EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 10 ENDING 4TH JULY 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: FOREST destruction: bush fires

DATE: 30-06-2025

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 importance of water in the previous 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 ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils to mention the importance of water. | The pupils mention the importance of water. | As a reminder of the last lesson. |
| Step 1 | The teacher guides the pupils to read the passage:  Bush fires  (page 212 to 213)  Bush fire happens every year, starting suddenly and often without warning.  Bush fires seasons happen in the hotter months of the year where the temperature is high. | The pupils read the given passage | To improve pupils reading skills |
| Step 2 | The teacher guides the pupils to spell the following words.   1. Unattended 2. Damaged 3. Vegetation 4. Surrounding 5. temperature | 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. When do bush fires usually occur? 2. Name one natural   cause of bush fires.   1. Name four human actions that can cause bush fires. | 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. What serves as fuel for bush fire? 2. Name two bad effects of bush fires on humans. 3. Mention three ways in which people can prevent bush fires. | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 10 ENDING 4TH JULY 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: Adverbs

Date: 30-06-2024

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 adverbs
2. Highlight the examples of an adverb

Rationale: for pupils to give detailed explanation of adverbs

Previous knowledge: pupils have learnt the use of ‘was’ and ‘were’.

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 was and were? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | Adverbs are words that go with (modify) verbs to tell us:   1. How an action is done.(adverbs of manner) 2. When an action is done. (adverbs of time) 3. Where an action is done. (adverbs of place) 4. To what extent an action is done. (adverbs of degree) 5. How often an action is performed. (adverbs of frequency)   Many adverbs end in ‘-ly – as in the following word: quiet + ly = quietly | The pupils pay attention to the teacher’s explanation | To ensure proper understanding of the topic. |
| Step 2 | The teacher guides the pupils to mention the examples of adverbs.  Happily  Beautifully  Slowly  Perfectly  Wisely etc. | The pupils give examples of adverbs. | 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.  Make adverbs from these adjectives.   1. Clever \_\_\_\_\_\_\_\_ 2. Bad \_\_\_\_\_\_\_\_\_\_ 3. Careful \_\_\_\_\_\_\_ 4. Safe \_\_\_\_\_\_\_\_\_\_ 5. Clear \_\_\_\_\_\_\_\_\_ | 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 | Pupils work book | The pupils do their homework at home | To encourage learning at home. |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 10 ENDING2 7TH JULY 2025

TERM: third

SUBJECT: English studies

TOPIC: phonics

SUB-TOPIC: consonant sound /h/

DATE: 30-65-2025

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. State a brief explanation on consonant /h/
2. Pronounce the sound /h/ and give examples of words with the sound.

RATIONALE: for pupils to state examples of words having sounds /h/.

PREVIOUS KNOWLEDGE: the pupils have learnt about stress and intonation in the previous 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 ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by first asking the pupils question base on the last lesson.  Example:  What is intonation? | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning |
| Step 1 | The /h/ sound exists in most Nigerian language; so it should be fairly easy to teach. The sound tends to be omitted in pronouncing words which have it and introduced in some that don’t.  The /h/ sound is called the “{voiceless glottal fricative,” which means that the sound is made with the motion of your vocal chords. | The pupils listen the teacher as she writes on the board and explains. | To ensure proper understanding of the topic. |
| Step 2 | The teacher guides the pupils to pronounce the /h/ sound and give examples.  /h/ as in:   1. House 2. Hotel 3. Horse 4. Hair 5. Heart 6. head   NOTE that the letter ‘h’ is not pronounced in words such as: honour, hour, heir, vehicle, and honest. | The pupils pronounce the /h/ sound and give examples | To take 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 |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Page 210, activity B | 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

04/07/25