EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 8 ENDING 20th JUNE 2025

TERM: 3rd

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: Baboon and Tortoise

DATE: 30-05-2025

DURATION: 40 minutes

TIME: 10:30 to 11:10

PERIOD: 4th

CLASS: grade 2

SEX: mixed

LEARNING OBJECTIVES: by the end of the lesson, pupils should be able to;

1. Read the given passage fluently
2. Spell and pronounce the key words in the passage

RATIONALE: for pupils to read perfectly well

PREVIOUS KNOWLEDGE: the pupils have read a passage on the story of Joseph in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

REFERENCE: Nigeria Primary English book 3. By F. Ademola Adeoye et al

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher asks the pupils to give a summary of the last passage. The story of Joseph. | The pupils’ summary the last topic. | As a reminder of the last lesson. |
| Step 1 | The teacher guides the pupils to read the passage: the cobbler turned doctor. (Page 191 to 192).  A very long time ago, Baboon invited Tortoise to have supper with him. As you know, tortoises are slow. They also found it difficult to climb trees and they certainly can’t sit on a branch. | The pupils read the given passage | To improve pupils reading skills |
| Step 2 | The teacher guides the pupils to spell the following words.   1. Certainly 2. Disappointed 3. Supper 4. Climb 5. Burnt 6. Several 7. Baboon 8. Tortoise 9. Behave 10. Arrive | The pupils spell the words on the board. | To improve pupils spelling skills. |
| Summary | The teacher summarizes the lesson by explaining the passage to the scholars. | The pupils listen to the teacher explanation. | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Answer these questions.   1. Mention two animals in the story. 2. Why did Baboon invite Tortoise? 3. Which animal is slow? 4. Why did Tortoise fall to the ground? | Pupils attempt the question in the class | To test pupils understanding of the lesson |
| Conclusion | The teacher marks the pupils work | Pupils Submit their work for marking | Endorsement |
| Assignment | Answer these questions   1. How did Tortoise feel when going home? 2. What did Tortoise do to trick Baboon? | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 8 ENDING 20th JUNE 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: using ‘am’, ‘is’, and ‘was’

Date: 30-05-2025

Duration: 40 minutes

Time: 08:45-09:25

Period: 2nd

Class: grade 2

Average age: 6+

Sex: mixed

Learning objectives: at the end of the lesson, pupils should be able to;

1. State the use of ‘am’, ‘is’ and ‘was’
2. Make sentences using ‘am’, ‘is’ and ‘was’

Rationale: for pupils to state the correct use of ‘am’, ‘is’ and ‘was’

Previous knowledge: pupils have learnt the use of ‘like’ and ‘love’ in the last class

Instructional materials: textbook and flash cards

Reference: Nigeria Primary English, book 3. By F. Ademola Adeoye et al

Lesson Development

|  |  |  |  |
| --- | --- | --- | --- |
| Stages | Teacher’s activities | Pupils activities | Learning point |
| Introduction | The teacher introduces the lesson by asking the pupils question on the last topic.  E.g. when do we use ‘like’ and ‘love’? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | The verbs ’am’, ‘is’ are the singular present forms of the verb ‘be’, while ‘was’ is its past form. Example:   |  | | --- | | I am hard-working pupil  He is footballer  She was a teacher  He is an orphan | | The pupils pay attention to the teacher’s explanation | To ensure proper understanding of the topic. |
| Step 2 | The teacher guides the pupils to make sentences with ‘am’, ‘is’ and ‘was’   1. She is a nice girl. 2. Ngozi was a doctor. 3. I am a beautiful girl. | Pupils make sentences with ‘am’, ‘is’ and ‘was’. | To help pupils participate in the class discussion |
| Summary | **The teacher summarizes by going through the lesson again.** | Pupils listen to the teacher | To help the pupils get more of the topic. |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Fill in the blank spaces with ‘am’, ‘is’ and ‘was’.   1. I \_\_\_\_\_ a tall boy. 2. Emeka \_\_\_\_ fat and strong. 3. Why \_\_\_\_\_ the boy given a reward by Mrs Bali? | Pupils attempt the question in the class. | To ascertain pupils understanding of the topic. |
| Conclusion | The teacher marks the pupils work. | The pupils submit their work for making | Apportioning of marks |
| Assignment | Page 194 0f the pupils text book | The pupils do their homework at home | To encourage learning at home. |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 8 ENDING 20th JUNE 2025

TERM: third

SUBJECT: English studies

TOPIC: phonics

SUB-TOPIC: vowel sounds /ƱƏ/ and /ƆI/

DATE: 30-05-2025

DURATION: 40 minutes

TIME: 11:10 to 11:50

PERIOD: 5th

CLASS: grade 2

SEX: mixed

LEARNING OBJECTIVES: by the end of the lesson, pupils should be able to;

1. Pronounce the sound /ƱƏ/ and state examples
2. Pronounce the sound /ƆI/ and state examples

RATIONALE: for pupils to state examples of words having sounds /ƱƏ/ and /ƆI/

PREVIOUS KNOWLEDGE: the pupils have learnt about the consonant sound /j/ in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

REFERENCE: Nigeria Primary English book 3. By F. Ademola Adeoye et al

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by first asking the pupils question base on the last lesson.  Example:  Mention five words with the sound /j/ | The pupils mention as ask by the teacher | To prepare pupils mind for learning |
| Step 1 | The teacher guides the pupils to pronounce the /ƱƏ/ and state examples.  The /ƱƏ/ sound is a very unusual sound. Only a few words in English have the sound. Examples:  During, furious, curious, cure, pure, Europe, euro, tourists, gourd. | The pupils say the sound and mention examples | To help pupils understand in the class activity |
| Step 2 | The teacher guides the pupils to pronounce the /ƆI/ sound and give examples.  The words below contain the sound /ƆI/ as in ‘boy’  More examples   |  |  | | --- | --- | | Oy | oi | | Toy roy | Boil coil | | Boy joy | Noise oil | | Coy soya | Voice coin | | The pupils pronounce the /ƆI/ sound and give examples | To take more part in the class discussion. |
| Summary | The teacher summarizes the lesson by going through the lesson again. | The pupils listen and ask questions where they are not clear. | For clarification purpose |
| Eval uation | The teacher evaluates the pupils by giving them class work.  Read the sentences below. Underline the word that makes sense in each sentence.   1. My brother’s name is (noise Roy). 2. Olu, your (voice joy) is too loud. 3. The water will soon (bare boil). 4. The new (boil boy) in our class is bright. | Pupils attempt the question in the class | To test pupils understanding of the lesson |
| Conclusion | The teacher marks the pupils work | Pupils Submit their work for marking | Endorsement |
| Assignment | Pupils work book. | Pupils do their homework at home | To encourage learning at home |



Approved as a working document

Dep. Head Academics

20/6/25