EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 6 ENDING 6TH JUNE 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: the cobbler turned doctor

DATE: 06-05-2025

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 food adulteration in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

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| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher asks the pupils to spell the words below.  Consumption, increase, human, prevent etc. | The pupils spelt the words mention by the teacher. | To prepare pupils mind for learning |
| Step 1 | The teacher guides the pupils to read the passage: the cobbler turned doctor. (page 177 to 178).  A cobbler once lived in a town called Odogbolu. He practiced this occupation for many years, but was unable to make a good living. | The pupils read the given passage | To improve pupils reading skills |
| Step 2 | The teacher guides the pupils to spell the following words.   1. Occupation 2. Practiced 3. Desperate 4. Poverty 5. Began 6. Particular 7. Command 8. Confess 9. Cobbler 10. Employ 11. Knowledge 12. Pretend 13. Promise 14. Reward 15. Medicine | 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. Which town did the cobbler live in first? 2. Why did he move to Ijede? 3. Why did he change from being a cobbler to a so called doctor? 4. Where did he practice his medicine? | 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. Why was the cobbler well known as a doctor? 2. Why did he confess? 3. Who told the people that the cobbler was not a real doctor? 4. How did the person know? | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 6 ENDING 6TH JUNE 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: modal auxiliaries

Date: 20-05-2025

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 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. |

phonics

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 mention as ask by the teacher | To prepare pupils mind for learning |
| Step 1 | The /w/ sound is similar to the vowel ‘oo sound’ /u/, but the lips are slightly more closed when producing the /w/ sound. Also, being a consonant sound it cannot create a syllable as a vowel sound can. | The pupils listen the teacher as she writes and explains | To help pupils understand |
| Step 2 | The teacher guides the pupils to pronounce the /w/ sound and give examples.  /w/ as in:   1. Woman 2. Watch 3. Swim 4. Window 5. Water 6. Sweets 7. Language 8. Choir 9. Once 10. One etc. | The pupils pronounce the /w/ sound and give examples | To help pupils participate in the class. |
| Summary | The teacher summarizes by saying that, the /w/ sound is not pronounced in words such as: wrong, write, wrist, wrap, answer, sword, wrestle and wrinkles. | The pupils listens and ask questions where they are not clear | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Page 176 of the text book, activity A. | 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 | Read this poem carefully and write down all the words with the /w/ sound.  If wishes were horses,  Beggars would ride.  If turnips were watches,  I would wear one by my side  And if ‘ifs’ and ‘ands’  Were pots and pans,  There’d be no work for tinkers. | Pupils do their homework at home | To encourage learning at home |



Approved as a working document

Dep. Head Academics

06/6/25

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