**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**MPAPE ABUJA**

**GRADE 1 ENGLISH LANGUAGE**

**SECOND TERM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **SUBJECT** | **TOPIC** | **CONTENT** | **ACTIVITIES** |
| 1 | English - Language | Speech - Resumption Test | Guides the pupils to answer questions | Pupils answer and write in their exercise books |
|  |  | Grammar - Resumption Test | Guides the pupils to answer questions | Pupils answer and write in their exercise books |
|  |  | Comprehension -Resumption Test | Guides the pupils to answer questions | Pupils answer and write in their exercise books |
|  |  | Composition -Resumption Test | Guides the pupils to answer questions | Pupils answer and write in their exercise books |
|  |  | Phonics - Resumption Test | Guides the pupils to answer questions | Pupils answer and write in their exercise books |
| 2 | English - Language | Speech -  Pronunciation of sounds ; | Using sounds and combination of sounds to decode unknown words. Production of sounds E.g /s/ - sat, /b/ - bad | Teacher:  1. guides pupils to answer the question.  2. Writes the sound /a/ /a:/  In isolation on the board.   1. Produces the sound in the words as in fat/sat/rat/hat.   Asks pupils to pronounce after him/her   1. Guides pupils to identify the sounds in given words.   Pupils:   1. Pupils answer questions in their English exercise book. 2. Listens to the teacher as he pronounces sounds. Say them after the teacher. 3. Identify each of the sounds on the chalk board. |
|  |  | Grammatical Accuracy structure | Regular plural formation with (s) ending e.g. book - books, bag - bags, chair - chairs etc. | Teacher:   1. Write out on the board example of regular plurals. 2. Guides them in formation of plurals.   Pupils:   1. Reproduce in writing teachers examples of regular plurals. 2. Form regular plurals. |
|  |  | Comprehension - Reading | 1. Reading simple poems e.g. reading simple poems depicting kinds, love, nature etc. | Teacher: writes out twinkle, twinkle little star……..etc.  Pupils: read the poems on the board. |
|  |  | Composition - Writing | Tracing of given drawing of objects e,g. a cup | Teacher: present the cup on the table and draw it on the board.  Pupils:   1. look at the cup and draw. 2. Pupils also trace cup in their English book. |
|  |  | Phonics - | Sound banks  Sound /Ʊ/ and /U:/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /Ʊ/ and /U:/  Pupils make identify, pronounce, learn words and form sentences with the sound /Ʊ/ and /U:/ |
| 3 | English - Language | Speech | Expressing possesion using possess adjectives e.g. my, his, yours, ours. Subject is + possessive adjective + named object e.g. he has a ruler - it is her ruler.  You have a book  It is your book. | Teacher:  1. teachers makes sentences with possessive adjective.   1. Guides the pupils in making their sentences.   Pupils:   1. The pupils listen to the teacher 2. Use possessive adjectives to make sentences |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /s/ and /z/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /s/ and /z/  Pupils make identify, pronounce, learn words and form sentences with the sound /s/ and /z/ |
| 4 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher:  1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /eɪ/ and /aɪ/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /eɪ/ and /aɪ/  Pupils make identify, pronounce, learn words and form sentences with the sound /eɪ/ and /aɪ/ |
| 5 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher: 1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /₰/ and /ʒ/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /₰/ and /ʒ/  Pupils make identify, pronounce, learn words and form sentences with the sound /₰/ and /ʒ/ |
| 6 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher: 1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentetheir nces in books |
|  |  | Phonics - | Sound banks  Sound /t₰/ and /dʒ/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /t₰/ and /dʒ/  Pupils make identify, pronounce, learn words and form sentences with the sound /t₰/ and /dʒ/ |
| 7 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher: 1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /Ɔɪ/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /Ɔɪ/  Pupils make identify, pronounce, learn words and form sentences with the sound /Ɔɪ/ |
| 8 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher: 1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /h/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /h/  Pupils make identify, pronounce, learn words and form sentences with the sound /h/ |
| 9 | English - Language | Speech | Expressing plurals using the structure : Those are - Those are Table - Tables Bag - bags pen - pens biro - biros chair - chairs book - books friend - friends. | Teacher: 1. writes out the examples of singular and plurals   1. Guides them in the formation of plurals.   Pupils: the pupils reproduce in writing teacher’s examples of singular and plurals |
|  |  | Grammatical Accuracy | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘we are not’ - indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They are brothers/sisters 4. We/they are twins 5. We are not girls 6. We are not boys. | Teacher: guides pupils to make sentences.  Pupils: the pupils make sentences with plurals using nouns |
|  |  | Comprehension - Reading | Passage illustrating the use of the various structure/patterns.   1. Passage describing past actions 2. Passage connected with asking answering questions. | Teacher: gives them more examples.  Pupils: listen and prepare their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structures at patterns.   1. Passage describing past actions. 2. Passage connected with asking answering questions illustrating the use of the various structures at patterns. 3. Passage describing past actions 4. Passage connected with asking answering questions | Teacher: guides and corrects them.  Pupils: write sentences in their books |
|  |  | Phonics - | Sound banks  Sound /ƏƱ/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /ƏƱ/  Pupils make identify, pronounce, learn words and form sentences with the sound /ƏƱ/ |
| 10 | English - Language | Speech | Revision | Revision |
|  |  | Grammatical Accuracy | Revision | Revision |
|  |  | Comprehension - Reading | Revision | Revision |
|  |  | Composition - Writing | Revision | Revision |
|  |  | Phonics - Sound banks | Revision | Revision |
| 11 | English - Language | Speech | Examination | Examination |
|  |  | Grammatical Accuracy | Examination | Examination |
|  |  | Comprehension - Reading | Examination | Examination |
|  |  | Composition - Writing | Examination | Examination |
|  |  | Phonics - Sound banks | Examination | Examination |
| 12 | English - Language | Speech | Examination | Examination |
|  |  | Grammatical Accuracy | Examination | Examination |
|  |  | Comprehension - Reading | Examination | Examination |
|  |  | Composition - Writing | Examination | Examination |
|  |  | Phonics - Sound banks | Examination | Examination |