strategies to a selected text.</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>1) video on oral sounds</p> <p>2) charts</p> <p>Web resource</p> <p><a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a></p>



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	E). Storytelling	By the end of the lesson, pupils should be able to: (i) develop an understanding about the importance of storytelling. (ii) apply the techniques of telling a story. (iii) create stories.	(i) Pupils, as a class, analyse the importance of storytelling. (ii) Pupils, in small groups, illustrate the techniques of telling a story. (iii) Pupils, in pairs, put ideas together to create a story.	(i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving.	Audio visual resources (i) Pictures (ii) Video Web resources <a href="https://www.teachingenglish.org.uk">https://www.teachingenglish.org.uk</a>
3	(A). Grammar: present, past and future actions.	By the end of lesson, pupils should be able to: (i) explain the concept of tense (ii) identify the tense by circling it in a sentence. (iii) make songs with the tenses with action. (iv) write sentences using the past, present or future tense.	(i) Pupils, as a class, brainstorm on what they did yesterday, what they are doing now, and what they will do tomorrow to discover the concept of tense. (ii) Pupils, in small groups, look at charts showing verbs in past, present and future tense with examples to analyse the differences between past, present, and future tenses. (iii) Pupils, in pairs, identify the tenses in sentences and circle the words, which convey that tense. (iv) Pupils, as a class, sing songs using past present and future tense and dramatize the actions in the sentences.	(i) Critical thinking and problem solving. (ii) Collaboration and communication. (iii) Critical thinking and problem solving.	visual resources (i) Charts (ii) Pictures Web resources <a href="http://www.education.com">http://www.education.com</a> <a href="http://www.pinterest.com">http://www.pinterest.com</a>



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			(v) Each pupil constructs sentences using past, present or future actions.		
	(B) Supplementar y Reading.	<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 event in the story 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>Visual resources :</p> <p>(i) Images</p> <p>(ii) Charts</p> <p>Web resources</p> <p><a href="http://www.weareteachers.com">http://www.weareteachers.com</a></p> <p>Grade two reading comprehension.</p>
	(C). Vocabulary building: New words and Meaning.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) combine words to make meaning.</p> <p>(ii) identify the meaning of each word given to them.</p> <p>(iii) use the new words in sentences.</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>(iii) Pupils, in pairs, use the words in their own sentences.</p> <p>(iv) Pupils, in pairs, dramatize the meanings of the new words in the sentence.</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><a href="http://www.realearnenglish.com">http://www.realearnenglish.com</a></p> <p>How to study vocabulary building</p>
	(E). Poems and Rhymes.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) recognise rhyming poems.</p>	<p>(i) Pupils, as a class, brainstorm and discuss what words like rat, hat house, mouse, etc. have in common.</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) Tapes</p> <p>(ii) Charts</p>



	<p>(ii) demonstrate recognition of rhyming words.</p> <p>(iii) determine whether two words rhyme or not.</p>	<p>(ii) Pupils, in pairs, generate other words that have the same rhymes in common.</p> <p>(iii) Pupils, in small groups, figure out whether two words rhyme or not.</p> <p>(iv) Pupils, in small groups, dramatize the meanings of the rhyming words</p> <p>(v) Pupils, as a class, perform the poem with emphasis on the rhyming words.</p>		<p>Web resources</p> <p><a href="http://www.education.com">http://www.education.com</a></p>
(A). Speech Work: Phonemic Awareness,	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) produce the</p>	<p>(i) Pupils, in small groups produce the sounds.</p> <p>(ii) Pupils, as a class,</p>	<p>(i) Collaboration and communication.</p> <p>(ii) Creativity and</p>	<p>Audio visual resources</p> <p>(i) Charts</p>
Vowel Sounds /i/, /i:/ sea, eat, bin, sit.	<p>vowel sounds as in cut, spot, court, sport;</p> <p>(ii) pronounce the vowel sounds;</p> <p>(iii) match the sounds with words.</p>	<p>pronounce the sounds.</p> <p>(iii) Pupils, in pairs, analyse the sounds and match it with words.</p>	<p>imagination.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>(ii) Tape</p> <p>Web resources</p> <p><a href="https://www.education.vic.gov.au">https://www.education.vic.gov.au</a></p>
(B) Grammar: Introducing Adjectives and Adverbs.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) explain the need to give more information.</p> <p>(ii) identify adjectives and adverbs as words which give more information in</p>	<p>(i) Pupils as a class brainstorm about scenarios when they may need to provide more information or details e.g. when they are describing.</p> <p>(ii) Pupils, as a class, think and share about words which express all the different ways you could walk to</p>	<p>(i) Critical thinking and problem solving.</p> <p>(ii) Collaboration and communication.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>Visual resources</p> <p>(i) Pictures</p> <p>(ii) Charts</p> <p>(iii) Flashcards</p> <p>Web resources</p> <p><a href="https://education.yourdictionary.com">https://education.yourdictionary.com</a></p>



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		<p>sentences;</p> <p>(iii) identify adjectives and adverbs in sentences</p> <p>(iv) use adjectives and adverbs correctly;</p> <p>(v) construct sentences with adverbs and adjectives.</p>	<p>formulate the meaning of adverbs.</p> <p>(iii) Pupils, in small groups, discuss and share the various words that could be used to describe a person to formulate the meaning of adjectives.</p> <p>(iv) Each pupil mentions the Adjectives and Adverbs they are familiar with.</p> <p>(v) Pupils, in small groups, make use of adjectives and adverbs in sentences.</p>		
	<p>(C) Vocabulary building:</p> <p>New words and reading.</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) explain vocabulary building;</p> <p>(ii) create new words;</p> <p>(iii) analyse the techniques used in reading.</p>	<p>(i) Pupils, in small groups, discuss what vocabulary building means.</p> <p>(ii) Pupils, as a class, itemize new words from the given passage.</p> <p>(iii) Pupils, in pairs, analyse the given passage.</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>(iii) Pictures</p> <p>Web resources</p> <p><a href="https://studentresources.com">https://studentresources.com</a></p>
	<p>(D) Literature:</p> <p>Rhyming words.</p>	<p>By the end the lesson, pupils should be able to:</p> <p>(i) define rhyming words and identify them;</p> <p>(ii) demonstrate recognition of rhyming words;</p>	<p>(i) Pupils, as a class, examine the rhyming words.</p> <p>(ii) Pupils, in small groups, recognize the rhyming words by putting it into demonstration.</p>	<p>(i) Creating and imagination.</p> <p>(ii) Collaboration and communication.</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><a href="https://study.com">https://study.com</a></p> <p><a href="https://www.teache">https://www.teache</a></p>



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		(iii) determine whether two words rhyme or not.	(iii) Pupils, in pairs, determine whether two words rhyme or not.		<a href="#">r.org</a>
5	(A) Reading on effect of harmful herbal medicine.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify information about harmful herbal medicine from the passage.</p> <p>(ii) use evidence from the passage to explain the risk factors of harmful practices with herbal medicine</p> <p>(iii) share their experiences about the use of herbal medicine.</p>	<p>(i) Class reads a passage about harmful herbal medicine practice.</p> <p>(ii) Pupils, in small groups, analyse the risk factors of herbal medicine using evidence from the passage.</p> <p>(iii) Each pupil summarises the key information from the passage.</p> <p>(iv) Each pupil explain his or her experiences on herbal medicine.</p>	<p>(i) Creativity and imagination.</p> <p>(ii) Collaboration and communication.</p> <p>(iii) Critical thinking and problem solving.</p>	<p>Visual resources</p> <p>(i) Pictures</p> <p>(ii) real objects</p> <p>Web resources</p> <p><a href="https://www.rcmp-grc.gc.ca">https://www.rcmp-grc.gc.ca</a></p> <p><a href="https://learning.blogs.nytimes.com">https://learning.blogs.nytimes.com</a></p>
	(B) Introducing individuals using (I am, you, are, my name is, we are, this is my etc.)	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify words used to introduce;</p> <p>(ii) introduce themselves as individuals,;</p> <p>(iii) introduce themselves in pairs using appropriate words.</p>	<p>(i) Pupils, as a class, brainstorm and discuss about scenarios where they need to introduce themselves.</p> <p>(ii) Analyse the words used for introduction.</p> <p>(iii) Each pupil use the words in sentences to introduce themselves to the class.</p> <p>(iv) Pupils, in pairs, identify other words used to introduce people.</p> <p>(v) Pupils in pairs introduce each other.</p>	<p>(i) Creativity and imagination</p> <p>(ii) Critical thinking and problem solving</p> <p>(iii) Critical thinking and problem solving</p>	<p>Visual resources</p> <p>(i) Pictures</p> <p>(ii) Charts</p> <p>Web resources</p> <p><a href="https://www.pinterest.ca">https://www.pinterest.ca</a></p>



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	(C) Grammar: Nouns.	By the end of the lesson, pupils should be able to:  (i) explain what nouns are;  (ii) identify the different types of nouns;  (iii) use of nouns in sentences.	(i) Pupils, in small groups, discuss what nouns are.  (ii) Pupils, as a class, outline the types of nouns.  (iii) Each pupil makes use of nouns in sentences.  (iv) Pupils, in pairs, analyse the types of nouns used in their written sentences.	(i) Collaboration and communication.  (ii) Creativity and imagination.  (iii) Critical thinking and problem solving.	Visual resources  (i) Chart  (ii) Flashcards  Web resources  <a href="https://study.com">https://study.com</a>
	(D) Oral and written comprehension passage.	By the end of the lesson, pupils should be able to:  (i) examine and label pictures in the given passage.  (ii) list and identify comprehension strategies in the given passage.  (iii) apply comprehension strategies to the given passage.	(i) Pupils, as a class, discuss the pictures given and label them.  (ii) Pupils, in small groups, distinguish the strategies in the given passages.  (iii) Pupils, in pairs, compare the strategies in the given passage.	(i) Creativity and imagination.  (ii) Collaboration and communication    (iii) Critical thinking and problem solving.	Audio visual resources  (i) Charts  (ii) Pictures  (iii) Video or oral sounds  Web resources  <a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a>
6	(A) Spelling: Four letter words –  Tail, Food, Root, Four, Pink etc.	By the end of the lesson, pupils should be able to:  (i) identify letters comprising a word from the sounds of the phonemes.  (ii) pronounce the four letters together.	(i) Pupils, as a class, pronounce the words to identify and distinguish the sounds.  (ii) Pupils, in small groups, match the four letter words to pronounce it.  (iii) Pupils in pairs translate the sounds	(i) Critical thinking and problem solving.  (ii) Collaboration and communication.  (iii) Critical thinking and problem solving.	Audio visual resources  (i) Video/tape.  (ii) Flashcards.  (iii) Charts  Web resources  <a href="https://www.pinterest.com">https://www.pinterest.com</a>



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		(iii) write the four letter words correctly.	<p>into letters of the alphabet.</p> <p>(iv) Pupils in pairs put the letters together to spell words.</p> <p>(v) Pupils, as a class, pronounce the four letters together.</p>		
	(B) Supplementary Reading: Poetry.	<p>By the end of the lesson, pupils should be able to:</p> <p>iv. share with other pupils the poems read;</p> <p>v. discuss lesson learnt from the book</p> <p>vi. relate events in the story 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 Web resources</p> <p><a href="https://www.scholastic.coM">https://www.scholastic.coM</a></p> <p><a href="https://www.education.com">https://www.education.com</a></p>
7	<p>A. Mid-term tests</p> <p>B. Open day</p> <p>C. Mid-term break</p> <p>Homework</p>				
8	A) Fluency reading.	<p>By the end of the lesson, pupils should be able to;</p> <p>i) actively listening and observe a reading model;</p> <p>(ii) emulate the model reading to fluently read the given passage;</p> <p>ii) recognize ideas in the given</p>	<p>i) Pupils as a class listen to model reader, e.g. teacher, audio recording, read the passage.</p> <p>ii) Each pupil emulates the model reading to read aloud to the class.</p> <p>iii) Pupils, in small groups, take turns to read sections of the passage aloud to</p>	<p>i) Critical thinking and problem solving.</p> <p>ii) Collaboration and communication.</p> <p>iii) Critical thinking and problem solving.</p>	<p>Audio visual resources</p> <p>i) Charts</p> <p>ii) Video/tape (iii) Flashcards</p> <p>web resources</p> <p><a href="https://www.education.com">https://www.education.com</a></p>



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		<p>passage;</p> <p>iii) connect the ideas in the passage to give an oral summary of the passage.</p>	<p>each other.</p> <p>iv) Pupils, in pairs, discuss the main ideas in the passage.</p> <p>(v) Pupils, in small groups, discuss and give an oral summary of the passage.</p>		
	B) Oral composition: My school.	<p>By the end of the lesson, pupils should be able to;</p> <p>i) talk about their school facilities orally;</p> <p>ii) discuss the school arrangement orally;</p> <p>iii) classify the school components into sections and describe each section orally;</p> <p>iv) give a simple talk about "my school".</p>	<p>i) Pupils, in small groups, analyse the facilities that are available in the school.</p> <p>ii) Pupils, as a class, discuss the school arrangement.</p> <p>iii) Pupils in small groups classify the components of the school into sections.</p> <p>iv) Pupils, in small groups, take turns to describe each section of the school orally.</p> <p>v) Each pupil talks about the topic "my school".</p> <p>vi) Pupils, in pairs, take turns to talk about "my school".</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) Pictures.</p> <p>ii) Tape/video.</p> <p>Web resources</p> <p><a href="https://www.jstor.org">https://www.jstor.org</a></p> <p><a href="https://byjus.com">https://byjus.com</a></p>
	C) grammar: Using pronouns in sentences – my ,his ,her ,our ,their, yours etc.	<p>By the end of the lesson, pupils should be able to;</p> <p>(i) define pronouns;</p> <p>ii) identify and list out some pronouns (singular and plural form);</p>	<p>i) Pupils in small groups brainstorm about words to use to refer to themselves or the group without using their actual names.</p> <p>ii) Pupils, as a class, define the meaning of pronouns.</p>	<p>i) Creativity and imagination.</p> <p>ii) Collaboration and communication.</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><a href="https://study.com">https://study.com</a></p>



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		iii) use pronouns in sentence.	iii) Pupils, in small groups, itemize the pronouns they know.  iv) Each pupil makes use of pronouns in a sentence.		
	(D) Supplementary Reading: A play.	By the end of the lesson, pupils should be able to:  (i) read and 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 from Lagos state approved booklist.  (ii) Pupils, as a class, discuss the lessons learnt from the book read.  (iii) Each pupil relates the event in the story to his or her personal lives.	(i) Critical thinking and problem solving.  (ii) Creativity and imagination.  (iii) Critical thinking and problem solving.	Visual resources :  (i) Images  (ii) Charts  Web resources  <a href="http://www.weareteachers.com">http://www.weareteachers.com</a>  Grade two reading comprehension.
9	A) Vocabulary building: New words and meaning.	By the end of the lesson, pupil should be able to:  i) combine words to make meaning.  ii) discover the meaning of each words given to them.  iii) use the new words in sentences.	(i) Pupils, in small groups, analyse the words given to them.  (ii) Pupils, as a class, discuss the meaning of each word given to them.  (iii) Pupils, in pairs, use the words in their own sentences.  (iv) Pupils, in pairs, dramatize the meanings of new words in the sentence.	i) Collaboration and communication.  ii) Creativity and imagination.  iii) Critical thinking and problem solving.	Visual resources  i) Charts.  ii) Flashcards  Web resources  <a href="https://www.realea.com">https://www.realea.com</a>  <a href="https://www.realea.com">menqlish.com</a>  How to study vocabulary building.



	B) Oral and written comprehension.	By the end of the lesson, pupil should be able to: i) examine and label picture in books; ii) list and identify comprehension strategies; iii) apply comprehension strategies to text.	i) Pupils, as a class, discuss pictures given and label them. ii) Pupils, in small groups, distinguish the strategies. iii) Pupils, in pairs, compare the strategies.	i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Audio visual resources i) Charts. ii) Video. Web resources <a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a>
	C) Written Composition - My school	By the end of the lesson, pupil should be able to: i) explain steps to writing a composition; ii) analyse their school facilities; iii) use the steps to write an essay on "my school"	i) Pupils, as a class, discuss the steps to writing a composition. ii) Pupils, in small groups, analyse their school facilities. iii) Pupils, in small groups, classify the components of the school into sections. iv) Pupils, in small groups, take turns to describe each section of the school orally. v) Each pupil writes an essay on my school.	i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Visual resources i) Charts. ii) Picture. web resources <a href="https://byjus.com">https://byjus.com</a>
	D) Structure: Make sentences on synonyms and antonyms.	By the end of the lesson, pupil should be able to: i) explain synonyms and antonyms. ii) list some synonyms and antonyms.	i) Pupils, as a class, discuss what synonyms and antonyms means. ii) Pupils, in small groups, itemize some synonyms and antonyms.	i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Visual resources i) Charts. ii) Pictures. Web resources <a href="https://www.education.com">https://www.education.com</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		iii) make sentences using synonyms and antonyms of the same words.	iii) Each pupil write sentences using synonyms and antonyms of the same words.		
10	A) Revision: grammar – present, past and future actions.	By the end of the lesson, pupil should be able to: i) identify the tenses by circling it in a sentence. ii) use the tenses where necessary. iii) demonstrate the tenses with songs and action. iv) write sentences using the past, present and future tense.	i) Pupils, in pairs, identify the tenses. ii) Pupils, in small groups, discuss using the tenses. (iii) Pupils, as a class, demonstrate the tenses with songs. iv) Each pupil constructs sentences using past, present and future actions.	i) Critical thinking and problem solving. ii) Collaboration and communication. (iii) Creativity and imagination. iv) Critical thinking and problem solving.	Visual resources i) charts. ii) pictures. Web resources <a href="https://www.education.com">https://www.education.com</a>  <a href="https://www.pinterest.com">https://www.pinterest.com</a>
	B) Revision: literature – rhyming words.	By the end of the lesson, pupil should be able to: i) define rhyming words and identify them. ii) demonstrate recognition of rhyming words. iii) determine whether two words rhyme or not.	i) Pupils, as a class examine the rhyming words. ii) Pupils, in small groups, recognize the rhyming words by putting it into demonstration. iii) Pupils, in pairs, determine whether two words rhyme or not.	i) Creativity and imagination. ii) Collaboration and communication. iii) Critical thinking and problem solving.	Visual resources i) Charts ii) Flashcards Web resources <a href="https://study.com">https://study.com</a>  <a href="http://www.teacher.com">http://www.teacher.com</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	C) Revision: Culture, custom and tradition.	By the end of the lesson, pupil should be able to:  i)examine his/her culture.  ii)identify cultural differences within the community.  iii)discover the basic components of culture.	i) Pupils, in pairs, analyse their culture together.  ii) Pupils, in small group, recognise the cultural differences within the community.  iii) Pupils as a class discover the basic component of culture.	i) Critical thinking and problem solving.  ii) Collaboration and communication.  iii) Creativity and imagination.	Visual resources  i)Charts  ii)Pictures  web resources  <a href="https://www.ven.org">https://www.ven.org</a>
	D)Revision: Colour – Colouring the given pictures.	By the end of the lesson, pupils should be able to:  i) examine the given pictures very well and name them.  ii) identify the best colour to be use in colouring the picture given.  iii) colour the given pictures adequately.	i) Pupils, as a class, analyse the pictures given to them with names.  ii) Pupils, in small groups, discuss the best colour to be use in colouring the picture given to them.  iii) Each pupil colour the given picture adequately.	i) Creativity and imagination.  ii) Collaboration and communication.  iii) Critical thinking and problem solving.	Visual resources  i)Colour  ii)Pictures  web resources  <a href="https://www.turtledlary.com">https://www.turtledlary.com</a>
11	Revision:	Revise	Use relevant teaching and learning materials		
12	EXAMINATION				
13	EXAMINATION				