**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 14TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** ASKING AND ANSWERING QUESTIONS ON PRESENT, PAST AND FUTURE ACTIONS.

**SUB-TOPIC:** PRESENT, PAST AND FUTURE ACTIONS

**DATE:** WEDNESDAY, 12TH JUNE, 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. Ask and answer questions on present action.
2. Ask and answer questions on past action.
3. Ask and answer questions on future action.

**RATIONALE:** for pupils to know how to ask and answer questions on present, past and future actions.sounds of the words.

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

**INSTRUCTIONAL MATERIALS:**

1. Individual pupils
2. Textbook
3. Flash cards

**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 continuous actions | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils how to ask and answer questions on present actions.   1. What are you doing now? 2. I am writing | Learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils how to ask and answer questions on past actions.  Q-What did you eat last night?   1. I ate rice last night. | Listen attentively | For better understanding |
| **STEP 3** | Teaches pupils how to ask and answer questions on present actions.  Q-What will you eat tommorow?  A- I will eat bread tomorrow morning. | 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. Ask and answer questions on present action. 2. Ask and answer questions on past action. 3. Ask and answer questions on future action. | 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** | Answer the following questions   1. What are you doing now? 2. What did you do yesterday? 3. When will you travel? | Copy and returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 14TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  FURTHER PRACTICE ON PLURALS (IRREGULAR FORMS)

**SUB-TOPIC:** A.EXAMPLES OF IRREGULAR PLURALS

1. FORM COMPOUND NOUNS PHRASES

**DATE:** MONDAY, 10TH JUNE, 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. Definition of irregular plurals.
2. State examples of irregular plurals
3. Mention examples of irregular plurals without change
4. Form compound nouns phrases

**RATIONALE:** for pupils to know irregular plurals .

**PREVIOUS KNOWLEGDE:** pupils learnt about regular plurals.

**INSTRUCTIONAL MATERIALS:**

1. Textbook
2. Flash cards
3. Picture charts

**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** | Teaches the definition of irregular plurals.  Irregular plural nouns are nouns that do not become plural by adding -s or -es as most nouns in the English language do. | Listen and learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils examples of irregular plurals.  Examples are:   1. Nouns ending in -f and -fe changes to -ves  |  |  |  | | --- | --- | --- | |  | Singular | Plural | | 1 | knife | Knives | | 2 | Life | Lives | | 3 | Wife | Wives | | 4 | Calf | Calves | | 5 | Leaf | Leaves |   Etc.   1. Nouns that can go and -oo changes to -ee  |  |  |  | | --- | --- | --- | |  | Singular | Plural | | 1 | Foot | Feet | | 2 | Tooth | Teeth | | 3 | Goose | Geese | | 4 | Penny | Pence | | 5 | Woman | Women |   Etc. | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils examples of irregular plurals without change.  Examples are:   1. Nouns that do not change at all  |  |  |  | | --- | --- | --- | |  | Singular | Plural | | 1 | Sheep | Sheep | | 2 | Fish | Fish | | 3 | Moose | Moose | | 4 | Swine | Swine | | 5 | Deer | Deer |   Etc.   |  |  |  | | --- | --- | --- | |  | Singular | Plural | | 1 | Bet | Bet | | 2 | Broadcast | Broadcast | | 3 | Bid | Bid | | 4 | Hit | Hit | | 5 | Cut | Cut |   Etc. | Listen attentively | For further understanding |
| **STEP 4** | Teaches pupils how to form compound nouns phrases.  Compound nouns are noun phrase made up of two or more nouns.  Examples are   1. A packet of sugar 2. A tin of milk   etc | Learn attentively | For better clarification |
| **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. Definition of irregular plurals. 2. State examples of irregular plurals 3. Mention examples of irregular plurals without change 4. Form compound nouns phrases | 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** | A.Answer the following   |  |  |  | | --- | --- | --- | |  | Singular | Plural | | 1 | Leaf |  | | 2 | Man |  | | 3 | Bid |  | | 4 | Sheep |  | | 5 | Calf |  |   B.Form 2 compound noun phrases | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 14TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** CONCEPT OF PRINT: PART OF A BOOK

**SUB-TOPIC:** IDENTIFICATION OF PARTS OF BOOK.

**DATE:** THURSDAY, 13TH AND FRIDAY, 14TH JUNE, 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. Identify a story book.
2. Identify parts of a book.
3. State parts of a book

**RATIONALE:** for pupils to know and learn parts of a book.

**PREVIOUS KNOWLEGDE:** pupils read from sroy books.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts
2. Textbook and storyybooks

**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 different story books on a flat surface | Identify the story books | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Lead pupils to identify a story book. | Identify a story book . | For proper understanding |
| **STEP 2** | Leads pupils to identify parts of book of the story book | Identify with teacher carefully. | For better understanding |
| **STEP 3** | Teach pupils to state the parts of book.   1. Cover 2. Spine 3. Tittle page 4. Copyright page 5. Dedication page 6. Table of content 7. Foreword 8. Glossary 9. Bibliography 10. index   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 a story book. 2. Identify parts of a book. 3. State parts of a book | 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** | State three parts of a book you know. | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 14TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** WRITING PARTS OF A BOOK

**SUB-TOPIC:** LISTING OUT PARTS OF BOOKS

**DATE:** THURSDAY, 13TH JUNE, 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. Write the parts of book on mathematics
2. Write the parts of book on sugar girl
3. Write the parts of book on English language

**RATIONALE:** for pupils to know to learn how to write parts of book

**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** | Display different books on a flat surface | Identify the books with teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to write the parts of book on mathematics. | Write in their book.   1. Cover page 2. Title page 3. Copyright page   Etc. | For proper understanding |
| **STEP 2** | Leads pupils to write the parts of book on sugar girl | Write in their book.   1. Cover page 2. Title page 3. Copyright page   Etc. | For better understanding |
| **STEP 3** | Leads pupils to write the parts of book on English language | Write in their book.   1. Cover page 2. Title page 3. Preface 4. Content page   Etc. | 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. Write the parts of book on mathematics 2. Write the parts of book on sugar girl 3. Write the parts of book on English language | 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 parts of book of this textbook.   1. RNV socail studies text book | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 14TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /ɪƏ/ AND /eƏ/

**DATE:** TUESDAY 11TH JUNE, 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 /ɪƏ/ and /eƏ/
2. Pronounce sound banks /ɪƏ/ and /eƏ/
3. State words with sound banks /ɪƏ/ and /eƏ/

**RATIONALE:** for pupils to know the sound banks /ɪƏ/ and /eƏ/

**PREVIOUS KNOWLEGDE:** pupils learnt about /ŋ/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /ɪƏ/ and /eƏ/

**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 /ɪƏ/ and /eƏ/  Identify on a flash card  /ɪƏ/ and /eƏ/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /ɪƏ/ and /eƏ/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /ɪƏ/ and /eƏ/  /ɪƏ/ /eƏ/   1. ear hair   2. deer chair  3. tear pear  4. beard hare  5. here their  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 /ɪƏ/ and /eƏ/ 2. Pronounce sound banks /ɪƏ/ and /eƏ/   3.State words with sound banks /ɪƏ/ and /eƏ/ | 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 153  Activities a, b and c  Page 167  Activities a, b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

7TH JUNE, 2024