



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

**ENGLISH STUDIES**  
**PRIMARY TWO THIRD TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDED CORE SKILLS	LEARNING RESOURCES
1	(A) Revision:  Oral and Written comprehension	By the end of the lesson, pupils should be able to:  i)examine and label the pictures in the passage;  ii)list and identify comprehension strategies in the passage;  iii)apply comprehension strategies to the passage.	1) Pupils, as a class, discuss the picture given and label them.  ii) Pupils, in small groups, distinguish the strategies in the given passage.  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 passage or sound.  Web resources  <a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a>
	(B)Revision: Antonyms Synonyms. (Having knowledge).	By the end of the lesson, pupils should 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 means.  ii) Each pupil enumerates synonyms and antonyms.  iii) Pupils, as a class, analyse synonyms and antonyms.	(I)Collaboration and communication.  (ii)Critical thinking and problem solving.  (iii)Creativity and imagination.	Visual resources  (i)Chart  (ii)Pictures  Web resources  <a href="https://www.education.com">https://www.education.com</a>



TOPICS	LEARNING OBJECTIVES	ACTIVITIES	RESOURCES
(C)Revision: Making sentences on antonyms and synonyms	By the end of the lesson, pupils should be able to: (i) assemble some synonyms and antonyms. (ii) categorize synonyms and antonyms. (iii) apply synonyms and antonyms to sentences.	(i) Pupils, as a class, analyse some synonyms and antonyms. (ii) Pupils, in small group, separate synonyms from antonyms. (iii) Each pupil applies both in separate sentence.	(i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving.  (i) Chart (ii) Picture Web resources <a href="https://www.education.com">https://www.education.com</a>
(D)Revision: Poetry: rhyming poems	By the end of the lesson, pupils should be able to: (i) understand rhyming poems; (ii) demonstrate recognition of rhyming words; (iii) determine whether two words rhyme or not.	(i) Pupils, as a class, discuss the poem given. (ii) Pupils, in pairs, act the rhyming words. (iii) Pupils, in small groups, figure out whether two words rhyme or not.	(i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration and communication.  Audio visual resources (i) Video/tape (ii) Chart Web resources <a href="https://www.education.com">https://www.education.com</a>
(E)Composition: How I spent my last holiday.	By the end of this lesson, pupils should be able to: (i) narrate their experience during the last holiday; (ii) select the formality to use in writing the essay; (iii) write their experience during the last holiday correctly.	(i) Each pupil narrates their holiday experience. (ii) Pupils, in small groups, select the formality to write the essay. (iii) Each pupil writes his or her holiday experiences.	(i) Creativity and imagination. (ii) Collaboration and communication. (iii) Critical thinking and problem solving.  Visual resources (i) Pictures Web resources <a href="https://www.pinterest.com">https://www.pinterest.com</a>





WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	ENGLISH STUDIES LEARNING RESOURCES
		should be able to: (i) identify pictures given;	pictures given. (ii) Pupils, in pairs, relate the pictures to	(ii)Critical thinking and problem solving.	Web resources <a href="https://www.readingpro.com">https://www.readingpro.com</a>
	(B) Concepts of print Recognise different prints.	By the end of this lesson, pupils should be able to: (i) identify the front and back of the book; (ii) recognise different types of print resources	(i) Pupils, in pairs, describe the book given to them. (ii) Pupils, in pairs, identify important details like author's name, title, illustration, summary. (iii) Pupils, in small	(i)Critical thinking and problem solving. (ii)Collaboration and communication. (iii)Creativity and imagination.	Visual resource (i)Picture (ii)Chart (iii)Flashcard (iv)Magazines (v)Newspapers
		e.g. novels, newspapers, magazines etc.; (iii) observe and identify parts of a book such as title, author etc.; (iv) recognise that a group of sentences make up a paragraph and paragraphs make a story;	groups, perform a gallery walk to identify different types of print resources e.g. novels, magazines, newspapers etc. (iv) Pupils, in small groups, identify sentences, paragraphs and chapters that make up the print resource. (v) Pupils, as a class, list out the common print resources.		(vi)Novels (vii)Bible, Quran (viii)Dictionary Web resources <a href="https://study.com">https://study.com</a> <a href="https://www.pinterest.com">https://www.pinterest.com</a>
	(C)Phonics: Learn sounds through song.	By the end of this lesson, pupils should be able to: (i) pronounce the sounds by singing; (ii) use the sounds to form a song. (iii) identify the sounds by singing.	(i) Pupils, as a class, listen to an audio tape or the teacher singing a song and a hum or clap along. (ii)Each pupil demonstrates the actions described in the song. (iii)Each pupil presents the song with emphasis on the sounds.	(i)Critical thinking and problem solving. (ii)Critical thinking and problem solving. (iii)Collaboration and communication.	Audio visual resources (i)Tape/video (ii)Flashcard Web resources <a href="https://www.actionfact.com">https://www.actionfact.com</a> <a href="https://www.enhancedlearning.com">https://www.enhancedlearning.com</a> <a href="https://asi/abc/print.shtmhtml">/asi/abc/print.shtmhtml</a>



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			(iii) Pupils, in pairs, analyse the sound by singing.  (iv) Pupils, in small groups, describe the sounds.  (v) Pupils, in pairs, use the sounds in a new song.		
	(D) Picture reading.	By the end of this lesson, pupils	(i) Pupils, as a class, distinguish the	(i) Creativity and imagination.	Visual resources
		(ii) interpret the picture given;  (iii) describe the picture given.	the text.  (iii) Pupils, in small groups, explain the picture given.  (iv) Pupils, in small groups, dramatize the event in the picture.	(iii) Collaboration and communication.	(i) Pictures <a href="https://www.pinterest.com">kets.org</a> <a href="https://www.pinterest.com">https://www.pinterest.com</a>  Reading images
	(E) Listening to and telling a story.	By the end of this lesson, pupils should be able to:  (i) summarise 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 the story then, summarise it.  (ii) Pupils, as a class, discuss the main ideas in the story and relate it to their real life situation.  (iii) Each pupil discusses the purpose of the story  (iv) Each pupil itemizes 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 <a href="https://www.teachingenglish.org.uk">https://www.teachingenglish.org.uk</a>  <a href="https://www.cambridge.org">https://www.cambridge.org</a>



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(3)	(A) Vocabulary: Building-words and meaning.	By the end of this lesson, pupils should be able to:  (i) combine words to make meaning;  (ii) understand the meaning of each given words;  (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 meaning of the 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.realearnenglish.com">https://www.realearnenglish.com</a>  How to study vocabulary building
	(B) Supplementary Reading.	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 storybook 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.
	(C) Spelling: Five letters-- video, images, items, class.	By the end of the lesson, pupils should be able to:  (i) identify the given letters;  (ii) pronounce the five letters together;	(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.	(i) Critical thinking and problem solving.  (ii) Collaboration and communication.  (iii) Critical thinking and	Audio visual resources  (i) Tape/video  (ii) Flashcards  (iii) Charts  Web resources  <a href="https://www.pinterest.com">https://www.pinterest.com</a>



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		(iii) demonstrate road safety techniques.	(iii) Pupils, in small groups, do a gallery work showing different road sign.	(iii) Collaboration and Communication.	Web resources <a href="http://study.com">http://study.com</a>
	(B) Structure: Combination of sounds to spell and pronounce words.	By the end of the lesson, pupils should be able to:  (i) recognise consonant digraphs such as sh, ch, th, ph, and gn;  (ii) pronounce the digraphs;  (iii) read and spell simple words with consonant digraph spelling patterns in initial, medial, and final positions e.g. chair, teacher, and watch.	(i) Pupils, in small groups, identify the digraphs.  (ii) Pupils, as a class, clap when the teacher points to a word containing a particular digraph e.g. for "ch", the pupils clap when the teacher points to chair and stay silent when the teacher points to words which do not contain the digraph.  (iii) Each pupil pronounces the recognised digraph.  (iv) Each pupil reads	(i) Collaboration and Communication.  (ii) Critical thinking and problem solving.  (iii) Critical thinking and problem solving.	Audio Visual Resources  (i) Charts  (ii) Video/Tape  Web Resources  <a href="http://www.actionfactor.com">http://www.actionfactor.com</a> <a href="http://www.readandspell.com">http://www.readandspell.com</a>
			and spells the given words.  (v) Pupils, in pairs, produce new words with the digraphs in initial, medial, and final positions.		
	(C) Concepts of prints: Description of objects according to their colours.	By the end of the lesson, pupils should be able to:  (i) discuss the characteristics of an object including its colour;	(i) Pupils, as a class, discuss the characteristics of the objects and colour.  (ii) Pupils, in pairs, name the object and its colour and runs to touch another object of the same colour	(i) Creativity and imagination.  (ii) Collaboration and Communication.  (iii) Critical thinking and problem solving.	Visual Resources  (i) Pictures  (ii) Real Objects  (iii) Colour



WKS	TOPICS	LEARNING OBJECTIVES	ACTIVITIES	RESOURCES
		(ii) identify the principal colours by name; (iii) recognise similarities between the properties of certain objects and materials (colour); iv) arrange objects based on their similarities; (v) describe individual and grouped objects by mentioning their characteristics and colour.	(iii) Pupils, in small groups, identify the differences between the properties of objects of the same colour.  (iv) Pupils, in pairs, organise the objects based on their similarities.	
	(D) Listening and answering questions from passages, stories read.	By the end of the lesson, pupils should be able to: (i) actively listen to passage/story attentively;	(i) Pupils, as a class, actively listen to a story or passage being read by teacher or on an audio tape. (ii) Pupils, in pairs,	(i) Creativity and imagination. (ii) Critical thinking and problem solving. (iii) Collaboration
		(ii) follow simple concrete commands from the story; (iii) obtain facts and information from the passage; (iv) discuss the meaning of the information in the passage.	identify the commands in the passage/story.  (iii) Pupils, in small groups, analyse the meaning and facts of the passage/story they listened to  (iv) Pupils, in small groups, relate the ideas in the story to their everyday lives.	Audio visual resources: (i) Tape (ii) Pictures Web resources  <a href="http://www.pinterest.com">http://www.pinterest.com</a>



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5	(A) Grammar: Making sentences about the present, past, and future.	<p>By the end of the lesson, pupils should be able to:</p> <p>i) identify the verb and tense in a sentence by circling it;</p> <p>ii) write sentences using the past, present or future tense;</p> <p>iii) differentiate between sentences in past, present, and future tenses.</p>	<p>i) Pupils, as a class, brainstorm on words which help them to indicate the time an action, took place to formulate the functions of verbs.</p> <p>ii) Each pupil identifies the verb and tense in a sentence by cycling it.</p> <p>iii) Pupils, in small groups, discuss the usage of the tenses in a sentence.</p> <p>iv) Pupils, in pairs, dramatize the actions in the sentences written</p>	<p>i) Critical thinking and problem solving.</p> <p>ii) Collaboration and communication.</p> <p>iii) Creativity and imagination.</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://www.education.com">https://www.education.com</a></p>
	B) Composition: composition about myself.	<p>By the end of the lesson, pupils should be able to:</p> <p>i) discuss similarities and differences between peers;</p> <p>ii) describe themselves orally;</p> <p>iii) write describing words about themselves.</p>	<p>i) Pupils, in small groups, identify the similarities and differences between themselves.</p> <p>ii) Pupils, in pairs, take turns to describe each other.</p> <p>iii) Each pupil describes himself or herself.</p> <p>iv) Each pupil writes out words that describes them.</p> <p>(v) Each pupil writes sentences describing themselves.</p>	<p>i) Collaboration and communication.</p> <p>ii) Critical thinking and problem solving.</p>	<p>Visual resources</p> <p>i)charts</p> <p>ii)images</p> <p>web resources</p> <p><a href="https://www.education.com">https://www.education.com</a></p>



WKS	TOPIC	OBS	OBS	OBS	Visual resource
	C)Phonics: Consonant/t/	By the end of the lesson, pupils should be able to:  i) identify the consonant letter /t/;  ii) pronounce the consonant letter /t/;  iii) write the consonant letter correctly.	i) Pupils, in small groups, identify the consonant sound.  ii) Each pupil pronounces the consonant sound correctly.  iii) Pupils, as a class, write the sound one after the other.	and communication.  ii) Critical thinking and problem solving.  iii) Creativity and imagination.	i)charts ii)flashcards iii)video or tape web resources <a href="https://www.actionfact.com">https://www.actionfact.com</a>
	D) Poetry: reading the given poem "Solomon Grundy".	By the end of the lesson, pupils should be able to:  i) identify the song lyrics of the poem;  ii) analyse the content of the song lyrics in the poem;  iii) sing the poem as a song.	i) Pupils, in pairs, identify the song lyrics of the poem.  ii) Pupils, as a class, analyse the content of the song lyrics in the poem.  iii) Pupils, in small groups, recite the poem by singing it out.	i) Critical thinking and problem solving.  ii) Creativity and imagination.  iii) Collaboration and communication.	Audio visual resource i)charts ii)video/tape <a href="https://study.com">https://study.com</a> <a href="https://pinterest.com">https://pinterest.com</a>
6.	(A)Vocabulary building: New words and meaning.	By the end of the lesson, pupils should be able to:  i) combine words to make meaning;  ii) explain the meaning of each words;  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 meaning of the 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.realearnenglish.com">https://www.realearnenglish.com</a>  How to study vocabulary building.



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	B) Oral Comprehension.	By the end of the lesson, pupils should be able to:  i) listen actively to a short passage;  ii) list and identify comprehension strategies.  iii) apply comprehension strategies to text.	i) Pupils, as a class, discuss the pictures given and label them.  ii) Pupils, in small groups, distinguish the strategies.  iii) Pupils, as class, compare the strategies.	i) Creativity and imagination.  ii) Collaboration and communication.  iii) Creativity and imagination.	Audio visual resources  i) charts  ii) video/tape  web resources  <a href="https://www.theclassroomkey.com">https://www.theclassroomkey.com</a>
	(C) Supplementary Reading: Poetry.	By the end of the lesson, pupils should be able to:  (i) read and share with other pupils the poem read.  (ii) discuss lessons learnt from the poem read.  (iii) relate events in the poem to their personal lives.	(i) Each pupil reads recommended poems from Lagos state approved booklist.  (ii) Pupils, as a class, discuss the lessons learnt from the poem read.  (iii) Each pupil relates the event in the poem to his or her personal lives.	(i) Critical thinking and problem solving.  (ii) Creativity and imagination.  (iii) Critical thinking and problem solving.	Audio visual resources  (i) Images/pictures  ii) Video/tape Web resources  <a href="https://www.scholastic.com">https://www.scholastic.com</a> <a href="https://www.education.com">https://www.education.com</a>
	D) Phonics: Vowel sound /u/, /u:/, put, push, full, good.	By the end of the lesson, pupils should be able to:  i) produce the vowel sounds as in put, push, full, well.  iii) match the sounds with words.	i) Pupils, in small groups, produce the sound.  ii) Pupils, as a class, produce the sound.  (iii) Pupils, in pairs, brainstorm and produce new words containing the same sound.  iv) Pupils, in pairs, pronounce the new words with emphasis on the sounds.	i) Collaboration and communication.  ii) Creativity and imagination.  iii) Critical thinking and problem solving.	Audio visual resources  i) charts  ii) tape  web resources  <a href="https://www.wikihow.com">https://www.wikihow.com</a>  How to teach vowel.



ENGLISH STUDIES					
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	E) Picture reading.	By the end of the lesson, pupils should be able to:  i) identify the given pictures;  ii) interpret information from the given pictures;  iii) categorise the given pictures.	i) Pupils, as a class, describe the pictures pasted on the wall.  ii) Pupils, in pairs, discuss the information gathered from the given pictures.  iii) Each pupil identifies the given picture.	i) Creativity and imagination.  ii) Critical thinking and problem solving.  iii) Critical thinking and problem solving.	Visual resources  (i) images  web resources  <a href="https://www.education.com">https://www.education.com</a>
7	A. Mid-term tests B. Open day  C. Mid-term break  D. Homework				
8	A) Phonics : Pronunciation of the vowel sounds a, e, i, o, u.	By the end of the lesson, pupils should be able to:  (i) identify the vowel sounds;  (ii) pronounce the vowel sounds correctly;  (iii) identify words containing the vowel sounds.  (iv) produce new words with the vowel sounds.	(i) Pupils, as a class, identify the vowel sounds.  (ii) Each pupil pronounces the vowel sounds correctly.  (iii) Pupils, in pairs, identify words containing the vowel sounds from a chart or flashcards  (iv) Pupils, in small groups, form words with the vowel sounds.	(i) Creativity and imagination.  (ii) Critical thinking and problem solving.  (iii) Collaboration and communication.	Audio visual resources  (i) Charts  (ii) Flashcards  (iii) Video/tape  Web resources  <a href="https://www.fluentu.com">https://www.fluentu.com</a>



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	(B) Comprehension: reading a passage.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify new words in the given passage.</p> <p>(ii) read the given passage correctly.</p> <p>(iii) dramatize the story in the given passage.</p> <p>(iv) explain the events in the passage.</p>	<p>(i) Pupils, as a class, analyse the new words in the passage.</p> <p>(ii) Pupils, as individuals, read the given passage aloud correctly.</p> <p>(iii) Pupils, in small groups, dramatize the story from the passage.</p> <p>(iv) Pupils, as a class, analyse the events of the story.</p>	<p>(i) Creativity and imagination.</p> <p>(ii) Critical thinking and problem solving.</p> <p>(iii) Collaboration and communication.</p> <p>(iv) Creativity and imagination.</p>	<p>Audio visual resources</p> <p>(i) Images/pictures</p> <p>(ii) Video/tape</p> <p>Web resources</p> <p><a href="https://blog.allaboutlearningpress.com">https://blog.allaboutlearningpress.com</a></p>
	(C) 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 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>(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>
	(D) Colour: colouring the given pictures of plant – pepper and leaf.	<p>By the end of this lesson, pupils should be able to:</p> <p>(i) examine the given pictures and name them.</p>	<p>(i) Pupils, as a class, analyse the pictures given to them with names.</p> <p>(ii) Pupils, small groups, discuss the best colour to use in</p>	<p>(i) Creativity and imagination.</p> <p>(ii) Collaboration and communication.</p> <p>(iii) Critical</p>	<p>Visual resources</p> <p>(i) Colour</p> <p>(ii) Pictures of the object – pepper, leaf</p> <p>Web resources</p>



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		(ii) identify the best colour to use in colouring the given pictures. (iii) colour the given plants adequately.	colouring the plants. (iii) Each pupil colours the given plants adequately.	thinking and problem solving.	<a href="https://www.pinterest.com">https://www.pinterest.com</a>
9	(A) Grammar: meaning of an apostrophe.	By the end of the lesson, pupils should be able to: (i) identify an apostrophe in sentence or words. (ii) explain how to use an apostrophe. (iii) use an apostrophe correctly.	(i) Pupils, as a class, identify the apostrophe in the sentence or words. (ii) Pupils, in small groups, explain how to use an apostrophe in sentence or words. (iii) Each pupil makes use of apostrophe in a writing.	(i) Creativity and imagination. (ii) Collaboration communication. (iii) Critical thinking and problem solving.	Visual resources (i) Charts (ii) Flashcards Web resources <a href="https://study.com/www.quoll.org/pdf">https://study.com/www.quoll.org/pdf</a>
	(B) Composition: My best friend.	By the end of the lesson, pupils should be able to: (i) write at least five(5) adjectives to describe their best friend; (ii) draw a card for their best friend; (iii) explain the qualities of a good friend and discuss about how to treat and relate to one another.	(i) Each pupil give at least five (5) adjectives to describe their friend. (ii) Pupils, in pairs, draw a card for their best friend. (iii) Pupils, as a class, discuss how to treat other as good friends.	(i) Critical thinking and problem solving. (ii) Critical thinking and problem solving. (iii) Creativity and imagination.	Visual resources (i) Charts (ii) Pictures Web resources <a href="https://study.com">https://study.com</a> <a href="https://www.education.com">https://www.education.com</a> <a href="https://www.scribal.com">https://www.scribal.com</a>



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	(C)Literature: poem reading - Jack and Jill	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) analyse the contents of the poem;</p> <p>(ii) identify the ideas in the poem;</p> <p>(iii) read the poem and demonstrate the actions described.</p>	<p>(i) Pupils, in small groups, analyse the content of the poem.</p> <p>(ii) Pupils, as a class, identify the ideas in the poem.</p> <p>(iii) Each pupil reads the poem line by line demonstrating the actions in the poem.</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>Web resources</p> <p><a href="https://www.pinterest.com">https://www.pinterest.com</a></p>
	(D) Vocabulary building: New words and reading.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) generate new words from a given passage;</p> <p>(ii) analyse techniques used in reading;</p> <p>(iii) read a given passage fluently.</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 meaning of the new words in the sentence.</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>Wed resources</p> <p><a href="https://studenttreasures.com">https://studenttreasures.com</a></p>
	(D) Revision: Contents of print: Recognise different prints.	<p>By the end of the lesson pupils should be able to:</p> <p>(i) identify the front and back of the book.</p> <p>(ii) recognise different print resources.</p> <p>(iii) observe parts of a book such as title, author, etc.</p>	<p>(i) Pupils, in pairs, describe the book given to them.</p> <p>(ii) Pupils, in small groups, recognise different print resources.</p> <p>(iii) Pupils, as a class, list out the different prints.</p>	<p>(i) Critical thinking and problem solving.</p> <p>(ii) Collaboration and communication.</p> <p>(iii) Creativity and imagination.</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://study.com">https://study.com</a></p> <p><a href="https://www.pinterest.com">https://www.pinterest.com</a></p>



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

### ACHIEVEMENT STANDARDS

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

- i. describe English sounds and pronounce English words accurately;
- ii. identify the different types of nouns;
- iii. write a guided composition;
- iv. acquire a wide range of vocabulary for effective spoken communication.
- v. analyze words that are nearest in meaning and opposite in meaning;
- vi. construct simple sentences;
- vii. read fluently;
- viii. interpret pictures.

