



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

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Structure using past continuous tense in 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.	(i) Pupils, as a class, watch and listens, as the teach explains past continuous tense with some given examples E.g. "she was going to the market when she saw the masquerade" (ii) Each pupil pick out past continuous tense from list of sentences on the board (iii) Pupils, in pairs, form sentences with the past continuous tense.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving	(i) Course book (ii) Supplementary materials (iii) Charts
	(b) Vocabulary building	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	(i) Selected passage from the English Textbook. (ii) Flash cards on the new words. (iii) Oxford mini-dictionary.



ENGLISH STUDIES					
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Oral and written comprehension	By the end of the lesson, pupils should be able to: (i) Read the passage; (ii) Repeat the story in their own words (iii) Draw out the main points from the passage (iv) Answer questions on the passage	(i) Pupils, as a class, read the passage with the correct intonation. (ii) Pupils, in small groups, provide a person each to represent each group, who will share a similar story with the class. (iii) Pupils, in small groups, study the story to know the main points (iv) Each pupil answers questions on the passage.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(iii) Course book (iv) Relevant pictures
	(d) Writing: composition on (how I spent my last holiday)	By the end of this lesson pupils should be able to: (i) use simple sentence to discuss the narrative composition (ii) write out point on how "I spent my last holiday". (iii) Write compositions on the given topic.	(i) Pupils, as a class, 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 words. Pupils visit the site below for further studies:  <a href="https://m.youtube.com/watch?v=BnhRjmxTA">https://m.youtube.com/watch?v=BnhRjmxTA</a>	(i) Creativity and imagination. (ii) Communication and Collaboration. (iii) Critical thinking and problem solving. (iv) Digital literacy.	Audio Visual Resources  (i) Charts on various holiday destinations. (ii) Videos: Web Resources <a href="https://m.youtube.com/watch?v=BnhRjmxTA">https://m.youtube.com/watch?v=BnhRjmxTA</a>
	Dictations for the Week	Learners are to be guided to:  i.) learn the following words: fiction, filling, finding, fitness, forever, fortune, founder, freedom	For home study, pupils, as individuals,  i.) look up the meanings, word classes and pronunciation of the given words in a	(i) Communication and Collaboration  (ii) Leadership and Personal Development	(i) Hard copy dictionary  (ii) Online dictionary



WKS	TOPICS	LEARNING OBJECTIVES	dictionary, and use each word in, at least, a sentence.		RESOURCES
2	(a) Structure: Expressing future actions in a negative form (E.g. we will not be going to church next Sunday)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) explain the future tense;</li> <li>(ii) produce correct sentences in the simple future tense;</li> <li>(iii) answer correctly to interrogative sentences using contracted forms of "will" and "shall".</li> </ul>	<ul style="list-style-type: none"> <li>(i) Pupils, as a class, pay attention as the teacher explains and demonstrates what future action is</li> <li>(ii) Each pupil answers question asked by the teacher on interrogative sentences using contracted form of "will" and "shall".</li> <li>(iii) Pupils, in pairs, ask and answer interrogative sentences among themselves under the supervision of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Communication and collaboration</li> <li>(ii) Critical thinking and problem solving</li> <li>(iii) Creativity and imagination</li> </ul>	<ul style="list-style-type: none"> <li>(i) Sentence strips</li> <li>(ii) Course book</li> <li>(iii) Other supplementary resources like newspapers or magazines.</li> </ul>
	(b) Vocabulary building	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) learn and pronounce new words;</li> <li>(ii) identify unfamiliar words and determine their meanings;</li> <li>(iii) use the new words in speaking and writings</li> </ul>	<ul style="list-style-type: none"> <li>(i) Pupils, in small groups, read and analyze the selected passage.</li> <li>(ii) Pupils, as a class, study the passage in order to identify and produce new words and give their meanings.</li> <li>(iii) Each pupil uses the words in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Communication and Collaboration.</li> <li>(ii) Critical thinking and problem solving.</li> <li>(iii) Leadership and Personal Development.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Selected passages from the English Textbook.</li> <li>(ii) Flash cards on new words.</li> <li>(iii) Oxford mini-dictionary.</li> </ul>



WKS	OBJECTIVES		LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	ENGLISH STUDIES LEARNING RESOURCES
(c) Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) read the passage and repeat the story in their own words;</li> <li>(ii) retell similar stories;</li> <li>(iii) answer questions on the main points in the story in their own words.</li> </ul>		<ul style="list-style-type: none"> <li>(i) Pupils, as a class, listen to teacher as story is read stressing important points with the correct intonation</li> <li>(ii) Pupils, in groups, study the story to know the main points.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Collaboration and communication</li> <li>(ii) Leadership and personal development</li> <li>(iii) Critical thinking and problem solving</li> <li>(iv) Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>(i) Course book</li> <li>(ii) Relevant pictures</li> </ul>
(d) Writing: composition on (how I spent my last holiday)	<p>By the end of this lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) use simple sentence to discuss the narrative composition;</li> <li>(ii) write out point on how "I spent my last holiday";</li> <li>(iii) write a composition on the given topic.</li> </ul>		<ul style="list-style-type: none"> <li>(i) Pupils, as a class, examine the narrative composition provided.</li> <li>(ii) Pupils, in small groups, discuss their last holiday experiences.</li> <li>(iii) Each pupil writes the composition on the given topic in his or her own words.</li> <li>(iv) Pupils visit the site below for further studies: <a href="https://m.youtube.com/watch?v=BnhRjmxTA">https://m.youtube.com/watch?v=BnhRjmxTA</a></li> </ul>	<ul style="list-style-type: none"> <li>(i) Creativity and imagination.</li> <li>(ii) Communication and Collaboration.</li> <li>(iii) Critical thinking and problem solving.</li> <li>(iv) Digital literacy.</li> </ul>	<p>Audio Visual Resources</p> <ul style="list-style-type: none"> <li>(i) Charts on various holiday destinations.</li> <li>(ii) Videos: Web Resources <a href="https://m.youtube.com/watch?v=BnhRjmxTA">https://m.youtube.com/watch?v=BnhRjmxTA</a></li> </ul>
e) Dictations for the Week	<p>Learners are to be guided to:</p> <ul style="list-style-type: none"> <li>i.) learn the following words: forward, further, gateway, salary, general, genetics, genius, gigabit, greater, hungry, hanging, heading, healthy.</li> </ul>		<p>For home study, pupils, as individuals,</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Communication and Collaboration</li> <li>(ii) Leadership and Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>(i) Hard copy dictionary</li> <li>(ii) Online dictionary</li> </ul>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING 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 <b>simple future tense</b> ; (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 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) 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:	ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(i) discuss the main idea of the poem (ii) use evidence from the passage to discuss supporting ideas (iii) identify values and lessons in given poems; (iv) relate the ideas and values in the passage to personal experience.	Pupils, as individuals, read a given passage as guided by the teacher. Pupils, in small groups, discuss the main idea of the passage. Each pupil analyses the purpose of the passage. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary. 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
(d) Writing: What I would like to be in future	By the end of this lesson pupils should be able to: (i) use simple sentences to discuss the narrative composition; (ii) write out points on "What I would like to be in future; (iii) write a composition on the given topic.	(i) Pupils, as a class, examine the narrative composition provided. (ii) Pupils, as a group, discuss what they would like to be in future. (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. (iv) Digital literacy.	Audio Visual Resources (i) Charts on various holiday destinations. (ii) Videos: Web resources: <a href="https://www.thoughtco.com/names-of-professions-and-jobs-4051527">https://www.thoughtco.com/names-of-professions-and-jobs-4051527</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e)Supplementary Reading	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) share with other pupils the story read;</li> <li>(ii) discuss lessons learnt from the book;</li> <li>(iii) relate events in the story to their personal lives.</li> </ul>	<p>Each pupil reads a recommended storybook/play/poem from Lagos State approved book list.</p> <ul style="list-style-type: none"> <li>i. Each pupil discusses the main idea of the story.</li> <li>ii. Pupils, in small groups, share information from the story,</li> <li>iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage</li> <li>v. Each pupil discusses the lessons/values learnt from the story.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Critical thinking and problem solving</li> <li>(ii) Leadership and personal development</li> <li>(iii) Communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>(i) Lagos State approved storybook/poem/ play</li> <li>(ii) Any other relevant material</li> </ul>
4	(a) Structure: Using past continuous tense in sentence.	<p>By the end of the lesson, pupils should be able to :</p> <ul style="list-style-type: none"> <li>(i) explain past continuous tense;</li> <li>(ii) recognize past continuous tense in sentences;</li> <li>(iii)create sentences with past continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>(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".</li> <li>(ii) Each pupil picks out thepast continuous tense from list of sentences on the board.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Collaboration and communication</li> <li>(ii) Leadership and personal development</li> <li>(iii) Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>(i) Course</li> <li>(ii) Supplementary material</li> <li>(iii) Charts</li> </ul>



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"> <li>(i) identify new words and pronounce them;</li> <li>(ii) recognize new words' meanings;</li> <li>(iii) demonstrate the meaning of the new words;</li> <li>(iv) use the new words in sentences.</li> </ul>	<p>(iii) Pupils, in pairs, form sentences with the past continuous tense</p> <ul style="list-style-type: none"> <li>i. Pupils, in small groups, read and analyze the selected passage.</li> <li>ii. Pupils, as a class, identify new words in a given passage.</li> <li>iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words;</li> <li>iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary.</li> <li>v. Each pupil is guided to pronounce the new words by breaking the letters into sounds.</li> <li>vi. Pupils, in pairs, use the new words in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Communication and Collaboration.</li> <li>(ii) Critical thinking and problem solving.</li> <li>(iii) Leadership and Personal Development.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Selected passage from the English Textbook.</li> <li>(ii) Flash cards on the new words.</li> <li>(iii) Oxford mini-dictionary.</li> </ul>
	(c) Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) discuss the main idea of the poem</li> <li>(ii) use evidence from the passage to discuss supporting ideas</li> <li>(iii) identify values and lessons in given poems;</li> <li>(iv) relate the ideas and values in the passage to personal experience</li> </ul>	<ul style="list-style-type: none"> <li>i. Pupils, as individuals, read a given passage as guided by the teacher.</li> <li>ii. Pupils, in small groups, discuss the main idea of the passage.</li> <li>iii. Each pupil analyses the purpose of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Collaboration and communication</li> <li>(ii) Leadership and personal development</li> <li>(iii) Critical thinking and problem solving</li> <li>(iv) Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>(i) Course book</li> <li>(ii) Relevant pictures</li> </ul>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<p>iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>vi. Pupils relate the main ideas in the passage to national values.</p>		
	(d) Writing: Composition about "My Mother"	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) use simple sentence to discuss a descriptive composition;</p> <p>(ii) write out points about "my mother";</p> <p>(iii) write a composition on the given topic.</p>	<p>(i) Pupils, as a class, examine the descriptive composition provided.</p> <p>(ii) Pupils, as a group, discuss about the topic "Myself".</p> <p>(iii) Each pupil writes the 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>(iii) Critical thinking and problem solving.</p>	
5	(a) Structure: Present perfect ("ed" and "en") endings	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify the present perfect tense using 'ed' and 'en' ending;</p> <p>(ii) express appropriate use of the present perfect with 'ed' and 'en' endings respectively;</p>	<p>(i) Pupils, as a class, examine the teachers explanations and examples in order to understand the points of emphasis.</p> <p>(ii) Pupils, in small group, form the present perfect tense. with 'ed' and 'en' endings.</p> <p>(iii) Pupils, in pairs, use the present</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p>	<p>(i) Chalk board</p> <p>(ii) Course book</p> <p>(iii) Supplementary materials</p>



ENGLISH STUDIES				
	OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
(b) Vocabulary building	<p>(iii) use the present perfect tense in sentences.</p> <p>By the end of the lesson pupils should be able to:</p> <p>(i) identify new words and pronounce them;</p> <p>(ii) recognize new words' meanings;</p> <p>(iii) demonstrate the meaning of the new words;</p> <p>(iv) use the new words in sentences.</p>	<p>perfect tense in sentences.</p> <p>i. Pupils, in small groups, read and analyze the selected passage.</p> <p>ii. Pupils, as a class, identify new words in a given passage.</p> <p>iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words.</p> <p>(i) Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary.</p> <p>(ii) Each pupil is guided to pronounce the new words by breaking the letters into sounds.</p> <p>(iii) Pupils, in pairs, use the new words in sentences.</p>	<p>(i) Communication and Collaboration.</p> <p>(ii) Critical thinking and problem solving.</p> <p>(iii) Leadership and Personal Development.</p>	<p>(i) Selected passage from the English Textbook.</p> <p>(ii) Flash cards on the new words.</p> <p>(iii) Oxford mini-dictionary.</p>
(c) Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) discuss the main idea of the passage</p> <p>(ii) use evidence from the passage to discuss supporting ideas</p> <p>(iii) identify values and lessons in given passages;</p> <p>(iv) relate the ideas and values in the passage to</p>	<p>i. Pupils, as individuals, read a given passage as guided by the teacher.</p> <p>ii. Pupils, in small groups, discuss the main idea of the passage.</p> <p>iii. Each pupil analyses the purpose of the passage.</p> <p>iv. Pupils, in pairs, discuss supporting ideas from the passage</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> <p>(iv) Citizenship</p>	<p>(i) Course book</p> <p>(ii) Relevant pictures</p>



TOPICS	LEARNING OBJECTIVES	ACTIVITIES	RESOURCES
	personal experience	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: Composition 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) Communication 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 be able to : (i) recognize past continuous tense in sentences; (ii) explain appropriate uses of the past continuous tense. (iii) differentiate between present continuous and past continuous tenses; (iv) create sentences with past continuous tense.	(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) Supplementary materials (iii) Charts



<p>Building</p>	<p>100000 pupils should be able to:</p> <p>(i) identify new words and pronounce them;</p> <p>(ii) recognize new words' meanings;</p> <p>(iii) demonstrate the meaning of the new words;</p> <p>(iv) use the new words in sentences.</p>	<p>in small groups, read and analyze the selected passage.</p> <p>ii. Pupils, as a class, identify new words in a given passage.</p> <p>iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words.</p> <p>iv. Pupils, in small groups, are guided to look for meaning of the selected new words from the dictionary.</p> <p>v. Each pupil is guided to pronounce the new words by breaking the letters into sounds.</p> <p>vi. Pupils, in pairs, use the new words in sentences.</p>	<p>SKILLS</p> <p>(i) Communication and Collaboration</p> <p>(ii) Critical thinking and problem solving.</p> <p>(iii) Leadership and Personal Development</p>	<p>RESOURCES</p> <p>(i) Selected passage from the English Textbook.</p> <p>(ii) Flash cards on the new words.</p> <p>(iii) Oxford mini-dictionary.</p>
<p>(c) Reading: Oral and written comprehension</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) discuss the main idea of the passage</p> <p>(ii) use evidence from the passage to discuss supporting ideas</p> <p>(iii) identify values and lessons in given passages;</p> <p>(iv) relate the ideas and values in the passage to personal experience</p>	<p>i. Pupils, as individuals, read a given passage as guided by the teacher.</p> <p>ii. Pupils, in small groups, discuss the main idea of the passage.</p> <p>iii. Each pupil analyses the purpose of the passage.</p> <p>iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>v. Pupils, in pairs, point out unfamiliar words in the</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> <p>(iv) Citizenship</p>	<p>(i) Course book</p> <p>(ii) Relevant pictures</p>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	CORE SKILLS	LEARNING RESOURCES
			<p>passage and look for their meanings in the dictionary</p> <p>vi. Pupils relate the main ideas in the passage to national values.</p>		
	(d) Writing: Composition on "My classroom"	<p>By the end of this lesson pupils should be able to:</p> <p>(i) use simple sentence to discuss the descriptive composition;</p> <p>(ii) write out point on "my classroom";</p> <p>(iii) 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 on the topic "my classroom".</p> <p>(iii) Each pupil writes the 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>(iii) Critical thinking and problem solving.</p>	<p>Audio Visual Resources</p> <p>(i) Course book</p>
	(e) 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>iii. Pupils, in small groups, share information from the story.</p> <p>iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage.</p> <p>v. 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>(ii) Any other relevant material</p>



A. Mid-term tests B. Open day C. Mid-term break D. Home work			CORE SKILLS	LEARNING RESOURCES
(a): Present perfect with "since" and "for"	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) recall present perfect tense;</li> <li>(ii) identify present perfect with 'since' and 'for';</li> <li>(iii) express correct use of present perfect with 'since' and 'for'.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Pupils, as a class, listen as teacher explains the correct use of present, perfect sentence with 'since' and 'for'.</li> <li>(ii) Pupils as individuals, take turns to give examples on the use of present perfect with 'since' and 'for'.</li> <li>(iii) Pupils write down various sentences that express the use of present perfect with 'since' and 'for'.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Leadership and personal development</li> <li>(ii) Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>(i) Course book</li> <li>(ii) Charts</li> <li>(iii) Other relevant materials</li> </ul>
(b) Vocabulary building	<p>By the end of the lesson pupils should be able to:</p> <ul style="list-style-type: none"> <li>(i) read a passage to identify and pronounce new words;</li> <li>(ii) deduce meaning of the unfamiliar words contextually from the passage;</li> <li>(iii) use the new words in speaking and writings.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Pupils, in small groups, read and analyze the selected passage.</li> <li>(ii) Pupils, as a class, identify new words in a given passage.</li> <li>(iii) Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words.</li> <li>(iv) Pupils, in small groups, are guided to look for meaning of the selected new</li> </ul>	<ul style="list-style-type: none"> <li>(i) Communication and Collaboration.</li> <li>(ii) Critical thinking and problem solving.</li> <li>(iii) Leadership and Personal Development.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Selected passage from the English Textbook.</li> <li>(ii) Flash cards on the new words.</li> <li>(iii) Oxford mini-dictionary.</li> </ul>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			<p>words from the dictionary.</p> <p>(v) Each pupil is guided to pronounce the new words by breaking the letters into sounds.</p> <p>(vi) Pupils, in pairs, use the new words in sentences.</p>		
	© Reading: Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) discuss the main idea of the passage;</p> <p>(ii) use evidence from the passage to discuss supporting ideas;</p> <p>(iii) identify values and lessons in given passages;</p> <p>(iv) relate the ideas and values in the passage to personal experience.</p>	<p>i. Pupils, as individuals, read a given passage as guided by the teacher.</p> <p>ii. Pupils, in small groups, discuss the main idea of the passage.</p> <p>iii. Each pupil analyses the purpose of the passage.</p> <p>iv. Pupils, in pairs, discuss supporting ideas from the passage using evidence from the passage.</p> <p>v. Pupils, in pairs, point out unfamiliar words in the passage and look for their meanings in the dictionary.</p> <p>vi. Pupils relate the main ideas in the passage to national values.</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> <p>(iv) Citizenship</p>	<p>(i) Course book</p> <p>(ii) Relevant pictures</p>
	(d) Writing: Composition on 'my classroom'	By the end of this lesson pupils should be able to:	(i) Pupils, as a class, examine the descriptive composition provided	<p>(i) Creativity and imagination.</p> <p>(ii) Communication and Collaboration.</p>	<p>Audio Visual Resources</p> <p>(i) Course book</p>



		CORE SKILLS		ENGLISH STUDIES LEARNING RESOURCES
		(i) use simple sentence to discuss the descriptive composition; (ii) write out point on "My classroom"; (iii) write a composition on the given topic.	(ii) Pupils, as a group, discuss on the topic "My classroom". (iii) Each pupil writes the composition on the given topic in his or her own words.	(iii) Critical thinking and problem solving.
9	(a) Structure: Interrogation with response using present perfect	By the end of the lesson, pupils should be able to:  (i) identify interrogative statements; (ii) construct present perfect tense in question forms; (iii) supply appropriate responses to such question forms orally and in writing.	(i) Pupils, as a class, repeat the statements after the teacher using the present, perfect tense. (ii) Each pupil forms interrogative statements in conversations using the present perfect tense. (iii) Pupils, in pairs, change selected statements by the teacher into questions following the teacher example e.g. Interrogation: Have you finished your homework? Response: No, I have not.	(i) Leadership and personal development (ii) Collaboration and communication (iii) Critical thinking and problem solving
	(b) Vocabulary building (Teaching of new words)	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, 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.	(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.

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WKS	TOPICS	OBJECTIVES	ACTIVITIES		
			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.		
(c) Reading: Oral and written comprehension	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 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	



TOPICS		ENGLISH STUDIES		
	OBJECTIVES	ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
(d) Writing: Composition about '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 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) Communication and Collaboration. (iii) Critical thinking and problem solving.	(i) Course book
(e)Supplementary 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.	i. Each pupil reads a recommended 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. v. Each pupil discusses the lessons/values learnt from the story.	(i)Critical thinking and problem solving (ii) Leadership and personal development (iii) Communication and collaboration	(i)Lagos State approved storybook/poem/play (ii) Any other relevant material
(a) Structure: 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	(i) Leadership and personal development (ii)Critical thinking and problem solving	(i) Course book (ii) Charts (iii) Other relevant materials



WKS	TOPICS	LEARNING OBJECTIVES	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) Vocabulary building	<p>By the end of the lesson pupils should be able to:</p> <p>(i) read a passage;</p> <p>(ii) identify and pronounce unfamiliar words;</p> <p>(iii) derive the meaning of unfamiliar words contextually;</p> <p>(iv) use the new words in speaking and writings.</p>	<p>i. Pupils, in small groups, read and analyze the selected passage.</p> <p>ii. Pupils, as a class, identify new words in a given passage.</p> <p>iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words;</p> <p>v. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary.</p> <p>v. Each pupil is guided to pronounce the new words by breaking the letters into sounds</p> <p>vi. Pupils, in pairs, use the new words in sentences.</p>	<p>(i) Communication and Collaboration.</p> <p>(ii) Critical thinking and problem solving.</p> <p>(iii) Leadership and Personal Development.</p>	<p>(i) Selected passage from the English Textbook.</p> <p>(ii) Flash cards on the new words.</p> <p>(iii) Oxford mini-dictionary.</p>
	(c) Reading: Oral and written comprehension	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) read a given passage;</p> <p>(ii) repeat the story in their own words;</p> <p>(iii) answer questions on the main points in the story in their own words.</p>	<p>(i) Pupils, as a class, are guided to read a selected passage with the correct intonation.</p> <p>(ii) Pupils, in groups, study the story to identify the main points.</p> <p>(iii) Pupils, in pairs, answer questions on the given passage.</p>	<p>(i) Collaboration and communication</p> <p>(ii) Leadership and personal development</p> <p>(iii) Critical thinking and problem solving</p> <p>(iv) Citizenship</p>	<p>(iii) Course book</p> <p>(iv) Relevant pictures</p>



		ENGLISH STUDIES			
		LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(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.	(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.	(i) Creativity and imagination. (ii) Communicati on and Collaboration. (iii) Critical thinking and problem solving.	(i) 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;  (ii) differentiate between present perfect tense and past perfect tense.	i. Pupils brainstorm on a way to express when an action that has already happened to formulate the meaning of the perfect tense. ii. 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. iii. Pupils, as a class, are led to recall the uses present perfect tense and past perfect tense. iv. Each pupil take	(i) Leadership and personal development (ii) Critical thinking and problem solving	(i) Course book (ii) Charts (iii) Other relevant materials

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WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			v. Pupils, in small groups, compare the two tenses to differentiate between the two with adequate examples.		
	(b)Vocabulary building	<p>By the end of the lesson pupils should be able to:</p> <p>(i) Read a passage</p> <p>(ii) Identify and pronounce unfamiliar words</p> <p>(iii) Derive the meaning of unfamiliar words contextually.</p> <p>(iv) Use the new words in speaking and writings.</p>	<p>i. Pupils, in small groups, read and analyze the selected passage.</p> <p>ii. Pupils, as a class, identify new words in a given passage.</p> <p>iii. Pupils, in pairs, study the passage in order to deduce contextual meaning of the unfamiliar words.</p> <p>iv. Pupils, in small groups, are guided to look for meanings of the selected new words from the dictionary.</p> <p>v. Each pupil is guided to pronounce the new words by breaking the letters into sounds.</p>	<p>(i) Communication and Collaboration.</p> <p>(ii) Critical thinking and problem solving.</p> <p>(iii) Leadership and Personal Development.</p>	<p>(i) Selected passage from the English Textbook.</p> <p>(ii) Flash cards on the new words.</p> <p>(iii) Oxford mini-dictionary.</p>
			<p>vi. Pupils, in pairs, use the new words in sentences.</p> <p>vii. Pupils in pairs dramatise the meaning of the new words.</p>		



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	ENGLISH STUDIES LEARNING RESOURCES
	(c) Reading: Oral and written comprehension	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 passage s; (iv) relate the ideas and values in the passage to personal experience	i. Pupils, in small groups, recite the given passage.  ii. Pupils, in small groups, identify the values and lessons in the passage.  iii. Pupils, in small groups, discuss the main ideas of the passage.  iv. Each pupil discusses the main idea of the passage.  (v) Each pupil uses evidence from the passage to discuss the ideas that are used to support the main idea.  (vi) Each pupil relates the ideas from the passage to personal experiences.	(i) Collaboration and communication (ii) Leadership and personal development (iii) Critical thinking and problem solving (iv) Citizenship	(i) Course book (ii) Relevant pictures
	(d)Writing: Composition about 'What I do every day'	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 "What I do Everyday" (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 ""What I do Every day"" (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.	I Course book



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

### 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.