EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 6 ENDING 9TH JUNE 2023

Term: third

Subject: English studies

Topic: grammar

Sub-topic: modal auxiliaries

Date: 20-05-2023

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 meaning of modal auxiliaries
2. Highlight the examples of modal auxiliaries
3. Make sentences with modal auxiliaries

Rationale: for pupils to state the uses of auxiliary verbs

Previous knowledge: pupils have learnt simple present tense in the last class

Instructional materials: textbook and flash cards

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

Lesson Development

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| 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 the simple present tense? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | The teacher guides the pupils in saying the meaning of modal auxiliaries.  **The meaning of modal auxiliaries.**  These are types of verb that are used along with a main verb to express possibility, ability, permission, or necessity. For example, in the statement “you must leave,” “must is a modal verb indicating that it’s necessary for the subject ( “you” )to perform the action of the verb ( “leave” ). Modal verbs or auxiliaries are also called helping verbs. | The pupils participate in the class discussion | To make the class lively |
| Step 2 | The teacher guides the pupils to state examples of modal auxiliaries.  Modals are: can, could, may, might, must, ought to, shall, should, will, would, and need   * We can play football * We could play football * We may play football * We might play football * We must play football * We mustn’t play football * We needn’t play football etc. | Pupils mention the examples of modal verbs | To help pupils participate in the class discussion |
| Step 3 | The teacher guides the pupils to make sentences with modal verbs.   1. Every child should carry a clean school bag too. 2. Children ought to help their parents at home. 3. Each child must wear a clean uniform. | The pupils make sentences with modal verbs | To improve the pupils sentence making |
| Summary | **The teacher summarizes by adding this, “do not use modals for things which happen definitely.**  **E.g. the sun rises in the east. – A modal can’t be used in this sentence.** | 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 gaps with ‘must’, ‘has to’, ‘should’ or ‘ought to’, as in the passage on page 179.   1. Every child \_\_\_\_\_\_ come to school every day 2. Every child \_\_\_\_\_\_ wear a clean uniform 3. Every child \_\_\_\_\_\_ carry a clean school bag 4. Every child \_\_\_\_\_\_ help his/her parents at home | 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 | Make eight sentences from the table on page 180 and write them in your exercise book. | The pupils do their homework at home | To encourage learning at home. |



9TH JUNE 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!