



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

ENGLISH STUDIES
PRIMARY THREE FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Review of Primary 2 Third term work				
	(a) Phonemic Awareness: Aural discrimination of the sounds /3/ and /^/	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) pronounce and distinguish between the sounds in words;</p> <p>(ii) read simple sentences paying attention to the use of stress and intonation in the sentence;</p> <p>(iii) write simple sentences using the appropriate stress and intonation.</p>	<p>(i) Pupils, as a class, listen to and repeat after the teacher as sentences that contain the sound are read out.</p> <p>(ii) Pupils, in small groups, repeat words and sentences severally as modelled by the teacher reading a fixed device like charts with emphasis on the two sounds.</p> <p>(iii) Pupils, in pairs, differentiate between words containing the two sounds and organize them accordingly.</p> <p>(iv) Pupils, as individuals, generate simple sentences that contain the sounds and stress patterns.</p>	<p>(i) Leadership of personal development.</p> <p>(ii) Communication and collaboration</p> <p>(iii) Critical thinking and problem solving</p>	<p>(i) Flash cards</p> <p>(ii) Sentence strips</p> <p>(iii) Flannel board</p> <p>(iv) Course book</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	(b) Structure: Stories built on Road safety	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) listen carefully to a story; (ii) respond appropriately to questions on the main points in the story in their own words; (iii) recall the story in their own words; (iv) analyse the purpose of the passage; (v) discuss the lessons learnt and relate them to their daily experience. 	<ul style="list-style-type: none"> (i) Pupils, as a class, listen as teacher reads a selected story. (ii) Pupils, in small groups, identify and discuss the main idea of the story. (iii) Each pupil identifies the supporting ideas from the passage using evidence from specific sentences or paragraphs. (iv) Pupils, in small groups, discuss the lessons learnt from the passage. (v) Pupils, in pairs, analyse the purpose of the passage, (vi) In pairs, pupils relate the passage to personal experience or everyday activities. 	<ul style="list-style-type: none"> (i) Leadership and personal development (ii) Critical thinking and problem solving. (iii) Collaboration and communication. (iv) Citizenship. 	<ul style="list-style-type: none"> (i) Course book or supplementary readers (ii) Relevant pictures on the story.
	(c) Vocabulary building: Teaching new words and reading	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new 	<ul style="list-style-type: none"> i) Pupils, as a class, identify new words in a given passage. (i) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (ii) Each pupil is guided to pronounce the 	<ul style="list-style-type: none"> (i) Communication and collaboration (ii) Critical thinking and problem solving. 	<ul style="list-style-type: none"> (i) Charts/flash cards (ii) Course book (iii) The oxford mini-dictionary

		OBJECTIVES	ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		words; (iv) use the new words in sentences.	new words by breaking the letters into sounds (iii) Pupils, in pairs, use the new words in sentences. (iv) Pupils, in pairs, dramatise the meaning of the new words.		
(d) Reading: Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) read simple non-fiction passages correctly; (ii) deduce the main idea of the passage; (iii) analyse the purpose of the passage. (iv) use evidence from the passage to explain supporting ideas; (v) explain meaning of unfamiliar words in the passage; (vi) relate the passage to issues of national values in the passage e.g. discipline.	(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils in pairs discuss supporting ideas from the passage using evidence from the passage. (v) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary (vi) Pupils relate the main ideas in the passage to national values.	(i) Communication and collaboration. (ii) Critical thinking and problem solving. (iii) Citizenship.	(i) Course book (ii) Flip charts (iii) Chalk board (iv) Oxford mini-dictionary.	
(e) Composition: 'How I spent my last holiday'	By the end of the lesson, pupils should be able to: (i) explain what a narrative composition is;	(i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, in small groups, recall their various holiday experiences	(i) Collaboration and communication (ii) Critical thinking and problem solving (iii) Creativity and	(i) Course book (ii) Pictures of various holiday destinations (iii) Web resources: https://m.youtube.com/watch?v=V-BnhRjmxTA	

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		(ii) develop points on how I spent my last holiday; (iii) write a composition on "how I spent my last holiday".	(iii) Each pupil writes on the topic how I spent my last holiday. studies:	imagination (iv) Digital literacy	
	(a) : Aural Discrimination of the sounds. /ə:/ burn, firm /ʌ/ born, porch	By the end of the lesson, pupils should be able to: (i) Identify vowel sounds. (ii) Produce vowel sounds correctly Distinguish the sounds from each other by pronouncing them correctly in words and in the sentence	(i) Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player. (ii) Pupils, in small groups, pronounce the vowel sounds correctly (iii) Pupils, in pairs, differentiate between the sounds orally in words and sentences. (iv) Each pupil claps or signals when a flashcard containing the appropriate vowel sound is shown. (v) Pupils, in pairs, produce new words with the vowel sounds /ə:/ and /ʌ/	(i) Communication and Collaboration (ii) Critical Thinking and problem solving. (iii) Leadership and Personal development Digital Literacy	Audio Visual Resources (i) Charts (ii) Tape recorder/ audio player Web resources: http://www.difference-between.com/difference-between-vowels-and-vs-diphthongs/
	(b) Structure: Story built on road safety; Charts containing simple sentences	By the end of the lesson, pupils should be able to: (i) provide words related to road safety; (ii) form sentences from the provided word;	(i) Pupils, as a class, mention words related to road safety. (ii) Pupils, in small groups, use the words in sentences. (iii) Pupils pair up to discuss issues on road safety. (iv) Each pupil writes	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Relevant pictures on the topic. Web resources:

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		(iii) create dialogues on road safety.	simple sentences on road safety.		
	(c) Vocabulary building: Teaching new words and reading	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of	(i) Pupils, as a class, identify new words in a given passage. (ii) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (iii) Each pupil is guided to pronounce the	(i) Communication and collaboration Critical thinking and problem solving.	(i) Charts/flash cards (ii) Course book (iii) The Oxford mini-dictionary
		the new words; (iv) use the new words in sentences.	new words by breaking the letters into sounds. (iv) Pupils, in pairs, use the new words in sentences. (v) Pupils in pairs dramatise the meanings of the new words in pairs		
	(d) Reading: Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of	i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. iii. Each pupil analyses the purpose of the passage. iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the	(i) Communication and collaboration. (ii) Critical thinking and problem solving.	(i) Course book (ii) Flip charts (iii) Chalk board (iii) Oxford mini-dictionary.

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		unfamiliar words in the passage; (v) relate the passage to issues of national values in the passage e.g. discipline.	v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. vi. Pupils relate the main ideas in the passage to national values.		
	(e)Composition : 'How I Plan to Spend My Next Holiday'	By the end of the lesson, pupils should be able to: (i) recall what a narrative	(i) Pupils, as a class, examines the narrative composition provided. (ii) Pupils, as a group, brainstorm on	(i) Collaboration and communication (ii) Critical thinking and problem	(i) Course book (ii) Pictures of various holiday destinations Web resources: https://m.youtube.com/watch?v=V-BnhRjmxTA
		composition is; (ii) develop points on how I spent my last holiday; (v) write a composition on "How I Plan to Spend My Next Holiday" .	what they would like to do in their next holidays. (iii)Each pupil writes on the topic 'How I Plan to Spend My Next Holiday' .	solving (iii)Creativity and imagination	
	(a): Aural Discrimination of the sounds: /u/ as in pull, and /u:/ as in pool	By the end of the lesson, pupils should be able to: (i) identify vowel sounds /u/ as in pull, and /u:/ as in pool; (ii) Produce the vowel sounds correctly; distinguish the sounds from each other by pronouncing them correctly in words and sentences	i. Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player. ii. Pupils, in small groups, pronounce the vowel sounds correctly. iii. Pupils, in pairs, differentiate between the sounds orally in words and sentences. iv. Each pupil claps or signals when a flashcard	(i) Communication and Collaboration (ii) Critical Thinking and problem solving. (iii) Leadership and Personal development Digital Literacy	Audio Visual Resources (i) Charts (ii) Tape recorder/ audio player Web resources: http://www.differencebetween.com/difference-between-vowels-and-vs-diphthongs/

			containing the appropriate vowel sound is shown. v. Pupils, in pairs, produce new words with the vowel sounds /u/ and /u: /		RESOURCES
Structure: Story built on dangers of drug abuse	By the end of the lesson, pupils should be able to: i. Provide words related to drug abuse; ii. Form sentences from the provided word; iii. Create dialogues on drug abuse	i. Pupils, as a class, mention words related to drug abuse. ii. Pupils, in small groups, use the words in sentences. iii. Pupils pair up to discuss issues on drug abuse.	i. Collaboration and communication ii. Leadership and personal development iii. Critical thinking and problem solving	i. Course book ii. Relevant pictures on the topic. Web resources:	
(b) Vocabulary	By the end of the lesson, pupils should be able to:	i. Pupils, as a class, identify new words in a given passage. ii. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. iii. Each pupil is guided to pronounce the new words by breaking the letters into sounds iv. Pupils, in pairs, use the new words in sentences. v. Pupils, as a class, share the meanings of the new words the class.	(i) Critical thinking and problem solving. (ii) Leadership and personal development Collaboration and communication	(i) Flash cards (ii) Charts (iii) Course book iii. Oxford mini-dictionary	
building: Teaching of new words and meaning.	(i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.				
(d) Reading: Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) read simple	(i) Pupils, in small groups, read the given poems (ii) Pupils, as individuals,	(i) Collaboration and communication (ii) Leadership	(i) Poetry books (ii) Flannel board (iii) Posters (iv) Flash cards (iv) Relevant pictures	

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	(poems on values)	poems; (ii) identify values and lessons in given poems.	identify unfamiliar words the poem. Each pupil identifies the values and lessons	and personal development (iii) Critical thinking and problem solving	about values in the poems
	(e) Composition: Writing of poem: Once I saw a little bird.	By the end of the lesson, pupils should be able to: (i) read class selected poem; (ii) recall poem accurately; (iii) write out lines of the poem; (iii) identify moral lessons from the poem.	(i) Pupils, as a class listen and repeat poem after the teacher. (ii) Pupils, in pairs, read, demonstrate and draw out moral values from selected poem. (iii) Pupils, as individuals, write down and recite chosen poem by heart.	(i) Communication and collaboration (ii) Leadership and personal development (iii) Critical thinking and problem solving (iii) Citizenship	(i) Selected book that contains popular poems (v) Charts
	(f) Supplementary	By the end of the lesson,	i. Each pupil reads a recommended	(i) Critical thinking and	(i) Lagos State approved
	Reading	pupils should be able to: (i) share with other pupils the story read; (ii) discuss the main ideas of the story; (iii) discuss lessons learnt from the book; (iv) relate events in the story to their personal lives.	storybook/play/poem from Lagos State approved book list ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story. iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.	problem solving (ii) Leadership and personal development (iv) Communication and collaboration	storybook/poem/play (ii) Any other relevant material

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	(a): phonic pronunciation of diphthongs: e.g. /ɔi/, /eə/ etc.	By the end of the lesson, pupils should be able to: i. Identify diphthongs e.g. /ɔi/, /eə/ etc. ii. Produce the vowel sounds correctly; distinguish the sounds from each other by pronouncing them correctly in words and sentences	iii. Pupils, as a class, identify the diphthongs on a given chart and listen to the pronunciation on audio player. iv. Pupils, in small groups, pronounce the diphthongs correctly v. Pupils, in pairs, differentiate between the sounds orally in words and in sentences. vi. Each pupil claps or signals when a flashcard containing the appropriate vowel sound is shown. vii. Pupils in pairs produce new words with the vowel sounds (diphthongs) in pairs	i. Communication and Collaboration ii. Critical Thinking and problem solving. iii. Leaders hip and Personal development Digital Literacy	Audio Visual Resources i. Charts ii. Tape recorder/ audio player Web resources: http://www.differencebetween.com/difference-between-vowels-and-vs.-diphthongs/
	(b) Vocabulary building: New words and their meanings	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) Use the new words in sentences.	(v) Pupils, as a class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words by breaking the letters into sounds (viii) Pupils, in pairs, use the new words in sentences.	(i) Communication and Collaboration (ii) Critical thinking and problem solving. iv. Leadership and Personal Development	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. Oxford mini-dictionary.

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	(c) Comprehension (values)	By the end of the lesson, pupils should be able to: (i) read simple poems; (ii) discuss the main idea of the poem (iii) use evidence from the passage to discuss supporting ideas (iv) identify values and lessons in given poems; (ix) relate the ideas and values in the passage to personal experience.	(i) Pupils, in small groups, recite the given poems (ii) Pupils, in small groups, identify the values and lessons in the poem. (iii) Pupils, in small groups, discuss the main ideas of the passage. (iv) Each pupil discusses the main idea of the poem. (v) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea. (x) Each pupil relates the ideas from the poem to personal experiences.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Poetry books (ii) Flannel board (iii) Posters (iv) Flash cards (iii) Relevant pictures about values in the poems
	(d) Writing: composition on my best friend	By the end of the lesson, pupils should be able to:	(i) Pupils, as a class, examine the descriptive composition provided	(i) Creativity and imagination. (ii) Communication and Collaboration	(i) Course book
		(i) use simple sentences to discuss a descriptive composition (ii) write out points on "my best friend" (v) write a composition on the given topic	(ii) Pupils, as a group, discuss about "my best friend" (vi) Each pupil writes the composition on the given topic in his or her own words.	(iii) Critical thinking and problem solving.	
	: Pronunciation of multi syllabic words (e.g. teacher, coffee, picture, leather etc.)	By the end of the lesson, pupils should be able to: (i) identify two and three syllabic words in sentences.	(i) Pupils, as a class, listen attentively as the teacher explains with examples two and three syllabic words and models the pronunciation of the words.	(i) Critical thinking and problems solving Collaboration and communication	(i) Flash cards (ii) Sentence strips Course books

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		(ii) produce two and three syllable words use two and three syllabic words in sentences	(ii) Pupils touch their chins every time they hear a syllable in the words being pronounced. (iii) Pupils, in pairs, differentiate between two and three syllabic words with examples. (iv) Each pupil uses two and three syllabic words in sentences.		
	(a) Structure: Types of Sentence.	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) explain declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands), and exclamations;</p> <p>(ii) identify different kinds of sentences in a passage;</p> <p>(iii) differentiate between the types of sentence;</p> <p>(iv) punctuate each type of sentence;</p> <p>(iii) group all sentences used in the passage accordingly.</p>	<p>(i) Pupils, as a class, explain the four types of sentence with examples.</p> <p>(ii) Pupils, in small groups, read a passage and identify the different sentences accordingly.</p> <p>(iii) Each pupil practices punctuating each type of sentence.</p> <p>(iv) Pupils, in small groups, presentations on sentence grouping.</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(ii) Creativity and imagination</p>	<p>(i) Collection of popular folktales/short stories on given topic</p> <p>(ii) Course book</p> <p>(iii) Flash cards</p> <p>(iii) White board</p>

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	(c)Vocabulary building; (b) New words and meanings	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences. (v)	(v) Pupils, as a class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words by breaking the letters into sounds (viii) Pupils, in pairs, use the new words in sentences.	(iv) Communication and Collaboration (v) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(iv) Selected passage from the English Textbook. (v) Flash cards on the new words. (iv) Oxford mini-dictionary.
	Comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to	(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils, in pairs, discuss	(i) Collaboration and communication (vi) Critical thinking and problem solving	(i) Course book (ii) Supplementary readers (vi) Any other relevant materials
		explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage; (ix) relate the passage to issues of national values in the passage e.g. discipline.	supporting ideas from the passage using evidence from the passage. (v) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. (vi) Pupils relate the main ideas in the passage to national values.		

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			(x) Each pupil answers the questions in oral and written forms.		
	(c) Composition : (My best friend)	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) use simple sentences to write a descriptive composition;</p> <p>(ii) write out points on "my best friend"</p> <p>(iii) complete a guided on "essay on my friend"</p> <p>write a composition on the given topic</p>	<p>(i) Pupils, as a class, examine the descriptive composition provided</p> <p>(ii) Pupils, in small groups, discuss about "my best friend".</p> <p>(iii) Pupils, in pairs, study and complete a guided composition on "My best friend".</p> <p>(vii) Each pupil writes a composition on the given topic in his or her own words.</p>	<p>(i) Creativity and imagination;</p> <p>(ii) Communication and Collaboration;</p> <p>(ii) Critical thinking and problem solving.</p>	(iii) Course book
	(a): Phonic pronunciation of diphthongs: e.g. /ai/, /ei/ etc.	<p>By the end of the lesson, pupils should be able to:</p> <p>i. identify vowel sounds;</p> <p>ii. produce vowel sounds correctly; distinguish the</p>	<p>i. Pupils, as a class, identify the sounds on in given chart and listen to the pronunciation on audio player.</p> <p>ii. Pupils, in small groups, pronounce the vowel sounds correctly</p> <p>iii. Pupils, in pairs, differentiate among</p>	<p>i. Communication and Collaboration</p> <p>ii. Critical Thinking and problem solving.</p> <p>iii. Leadership and Personal development</p> <p>Digital Literacy</p>	<p>Audio Visual Resources</p> <p>i. Charts</p> <p>ii. Tape recorder/ audio player</p> <p>Web resources:</p> <p>http://www.differencebetween.com/difference-between-vowels-and-vs-diphthongs/</p>
		sounds from one another by pronouncing them correctly in words and in the sentence.	the sounds orally in words and sentences.		

ENGLISH STUDIES					
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	(b) Structure: regular and irregular plurals	By the end of the lesson, pupils should be able to: (i) describe regular and irregular plurals; (ii) identify regular and irregular plurals; iii. construct sentences that have regular and irregular plurals.	(i) Class discusses the differences between the plural forms of "hand" and "foot" to introduce the concept of irregular and regular verbs. (ii) Pupils, as a class, reproduce in writing teacher's examples of regular and irregular plurals. (iii) Pupils produce other words with irregular verb forms. (iv) Each pupil identifies regular and irregular plurals from sentences. (v) Pupils form sentences with regular and irregular plurals.	(i) Collaboration and communication iv. Critical thinking and problem solving	(i) Charts (ii) White board (iii) Pictures Flash cards
	(c) Vocabulary building	By the end of the lesson, pupils should be able to: i. Identify new words and pronounce them ii. Identify the meaning of unfamiliar words (iii) Use the new words in sentences.	iii. Pupils, as a class, identify new words in a given passage. iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary. v. Each pupil is guided to pronounce the new words by breaking the letters into sounds. vi. Pupils, in pairs, use the new words in sentences. Pupils, in pairs, demonstrate their understanding of the meanings of the new words.	iii. Communication and Collaboration iv. Critical thinking and problem solving. (ii) Leadership and Personal Development	i. Selected passage from the English Textbook. ii. Flash cards on the new words. (iv) Oxford mini-dictionary.

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	(d) Oral and written: Comprehension	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) read selected story on their own; (ii) reproduce the stories and tell the meaning of the story; (iii) discuss the main idea of the story (iv) use evidence from the passage to discuss supporting ideas (v) identify values and lessons in given story; vii. relate the ideas and values in the passage to personal experience. 	<ul style="list-style-type: none"> i) Each pupil reads the selected fictional story on their own. (ii) Pupils, in pairs, explain the meanings of the story with its lessons (iii) Pupils, in small groups, identify the values and lessons in the poem. (iv) Pupils, in small groups, discuss the main ideas of the passage. Each pupil discusses the main idea of the story. Each pupil uses evidence from the story to discuss the ideas that are used to support the main idea. Each pupil relates the ideas from the story to personal experiences. 	<ul style="list-style-type: none"> (i) Critical thinking and problem solving v. Personal development and leadership 	Course books Supplementary materials.
	(d) Writing (poem): 'Twinkle twinkle little star'	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) learn and read the selected poem correctly; (ii) demonstrate the poem; (vi) write down the selected poem 	<ul style="list-style-type: none"> (i) Pupils, as a class, recite selected poem after the teacher. (ii) Pupils, in pairs, demonstrate the poems. (iii) Each pupil writes down and recalls the selected poem. 	<ul style="list-style-type: none"> (i) Collaboration and communication (ii) Creativity and imagination (ii) Leadership and personal development 	<ul style="list-style-type: none"> (i) Poetry book (ii) Relevant pictures (ii) Natural object

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	Supplementary Reading	<p>in their handwriting.</p> <p>By the end of the lesson, pupils should be able to:</p> <p>(i) 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>v. Each pupil reads a recommended storybook/play/poem from Lagos State approved book list.</p> <p>vi. Each pupil discusses the main idea of the story.</p> <p>vii. Pupils, in small groups, share information from the story.</p> <p>viii. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.</p>	<p>(i) Critical thinking and problem solving</p> <p>(ii) Leadership and personal development</p> <p>(iii) Communication and collaboration</p>	<p>(i) Lagos State approved storybook/poem/play</p> <p>(iii) Any other relevant material</p>
7	<p>E. Mid-term tests</p> <p>F. Open day</p> <p>G. Mid-term break</p> <p>H. Homework</p>				
8	V	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) spell and pronounce unfamiliar words in a selected text;</p> <p>(ii) read a</p>	<p>(i) Pupils read the passage out fluently after listening to the teacher or audio tape model the reading.</p> <p>(ii) Pupils, as a class, study the text to identify, spell and pronounce unfamiliar words.</p>	<p>i. Communication and Collaboration</p> <p>ii. Critical thinking and problem solving. Leadership and Personal Development</p>	<p>(i) Charts</p> <p>(ii) Pictures</p> <p>Flash cards</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		selected passage fluently; discuss the main ideas of the passage orally and fluently.	(iii) Pupils, in small groups, read the passage aloud. (iv) Pupils in pairs take turns to model reading the passage. Pupils, in pairs, discuss the main idea of the passage with each other and share with the class.		
	(a) Structure: National values e.g. discipline and courage, respect for elders	By the end of the lesson, pupils should be able to: (i) read a selected passage on the given topic; (ii) mention related words on the topics; (iii) form simple sentences with the related words.	(i) Pupils, as a class, read the selected passage slowly and silently. (ii) Each pupil identifies words related to the topic. (v) Pupils, in pairs, construct simple sentences on the topic.	(i) Collaboration and communication (ii) Critical thinking and problem solving iii. Citizenship	(i) Course book (ii) Magazines (iii) Charts
	(b) (c) Vocabulary building	By the end of the lesson, pupils should be able to: (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences.	(i) Pupils, as a class, identify new words in a given passage. (ii) Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. (iii) Each pupil is guided to pronounce the new words by breaking the letters into sounds.	(i) Communication and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini-dictionary.

ENGLISH STUDY					
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
			(iv) Pupils, in pairs, use the new words in sentences. (v) Pupils, in pairs, demonstrate their understanding of the meanings of the new words.		
	(d) Oral and written: Comprehension	By the end of the lesson, pupils should be able to: i. Read selected story on their own ii. Reproduce the stories and tell the meaning of the story iii. Answer questions on the passage	i. Pupils, as individuals, read a given passage as guided by the teacher. ii. Pupils, in small groups, discuss the main idea of the passage. ii. Each pupil analyses the purpose of the passage. iii. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. iv. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. v. Pupils relate the main ideas in the passage to national values.	i. Critical thinking and problem solving ii. Personal development and leadership	i. Course books ii. Supplementary materials.
	Composition: About my school	By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition;	(i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, as a group, discuss about "my school".	(i) Creativity and imagination. (ii) Communication and Collaboration. iii. Critical thinking and problem solving.	iii. Course book

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) write out points on "my school" (iii) write a composition on the given topic	(iii) Each pupil writes the composition on the given topic in his or her own words.		
9	: Reading charts, graph calendar to obtain information	By the end of the lesson, pupils should be able to: (i) read information on charts, diagrams, calendars etc. aloud; (ii) extract information from charts, diagrams and calendars; (iii) discuss the information derived with other students; (iv) establish relationship between ideas using evidence from the charts. (v) discuss the purpose of the graph/chart/diagram	(i) Pupils, as a class, identify information on charts, graphs, diagrams and calendars that are presented to them. (ii) Each pupil studies the items to derive information. (iii) Pupils, in pairs, discuss the information gained from the items. (iv) Pupils, in pairs, analyse relationships like similarity, contrast between ideas in the text. Each pupil discusses the purpose of the diagram.	(i) Collaboration and communication (ii) Critical thinking and problem solving	(i) Calendars (ii) Course book Relevant charts, diagrams, graphs etc.
	(a) Structure: concept of print margins	By the end of the lesson, pupils should be able to: (i) recognize and explain the components of printed materials e.g. title page, illustrations,	(i) Pupils, in small groups, observe different components of a selected printing material to identify the title, chapters, paragraphs etc. (ii) Each pupil discusses the relevance of each component to the	(i) Critical thinking and problem solving (iii) Collaboration and communication	(i) Supplementary readers (ii) Course book (iii) Charts (iii) Diagrams

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(ii) chapters, margins etc. extract information from printed materials like charts, diagrams, calendars etc. information for dialogues	(iii) printed material. Pupils, in pairs, study and carefully extract information from printed materials under the teacher's supervision.		
	(b) Vocabulary building	By the end of the lesson, pupils should be able to: i. identify new words and pronounce them; ii. recognize new words meanings; iii. demonstrate the meaning of the new words; iv. use the new words in sentences.	v. Pupils, as a class, identify new words in a given passage. vi. Pupils, in small groups, are guided to look for the meanings of the selected new words from the dictionary. vii. Each pupil is guided to pronounce the new words by breaking the letters into sounds viii. Pupils, in pairs, use the new words in sentences.	i. Communication and Collaboration ii. Critical thinking and problem solving. (ii) Leadership and Personal Development.	i. Selected passage from the English Textbook. ii. Flash cards on the new words. iii. Oxford mini-dictionary.
	(d) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting	(v) Pupils, as individuals, read a given passage as guided by the teacher. (vi) Pupils, in small groups, discuss the main idea of the passage. (vii) Each pupil analyses the purpose of the passage. (viii) Pupils, in pairs, discuss	(i) Personal development and leadership iii. Critical thinking and problem solving	(i) Course book (ii) Charts iv. Other relevant materials

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		<p>ideas;</p> <p>(iv) explain meaning of unfamiliar words in the passage;</p> <p>ix. relate the passage to issues of national values in the passage e.g. discipline.</p>	<p>supporting ideas from the passage using evidence from the passage.</p> <p>(ix) Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>x. Pupils, relate the main ideas in the passage to national values.</p>		
	(e) Writing: Composition about "My parents"	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) describe a simple format of this essay</p> <p>(ii) complete a guided essay on my parent</p> <p>(x) write essay on 'my parents'</p>	<p>(i) Pupils, as a class, are guided to describe the format of a descriptive essay.</p> <p>(ii) Pupils, in small groups, complete a guided essay given.</p> <p>(iii) Pupils, in pairs, write on 'My parents' briefly.</p>	<p>(i) Critical thinking and problem solving</p> <p>(ii) Collaboration and communication</p> <p>(iii) Leadership and personal development</p>	<p>(i) Pictures showing the effects of an event or a natural disaster</p> <p>(ii) Real objects</p> <p>(iii) Web resources: http://www.google.com/search?q=a+natural+disaster&ic=utf-8&oe=utf8&client=firefox-b-a</p>
Supplementary Reading		<p>By the end of the lesson, pupils should be able to:</p> <p>(i) 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/play/poem from Lagos State approved book list.</p> <p>ii. Each pupil discusses the main idea of the story.</p> <p>ii. Pupils, in small groups, share information from the story.</p> <p>v. Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the story.</p>	<p>(i) Critical thinking and problem solving</p> <p>(ii) Leadership and personal development</p> <p>Communication and collaboration</p>	<p>(i) Lagos State approved storybook/poem/play</p> <p>(iii) Any other relevant material</p>

WKS	TOPICS	LEARNING OBJECTIVES	ACTIVITIES	CORE SKILLS	LEARNING RESOURCES
10	: conversation on general issues	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) Identify reading materials (magazines and newspapers) (ii) Differentiate between the various reading materials provided (iii) Discuss the issues raised on each materials <p>Produce your opinions on the matters</p>	<ul style="list-style-type: none"> (i) Pupils, as a class, observes as the teacher shows some selected reading materials. (ii) Pupils, in small groups, differentiate among the materials given. (iii) Pupils, in pairs, dialogue on the issues raised in the materials. Each pupil submits his/her opinions on the issues. 	<ul style="list-style-type: none"> (i) Critical thinking and problem solving Collaboration and communication 	<ul style="list-style-type: none"> (i) Selected reading materials Course book
	(a) Structure : Concept of prints illustration, pictures and diagram in printed texts	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) recognize and state the components of printed materials e.g. title page, margins etc.; (ii) extract information from printed materials like charts, diagrams, calendars etc.; (iv) use the information in complete sentences. 	<ul style="list-style-type: none"> (i) Pupils, as a class, listen as the teacher explains the topic with relevant materials. (ii) Pupils, in pairs, study and carefully extract information from printed materials under the teacher's supervision. (iii) Each pupil discusses the information in simple sentences. 	<ul style="list-style-type: none"> (i) Critical thinking and problem solving (ii) Collaboration and communication 	<ul style="list-style-type: none"> (i) Supplementary readers (ii) Course book (iii) Charts (ii) Diagrams

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	ENGLISH STUDIES LEARNING RESOURCES
	(b) Vocabulary building	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the new words; (iv) use the new words in sentences. 	<ul style="list-style-type: none"> (v) Pupils, as a class, identify new words in a given passage. (vi) Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. (vii) Each pupil is guided to pronounce the new words by breaking the letters into sounds. (viii) Pupils, in pairs, use the new words in sentences. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development. 	<ul style="list-style-type: none"> (i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini-dictionary.
	(c) Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) Listen actively to a story (ii) discuss the main idea of the story (iii) use evidence from the passage to discuss supporting ideas (iv) identify values and lessons in given stories. (v) relate the ideas and values in the passage to personal experience Retell the story in their own words 	<ul style="list-style-type: none"> (i) Pupils, as a class, listen actively as teacher read the selected story. (ii) Pupils, in small groups, retell the given story in their own words. (iii) Pupils, in small groups, identify the values and lessons in the story. (iv) Pupils, in small groups, discuss the main ideas of the passage. (v) Each pupil discusses the main idea of the story. (vi) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea. Each pupil relates the ideas from the 	<ul style="list-style-type: none"> (i) Critical thinking and problem solving (iii) Creativity and imagination 	<ul style="list-style-type: none"> (i) Course book (iii) Relevant pictures or real objects

		stories	experiences. Pupils, in groups, are guided to narrate a similar story.		
	(d) Compositi on (a dog)	By the end of the lesson, pupils should be able to: (i) Use simple sentence to discuss a descriptive composition (ii) Write out points on "A dog" Write a composition on the given topic	(i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, as a group, discuss about "a dog". iii) Each pupil writes the composition on the given topic in his or her own words.	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (ii) Critical thinking and problem solving.	(ii) Course book
11	: Fluency- Reading printed materials	By the end of the lesson, pupils should be able to: (i) Learn new words and pronounce them (ii) Identify unfamiliar words (iii) Use them in sentences Ready the materials aloud	(i) Pupils, as a class, study the passage in order to identify and produce new words and give the meaning. (ii) Pupils, in small groups, read and analyze the selected passage. (iii) Pupil, in pairs, use the words in sentences orally Each pupil reads the materials aloud several times.	(i) Communicatio n and Collaboration (ii) Critical thinking and problem solving. Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. Oxford mini- dictionary.
	(a) Structure: Reading to obtain information	By the end of the lesson, pupils should be able to:	(i) Pupils look carefully as various printed texts are shown to them by the	(i) Collaboration and communicatio n (ii) Leadership	(i) Course book (ii) Supplementary readers (iii) Relevant materials

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(i) Identify features of printed materials like charts and calendars. (ii) Look for information in printed materials (iv) List and explain features of some selected printed materials	teacher. (ii) Pupils, in pairs, are given different printed texts to study and bring our relevant information.	and personal development (iii) Critical thinking and problem solving	
	(b) Vocabulary building	By the end of the lesson, pupils should be able to: (i) Learn new words and pronounce them (ii) Identify unfamiliar words (iii) Use them in sentences	(i) Pupils, as a class, study the passage in order to identify and produce new words and give the meaning. (ii) Pupils, in small groups, read and analyze the selected passage. Pupils, in pairs, use the words in sentences.	(i) Communication and Collaboration (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development.	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini-dictionary.
	(c) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) deduce the main idea of the passage; (ii) analyse the purpose of the passage. (iii) use evidence from the passage to explain supporting ideas; (iv) explain meaning of unfamiliar words in the passage;	(i) Pupils, as individuals, read a given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of the passage. (iii) Each pupil analyses the purpose of the passage. (iv) Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. (v) Pupils, in pairs, point out	(i) Collaboration and communication (iii) Critical thinking and problem solving	(i) Course book (iii) Supplementary readers

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
		(iii) relate the passage to issues of national values in the passage e.g. discipline.	(iii) unfamiliar words in the passage and look for their meanings in the dictionary. Pupils relate the main ideas in the passage to national values.		
	(d) Writing: I.C.T	By the end of the lesson, pupils should be able to: (i) Write out important words from selected I.C.T materials (ii) Interpret and be able to produce words from I.C.T materials Use the words in a conversation	(i) Pupils, as a class, study a material to bring out words from the selected materials. (ii) Pupils, in small groups, read and reproduce words displayed on the selected I.C.T materials. (iii) Pupils, in pairs, use the words in dialogues.	(i) Collaboration and communication (ii) Leadership and personal development (ii) Critical thinking and problem solving	
12	Revision:	Revise	Use relevant teaching and learning materials.		
13	EXAMINATION				
14	EXAMINATION				