

## WEEK1

**Topic:** Phonemic Awareness

**Subtitle:** Phonemic

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Pronounce words correctly using their sound
2. Differentiate between sounds in words and correct intonation

**Resources and materials:**

Scheme of work

Online information

**Instructional material:** picture chart and flash card

**Building Background/connection to prior knowledge:** pupils are familiar with numbers in hundred, tens and units from their previous classes.

### CONTENT

Phoneme is an individual unit of sound in a given word or it is the smallest unit of sound in a word that makes a difference in its pronunciation, as well as its meaning, from another word. Example the /s/ in soar differentiate it from /r/ in roar, as it becomes different from soar in pronunciation as well as meaning, other examples are;

1. born /o/ and burn/u/,
2. firm/o/ and form/o/,
3. cot/o/and court/ur/
4. spot/o/ and sport/or/.
5. When/w/ and then/t/
6. Thin/t/ and chin/c/
7. Pin /i/ and pen/e/

**Strategies& Activities:**

**Step1:** Teacher revises the previous topic.

**Step2:** Teacher introduces the new topic.

**Step3:** Teacher explains the new topic.

**Step4:** Teacher welcomes pupils' questions.

**Step5: Teacher evaluates the pupils.**

**Assessment & Evaluation:** underline and write the difference

1. Seem/seen
2. Pool/pull
3. Come/come
4. Knew/know

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

1. write five (5) pairs of phonemes
2. underline and write the difference
  - i. perch/porch
  - ii. then/than
  - iii. bad/had
  - iv. by/my

## WEEK 2

**Topic:** Phonics I

**Subtitle:** Vowels and diphthongs

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Produce vowel sounds and diphthongs
2. Write out words containing vowels and diphthongs
3. Differentiate between vowels and diphthongs by producing them correctly

**Resources and materials:**

Scheme of work

Online information

**Instructional material:** picture chart and flash cards

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## **CONTENT**

### **Vowels and diphthongs**

Vowels are sound that are not pronounced by the touch of two organs of vocal tract, rather it is just an air-stream. There are three types of vowels;

1. Short vowels: are one phoneme vowels because their sound is not prolonged and do not have diacritic(:).
2. Long vowels: they have diacritic(:) which is a colon like two dots symbol examples/i:/, /a:/, it's prolongs the sound of the vowel.
3. Diphthongs: are addition of two vowel sound together and the voice moves from one to another, examples, /ai/and /ei/.

#### **Short vowels**

- i. **Got**
- ii. **Sit**
- iii. **Cap**
- iv. **Put**
- v. **Ten**

#### **long vowels**

- i. **See**
- ii. **Bird**
- iii. **Saw**
- iv. **Too**
- v. **Father**

#### **Diphthongs**

**/ai/**

- i. **Kite**
- ii. **Sky**
- iii. **Ride**
- iv. **Nine**
- v. **My**
- vi. **Flytake**
- vii. **Bybreak**
- viii. **Micemaid**

**/ei/**

- cake**
- wake**
- name**
- steak**
- skate**

- ix. Licesake
- x. Timepaint
- xi. Twicegreat
- xii. Whyrain
- xiii. Eye eight
- xiv. Buy rake

### **Strategies & Activities:**

**Step1:** Teacher revises the previous topic.

**Step2:** Teacher introduces the new topic.

**Step3:** Teacher explains the new topic.

**Step4:** Teacher welcomes pupils' questions.

**Step5:** Teacher evaluates the pupils.

### **Assessment & Evaluation:**

1. Underline the diphthong, that is /ai/ and /ei/  
File, fail, light, late, tile, tail, bike, bake, pay and pile.
2. Write five words with long vowels.

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

### **Assignment:**

1. Write 10 words with diphthongs.

## **WEEK 3**

### **Topic: Phonics I**

#### **Subtitle: Multi Syllabic words**

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Produce multisyllabic words 2 and 3 syllable words.
2. Identify 2 and 3 syllable words
3. Complete 2 and 3 syllable words

## **Resources and materials:**

**Scheme of work**

**Online information**

**Instructional material: charts**

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## **CONTENT**

### **Multi-syllabic words**

A syllable is a word or part of a word that contains a single vowel sound. When we pronounce a word, we can divide it into one or more syllables. For example, 'book' has one syllable, 'sis-ter' has two syllables, and 'e-le-phant' has three syllables. There are two types of syllables: a stressed syllable and an unstressed syllable.

1. A stressed syllable is one that is pronounced with greater force than other syllables in the word.
2. An unstressed syllable is one that is pronounced with less force than other syllables. We can mark stressed syllables with a very short stroke ('sister) or write them in capital letters (SISter).

Listen and imitate as I say these words in column A with two claps and the words in column B with three claps to show the number of syllables.

2 syllable words:

En/list

Prob/lem

Sun/set

Kid/nap

Vel/vet

Pen/cil

Fal/con

Lob/by

Nap/kin

Men/tal

In/vent

Vis/it  
Sud/den  
Den/tist  
Cob/web  
Ca/bin  
Jun/gle

### **3 syllable words**

Ter/ri/ble  
Ca/pi/tal  
Pas/sen/ger  
o/lym/pic  
ca/pi/tal  
re/gis/ter  
ae/ro/plane  
en/ve/lope  
ma/na/ger

### **Strategies& Activities:**

**Step1:Teacher revises the previous topic.**

**Step2:Teacher introduces the new topic.**

**Step3:Teacher explains the new topic.**

**Step4: Teacher welcomes pupils' questions.**

**Step5: Teacher evaluates the pupils.**

### **Assessment & Evaluation:**

1. Exercise 3 and 4, page 76 of Nigeria Primary English Book 3

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

### **Assignment:**

1. Group into 2 or 3 syllable

Basket, balloon, umbrella, neighbourhood, bicycle, library, bedroom, bedtime, berry, obedient, anybody, celebration, potato, salad, roller, bacon, baby, person, denominator.

## WEEK 4

### Topic: Phonics III

#### Subtitle: Regular and irregular plurals

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Identify regular and irregular plurals
2. Use regular and irregular plurals in simple sentences

#### Resources and materials:

Scheme of work

Online information

**Instructional material:** picture chart and flash card

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## CONTENT

### Regular and irregular plurals

**Plurals** that are made by simply adding ‘-s’ or ‘-es’ to the singular noun (or pronoun) are called **regular plurals**.

Other kinds of plural are called **irregular plurals**: have addition of ies, remove f or fe and add ves.

Regular plurals

Wish – wishes

Fox – foxes

Boy – boys

Guy – guys

Keys – keys

Holiday – holidays

Tomatoes – tomatoes

Hero – heroes

Echo – echoes  
Book – books

### **Irregular plurals**

Wife – wives  
Child – children  
Foot – feet  
Life – lives  
Leaf – leaves  
Thief – thieves  
Wolf – wolves  
Mouse – mice  
Tooth – teeth  
Man – men  
Company – companies  
Goose – geese  
Woman - women

### **Strategies& Activities:**

**Step1:Teacher revises the previous topic.**

**Step2:Teacher introduces the new topic.**

**Step3:Teacher explains the new topic.**

**Step4: Teacher welcomes pupils’ questions.**

**Step5: Teacher evaluates the pupils.**

### **Assessment & Evaluation:**

In tabular form arrange regular and irregular plurals: dishes, foxes, pencils, dogs, scissors, children, babies, buses, butterflies, teeth, boats, goats, people and cakes.

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

### **Assignment:**

**1. Fill in the blank spaces with the correct singular form.**

1 a) The men are very hardworking.

b) The \_\_\_\_\_ is very hardworking.

2 a) I have been walking about since morning. My feet hurt.

b) I have been walking about since morning. My left \_\_\_\_\_ hurts.

3 a) The farm is full of mice.

b) I saw a big \_\_\_\_\_.

4 a) The women obeyed and attended the meeting.

b) The \_\_\_\_\_ obeyed and attended the meeting

## 2. Give the singular forms of these words

i. sheep

ii. cats

iii. tables

iv. potatoes

vi. berries

vii. vi. scissors

## WEEK 5

### Topic: Fluency

### Subtitle: Stress and intonation

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. read simple sentences correctly with the appropriate stress and intonation

2. respond to simple command

### Resources and materials:

Scheme of work

Online information

**Instructional material:** flash cards and picture charts

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## CONTENT

### Stress and Intonation

Stress refers to the force you use when saying a syllable or word which makes it sound louder and stronger than other syllables or words in the sentence. In writing, stressed syllables can also be shown with capital letters, e.g. CAPtain.

While, intonation describes how the tone of your voice rises and fall in a speech.

### Examples of stress on words

LADder, RABbit, HANDbag, CHICKen, balLOON, shamPOO, caTARRH,  
canTEEN, maCHINE, guitar, caNOE,

CARRot, Basket, arTISTE, RULer, CRAYon.

Intonation

### Tongue twisters

**Read the tongue twisters and stress the syllables or words in capital letters.**

There ONCE was a FLY on the WALL.

I wondered, 'Why DIDn't it FÅLL?'

WERE its feet STUCK?

Or WAS it just LUCK?

Or does GRAvity miss

Things so SMÅLL

I KNEW a MAN whose NAME  
was SHAW.

HE ATE a ROCK and BROKE  
his JAW.

WHAT do you THINK?

He SAID, with a WINK.

PerHAPS it's BAD to EAT them RAW.

### Strategies& Activities:

**Step1: Teacher revises the previous topic.**

**Step2: Teacher introduces the new topic.**

**Step3: Teacher explains the new topic.**

**Step4: Teacher welcomes pupils' questions.**

**Step5: Teacher evaluates the pupils.**

**Assessment & Evaluation:** Using capital letter indicate the stress parts of these words

- a. Trophy
- b. Castle
- c. Discuss
- d. Table
- e. gravel

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

Using capital letter indicate the stress parts of these words

- a. Travel
- b. Delay
- c. Cartoon
- d. Promise
- e. garden

**WEEK 6**

**Topic:** Fluency

**Subtitle:** Reading

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Read a story appropriately
2. Identify values and lesson in the story

**Resources and materials:**

Scheme of work

Online information

**Instructional material:** picture chart

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## **CONTENT**

**Fluency reading. page 15-16 of Nigeria Primary English Pupils' Book 3**

### **The boy who had courage**

One day, thieves came to a big house near our village. They came in the middle of the night and hid their car in a bush. They went into the house and told everybody to lie down. They stole many things: a radio, a television set, and all the money in the house.

A boy lived in a little house near the big house. He had heard a sound that woke him up. He looked out and saw the thieves, but they did not see him. He ran out to call for help. He ran quietly along a bush path to call the villagers. They all came back with him quietly and hid in the bush. When the villagers saw the thieves' car, four of them pushed it gently through the bush to the chief's house.

Later, the thieves came out with all the things they had stolen. They wanted to get away but they could not find their car. The villagers then pounced on them and began to beat them. They took the thieves to the chief's house. They got back all the things the thieves had stolen and the villagers were very happy that they had caught the thieves. They carried the boy high on their shoulders and said, 'You are our hero!' In the morning, they took the thieves to the police station.

At the end of reading, the pupils should each tell what lesson they have learnt from the story. And also identify and familiarize new words.

### **Strategies & Activities:**

**Step1:**Teacher revises the previous topic.

**Step2:**Teacher introduces the new topic.

**Step3:**Teacher explains the new topic.

**Step4:** Teacher welcomes pupils' questions.

**Step5:** Teacher evaluates the pupils.

**Assessment & Evaluation:**1 Who came to the village in the middle of the night?

2 What did they do in the big house?

3 What did the thieves steal?

4 Who called for help from the villagers?

5 What happened to the car the thieves had hidden in the bush?

6 Were the thieves caught?

7 Where did the villagers take the thieves in the morning?

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**Listening and speakingpage 15 of Nigeria Primary English Pupils' Book 3, read dialogue and answer exercise 1 and 2.

## **WEEK 7**

**Topic:** Comprehension I

**Subtitle:** Road safety

**Learning Objectives:**At the end of this this lesson,pupils should be able to:

1. Listen carefully to the story and also re-read
2. Re-tell the story in their own words
3. Answer questions on the main point in the story

**Resources and materials:**

**Scheme of work**

**Online information**

**Instructional material:** picture chart and flash cards

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

## **CONTENT**

### **Road Safety**

#### **Page9-10 of Nigeria Primary English Pupils' Book 3**

Road safety refers to methods and steps taken to reduce the danger of a person using the road being killed or injured. Users of roads are pedestrians (people who are walking), cyclists (people riding bicycles), motorists (people driving cars), and passengers (people travelling in vehicles).

To use the roads safely, road users should follow road safety rules. A pedestrian should use the zebra crossing when crossing a busy road in the city. Where there is no zebra crossing or a pedestrian bridge, he should carefully watch the vehicles coming from both sides of the road. Then he should cross when it is safe. No one should use the phone or read a newspaper while crossing a road.

Drivers should also follow road traffic safety rules. They should always take their driver's licence and other car documents with them when they drive. A driver should not drink alcohol before or while driving. He should not drive under the influence of drugs. A driver should obey all traffic signals, lights, and signs. If a driver wants to change lanes, he should use the indicators on his car, or use his hand. A driver should not speed or overload his vehicle. A driver should not use the phone while driving. If he must use the phone, he should move aside, park his car safely, and then use the phone. A driver should always use the seat belt in his car. He should not drive when he is tired.

### **Strategies & Activities:**

**Step1:Teacher revises the previous topic.**

**Step2:Teacher introduces the new topic.**

**Step3:Teacher explains the new topic.**

**Step4: Teacher welcomes pupils' questions.**

**Step5: Teacher evaluates the pupils.**

### **Assessment & Evaluation:**

- 1 What is road safety?
- 2 Who are pedestrians?
- 3 What word is used in the passage for people travelling in a vehicle?
- 4 Mention two things a pedestrian should do when using the road.
- 5 What should a driver do if he wants to change lanes?
- 6 Mention three things a driver should not do while driving.
- 7 Mention two things a driver should do to keep the road safe.

**Write T (true) or F (false) in the boxes below.**

- 1 People riding bicycles are called pedestrians.
- 2 A pedestrian should always use zebra crossings.
- 3 Drivers should obey traffic rules.

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

1. Using the following words, make 6 sentences
  - i. Driving licence
  - ii. Alcohol
  - iii. Influence
  - iv. Traffic light
  - v. Indicator
  - vi. Overspeed

**WEEK 8**

**Topic: Comprehension II**

**Subtitle:** Reading

**Learning Objectives:**At the end of this this lesson,pupils should be able to:

1. Read non-fiction passage correctly
2. Answer questions on the passage

**Resources and materials:**

Scheme of work

Online information

**Instructional material:** picture chart

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

**CONTENT**

**An old man and his three sons: page 26 Nigeria Primary English**

A very long time ago, there was an old man who had three sons. These three brothers did not love one another as brothers should, but were always quarrelling, fighting, and abusing one another. The old man was very unhappy about the behaviour of his sons. So, he thought carefully and decided on the way of making them change their bad behaviours.

As the old man lay on his deathbed, he called all his sons before him. He sent out the youngest to bring three sticks. When he had brought them, the old man tied the sticks together and gave them to his eldest son and asked him to break them. He tried, but could not, as the sticks were too strong to break. The second son tried but failed, and so did the third son.

The old man then untied the sticks and divided them among his sons so that they might break them. This time, they broke the sticks easily. The old man then said, 'You can now see that it is good to stay together as brothers. Three can stand together firmly, but it is impossible for one to stand alone.'

### **Summary**

The pupils should be able to discuss what they understand from the comprehension, the comprehension message speaks about unity, just like the three sticks together cannot be broken, if we come together we too will not be broken but live in unity, bring out progress in our school, school, home and society at large.

### **Strategies and activities:**

**Step1: Teacher revises the previous topic.**

**Step2: Teacher introduces the new topic.**

**Step3: Teacher explains the new topic.**

**Step4: Teacher welcomes pupils' questions.**

**Step5: Teacher evaluates the pupils.**

### **Assessment & Evaluation:**

1. Why was the old man unhappy with his sons?
2. Mention three things the three brothers were always doing.
3. When did the old man call his sons together?
4. Who did the old man send to bring the sticks?
5. Who among the three sons broke the three sticks when they were tied together?

6. Who among them could break the sticks when they were separate?
7. What lesson can we learn from the story?

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

Use words from the passage to fill in the blanks below.

- 1 The old man was \_\_\_\_\_ about the behaviour of his sons.
- 2 The old man \_\_\_\_\_ of how to make his sons change.
- 3 The old man lay on his \_\_\_\_\_.
- 4 The old man \_\_\_\_\_ three sticks together and asked them to break them.
- 5 The sticks were too \_\_\_\_\_ to break.

**WEEK 9**

**Topic: Comprehension III**

**Subtitle: Poem**

**Learning Objectives:**At the end of this this lesson,pupils should be able to:

1. Read simple poems
2. Identify values and lesson in poem

**Resources and materials:**

Scheme of work

Online information

**Instructional material:** flash card and picture chart

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

**CONTENT**

**Courtesy: Page 3 of NPE Book 3**

Many of us are courteous and polite  
Even with strangers we are meeting.

But being nice has much more might  
As it lasts longer than just a greeting.

Thank you, you're welcome, and please  
Are words most are taught as a child,  
But being a really nice person with ease,  
Takes a very long, long while.  
(by Jean Gorney)

**Strategies and activities:**

**Step1:Teacher revises the previous topic.**

**Step2:Teacher introduces the new topic.**

**Step3:Teacher explains the new topic.**

**Step4: Teacher welcomes pupils' questions.**

**Step5: Teacher evaluates the pupils.**

**Assessment & Evaluation:**

1. Mention 3 courtesy words
2. Two ways to show courtesy

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

1. When we receive gifts from our elders, we are expected to say.....
2. Should we be polite to strangers?

## WEEK 10

### Topic: Comprehension IV

#### Subtitle: Calendar

**Learning Objectives:** At the end of this this lesson, pupils should be able to:

1. Read information on calendars
2. Obtain information from calendar

#### Resources and materials:

#### Scheme of work

#### Online information

#### Instructional material: picture chart

**Building Background/connection to prior knowledge:** pupils are familiar with the topic in their previous classes.

**CONTENT:** CALENDAR; calendar is a system by which time is divided into days, weeks, months and years

January	February	March	April
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	June	July	August
S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 30 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**Days of the month:** Thirty (30), days has September, April, June and November. All the rest are thirty-one expecting February which has but twenty-eight (28), days clear and twenty-nine days in each leap year. There are 365 days an ordinary year and 366days in a leap year.

**Strategies and activities:**

**Step1:**Teacher revises the previous topic.

**Step2:**Teacher introduces the new topic.

**Step3:**Teacher explains the new topic.

**Step4:** Teacher welcomes pupils' questions.

**Step5:** Teacher evaluates the pupils.

**Assessment & Evaluation:**

1. How many months are there in a year?
2. How many days are there in February?
3. Which month do we celebrate Christmas?

**WRAP UP(CONCLUSION)** Teacher goes over the topic once again for better understanding.

**Assignment:**

1. How many days are there in a year?
2. In which month do we celebrate Nigeria's independence?
3. Your birthday, that is day, month and year.