**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

SUBJECT: ENGLISH GAMMAR

TOPIC: SYNONYMS

SUBTOPIC: MEANING AND EXAMPLES

DATE: 10TH JANUARY, 2023

TIME: 8:45-9:20

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Define Synonyms
2. Give examples of synonyms

RATIONALE: To enable the pupils to be able to know the meaning of synonyms and examples.

PREVIOUS KNOWLEDGE: the pupils are not familiar with synonyms.

INSTRUCTIONAL RESOURCES: whiteboard, page 150 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6 by Ademola Adeoye et al.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively t the teacher and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to define Synonym | Define synonyms e.g.  A synonym is a word that has the same meaning as another word. When words or phrases have same meaning, we say they are synonymous of each other. They come in all parts of speech: nouns, verbs, adjectives, adverbs and so on. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to give examples of synonyms | Give example of synonyms eg   1. Bad- Awful, terrible 2. Easy- Simple, effortless 3. Good- Fine, excellent 4. Hard- difficult, tough 5. Big- large, huge 6. Small- tiny, little 7. Smart-Clever, intelligent 8. Very- really, extremely | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by highlighting the majors points in the lesson | Listen attentively to the teachers explanation and ask questions for a better understanding | to create a platform for slow learners. |
| EVALUATION | Asks the pupils questions’   1. What is synonyms? 2. Give examples of synonyms | Respond t the teacher’s questions one after the other according to the best of their knowledge. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Give five examples of synonyms | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



13th January, 2023

Deputy Head Instructor Admin

NB:

APPROVED!

**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023.**

SUBJECT: ENGLISH COMPREHENSION

TOPIC: READING

SUBTOPIC: THE DANGERS OF FALSE MEDICINE

DATE: 11TH JANUARY, 2023

TIME: 9:20-9:50

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Read a passage fluently
2. Pronounce some difficult words

RATIONALE: To enable the pupils read a passage fluently and pronounce difficult words.

PREVIOUS KNOWLEDGE: the pupils are not familiar with medicine but don’t know the danger of fake medicine.

INSTRUCTIONAL RESOURCES: whiteboard, page 82 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6 by Ademola-Adeoye et al.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively t the teacher and answers the questions. | To arouse the pupils interest in the lesson. |
| STEP 1 | Guides the pupils to read the given passage | Read the passage carefully one after the other under the guide of the teacher | To enhance fluency in reading |
| STEPS 2 | Guides the pupils to pronounce and spell out he difficult words in the passage | Spells out and pronounce the difficult words carefully on after the other with the help of the teacher. | To ensure proper understanding of the lesson |
| SUMMARY | Summaries the lesson by reading the passage and pointing out the key points in the lesson | Listens attentively to the teacher and ask questions for a better understanding | To create a platform for slow learners |
| EVALUATION | Asks the pupils questions from the passage   1. What is described in the passage as quite harmful 2. What is the full meaning of NAFDAC? | Respond t the teacher’s questions one after the other according to the best of their knowledge. | To ascertain the achievement of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and corrections | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Exercise 1 page 83 of the pupil’s course book. | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

SUBJECT: ENGLISH COMPOSITION

TOPIC: LETTER WRITING

SUBTOPIC: INFORMAL LETTER

DATE: 12TH JANUARY, 2023

TIME: 11:10-11:50

DURATION: 40 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 10

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Define informal letter
2. Write an informal letter to a friend

RATIONALE: To enable the pupils to be able to know the meaning of informal letter.

PREVIOUS KNOWLEDGE: the pupils have a limited knowledge of how to write an informal letter

INSTRUCTIONAL RESOURCES: whiteboard, page 163-164 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6 by Ademola-Adeoye et al.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively t the teacher and answers the questions. | To arouse the pupils interest in the lesson. |
| STEP 1 | Guides the pupils to define informal letter | Define informal letter.  An informal letter is an non-official letter that we usually use to write to our friends, family or relatives | To enhance the pupils knowledge of the lesson |
| STEPS 2 | Guides the pupils to write an informal letter | Write an informal letter to a friend.  10 Ashogbon close,  Mpape,  Abuja.  7th January, 2023.  Dear David,  How are you? I hope everything is okay? I am writing this letter to you because of the happy events that has been happening in my family since the beginning of the year. I will only mention two to have time and pace.  My eldest brother, Victor just gained admission to Ahmedu Bello University (ABU) Zaria to read Mass Communication. He had been seeking admission for the past three years. You cannot imagine the happiness of the whole family when his name came out on the admission list.  The last happy event I want to mention is that, last month, we moved to our new house at Asokoro. Dad started his building about six years ago without completing I, until this year. all his effort to secure a loan to complete it was not successful until this year when his bank loaned him some money. He used the money to complete the building. It is a three bedroom bungalow, beautifully finished, and with a big compound. We moved in with funfair.  These are the happy events in my family. Write to tell me about what has been happening in your own family too.  Yours sincerely,  Danladi. | To ensure the pupils knowledge off the lesson |
| SUMMARY | Summaries the lesson by throwing more light on the features of informal letter | Listens attentively to the teacher explanation and ask questions for more clarification. | To create a platform for slow learners |
| EVALUATION | Asks the pupils questions from the passage   1. What is an informal letter 2. State the features of an informal letter | Respond t the teacher’s questions one after the other according to the best of their knowledge. | To ascertain the achievement of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and corrections | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Exercise 3 page 164-165 of the pupil’s course book. | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



13th January, 2023

Deputy Head Instructor Admin

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023.**

SUBJECT: ENGLISH PHONICS

TOPIC: AURAL IDENTIFICATION OF VOWELS.

SUBTOPIC: THE VOWEL SOUNDS /æ/, /a: /, /ɔ/, / ɔ:/ and /˄/

DATE: 9TH JANUARY, 2023

TIME: 8:45-9:20

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Articulate the vowel sounds /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/
2. Give examples of /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/

RATIONALE: To enable the pupils to articulate and give examples of the above vowel sounds.

PREVIOUS KNOWLEDGE: the pupils have a limited knowledge of how to articulate the vowel sounds /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/

INSTRUCTIONAL RESOURCES: whiteboard, page 20 and 21 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6 by Ademola-Adeoye et al.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively t the teacher and answers the questions. | To arouse the pupils interest in the lesson. |
| STEP 1 | Guides the pupils to articulate the vowel sounds /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/ | Articulate vowel sounds /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/ one after the other with the help of the teacher | To enhance the pupils pronunciation. |
| STEPS 2 | Guides the pupils to give examples of vowel sound /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/ | Give examples of the vowel sounds /æ/, /a:/, /ɔ/, / ɔ:/ and /˄/   1. /æ/- as in cat, mat, sat, fat, had, has, chat, factory, cap etc 2. /a:/- as in part, pass, arm, calm, half, palm, cart, dance, answer, ask, dart, hard, bard. 3. /ɔ/- as in got, box, want, clock, lock, hot, long, lot, cost, cough, coffee, holiday. 4. / ɔ:/- as in tall, door, chalk, daughter, saw, floor, water, taught, born, etc. 5. /˄/- as in love, but, gun, fun, run, rough, above, blood, does, son, bus, come etc. | To ensure knowledge of the lesson |
| SUMMARY | Summaries the lesson by articulating the vowel sounds and asks the pupils to do same. | Listens attentively to the teacher and articulate the sounds one after the other according to their abilities | To create a platform for slow learners |
| EVALUATION | Asks the pupils to   1. Articulate all the vowel sounds 2. Give examples of the sounds each | Respond t the teacher’s questions one after the other according to the best of their knowledge. | To ascertain the achievement of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and corrections | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Exercise 2 page 21-22 of the pupil’s course book. | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



13th January, 2023

Deputy Head Instructor Admin

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**LESSON PLAN WEEK ONE ENDING 13TH JANUARY, 2023**

SUBJECT: ENGLISH LITERATURE

TOPIC: FOLTALE

SUBTOPIC: MY EARLY LIFE IN BIIRN-BOKO

DATE: 10TH JANUARY, 2023

TIME: 1:20-2 PM

DURATION: 40 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 10

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Read the story fluently
2. Retell the story with understanding

RATIONALE: To enable the pupils to be able to read the story fluently and retell the story with understanding.

PREVIOUS KNOWLEDGE: the pupils have a limited knowledge of how to read a story fluently

INSTRUCTIONAL RESOURCES: whiteboard, page 5-14 of the reference material.

REFERENCE MATERIAL: The Boy Slave by Kola Onadipe.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively t the teacher and answers the questions. | To arouse the pupils interest in the lesson. |
| STEP 1 | Guides the pupils to read the given story | Read the story carefully one after the other under the guide of the teacher | To enhance fluency in reading |
| STEPS 2 | Guides the pupils to spell out and the difficult words in the story | Retell the story carefully one after the other, pronounce and spell out the difficult words in the story | To ensure proper understanding of the lesson |
| SUMMARY | Summaries the lesson by reading the story and pointing out difficult words in the story | Listens attentively to the teacher and ask questions for a better understanding | To create a platform for slow learners |
| EVALUATION | Asks the pupils questions from the story   1. Describe Shettima’s father and mother 2. Why are they different from each other? | Respond t the teacher’s questions one after the other according to the best of their knowledge. | To ascertain the achievement of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and corrections | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Number 1-5 on page 15 of the pupil’s story book. | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



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