**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 3 ENDING FRIDAY, 10TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 3

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** ANSWERING FACTUAL QUESTIONS **(**LISTENING AND SPEAKING)

**SUB-TOPIC:** DIALOGUE ON PRESENT ACTIONS

**DATE:** WEDNESDAY, 8TH MAY, 2024

**TIME:** 02:00 – 02:30PM

**DURATION:** 30 MINUTES

**PERIOD:** 13TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Read dialogue on present actions.
2. Act roles on dialogue on present actions.
3. Answer questions on dialogue on present actions.

**RATIONALE:** for pupils to know how to listen and speak through a dialogue.

**PREVIOUS KNOWLEGDE:** pupils learnt about present actions.

**INSTRUCTIONAL MATERIALS:**

1. Individual pupils
2. Textbook

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge on present actions | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to read dialogue on present actions.  Nigeria Primary English  (listening and speaking)  Page 90  Titi: Does Bola eat oranges?  Olu: Yes, she does etc. | Read the dialogue carefully | For proper understanding |
| **STEP 2** | Leads pupils to act roles on dialogue on present actions.  Pair the pupils to read the dialogue | Act roles with each partners and read the dialogue | For better understanding |
| **STEP 3** | Leads pupils to answer questions on dialogue on present actions.  Changes the roles of each pupils to ask the questions and answer the questions.  Olu: Does Bola eat oranges?  Titi: Yes, she does.  Olu: Does Abu eat bananas?  Titi: No, Abu does not eat bananas. Etc. | Answer the questions in dialogue on present actions. | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to  1.Read dialogue on present actions.  2.Act roles on dialogue on present actions.  3.Answer questions on dialogue on present actions.. | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Write a short sentence on dialogue with present actions. | Copy and returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 3 ENDING FRIDAY, 10TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 3

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  FORMATION OF PLURALS

**SUB-TOPIC:** DIALOGUE USING THE REGULAR PLURAL NOUN

**DATE:** MONDAY, 6TH MAY, 2024

**TIME:** 01:20 – 02:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 11TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Read dialogue using the regular plurals of nouns.
2. Identify the regular plural of noun
3. Answer questions on formation of plurals

**RATIONALE:** for pupils to know how to form plural noun.

**PREVIOUS KNOWLEGDE:** pupils learnt about plural noun.

**INSTRUCTIONAL MATERIALS:**

1. Textbook

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge | Participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to read dialogue using the regular plural noun.  Nigerian Primary English book 2 - page 109  Mrs Ade took her son Ibeji to the supermarket for shopping.  STORE KEEPER: Good morning Mrs Ade  MRS ADE: Good morning  STORE KEEPER: What can I do for you ma?  MRS ADE: I need six potatoes,ten carrots, two cucumbers, six oranges and five bottles of water etc. | Read the passage carefully in pairs and roles as Mrs Ade, store keeper and Ibeji | For proper understanding |
| **STEP 2** | Lead pupils to identify the regular plurals of nouns in the passage  etc | Identify the regular plurals  - six oranges  - ten carrots  - two cucumbers  Etc. | For better understanding |
| **STEP 3** | Asks pupils questions on formation of plurals   1. One book two \_\_\_\_\_\_\_ 2. One house two \_\_\_\_\_\_ | Answer the questions   1. Two books 2. Two houses | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Read dialogue using the regular plurals of nouns. 2. Identify the regular plural of noun 3. Answer these questions 4. One orange ten \_\_\_\_\_\_ 5. One carrot six \_\_\_\_\_\_\_ | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Nigeria Primary English book 2  Page 109 - 110  Exercise | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 3 ENDING FRIDAY, 10TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 3

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** EXPRESSION OF THE SIMPLE PAST OF COMMON VERBS

**SUB-TOPIC:** EXAMPLES OF SIMPLE PAST TENSE

**DATE:** THURSDAY, 9TH AND FRIDAY, 10TH MAY, 2024

**TIME:** 09:25 – 09:55PM, 11:25AM - 12:00NOON AND 12:30 – 01:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 3RD, 7TH AND 8TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Define simple past tense.
2. State examples of simple past tense
3. Form sentences using simple past tense

**RATIONALE:** for pupils to know simple past of common verbs.

**PREVIOUS KNOWLEGDE:** pupils learnt about some past tenses e.g sit - sat, run - ran, etc

**INSTRUCTIONAL MATERIALS:**

1. Picture charts of simple past tense of common verbs
2. Flash cards verbs.

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000
2. [www.google](http://www.google).com

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Display flash cards of different past tense | Identify cards with teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of simple past tense.  Simple past tense are tense/actions that have already happened or has been completed in the past. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils the examples of simple past tense.  Examples are:  verb we add ‘ed’   1. Talk + ed = talked 2. Call + ed = called 3. Turn + ed = turned   Verb we add only ‘d’   1. Bake + d = baked 2. Rescue + d = rescued   Verb ends in the consonant ‘y’, change ‘y’ to ‘i’ before adding ‘ed’   1. Fry - fri + ed = fried 2. Cry - cri + ed = cried   Verb has a short vowel and ends in the consonant, we double consonant and add ‘ed’   1. Stop - stopp + ed = stopped 2. Rob - robb+ ed = robbed   Etc. | Listen carefully. | For better understanding |
| **STEP 3** | Teach pupils to form sentences using simple past tense.   1. My father travelled last week (travel) 2. The boy jumped over the fence (jump) 3. The store was robbed yesterday (rob) 4. Nkem cried out so loud this morning (cry)   Etc. | Form sentences using simple past tense. | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Define simple past tense. 2. State examples of simple past tense 3. Form sentences using simple past tense | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Nigeria Primary English book 2  Page 145  Exercise 1 (1-6)  Exercise 2  Workbook 2  Page 52 - 54  Exercise 3 and 4 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 3 ENDING FRIDAY, 10TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 3

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** CHARTS AND CALENDER

**SUB-TOPIC:** RETELLING A STORY WITH DAYS OF THE WEEK

**DATE:** THURSDAY, 9TH MAY, 2024

**TIME:** 11:10 – 11:50AM

**DURATION:** 40 MINUTES

**PERIOD:** 6TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. State the number of days that makes a week
2. Mention and write the 7 days of the week
3. Retell a story using the 7 days of a week

**RATIONALE:** for pupils to know to learn charts and calender (days of the week)

**PREVIOUS KNOWLEGDE:** pupils learnt about days of the week.

**INSTRUCTIONAL MATERIALS:**

1. Calender
2. Flash cards
3. Textbook

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Ask pupils to recite the song for days of the week and asked them what days do they attend school? | Respond to the teacher and participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils the number of days that makes a week.  There are 7 days in a week. | Learn carefully | For proper understanding |
| **STEP 2** | Teaches the pupils the seven days in a week.  The 7 days in a week are   1. Sunday 2. Monday, 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday | Learn attentively | For better understanding |
| **STEP 3** | Leads pupils to retell a story in the textbook  Nigeria Primary English book 2 page 121  using the 7 days of the week.  Tunde  On Monday Tunde was born  On Tuesday he was christened  On Wednesday he got married  On Thursday he became a father  On Friday he fell ill  On Saturday he died  On Sunday he was buried. | Form sentences with alphabet F  Fat Bola cry to school everyday | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. 1State the number of days that makes a week 2. Mention and write the 7 days of the week 3. Retell a story using the 7 days of a week | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Nigeria Primary English Book 2  Page 121  Exercise | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 3 ENDING FRIDAY, 10TH MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 3

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /h/

**DATE:** TUESDAY 7TH MAY, 2024

**TIME:** 10:30 – 11:10PM

**DURATION:** 40 MINUTES

**PERIOD:** 5TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Identify sound banks /h/
2. Pronounce sound banks /h/
3. State words with sound banks /h/

**RATIONALE:** for pupils to know the sound banks /h/

**PREVIOUS KNOWLEGDE:** pupils learnt about letter sounds a - z

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /h/

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Preview previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify the sound banks /h/  Identify on a flash card  /h/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /h/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /h/  /h/  1.house  2.hand  3.hot  4. hill  5.hair  etc. | Learn attentively | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to   1. Identify sound banks /h/ 2. 2.Pronounce sound banks /h/   3.State words with sound banks /h/ | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Nigeria Primary English Book 2  Page 122  Activities b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

3RD MAY, 2024