

Week: One

Class: Basic Three

Topic: Comprehension (Dibia and the zebra crossing)

Behavioural objectives: At the end of the lesson, students should be able to;

1. write answers to questions based on a passage.
2. read simple passages effectively.
3. skim simple passages for main ideas.

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with comprehension passage and have read a good number of them

Content:

Dibia and the zebra crossing

Dibia goes to school on foot every day. Before he gets to school, he crosses a very busy highway. Dibia is a very careful boy. He uses the zebra crossing to cross the busy highway. He does not want to be knocked down by a car, bus, or motorcyclist. At a zebra crossing Dibia waits, looks right, looks left, and looks right again. When vehicles have stopped, he quickly walks across the road. Where there is a pedestrian bridge, he uses it. He does not walk under the bridge to cross the road. If there is no zebra crossing or pedestrian bridge, Dibia asks grown-up people to help him cross the road safely.

Evaluation:

Answer the following questions correctly

- 1 Does Dibia go to school every day by bus or on foot?
- 2 What does he do before he gets to school?

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- 3 How does he cross the road?
- 4 Why is he careful in crossing the road?
- 5 In what other ways can we cross the road safely?

Week: Two

Class: Basic Three

Topic: Story reading (The boy who had courage)

Behavioural objectives: At the end of the lesson, students should be able to;

1. read selected stories on their own.
2. retell the stories.

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students have learnt how to read from their previous lesson

Content:

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.

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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

Evaluation:

1. Write out the meaning of the following words from the story read
 - a. Gently
 - b. Thief
 - c. Village
 - d. House
 - e. Hero
2. Read a story on "education "

Week: Three.

Class: Basic Three

Topic: Event description

Behavioural objectives: At the end of the lesson, students should be able to;

1. Describe a simple event or a natural disaster and explain the probable cause (s) of such event.
2. pick out important features of the event with emphasis on the causes.

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with various events happening around them

Content:

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Below is a description of a terrible rainstorm witnessed by a student

A terrible rainstorm

A rainstorm wreaked havoc on Ilugun community one day. On that day, the Sun was hot. There was heat. People sat under the big trees for air. The green leaves had turned brown. The soil burned like an oven. Everybody in the community was looking forward to the first rain of the year.

Suddenly, there was a cloud in the sky and the people were expecting a refreshing time from the rain. The women brought out bowls of different sizes to collect rain water. The cloud gathered for some hours and the whole community was in darkness.

Later, there was a terrible wind that blew heavily across the community. In a little time, it became so violent that what started as a mere wind grew to become a, storm blowing off the roofs of so many houses and pulling down parts of the wall. It blew off windows and doors of many other houses. There was fear among the people.

Then there was rain. It fell as it had never fallen before. For hours, it poured down heavily and washed away houses and farm produce. Trees were uprooted and there was erosion everywhere. Then the rain became lighter, but it went on from day to day without a stop. After the rain, the people came out to see the terrible effects of the rainstorm on their community. The rainstorm had damaged their small but peaceful environment.

Evaluation:

1. Write a composition of not more than 100 words about a disaster that happened recently in Nigeria

Exercise

Study the pictures and use them to write a story entitled:
'The bear and the two friends'. Begin your story this way: Once, two friends were walking along a path through a thick forest.



The lesson of the story must be: A true friend is the one who supports you in any situation.

Week: Four

Class: Basic Three

Topic: Vocabulary

Behavioural objectives: At the end of the lesson, students should be able to;

1. substitute words in poems.
2. explains the relationship between words.
3. develop new words.

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with the meaning of vocabulary

Content:

A trip to the zoo

Come along, come along

On a trip to the zoo.

We'll see chattering chimpanzees

And a kangaroo or two

And a black and white zebra taking a drink

And a pretty-maned lion.

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And who else do you think?

A spotted giraffe

Plucking leaves from a tree.

Come along to the zoo

And see them with me.

(by Helen H Moore)

Evaluation:

1. Read a poem of Mary and Pat and substitute words where possible in the poem

2. Give the opposites of the underlined words.

1 Dangote was born poor.

2. He had an early interest in business.

3. Dangote has a natural ability for business.

4. His company is the largest industrial group in Nigeria.

5 His business concern includes food processing, cement manufacturing, and freight.

3. The following are scattered arranged them to form a meaningful word

a. u b s y b. n g o l c. m o c e d. d r e a e. a p t r

Week: Five

Class: Basic Three

Topic: Concepts of print

Behavioural objectives: At the end of the lesson, students should be able to;

1. Recognize that title page, illustrations margins, pictures, diagrams are components of printed materials etc.
2. obtain information from charts, diagrams and calendar etc.
3. recognizes reading materials correctly e.g. newspaper, journals,

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Building Background /connection to prior knowledge : Students must have read newspaper or magazine before

Content:

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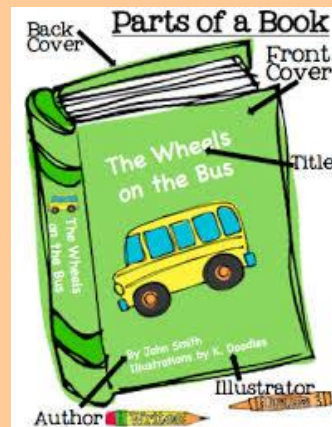
Concepts of print: Reading materials

Reading materials include books, newspapers, magazines, journals, and reference books, such as dictionaries and atlases. They also include texts on computers and other ICT devices.

Description of the above reading materials

Newspaper: A set of large folded sheets of printed paper containing news, articles, reports, advertisements, etc. It is produced and sold daily.

Journal: A serious magazine produced for professional people such as scientists and computer experts.



Magazine: A large, thin book with a paper cover that contains news, stories, articles, photographs, etc., that is sold weekly or monthly.

Reference A book, such as a dictionary, that you refer to in order to find book: out

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meanings or more information about something.

Novel: A long written story in which the people and events are imagined.

ICT text: Written material on the computer or other electronic equipment such as mobile phones..

Evaluation:

1. Identify the following prints



2. Describe a newspaper and a magazine

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Class: Basic Three

Topic: Use of capital letters, punctuation marks, full stop, comma etc.

Behavioural objectives: At the end of the lesson, students should be able to;

1. get an understanding that “capital” letters and higher cases mean the same thing.
2. use capital letters/higher cases correctly; and
3. use the punctuation marks e.g. comma, semi-colon exclamation marks etc. correctly

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with various punctuation mark

Content:

Punctuation marks are any sign used to divide a piece of writing into sentences, clauses etc

Examples of punctuation mark in English



Punctuations in English		
Full Stop ● At the end of a sentence	Comma , To separate items in a series	Colon : To introduce a list
Semicolon ; To join to independent clauses	Question Mark ? To show that it is a question	Exclamation ! After an exclamation
Slash / To separate letters, numbers etc	Apostrophe , To show when a letter or a number has been left out	@ @ For email address
Ellipsis Mark ... one or more words have been intentionally left out	Round Brackets () To add extra information to a sentence	Quotation Marks ” “ to indicate a phrase to show that someone else has written or said it

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Capital letter also means upper case or higher case Capital letter is used to begin the name of a particular person, place, or thing. Examples: It is used to write the title of a person when it comes before the name, e.g. Mr Ali, Dr Okeke, Chief Balogun, General Great

Full stops and questions marks: We end every statement with a full stop (.)
We end a question with a question mark (?)

Examples

I wake up at 7.00 am on Saturdays.
My mother always cooks nice food.

The semicolon (;)

1 Use a semi-colon between two main clauses.

Example: I never look dirty; I have a bath regularly.

2 Use a semi-colon between main clauses that are joined by an adverb.

Example: Science in the modern world has many uses; however its chief use is to make life better for everybody.

3 Use a semi-colon between items in a complicated series.

Example: The teachers in our school are Mr Amedo, English teacher; Mrs Gbaja, Home Economics' teacher; and Mr Masaku, Geography teacher.

The exclamation mark(!)

We use the exclamation mark at the end of statements showing strong feelings.

Examples: My God! The dog's gone! He exclaimed, 'What a fantastic house you have!'

Evaluation:

1. What are punctuation marks?
2. List three examples of punctuation mark
3. State the functions of the examples listed above
4. Put a full stop or a question mark at the end of each of the following sentences.

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- a. It rained heavily yesterday
- b. The roofs of some houses were blown off
- c. How many houses had their roofs blown off
- d. Father came home wet and was shivering with cold
- e. Bola prepared some rice and stew

Week: Seven

Class: Basic Three

Topic: Writing three to four sentences on everyday activities using present and past tenses.

Behavioural objectives: At the end of the lesson, students should be able to;

1. say the meaning of habitual sentences.
2. use habitual sentences in both present and past tenses. examples; - present- 1. audu dances well. 2. he eats amala very well - past. 1. audu danced

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with tenses

Content:

Present tense

The simple present tense is used to describe an action that happens always, is regular, true, or normal. They are also known as habitual sentences

Examples:

- 1 I go to school every day
2. My father is a teacher.

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Singular and plural present tense verb

Singular	Plural
I work	We work
You work	You work
He, she or it works	They work

Past tense is used to describe an action that has happened in the past

Example

1. Ola was here
2. I ate rice in the morning etc

Evaluation:

1. Discuss the meaning of habitual sentences
2. Write five sentences with past tense and present tense each

Week: Eight

Class: Basic Three

Topic: Handwriting

Behavioural objectives: At the end of the lesson, students should be able to;

1. read simple passages on the content column.
2. copy the passage into their exercises books in their own handwriting.
3. write clearly and legibly.
4. observe the spacing between letters in a word and words in a sentences.

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Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students have learnt how to write from childhood

Content:

Re write this story in your note clearly and lehibky and answer the questions that follows

Amaka's birthday

Amaka was eight years old yesterday. She celebrated her birthday in class. She wore a new dress. Her parents gave her a big cake and some drinks for us.

Our teacher asked us to pray for her. We all knelt down and prayed. After the prayer, we sang the birthday song for her. We clapped and danced.

Amina fell down while we were dancing. She cried but we helped her to get up.

We danced and danced until the teacher told us to stop dancing.

Answer these questions in complete sentences.

- 1 Who celebrated her birthday?
- 2 Where did she celebrate it?
- 3 How old was she?
- 4 What was she wearing?
- 5 What did her parents give her for us?
- 6 What did our teacher ask us to do for her?

Evaluation:

1. Write an articles in a magazine in your notebook clearly and legibly observing the spacing between letters in a word and words in a sentences.

Week: Nine

Class: Basic Three

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Topic: Pronunciation of consonant and consonant clusters

Behavioural objectives: At the end of the lesson, students should be able to;

1. pronounce consonant sounds in isolation, in words and in sentences correctly.
2. differentiate between words in each pair in isolation and in sentences context; and
3. produce consonant cluster correctly.

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge: Students are familiar with

Content:

Consonant clusters in some words, consonants follow one another with no vowels between them. Such consonants are called consonant clusters. This may happen at the beginning or

at the end of the word. To say these words, we pronounce the sounds of the two or three consonants together. We do not allow a vowel sound to come between them.

Say the following initial consonant clusters after your teacher:

Examples of consonant clusters



/bl/ - blade

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/br/- bread, /dr/- dry /f/
 frog, /f/- flood, /g/- grass, /k/- clipper,
 quick, /pl/ please, /pr/- parice, /3/ state, /sm/
 smiles, /tr/ train /st/
 stone, /spr/ spread e.g.

Evaluation:

1. Write out the consonant clusters in the following sentences
 - i. This blade is very sharp.
 - ii. I ate bread this morning.
 - iii. Spread the clothes on the grass.

Exercise 1
 Read the words beside each picture. Circle the correct word for each picture. The first one has been done for you.

car <input checked="" type="checkbox"/> truck drink grab 	 brick grunt brush broom	 straw graft clap pray
say drum plant swim 	 plum glue smell drift	 drop screws spark snow
bump fold build bring 	 kiss strap fist lamb	 silk milk grin shrink
toast bold ghost strict 	 task desk melt theft	 free toast host stamp

2.

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