



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

**ENGLISH STUDIES  
PRIMARY ONE SECOND TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
1	<b>Phonics:</b> Revision on sounds	By the end of the lesson, pupils should be able to: i. identify the sounds; ii. pronounce the sounds; iii. cite examples of words containing the sounds; iv. communicate with the sounds.	i. Pupils, as a class, recognise the sounds depicted on a chart. ii. Pupils, in small group, give examples of words containing the sounds. iii. Pupils, in pairs, use the sounds in communications/ dialogues.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts ii. Audio player iii. Pronouncing Dictionary by Daniel Jones  WEB RESOURCES
	<b>Structure:</b> Recognize common words (e.g. My, you, I, are, is, yes, no etc.) by sight	By the end of the lesson, pupils should be able to: i. recognize common words (e.g. my, you, i, are, is, yes, no etc...) by sight; ii. read a selected text to identify the common words; iii. use the words in sentences.	i. Pupils, as a class. pronounce given words correctly. ii. Pupils, as a class. participate in drill exercise involving sight reading of simple words and sentences. iii. Each pupil use words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupils text books ii. Story books iii. School library  WEB RESOURCES



TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
<b>Vocabulary:</b> New Words	By the end of the lesson, pupils should be able to: i. spell the selected new words; ii. pronounce the words correctly; iii. explain the meaning of the words; iv. construct simple sentences with the new words.	i. Each pupil spells and writes the identified words. ii. Pupils, as a class, repeat the pronunciation of the words after their teacher. iii. Pupils, in pairs, explain the meaning of the words. iv. Pupils are guided, in small groups, use the new words in simple sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	<b>AUDIO VISUAL RESOURCES</b> i. Charts containing words ii. Dictionaries iii. Pupils text books  <b>WEB RESOURCES</b> <a href="http://www.readingrockets.org/article/basic/-spelling-vocabulary-list">www.readingrockets.org/article/basic/-spelling-vocabulary-list</a>
<b>Writing:</b> Revision on writing of two to five letter words	By the end of the lesson, pupils should be able to: i. produce and spell two to five letter words correctly; ii. identify objects with three to five letter words; iii. use the 5 letter word objects in conversations.	i. Pupils are guided, in small groups, blend vowel sounds and consonant sounds to produce two to five letter words. ii. Each pupil state name of objects with three to five letter words (e.g. cat, fowl, radio etc.) iii. Pupils, in pairs, use the object names in sentences of a dialogue.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> i. Chart/flash cards containing consonant sounds and vowel sounds ii. Charts/flash cards containing two letter words  <b>WEB RESOURCES</b> <a href="https://youtu.be/y4mmUVC7B4">https://youtu.be/y4mmUVC7B4</a>
<b>Phonics:</b> Pronunciation : [1, j. k. L]	By the end of the lesson, pupils should be able to: i. pronounce the sounds /l/-l:/ correctly;	i. Each pupil spell and pronounce /l/-l/ ii. Pupils, as a class, listen and repeat after their teacher as he pronounces words that begin	i. Communication and collaboration ii. Critical thinking and problem solving iii. Digital literacy	<b>AUDIO VISUAL RESOURCES</b> i. Charts/flash cards containing letters 1-L and words ii. Pupils textbook



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	ii. identify and pronounce words starting with sounds /l/ to /l/ e.g. iron, joy, king, lime etc.; iii. produce more words containing the sounds.	with sounds / i, k, k ,l/. iii. Pupils, in small groups, produce new words that begin with/ i, j, k/ and/ l/		iii. Chart cards containing English letters and sounds  WEB RESOURCES <a href="https://youtu.be/KDDEye5tujl">https://youtu.be/KDDEye5tujl</a>
<b>Structure:</b> (Descriptive Adjective) Using colors e.g. blue, white etc. for objects	By the end of the lesson, pupils should be able to: i. say the names of different colors; ii. identify different colors; iii. use colours to describe objects; iv. create pictures of different colours.	i. Pupils are guided, in small groups, to say the name of colours that they often see. ii. Pupils, as a class, mention the primary and secondary colours. iii. Each pupil match colors to objects. iv. Each pupil colour different pictures with the colors they are asked to use.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Chart/flash cards containing pictures of different colors and their names ii. Color pack iii. Pupils course book  WEB RESOURCES <a href="https://www.egggradients.com/color-names">https://www.egggradients.com/color-names</a>
<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. identify new words from 2 or 3 letter words; ii. spell and pronounce them correctly; iii. explain the meaning of new words; iv. use new words in own speech.	i. Pupils in small groups identify new words from 2 or 3 letter words. ii. Each pupil spells and pronounces new words iii. Pupils, in pairs, explain the meaning of given new words. iv. Each pupil uses the new words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Charts/flash cards ii. Dictionaries iii. Pupils textbook  WEB RESOURCES



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	<b>Reading:</b> Eye movement: reading from left to right; top to bottom etc.	By the end of the lesson, pupils should be able to: i. Identify the beginning and end of written words and sentences ii. Recognize that sentences are read from the top to the bottom of the page iii. Recognize that books are read from the front (beginning) to the back (end).	i. Each pupil makes correct eye movement and hold their reading materials correctly. ii. Pupil, as a class, listen to story read and identify words that start the story, end of the story etc. iii. Each pupil reads and points to words.	i. Communication and collaboration  Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Words charts ii. Flash cards iii. Books and reading materials  WEB RESOURCES
	<b>Writing:</b> "what I do every day"	By the end of the lesson, pupils should be able to: i. mention everyday activities; ii. complete a guided essay on "what i do every day"; iii. write simple sentences about their daily activities.	i. Pupils, in small groups, mention people's daily activities. ii. Pupils, in pairs, complete a given guided essay. iii. Each pupil writes/says what they do every day.	i. Communication and collaboration  ii. Critical thinking and problem solving  iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Flash cards of three letter words i. Charts of common three letter words i. Class text  WEB RESOURCES <a href="https://cleverlearner.com/letter-sounds/three-letter-words-preschool-activity-worksheets.html">https://cleverlearner.com/letter-sounds/three-letter-words-preschool-activity-worksheets.html</a>



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3	<b>Phonics:</b> Representatio n of objects with numbers e.g. There are two cups, There are three cups etc.	By the end of the lesson pupils should be able to: i. count the objects given; ii. say the number of the objects; iii. use the number of objects in conversations.	i. Pupils, as a class, count the available objects. ii. Pupils, in pairs, mention the number of objects. iii. Each pupil uses the numbers in two new sentences. iv. Each pupil represents things in the classroom with numbers e.g. 'There is one teacher in the class'.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Flash cards ii. Real objects iii. Pictures shows objects and number  WEB RESOURCES <a href="https://www.twinkl.com.ng/resource-year1/number-number-and-place-value/KSI-maths-identify-and-represent-numbers">https://www.twinkl.com.ng/resource-year1/number-number-and-place-value/KSI-maths-identify-and-represent-numbers</a>
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. pronounce the new words correctly; ii.	i. Pupils, as a class, listen and repeat after the teacher models the correct pronunciation of the word. ii. Each pupil spells the new words. iii. Pupils are guided, in small groups, to explain the meaning of the new words. iv. Each pupil uses new words in own sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	AUDIO VISUAL RESOURCES i. Charts/flash cards ii. Pupils textbook iii. Dictionaries  WEB RESOURCES



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<b>Comprehension:</b> Explain simple written instructions	By the end of the lesson, pupils should be able: i. explain simple written instructions; ii. recognize main ideas drawn from looking at pictures, illustrations etc. iii. make predictions based on information in texts; iv. answer questions on the selected passage.	i. Each pupil explains in their own words the instructions and messages in the text. ii. Make and justify predictions about events based on contents of given tables, charts etc... iii. Pupils are guided, in small groups, to deduce main ideas from the pictorial passage. iv. Each pupil answers questions on the passage.	i. Communication and collaboration ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Pupils Text books ii. Charts iii. Graphs iv. Tables  <b>WEB RESOURCES</b> •
<b>Structure:</b> indicating plurals of objects	By the end of the lesson, pupils should be able to: i. identify plural forms of objects; ii. show the plural forms of objects; iii. write the plural forms of words in singular forms.	i. Pupils, in small groups, discusses the plural forms of objects in their surroundings. ii. Pupils, in pairs, identify the plural forms of objects on flashcards. iii. Pupils, in pairs, point to the plural words in sentences on flashcards and identify their singular forms. iv. Each pupil writes the plural forms of words in singular forms.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	<b>RESOURCES</b> i. Real objects ii. Wall charts iii. Pictures iv. Flash cards  <b>WEB RESOURCES</b> <a href="http://www.theschoolrun.com/what-are-singular-and-plural">www.theschoolrun.com/what-are-singular-and-plural</a>



	<p><b>Writing:</b> Introducing and describing objects with six letter words</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>produce and spell six letter words correctly;</li> <li>identify objects with six letter words;</li> <li>use the objects in conversations.</li> </ol>	<ol style="list-style-type: none"> <li>Pupils are guided, in small groups, to blend vowel and consonant sounds to produce six letter words.</li> <li>Each pupil states names of objects with six letter words (e.g. .bottle, laptop, shorts, etc.)</li> <li>Pupils, in pairs, use the object names in sentences of a dialogue.</li> </ol>	<p>and collabor</p> <ol style="list-style-type: none"> <li>Critical thin</li> <li>Leadership a</li> </ol>
	<p><b>Supplement ary Reading: Story Book/ play/ Poetry</b></p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>share with other pupils the story read;</li> <li>discuss lessons learnt from the book;</li> <li>relate events in the story to their personal lives.</li> </ol>	<p>Each pupil reads a recommended story book/play/poetry Lagos State approved booklist.</p> <ol style="list-style-type: none"> <li>Pupils, in pairs, share moral lessons derived from the book with each other.</li> <li>Pupils, in small groups, match theme in the story with real life situation.</li> </ol>	<ol style="list-style-type: none"> <li>Communication and Collaboration</li> <li>Leadership and Personal Development</li> <li>Citizenship</li> <li>Critical Thinking and Problem Solving</li> </ol>
4	<p><b>Phonics:</b> Pronunciation practices e.g. bi, by, buy, bye.</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> <li>pronounce words similar sounding words correctly;</li> <li>identify the words that are used in sentences;</li> </ol>	<ol style="list-style-type: none"> <li>Pupils, as a class, identify words that sound alike from flash cards.</li> <li>Pupils, in small groups clap when they see a word that sound different from a group of words in flashcards displayed by teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Communication and collaboration</li> <li>Critical thinking and problem solving</li> </ol>



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		iii. differentiate between two words that sound alike.	iii. Pupils, in pairs, race to touch words on flashcards or charts that sound similar to words written on the board.  iv. Pupils, in pairs, differentiate between different words of the same sounds.		<u>english-pronunciation-exercise</u>
	<b>Vocabulary Acquisition:</b> Name some basic words categories correctly	By the end of the lesson, pupils should be able to: i. name some basic words categories correctly;  ii. sort pictures and words into basic word categories e.g. foods, colors, shapes etc.;  iii. use those words in conversations.	i. Pupils are guided, in small groups, to match pictures to words, read aloud and then participate in picture word matching game.  ii. Pupils, in small groups, identify word families and sort words into categories/families.  iii. Pupils, as a class, construct sentences using key words in the stories read.	i. Conjugation and problem solving  ii. Critical thinking and problem solving	<b>AUDIO VISUAL RESOURCES</b> i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries  <b>WEB RESOURCES</b>
	<b>Reading:</b> Poem: recitation of poem	By the end of the lesson, pupils should be able to: i. listen to poems attentively as their recites;  ii. recite poem taught;  iii. memorize poems.	i. Pupils, as a class, listen attentively to the poem recited by their teacher.  ii. Pupils, as a class, memorize poems taught.  iii. Pupils, in small groups, recite poems.	i. Communication and collaboration  ii. Critical thinking and problem solving  iii. Citizenship	<b>AUDIO VISUAL RESOURCES</b> i. Pictures books with poems. ii. Flash cards iii. Tape recorder  <b>WEB RESOURCES</b> <a href="https://www.familytrendpoems.com/poems/children/school">https://www.familytrendpoems.com/poems/children/school</a>



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	<b>Vocabulary Acquisition:</b> Name some basic words categories correctly	By the end of the lesson, pupils should be able to: i. name some basic words categories correctly; ii. sort pictures and words into basic word categories e.g. foods, colors, shapes etc.; iii. use those words in conversations.	i. Pupils are guided, in small groups, to match pictures to words, read aloud and then participate in picture word matching game. ii. Pupils, in small groups, identify word families and sort words into categories/families. iii. Pupils, as a class, construct sentences using key words in the stories read.	i. Conjugation and problem solving ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries  WEB RESOURCES
	<b>Reading:</b> Poem: recitation of poem	By the end of the lesson, pupils should be able to: i. listen to poems attentively as their recites; ii. recite poem taught; iii. memorize poems.	i. Pupils, as a class, listen attentively to the poem recited by their teacher. ii. Pupils, as a class, memorize poems taught. iii. Pupils, in small groups, recite poems.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Pictures books with poems. ii. Flash cards iii. Tape recorder  WEB RESOURCES <a href="https://www.familytrendpoems.com/poems/children/school">https://www.familytrendpoems.com/poems/children/school</a>



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	<b>Writing:</b> Introducing and describing objects with six letter words Cont.	By the end of the lesson, pupils should be able to: i. produce and spell six letter words correctly;  ii. identify objects with six letter words;  iii. use the objects in conversations.	i. Pupils are guided, in small groups, to blend vowel sounds and consonant sounds to produce six letter words.  ii. Each pupil states names of objects with six letter words (e.g. cat, fowl, radio etc.)  iii. Pupils, in pairs, use the object names in sentences of a dialogue.	i. Communication and collaboration  ii. Critical thinking and problem solving  iii. Leadership and personal development	<b>AUDIO VISUAL RESOURCES</b> i. Chart/flash cards containing consonant sounds and vowel sounds  ii. Charts/flash cards containing six letter words  <b>WEB RESOURCES</b> <a href="https://youtu.be/y4mmUVC7B4">https://youtu.be/y4mmUVC7B4</a>
5	<b>Phonics:</b> Pronunciation practice	By the end of this lesson, pupils should be able to  i. recognize the sounds of each letter in a word;  ii. blend sounds together to form words;  iii. pronounce words correctly when using them in different sentences;	i. Pupils follow the example of a model to pronounce each letter in a word.  ii. Pupils are guided to blend the letter sounds to pronounce in words.  iii. Pupils, in pairs, use the pronounced in sentences.  iv. Each pupil identifies the sounds and pronounced words in sentences.	i. Communication and collaboration  ii. Critical thinking and problem solving  iii. Citizenship	<b>AUDIO VISUAL RESOURCES</b>  i. Word cards ii. Pupils textbooks  <b>WEB RESOURCES</b>



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	<b>Structure:</b> Expressing possession using 'his' and 'her', e.g. This is his pen. This is her pen, etc.	By the end of the lesson, pupils should be able to: i. identify possessive adjectives; ii. describe possessive adjectives; iii. use singular forms of possessive words to express ownership.	i. Pupils, as a class, identify possessive words in a given chart. ii. Pupils, as small groups, explain possessive adjectives iii. Each pupil makes their own sentences using possessives in clear correct sentences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Real objects ii. Pictures of objects iii. Course books WEB RESOURCES
	<b>Vocabulary Acquisition:</b> Explain the concept of Synonyms, antonyms and homonyms	By the end of the lesson, Pupils should be able to: i. explain synonyms as words with the same meaning ii. explain antonyms as words with opposite meanings iii. use synonyms and antonyms in sentences	i. Pupils, in small groups, study a word chart and sort out word that have similar meanings. ii. Pupils brainstorm and mention words that have opposite meanings to the selected words. iii. Pupils, in small group, match pictures to words read aloud. iv. Each pupil uses the words in sentences.	i. Communication and problem solving ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Textbooks iii. Pictures books iv. Word cards v. Dictionaries WEB RESOURCES
	<b>Reading:</b> Reading and answering questions to a given simple text	By the end of the lesson, pupils should be able to; i. read a given passage;	i. Pupils, as a class, are guided to read a passage. ii. Each pupil retells the story in the passage.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Text books iii. Picture books



		ii. explain the main ideas of the passage;  iii. answer questions on given simple text.	iii. Pupils pair up to answer questions from simple text	iii. Citizenship	WEB RESOURCES
	<b>Writing:</b> Making strokes to form letters	By the end of the lesson, pupils should be able to: i. write letters using the correct sequence of strokes right from the start;  ii. recognize the strokes that make up a letter;  iii. use stroke in a words.	i. Pupils, as a class, watch the teacher make strokes on the board.  ii. Each pupil recreates the strokes the teacher made.  iii. Each pupil forms letters using strokes.	i. Critical thinking and problem solving  ii. Creativity and imagination	AUDIO VISUAL RESOURCES i. Course book  ii. Chart containing strokes and letters  WEB RESOURCES  <a href="https://skillsforaction.com/handwriting/basic-handwriting-strokes">https://skillsforaction.com/handwriting/basic-handwriting-strokes</a>
6	<b>Phonics:</b> Pronunciation : M-P Words	By the end of the lesson, pupils should be able to: i. produce m-p words;  ii. pronounce m-p words correctly;  iii. spell words of given letters correctly.	i. Pupils, as a class, list letters of the alphabet from M-P.  ii. Pupils, as a class, listen and repeat after the teacher as he pronounces words that begin with letters M, N, O and P.  iii. Pupils are guided, in small groups, to reproduce words that begin with M, N, O and P.  iv. Each pupil produces own words that start with the letters M, N, O, and P.	i. Communication and collaboration  ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Charts/flash cards containing letter M-P and words  ii. Pupils text books  iii. Charts containing letters and sounds  WEB RESOURCES <a href="https://youtu.be/KDOEYe5tujl">https://youtu.be/KDOEYe5tujl</a>



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	<b>Structure:</b> Further practice on asking questions	By the end of the lesson, pupils should be able to: i. identify question markers: who, what, etc. ii. use 'will shall, can' etc. to ask questions; iii. form simple questions from stories listened to or read.	i. Pupils, as individuals, identify question markers in given sentences ii. Pupils, as pairs, ask each other questions with "will, shall, can, etc. iii. Pupils in pairs ask questions from the stories read.	i. Critical thinking and problem solving ii. Communication and collaboration
	<b>Vocabulary:</b> New words	By the end of the lesson, pupils should be able to: i. identify new words from m-p words; ii. spell and pronounce new words correctly; iii. explain the meaning of new words; iv. use new word in own speech.	i. Pupils in small groups identify new words from M-P words. ii. Pupils, as individuals, spell and pronounce new words. iii. Pupils, in pairs, explain the meaning of given new words. iv. Each pupil uses the new words in their own speeches.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship
	<b>Reading:</b> Answering oral and written questions on a simple text correctly.	By the end of the lesson, pupils should be able to: i. read a given passage; ii. explain in their own words information gained from the passages; iii. answer both oral and written question based on the passages.	i. Pupils. as a class, are guided to read a passage correctly. ii. Each pupil explains information gained from the passage. iii. Each pupil answers questions from the text and their teacher.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship



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	Writing:	By the end of the lesson, pupils should be able to: i. write letters [a-e] in upper case and lower case; ii. write letters a, b, c, d, e in upper and lower case beside each other, i.e., lower case beside the upper case of the letter; iii. use the words lower case and upper case in words/ sentences.	i. Pupils, in pairs, identify the upper and lower case of the given letter of the alphabet. ii. Each pupil writes letters a, b, c d, e in upper case and lower case. iii. Pupil, as a small groups, use capital and small letters in words and sentences.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Chart/flash cards containing letters of the <b>alphabet</b> ii. Course books  WEB RESOURCES <a href="https://youtu.be/SW2KZki-aaA">https://youtu.be/SW2KZki-aaA</a>
	Supplementary reading <u>Concepts of Print</u> : Identify the front cover, back cover, title, author of a book, etc.	By the end of the lesson, pupils should be able to: i. identify the front cover, back cover, title, author of a booklet; ii. share with other pupils the story read; iii. discuss lesson learnt from the book; iv. relate events in the story to their personal lives.	i. Each pupil takes turns to identify parts of the book, i.e. front cover, title, title page, back cover, author, etc. ii. Each pupil reads a recommended story book/play/poem from Lagos State approved list of books. iii. Pupils, in small groups, discuss and relate the themes of the story to the cover design.		Recommended story book.
7	MID TERM TEST/MID TERM BREAK				



8	<b>Phonics:</b> Pronunciation : Q-T words	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> <li>i. pronounce q-t words;</li> <li>ii. pronounce q-t words correctly;</li> <li>iii. spell words of given letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>i. Pupils, as a class, list letters of the alphabet from Q-T</li> <li>ii. Pupils, as a class, listen and repeat after their teacher as he pronounces words that begin with letters Q, R, S and T.</li> <li>iii. Each pupil spells and pronounces Q-T words.</li> </ul>	<ul style="list-style-type: none"> <li>i. Communication and collaboration</li> <li>ii. Critical thinking and problem solving Digital Literacy</li> </ul>	<b>LEARNING RESOURCES</b> <b>AUDIO VISUAL RESOURCES</b> <ul style="list-style-type: none"> <li>i. Charts/flash cards containing letters of alphabet and sounds</li> <li>ii. Pupils' text books</li> </ul> <b>WEB RESOURCES</b> <a href="https://youtu.be/AIMrS6KC000">https://youtu.be/AIMrS6KC000</a>
	<b>Structure:</b> Indicating sizes of objects, e.g. This is a small ruler; This is a big ruler	By the end of the lesson, pupils should be able to <ul style="list-style-type: none"> <li>i. identify objects;</li> <li>ii. compare sizes of objects using appropriate language ;</li> <li>iii. arrange them according to size and describe the arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>i. Pupils, as a class, watch the teacher as he displays two oranges on the table and asks them to point at the big one.</li> <li>ii. Pupils, as small groups, compare the size of objects and describe them.</li> <li>iii. Pupils, in pairs, role-play to indicate and compare their sizes e.g. I am slim. He is fat.</li> <li>iv. Pupils arrange objects according to size and describe the pattern of arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>i. Communication and collaboration</li> <li>ii. Critical thinking and problem solving</li> </ul>	<b>AUDIO VISUAL RESOURCES</b> Picture books Pupils text book <b>WEB RESOURCES</b>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<u>Writing:</u> Writing of alphabet f-j (object description)	By the end of the lesson, pupils should be able to: I. write letter f-j in upper case and lower case;  II. list objects starting with f, l, j in upper and lower case beside each other. Fan, Jeep,;  II. describe any of the object.	I. Pupils, as a class, list letters f-j.  II. Pupils, as individuals, write letters f-j in upper and lower cases.  II. Pupils, in pairs, describe an object.	I. Critical thinking and problem solving  II. Communication and collaboration	AUDIO VISUAL RESOURCES I. Charts/ flash cards containing letters F-J  WEB RESOURCES  <a href="http://youtu.be/SW2KZKieaA">http://youtu.be/SW2KZKieaA</a>
	Supplementary reading	By the end of the lesson, pupils should be able to: i. share with other pupils the story read;  ii. discuss lesson learnt from the book;  iii. relate events in the story to their personal lives.	i Each pupil reads a recommended story book/play/poetry LS approved booklist. ii Pupils, in pairs, share moral lessons derived from the book with each other. iii Pupil, in small groups, match themes in the story with real life situation.	iv. Communication and collaboration  v. Critical thinking and problem solving  vi. Citizenship	Recommended story book.
9	<u>Phonics:</u> Pronunciation Q-T words	By the end of the lesson pupils should be able to: i. produce q-t words;  ii. pronounce q-t words correctly;  iii. identify q-t sounds in given words.	i. Pupils are guided, in small groups, produce Q-T words. ii. Each pupil pronounce Q-T words. iii. Pupils, in pairs, identify words that have Q-T sounds in them.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES Chart/ flash cards containing Q-T words i. Pupils text books  WEB RESOURCES <a href="https://youtu.be/DEWZYZ16fuc">https://youtu.be/DEWZYZ16fuc</a>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	ENGLISH STUDIES LEARNING RESOURCES AUDIO VISUAL RESOURCES
	<u>Vocabulary:</u> New words	By the end of the lesson, pupils should be able to: i. identify new words; ii. explain the meaning of the given new words; iii. use new words in own speech.	i. Pupils, as a class, listen as the teacher pronounces new words. ii. Each pupil pronounces the new words correctly. iii. Pupils, in small groups, discuss the meaning of new words. iv. Each pupil uses new words in their own speeches.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	i. Chart/ flash cards ii. Pupils text books iii. Chart containing new words iv. Dictionaries WEB RESOURCES
	<u>Reading:</u> Answering oral and written questions	By the end of the lesson pupils should be able to: i. read a passage; ii. discuss the main ideas of the selected passage; iii. answer oral and written questions correctly.	i. Pupils, as a class, are guided to read a passage. ii. Pupils, in small groups, discuss the main ideas derived from the passage. iii. Each pupil answers oral and written questions on the passage read.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Picture books WEB RESOURCES
	<u>Writing:</u> Letters K, L, M, O	By the end of the lesson, pupils should be able to: i. write letter k-o correctly; ii. identify letters k-o upper and lower cases iii. mention objects names started with letters k-o; iv. describe the objects.	i. Pupils, in small groups, identify letter K-O in a chart containing all the letters of the alphabet. ii. Each pupil writes letters K-O in upper and lower case. iii. Pupils pair up to mention objects with letters K-O. iv. Each pupil describe the objects.	i. Critical thinking and problem solving ii. Communication and collaboration	AUDIO VISUAL RESOURCES i. Chart/ flash card containing all the letters of the alphabet ii. Chart/ flash card containing alphabet K-O iii. Writing books WEB RESOURCES



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
10	<p><u>Phonics:</u> Talking about length: The use of long/short, tall/short</p> <p>a) This stick is long</p> <p>b) That stick is short</p>	<p>By the end of the lesson, the pupils should be able to:</p> <p>i. indicate length using the right words for length;</p> <p>ii. compare items/objects to determine the length;</p> <p>iii. identify the use of length in sentences;</p> <p>iv. make comparisons based on the attribute, for example, longer/shorter;</p> <p>v. use direct comparison whenever possible.</p>	<p>i. Pupils, as a class, listen to a short passage describing an item and identify the words indicating length.</p> <p>ii. Pupils are guided, in small groups, to compare length together.</p> <p>iii. Each pupil identifies lengths in sentences.</p> <p>iv. Pupils, in small groups, compare different objects or themselves using the appropriate attributes longer/shorter, taller/shorter.</p>	<p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>i. Pupil text book</p> <p>ii. Charts containing words use for length</p> <p><b>WEB RESOURCES</b></p> <p><a href="http://dictionary.cambridge.org/amp/british-grammar/measurement">http://dictionary.cambridge.org/amp/british-grammar/measurement</a></p>
	<p><u>Structure:</u> Punctuation marks-full-stop (.)</p>	<p>By the end of the lesson, pupils should be able to:</p> <p>i. identify full stop (.) in books and other printed materials;</p> <p>ii. explain the use of full stop;</p> <p>iii. use full stop in words and sentences.</p>	<p>i. Pupils, as a class, identify the use of full stop in their materials.</p> <p>ii. Pupils, in small groups, explain the use of full stop.</p> <p>iii. Each pupil uses full stop in written sentences.</p>	<p>i. Communication and collaboration</p> <p>ii. Critical thinking and problem solving</p>	<p>i. Pupils text books</p> <p>ii. Story books</p> <p><b>WEB RESOURCES</b></p> <p><a href="http://7esl.com/full-stop/">http://7esl.com/full-stop/</a></p>



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<u>Vocabulary:</u> New words	By the end of the lesson, pupils should be able to: i. identify new words; ii. say the meaning of the new words; iii. use new words in their own speech.	i. Pupils, as a class, identify the given new words; ii. Pupils, in small groups, discuss the meaning of new words iii. Each pupil uses new words in their speech.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupils text books ii. Flash card contain the new words iii. Dictionaries  WEB RESOURCES
	<u>Reading:</u> Answering oral and written questions	By the end of the lesson, pupils should be able to: i. read a selected passage; ii. derive meaning from the passage; iii. answer questions correctly on the passage.	i. Pupils, as a class, are guided to read the story. ii. Pupils, in pairs, explain the passage in their language. iii. Each pupil answers written questions from the stories by writing the answers in their books.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Picture books  WEB RESOURCES
11	<u>Phonics:</u> Talking about length: The use of fat/thin, wide/thin	By the end of the lesson, pupils should be able to: i. indicate length of objects; ii. compare length of objects using words such as fat, thin etc. iii. use length description in sentences.	i. Pupils, as a class, mention lengths of objects. ii. Pupils, in small groups, compare length of objects using fat, thin etc. iii. Each pupil talks about length using fat, thin, wide etc.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Pupils text book ii. Charts/ flashcards iii. Picture books WEB RESOURCES <a href="http://dictionary.cambridge.org/amp/british-grammar/measurement">http://dictionary.cambridge.org/amp/british-grammar/measurement</a>
	<u>Phonics:</u> Fluency reading:	By the end of the lesson, pupils should be able to: i. read stories fluently; ii. discuss main ideas of the stories orally; iii. answer oral questions that would be asked based on the stories read.	i. Pupils, as a class, are guided to read stories. ii. Pupils, in small groups, share the lessons from the stories. iii. Each pupil answers questions on the stories orally.	i. Communication collaboration ii. Critical thinking and problem solving iii. Citizenship	AUDIO VISUAL RESOURCES i. Story books ii. Pupil's textbooks iii. Library  WEB RESOURCES



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORES SKILLS	LEARNING RESOURCES
	<u>Structure:</u> Uses of preposition e.g. a) The bag is <b>on</b> the table b) The cat is <b>under</b> the table c) The pencils <b>inside</b> the bag	By the end of the lesson, pupils should be able to: i. explain what a preposition is; ii. identify prepositions in a sentence; iii. use prepositions correctly.	i. Each pupils guided to give examples of preposition. ii. Pupils, in pairs, identify preposition in sentences. iii. Each pupil uses preposition in sentences. iv. Each pupil dramatizes the meaning of prepositions used in sentences.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Flash cards ii. Pupils text books iii. Picture books WEB RESOURCES
	<u>Vocabulary:</u> New words	By the end of the lesson, pupils should be able to: i. identify new words from the story read; ii. say the meanings of the word as used in the story; iii. use the new words in own speech.	i. Pupils, in small groups, identify unfamiliar words ii. Pupils, in small groups, discuss the meaning of the words as used in the story read. iii. Each pupil uses new words in own speech.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Story books ii. Pupils text books iii. Word charts iv. Flash cards v. Dictionaries WEB RESOURCES
	<u>Comprehension:</u> Describe information gained from texts in own words	By the end of the lesson, pupils should be able to: i. read a selected passage; ii. describe information gained from text in own words; iii. answer written comprehension questions based on materials read; iv. make and justify predictions of events in stories.	i. Pupils, as a class, read a story from an approved book. ii. Each pupil explains in own words instructions in text. iii. Each pupil answers questions based on text or story. iv. Pupils as a group play characters, in the story and connect information in story to life experiences.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination ii.	AUDIO VISUAL RESOURCES i. Pupils textbooks ii. Story books WEB RESOURCES



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	<u>Writing:</u> Writing of letters P-W	By the end of the lesson, pupils should be able to: i. write letters p-w correctly; ii. identify the upper and lower case of letters p and w; iii. use the letters for objects; iv. describe the objects.	i. Pupils in small group identify letter P-W. ii. Each pupil writes upper and lower case of letters P-W. iii. Pupils pair up to use the letters for objects. iv. Each pupil describes objects.	i. Communication and collaboration ii. Critical thinking and problem solving	AUDIO VISUAL RESOURCES i. Alphabet chart ii. Flash cards iii. Writing books  WEB RESOURCES <a href="http://www.learngrammar.net/english-grammar/preposition">www.learngrammar.net/english-grammar/preposition</a>
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				
14	EXAMINATION				