

LAGOS STATE GOVERNMENT MINISTRY OF EDUCATION IFIED SCHEMES OF WORK FOR PRIMARY SCHOOLS ENGLISH STUDIES

PRIMARY THREE TERM TERM

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING | EMBEDDED CORE SKILLS | |
|-----|--|---|--|--|---|
| 1 | (a) Structure :usingpast continuous tensein sentence | By the end of the lesson, pupils should be able to (i) recognize past continuous tense in sentences; (ii) create sentences with past continuous tense. | explains past continuous tense with some given examples E.g. "she was going to the market when | and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving | (i) Course book (ii) Supplemental materials d (iii) Charts |
| 1 | y building (i | By the end of the lesson pupils should be able to: (i) learn and pronounce new words. (i) identify unfamiliar words and determine their meanings. (i) use the new words in speaking and writings. | (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings. (iii) Each pupil uses the words in sentences. | (i) Communicati on 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. |

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| 1 | TOPI | CS LEARNING | | | |
|-------------------------|---|---|---|---|--|
| WKS | | OBJECTIVES | LEARNING | | |
| | | | ACTIVITIES | EMBEDDED | ENGLISH STUDIE |
| / | (c)Oral | and By the end of the | (1) 0 | CORE SKILLS | LEARNING |
| | written | lesson, pupils | (i) Pupils, as a clas | | |
| | compret | nen should be able | to: with the correct | e (i) Collaboration | |
| | sion | (i) Read the passage; (ii) Repeat the store in their own words (iii) Draw out the main points from the passage (iv) Answer question on the passage | intonation. (ii) Pupils, in small groups, provide person each to represent each group, who will share a similar story with the class. (iii) Pupils, in small groups, study the | a communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (III) COlirea L |
| (d |) Writing | : By the end of this | (iv) Each pupil answers questions on the passage. | | |
| on sp | ompositio n (how I ent my st holiday | be able to: | examine the narrative composition provided (ii) Pupils, as a group, discuss their last holiday experience. (iii) Each pupil writes the composition on the given topic in his or her own | (i) Creativity and imagination. (ii) Communicatio n and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy. | Audio Visual Resources (i) Charts on various holiday destinations. (ii) Videos: Web Resources <u>https://m.youtube.co</u> <u>m/</u> <u>watch?v=V-</u> <u>BnhRimxtA</u> |
| Dicta for th Week | | Learners are to be guided to: | For home study, pupils, as individuals, | (i) Communication and Collaboration | (i) Hard copy dictionary |
| | | i.)learn the following words: fiction, filling, finding, fitness, forever, fortune, | i.) look up the meanings, word classes and pronunciation of the | (ii) Leadership and Personal Development | (ii) Online dictionary |

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| WKS | TOPICS | OBJECTIVES | dictionary, and use each word in, at least, a sentence. | | |
|-----|---|--|--|---|--|
| 2 | (a) Structure: Expressing future actions in a negative form (E.g. we will not be going to church next Sunday) | (i) explain the future tense; (ii) produce correct sentences in the simple future tense; | (i) Pupils, as a class, pay attention as the teacher explains and demonstrates what future action is (ii) Each pupil answers question asked by the teacher on interrogative sentences using contracted form of "will" and "shall". (iii) Pupils, in pairs, ask and answer interrogative sentences among themselves under the supervision of the teacher. | (i) Communication and collaboration (ii) Critical thinking and problem solving (iii) Creativity and imagination | (i) Sentence strips (ii) Course book (iii) Other supplementar) resources like newspapers or magazines. |
| 0 | Presson and | By the end of the lesson pupils should be able to: (i) learn and pronounce new words; (ii)identify unfamiliar words and determine their meanings; (iii) use the new words in speaking and writings | (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings. (iii) Each pupil uses the words in sentences. | (i) Communication and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development. | from the Englis Textbook. |

| WKS | ; | 10(3) | OBJECTIVES | ACTIVITIES | EMDE | ENGLIGU |
|-----------|---|--|---|--|--|--|
| WKS (d | (c) Ora and writ con hen n | tten npre sio ((((o tt w v v v (i)) (i)) (ii) | By the end of the lesson, pupils should be able to: (i) read the passage and repeat the story in their own words; (ii) retell similar stories; (iii) answer questions in the main points in the main points in the story in their own ords. (v) the end of this lesson pupils should be able to: Use simple sentence to discuss the narrative composition; write out point on how "I spent my last holiday"; write a composition on the given topic. | ACTIVITIES (i) Pupils, as a class, listen to teacher as stressing importan points with the correct intonation (ii) Pupils, in groups, study the story to know the main points. (iii) Pupils, in small groups, answer the questions and provide a person each to represent each group, who will share a similar story with the class. (i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, in small groups, discuss their last holiday experiences. (iii) Each pupil writes the composition on the given topic in his or her own words. (iv) Pupils visit the site below for further studies: https://m.youtube.co m/ watch?v=V- | t (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Critizenship | and the second s |
| for t | | guid | ners are to be ed to: | BnhRimxtA For home study, pupils, as individuals, | (i) Communication and Collaboration | (i) Hard copy dictionary (ii) Online dictionary |
| Wee | K | word furthe salar gene gigab hung | it, greater, ry, hanging, | i.) look up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence. | (ii) Leadership and Personal Development | (ii) Crimine Greathary |

| | | | | EMPEDDED | LEARNING |
|-----|--|---|---|---|---|
| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING | EMBEDDED CORE SKILLS | RESOURCES |
| 3 | (a) Structure: Expressing future actions in the negative form | By the end of the lesson, pupils should be able to: (i) identify modal verbs for future; (ii) produce correct sentences in the simple future tense; (iii) answer correctly to interrogative sentences using contracted forms of "will" and "shall". | (i) Pupils, as a class, pay attention as the teacher explains what future action is. (ii) Each pupil answer question asked by the teacher on interrogative sentences using contracted form of "will" and "shall". (iii) Pupils, in pairs, ask and answer interrogative sentences among themselves under the supervision of the teacher. | (i) Communication n and collaboration (ii) Critical thinking and problem solving (iii) Creativity and imagination | (i) Sentence strips (ii) Course book (iii) Other supplementary resources like newspapers or magazines. |
| | (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. | 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. | (i) Communicatio n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadersh ip and Personal Development. | (i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini- dictionary. |

| | and the second s | Д | CTIVITIES | EMBEDDED | Ston STUDIES |
|--|--|--|---|--|--|
| Oral and itten imprehen on | By the end of the lesson, pup should be a (i) discuss the idea of the (ii) use evident the passage discuss su ideas (iii) identify va lessons in poems; (iv) relate the and value passage personal experient | able to: given poem poem poem poem poem poem poem poem | ided by the | (i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | |
| (d) Writin What I would like to be in future | te lesson pu be able to (i) use ser dis na co (ii) wr or w in (iii) w | upils should to: e simple ntences to scuss the irrative imposition; rite out points | i) Pupils, as a class, examine the narrative composition provided. ii) Pupils, as a group, discus what they wo like to be in future. (iii) Each pupil w the composition on the given topic in his cown words. | imaginal (ii) Commu ion and Collabo n. uld (iii) Critical thinkin proble solving (iv) Digital literac | tion. nicat (i) Charts on various holiday destinations. (ii) Videos: Web resources: Meb resources: <u>https://www.thoughtc</u> <u>ocom/names-of-</u> <u>profess</u> ions-and-iobs- |

| The second | | LEARNING | LEARNING | EMBEDDED | LEARNING |
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| WKS | TOPICS | OBJECTIVES | ACTIVITIES | CORE SKILLS | LEARNING RESOUCE |
| | (e)Supplem entary Reading | By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons learnt from the book; (iii) relate events in the story to their personal lives. | State approved | and problem solving i) Leadership and | PARNING RESOURCES (1) Lagos State approved storybook/poend ay (ii) Any other relevant material |
| 4 | (a) Structure: Using past continuous tense in sentence. | By the end of the lesson, pupils should be able to : (i) explain past continuous tense; (ii) recognize past continuous tense in sentences; (iii) create sentences with past continuous tense. | (i) Pupils, as a class, are guided to explain the past continuous tense with some given examples e.g. "She was going to the market when she saw the masquerade". (ii) Each pupil picks out thepast continuous tense from list o sentences on the board. | personal development (iii) Critical thinking and problem solving | on (ii) Supple nd (iii) Charts |

| | TOPICS | LEARNING OBJECTIVES | LEARNING | | FNo |
|-----|-------------------|--|--|--|-----------------------------------|
| WKS | | | ACTIVITIES | EMBEDDE | ENGLISH STUDIE |
| | | | 11111 | CORE SKIL | D LEARNING |
| 1 | | | MUNIS IN | irs, | LS RESOURCE |
| | | | | | LS RESOURCES |
| | | | with the past continuous tense | | |
| 1 | 1 | By the end of the | | | |
| 1 | (b) Vocabulary | lesson pupils | i. Pupils, in small | 100 | |
| | Vocaborer | should be able to | groups, read and analyze the | (i) Communica | atio (i) Selected |
| | building | | Selected | Coller | V Utilerial |
| | | (i) identify new | | | on. from the English Textbook. |
| | | words and | Hew word | s thinking and | (ii) Flash cards on |
| | | pronounce them; | and given | problem | UPS FIGHT Word |
| | | (ii) recognize new | Dassage | Solvina | (Viii) Uxiord mini |
| | | words' meanings; | iii. Pupils, in pairs, | (iii) Leadership | dictionary |
| | | (iii) | Study the pacea | and Persona | 1 |
| | | demonstrate the | in order to deduce contextual | Developmen | t. |
| | | meaning of the | meaning of the | | |
| | | new words; | Untamiliar worde. | 1/2 | |
| | | (iv) use the new | iv. Pupils, in small | 10 | |
| | | words in | groups, are guided | | |
| | | sentences. | to look for meaning | | |
| | | ochtonoco. | of the selected | | |
| | | | new words from the dictionary. | | |
| | | and the second | v. Each pupil is | | |
| | | (i) | guided to | | |
| | | - Marcine Marcine | pronounce the new | | |
| | | | words by breaking | | |
| | | | the letters into sounds. | | |
| | | | vi. Pupils, in pairs, | Part Contraction | |
| | | | use the new words | 1.22 | |
| | | | in sentences. | | |
| | (c) Oral and | By the end of the | i. Pupils, as | (i) Collaboration | (i) Course book |
| | written | lesson, pupils should | individuals, read a | and communication | (ii) Relevant pictures |
| | comprehen | be able to: | given passage as | (ii) Leadership and | |
| | sion | (i) discuss the main idea of the poem | guided by the teacher. | personal | p. 63 / |
| | States - | (ii) use evidence from | and the second | development (iii) Critical thinking | |
| | | | ii. Pupils, in small | and problem | |
| | | discuss supporting | groups, discuss | solving | I Sand States |
| | | ideas | the main idea of | (iv) Citizenship | |
| | | (iii) identify values | the passage. | - Pressel | |
| | | and lessons in given poems; | III Each pupil | | |
| | | (iv) relate the ideas | iii. Each pupil analyses the | | |
| | | and values in the | purpose of the | ALL AND CONCERNE | |
| | | passage to | passage. | Contraction of | |
| | | personal | passage | | |
| | | experience | | | |

ENGLISH STUD

| WKS | TOPICS | LEARNING OBJECTIVES | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|--|---|--|---|---|
| | | | 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. | | |
| | (d)Writing: Compositio n about "My Mother" | By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points about "my mother"; (iii) write a composition on the given topic. | (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, as a group, discuss about the topic "Myself". (iii) Each pupil writes the composition on the given topic in his or her own words. | (i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. | |
| 5 | (a) Structu re: Present perfect ("ed" and "en") ending s | By the end of the lesson, pupils should be able to: (i) identify the present perfect tense using 'ed' and 'en' ending; (ii) express appropriate use of the present perfect with 'ed' and 'en' endings respectively; | (i) Pupils, as a class, examine the teachers explanations and examples in order to understand the points of emphasis. (ii) Pupils, in small group, form the present perfect tense. with 'ed' and 'en' endings. (iii) Pupils, in pairs, use the present | (i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving | (i) Chalk board (ii) Course book (iii) Supplementary materials |

| | OBJECTIVES | LEARNING | | En |
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| | | ACTIVITIES | EMBEDDED | ENGLISH STUDIES |
| | (iii) use the present | | CORE SKILLS | LEARNING |
| 1997. Q . 10. 10 | perfect tense in | | SNILLS | RESOURCES |
| | sentences. | perfect tense in | | OURCES |
| (b) Vocabu | and the second se | Sellence | | |
| (b) Vocabu lary | lesson pupils | i. Pupils, in small | | |
| building | should be at | groups, read and | (i) Communication | |
| Dunanig | should be able to: | analyze the | and | (i) Selected passage from the 5 |
| | (i) identify now | Selected - | Collabora | i the state of the |
| | (i) identify new words and pronounce | selected passage. | (") Cillical thinking | 1 OVIDOUR |
| 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1 | them; | ii. Pupils, as a class, | and problem | (II) Flash cards on the |
| | (ii)recognize new | identify new words in a given | Solvina | I new words |
| | words' meanings; | passage. | (iii) Leadership and | (iii) Oxford mini- |
| | (iii) | ili. Pupils, in pairs, | ersonal | dictionary. |
| A PROPERTY OF | demonstrate the | study the passage | Development. | |
| | meaning of the | in order to deduce | | - AND |
| | new words; | contextual | | |
| | | meaning of the | | 1 19 10 10 |
| 1. 57 | (iv) use the new words in | unfamiliar words. | 1 | 1 1 1 1 1 1 |
| | sentences. | (i) Pupils, in small | | |
| | Scincinces. | groups, are guided | | |
| | | to look for meaning | | |
| | | of the selected | Vient | |
| | | new words from | | |
| | | the dictionary. | | |
| | | (ii) Each pupil is | | |
| | | guided to | | |
| | | pronounce the new | | |
| | | words by breaking | | |
| | | the letters into | | |
| | | sounds. | | |
| | | (iii) Pupils, in pairs, | | |
| | | use the new words in sentences. | and the set | |
| | | 11.5 | (i) Collaboration | (i) Course book |
| (c) Oral | By the end of the | i. Pupils, as | and | (ii) Relevant pictures |
| and | lesson, pupils should | individuals, read | | |
| written | | a given passage as guided by the | n | Tasl |
| compr | Do abre | teacher. | (III) Leaversnip | EESS! |
| hensio | | ii. Pupils, in small | and persona | |
| n | idea of the | groups, discuss | developmen | t l |
| | nassage | the main idea of | (iii) Critical | |
| | (ii) use evidence from | the passage. | umma-9 | |
| | the passage to | iii Each pupil | problem | |
| | discuss supporting | analyses the | solving (iv)Citizenship | |
| | ideas | purpose of the | (IV)CILIZETISTIP | |
| | (iii) identify values and | nassade. | · Perel a management | |
| | lessons in given | iv. Pupils, in pairs, | | |
| | passages: | Jacuics | | |
| | (iv) relate the loeas | supporting idea | 10 | |
| | and values in the | from the passag | | |
| | passage to | | | |
| | | | | 170 |

| TOPICS | OBJECTIVES | using evidence | | SOURCES |
|--|--|--|---|---|
| | personal experience | 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. | | |
| (d) Writing: Compo sition about "Myself " | By the end of the lesson, pupils should be able to: i. use simple sentences to discuss a descriptive composition; ii. write out points about "Myself"; iii. write a composition on the given topic. | (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, in groups, discuss about the topic "Myself". (iii) Each pupil writes the composition given in simple sentences. | (i) Creativity and imagination. (ii) Communicatio n and Collaboration. (iii) Critical thinking and problem solving. | (i) Course book |
| (a) Structure: Using past continuous tense in sentence. (cont.) | By the end of the lesson, pupils should | (i) Pupils brainstorm about how they express an action that was in progress in the past to formulate the meaning of the past continuous tense. (ii) Pupils, as a class, identify past continuous tense in a paragraph. (iii) Pupils, in small groups, distinguish past continuous from present continuous tense. (iv) Pupils, in pairs, form sentences with past continuous tense | (i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving | (i) Course book (ii) Supplementar materials (iii) Charts |

| | | grou | ps, read and | (i) C | ommunicati | RESO | URCES | |
|----------------|--|--|--|--|---|--|--|--|
| ouilding | be able to: | alla | VZE ING | U | m and | (i) S | belected | |
| | (i) identify new words and pronounce them; (ii) recognize new words' meanings; (iii) demonstrate the meaning of the n words; (iv) use the new words in sentences. | sele ii. Pup ider in a pas iii. Pur stu in co m tw w iv. P to o r tw v. I | cted passage. ils, as a class, htify new words given ssage. pils, in pairs, idy the passage order to deduce ntextual eaning of the nfamiliar words. upils, in small roups, are guided to look for meaning of the selected new words from the dictionary. Each pupil is guided to pronounce the new words by breaking the letters into sounds. Pupils, in pairs, | (ii) (iii) (iii) ew | Collaboration Critical thinking and problem solving. Leadership and Persona Developmen | (ii) (iii) | Descred Dassage from the English Textbook. Flash cards on the new words. Oxford mini- dictionary. | |
| g: an wr | ensio | hould main assage e from to porting ues and given deas and ne | use the new wo in sentences. Pupils, as individuals, rea given passage guided by the teacher. ii. Pupils, in sma groups, discus the main idea the passage. iii. Each pupil analyses the purpose of th passage. iv. Pupils, in pa discuss sup ideas from th passage us evidence from passage. v. Pupils, in p point out un words in th | ad a as all ss of ne iirs, porting the ing om the pairs, nfamili | | icatio hip sonal ment g and n | (i) Course bo (ii) Relevant pictures | |

| WKS | TOPICS | LEARNING | | CORE SKILL | LEAN |
|---------------------------|--|---|--|---|--|
| | | OBJECTIVE | vi. Pupils relate the main ideas in th passage to national values. | ngs / e ie | SOURCES |
| | Composi tion on "My classroo m | By the end of this lesson pupils should be able to: (i) use simple sentence to discuss the descriptive composition; (ii) write out point on "my classroom"; (iii) write a composition on the given topic. | composition provided. (ii) Pupils, in small groups, discuss on the topic "my classroom". | imagination (ii) Communication ion and Collaboration n. (iii) Critical thinking and s problem solving. | at (i) Course by |
| (e) Supplem Reading | nentary les | the story to their personal lives. iv | i. Each pupil reads a recommended storybook/play/po em from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. ii. Pupils, in small groups, share information from the story, Pupils, in pairs, establish relationships between ideas using evidence from the passage. Each pupil discusses the lessons/values learnt from the | (i) Critical thinking and problem solving (ii) Leadership and personal development (iii) Communicati on and collaboration | (i) Lagos State approved storybookipoen play (ii) Any other relevant maters |

| A. Mid- term tests B. Open day C. Mid- | | | CORE SKILLS | LEARNING RESOURCES |
|---|---|--|--|--|
| term break D. Home work (a) : Present perfect with "since" and "for" | By the end of the lesson, pupils should be able to: (i) recall present perfect tense; (ii) identify present perfect with 'since' and 'for'; (iii) express correct use of present perfect with 'since' and 'for'. | (i) Pupils, as a class, listen as teacher explains the correct use of present, perfect sentence with 'since' and 'for'. (ii) Pupils as individuals, take turns to give examples on the use of present perfect with 'since' and 'for'. (iii) Pupils write down various sentences that express the use of present perfect with 'since' and 'for'. | (i) Leadership and personal development (ii)Critical thinking and problem solving | (i) Course book (ii) Charts (iii) Other relevant materials |
| (b) Vocabul ary building | By the end of the lesson pupils should be able to: (i) read a passage to identify and pronounce new words; (ii)deduce meaning of the unfamiliar words contextually from the passage; (iii) use the new words in speaking and writings. | (i) Pupils, in small groups, read and analyze the selected passage. (ii) Pupils, as a class, identify new words in a given passage. (iii) Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. (iv) Pupils, in small groups, are guided to look for meaning of the selected new | (i) Communicatio n 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. |

| enter. | a pictu ni ten | LEARNING | LEARNING | EMBEDDED CORE SKILLS | LEARNING RESOUR |
|--------|--|--|---|--|--|
| WKS | TOPICS | OBJECTIVES | Activities 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. | | RESOURCES |
| (d)V | Reading: Dral and written omprehen ion | lesson, pupils should be able to: (i) discuss the main idea of the passage; (ii) use evidence from the passage to discuss supporting ideas; (iii) identify values and lessons in given passages; (iv) relate the ideas and values in the passage to personal experience. | 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) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (i) Course book (ii) Relevant pictures |
| n on | npositio i 'my sroom' | lesson pupils should be able to: | (i) Pupils, as a class, examine the descriptive composition provided | (i) Creativity and imagination. (ii) Communication and Collaboration. | Audio Visual Resources (i) Course book |

| | e simple | | | CORE SKILLS | LEARNING RESOURCES |
|--|---|--|--|---|--|
| dis de co (ii) wi "N (iii) w co | escriptive omposition; rite out point on My classroom"; | (ii) Pupils, as a discuss on topic "My classroom" (iii)Each pupil the compositive given the given this or her owords. | writes sition on | i)Critical thinking and problem solving. | |
| 9 (a) Surveyed (a) re: Interrog (a) re: Interrog (a) re: Interrog (a) re: Interrog (a) respon (a) respon (b) respon (b) respon (c) respon (c) respon (c) respon (c) resent (c) r | he end of the esson, pupils should be able to: identify interrogative statements; construct present perfect tense in question forms; supply appropriate responses to such question forms orally and in writing. | interroga stateme convers using th perfect (iii) Pupils, change statem teache question followi teache e.g. In Have | te after her using ent, ense. upil forms ative ents in sations he present tense. in pairs, e selected ents by the er into ons | the grandest | |
| (b) Vocabulary building (Teaching ofnew words) | By the end of the lesson, pupils should be able (i) identify new words and pronounce the (ii)recognize new words' meani (iii) demonstrate meaning of th new words; (iv) use the | e to e to e to e to e to groug analy selec pass ii. Pupi iden word pass iii. Pupi stud pass to pass iden word pass to cor the pass cor the cor to cor to cor to cor to cor to cor to cor to cor to to to to to to to to to to | s, in small ps, read and yze the cted sage. ils, as a class tify new ds in a given sage. ils, in pairs, dy the sage in order leduce ntextual aning of the familiar word | (ii) Critical think and problem solving. (iii) Leadership and Person Developme | n King (ii) Flash cards on th new words. (iii) Oxford mini- dictionary. |
| | words in sentences. | unf | amiliar we | UCATION | 176 |

| WKS | TOPIC | OBJECTIVES | Acrim | | |
|------------------|-------------|---|--|---|----------------------------------|
| | | | iv. Pupils, in small groups, are guided to look 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 | for | |
| | P | | words in sentences. | | |
| g a W C | r V t | By the end of the lesson, pupils should be able to: (i) discuss the main idea of the passage (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given passages; relate the ideas and values in the passage o personal experience | given passage as guided by the teacher. (ii) Pupils, in small groups, discuss the main idea of | (i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (i) Course bo (ii) Relevant (|

| TOPICS | OBJECTIVES | ACTIVITIES | EMBEDDED | ENGLISH STUDIES |
|--|--|---|---|--|
| (d) Writing: Compo sition about 'A dog' | should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points about "a dog"; (iii) write a composition on the given topic. | (i) Pupils, as a class, examine the descriptive composition provided. (ii) Pupils, in small groups, discuss about the topic "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. (iii) Critical thinking and problem solving. | LEARNING RESOURCES (i) Course book |
| (e)Sup plemen tary Readin g | By the end of the lesson, pupils should be able to: (i) share with other pupils the story read; (ii) discuss lessons leamt from the book; (iii) relate events in the story to their personal lives. | i. Each pupil reads a recommended storybook/play/po em 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 v. Each pupil discusses the lessons/values learnt from the | (i) Critical thinking and problem solving (ii) Leadersh ip and personal development (iii) Commun cation and collaboration | ni ni |
| (a) Structu re: Present perfect tense and | By the end of the lesson, pupils should be able to: (i) Recall present perfect tenses and | (i) Pupils, as a class, are led to recall present perfect tense and past perfect tense (ii) Each pupil takes turns to give | d (ii)Critical thinking and problem | materials |

| WKS | TOPICS | LEARNING | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|------------------|--|---|--|---|--|
| | | (iii) Differentiate between present perfect tense and past perfect tense | (iii) Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples. | | |
| | (b) Vocabu lany building | By the end of the lesson pupils should be able to: (i) read a passage; (ii) identify and pronounce unfamiliar words; (iii) derive the meaning of unfamiliar words contextually; (iv) use the new words in speaking and writings. | Pupils, in small groups, read and analyze the selected passage. Pupils, as a class, identify new words in a given passage. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words; Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. Each pupil is guided to pronounce the new words by breaking the letters into sounds Pupils, in pairs, use the new words in sentences. | (i) Communication n and Collaboration. (ii) Critical thinking and problem solving. (iii) Leadership and Personal Development. | Selected passage from the English Textbook. Flash cards on the new words. Oxford mini- dictionary. |
| R O w c | eading: ral and ritten omprehen on | By the end of the lesson, pupils should be able to: (i) read a given passage; (ii) repeat the story in their own words; (iii) answer questions on the main points in the story in their own words. | (i) Pupils, as a class , are guided to read a selected passage with the correct intonation. (ii) Pupils, in groups, study the story to identify themain points. (iii) Pupils, in pairs, answer questions on the given passage. | (i) Collaboration and communicatio n (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship | (iii) Course book (iv) Relevant pictures |

| MNO | RUGIET | OBJECTIVES | LEARNING | | |
|--------|---|---|---|--|---|
| | d)Writing: Compositi on about 'my father'' | By the end of the lesson, pupils should be able to: (i) use simple sentence to discuss a descriptive composition; (ii) write out points about ""my father"; (iii) write a composition on the given topic. | ACTIVITIES (i) Pupils, as a class, examine the descriptive composition provided (ii) Pupils, as a group, discuss about the topic ""my father"" (iii) Each pupil writes the composition on the given topic in his or her own words. | EMBEDDED CORE SKILLS (i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving. | Course book |
| 11 (a) |) Structure: Present perfect tense and Past perfect tense | By the end of the lesson, pupils should be able to: (i)recall the meaning present perfect tenses and past perfect tense; (ii)express correct use of present perfect tense and past perfect tense and past perfect tense; (ii) differentiate between present perfect tense and past perfect tense and past perfect tense and past perfect tense and past perfect tense. | Pupils brainstorm on a way to express when an action that has already happened to formulate the meaning of the perfect tense. Pupils, in small groups, analyse expressions with actions that were concluded in the past and those that are concluded in the present to differentiate between present and past perfect tenses. Pupils, as a class, are led to recall the uses present perfect tense and past perfect tense. Each pupil take COT S.COM ive examples on the uses of present perfect tense and past perfect | (i) Leadership and personal development (ii) Critical thinking and problem solving | (i) Course book (ii) Charts (iii) Other relevant materials |

STUDIES STUDIES

| WKS | TOPICS | LEARNING OBJECTIVES | | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|-------------------------------|--|------------------------|--|--|---|
| | | | ۷. | Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples. | | |
| | (b)Vocabul ary building | By the end of the lesson pupils should be able to: (i) Read a passage (ii) Identify and pronounce unfamiliar words (iii) Derive the meaning of unfamiliar words contextually. (iv) Use the new words in speaking and writings. | i. ii. iv. v. | Pupils, in small groups, read and analyze the selected passage. Pupils, as a class, identify new words in a given passage. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary. Each pupil is guided to pronounce the new words by breaking the letters into sounds. Pupils, in pairs, | (i) Communicati on 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. |
| | | | vii. | use the new words in sentences. Pupils in pairs dramatise the meaning of the new words. | A Lauceoniu A Lauceoniu Anto preserva Santagonia Marting mid precina | |

| MA | TOPICS | LEARNING | | | a Partia | | |
|----------|-------------------|-------------------------------|-------|---------------------------------|----------|------------------------------|------------------------|
| WKS | | OBJECTIVES | S | LEARNING | | | |
| | (0) | By the end of the | | ACTIVITIES | | EMBEDDED | ENGLISH STUDIE |
| | Reading: | lesson, pupils | | Pupils, in sm | I | OKE CKIL. | LEARNING |
| | Oral and | should be able | | groups, recite | 11. | (i) Collaboratio | INCOURCER |
| | | onourd be able | e to: | given passag | the | Dine | U Colirect |
| | written | n (i) discuss the ma | ain | | | communicat | (ii) Relevant pictures |
| | comprehe | idea of the | ant | ii. Pupils, in sm | all | 11 | io pictures |
| | sion | passage | | groups, identi | fu | (ii) Leadership | |
| | The second second | (ii) use evidence | | the values and | H | and persona development | 1 |
| | 1.000 | from the passa | ge | lessons in the | | (iii) Critical | 1 |
| | | to discuss | | passage. | | thinking and | |
| | | supporting idea | as | | | problem | |
| | | (iii) identify values | | iii. Pupils, in sma | all | Solvina | |
| | | and lessons in | | groups, discus | s | (iv) Citizenship | |
| 1/1 | | given passage s | s; | the main ideas | of | | |
| | | (iv) relate the ideas | | the passage. | - | | |
| | | and values in the | e | | | | |
| 1 | | passage to | | iv. Each pupil | - | | |
| | | personal | | discusses the | | | |
| | | experience | | main idea of the | | | |
| | | | | passage. | 24 | | |
| | | | | | | | |
| 1 Sector | | | | (v) Each pupil uses | | | |
| | | | | evidence from th | e | | |
| | | | | passage to discuss the ideas | | | |
| | | | | that are used to | 5 | | |
| | | | | support the main | | | |
| | | | 1 | idea. | + | | |
| | | | 10 | i) Each pupil relates | | | |
| | | | | the ideas from the | | | |
| | | | | passage to | | | |
| | | | | personal | | | attender and the |
| | | | | experiences. | | | " With any specific |
| | d)Writing: | Putho and of the | (1) | Dualla an adam | | Or at the second | 10 march and |
| | Compositio | By the end of the | (i) | Pupils, as a class, examine the | (i) | Creativity and | I Course book |
| 1.000 | about ' | lesson, pupils | | descriptive | (ii) | imagination. Communicatio | |
| | Vhat I do | should be able to: | - | composition | 1 | n and | |
| | very day' | (i) use simple | | provided | | Collaboration; | |
| | , day | sentence to | (ii) | Pupils, in small | | Critical | |
| | | discuss a | | groups, discuss | | hinking and | |
| | | descriptive | | about the topic | | problem | |
| | | composition; | | ""What I do Every | S | olving. | |
| | | (ii) write out points | | day''" Each pupil writes | | | |
| | | about "What I do Everyday" | | he composition | | an interest of | |
| | 1 | (iii) write a | | on the given topic | | | |
| | | composition on | | his or her own | | | |
| | | the given topic | N | vords. | | | |

ENGLISH STUDIES

| WKS | TOPICS | LEARNING | LEARNING ACTIVITIES | EMBEDDED CORE SKILLS | LEARNING RESOURCES |
|-----|-----------|-----------|--|--|-----------------------|
| 12 | Revision: | Revise | Use relevant teaching and learning materials | aligan ar an | |
| 13 | EXAMINAT | | | anti la supo Monreaci | |
| | EXAMINAT | Section 1 | A second | 1223/1 | C. Sanat |

ACHIEVEMENT STANDARDS

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

- i. describe English sounds and pronounce English words accurately;
- ii. summarize any given comprehension passage;
- iii. use capital letter correctly, while writing
- iv. write clearly and observe the spacing between the letters;
- v. respond to simple command;
- vi. read fluently;
- vii. increase their vocabulary capacity;
- viii. produce 4 and 5 syllable words.

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