**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 13TH OCTOBER, 2023**

**TERM:** FIRST TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** RHYME

**SUB-TOPIC:** A BOY AND A GIRL

**DATE:** WEDNESDAY, 11TH OCTOBER, 2023

**TIME:** 02:00 – 02:20PM

**DURATION:** 30 MINUTES

**PERIOD:** 9TH

**CLASS:** NURSERY 3

**NUMBER IN CLASS:** ELEVEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define rhyme.
2. State the examples of rhyming words.
3. Read the rhyme ‘A boy and a girl’.

**RATIONALE:** for pupils to know what rhyme is and to increase their reading skill accurately.

**PREVIOUS KNOWLEGDE:** pupils learnt about simple greeting and response.

**INSTRUCTIONAL MATERIALS:**

1. Textbook- Nigeria Primary English book 1- fourth edition

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 1 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. | Answer the question. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Teaches pupils the meaning of rhyme.  **Meaning of rhyme**  A rhyme is a repetition of similar sounds in two or more words. Rhyming is particularly common in many types of poem, especially at the end of each stanza. | Learn attentively. | For proper understanding. |
| **STEP 2** | Teaches pupils examples of rhyme.  **Examples of rhyme**   1. Tip slip 2. That spat 3. Move love 4. Food good 5. Tricky picky 6. Way may | Learn carefully. | For better understanding. |
| **STEP 3** | Leads pupils to read the rhyme ‘A boy and a girl’.  I am a boy and you are a girl.  I am a boy and you are a girl.  I am a boy and you are a girl.  Do you want to be my friend?  I am a girl and you are a boy.  I am a girl and you are a boy.  I am a girl and you are a boy.  Do you want to be my friend? | Read the rhyme after the teacher. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Define rhyme. 2. States the examples of rhyming words. 3. Read the rhyme ‘A boy and a girl’. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English book 1 page 30. | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 13TH OCTOBER, 2023**

**TERM:** FIRST TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:** PUNCTUATION MARK

**SUB-TOPIC:** PUNCTUATION MARK (FULL STOP)

**DATE:** MONDAY, 9TH OCTOBER, 2023

**TIME:** 01:20 – 02:00PM

**DURATION:** 30 MINUTES

**PERIOD:** 8TH

**CLASS:** NURSERY 3

**NUMBER IN CLASS:** ELEVEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define the full stop.
2. Give examples of sentences with a full stop.
3. Indicate a full stop when writing a sentence.

**RATIONALE:** for pupils to know what a full stop is and be able to apply it appropriately.

**PREVIOUS KNOWLEGDE:** pupils learnt about a comma and its uses.

**INSTRUCTIONAL MATERIALS:**

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

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 1 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. | Answer the teacher’s questions. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Teaches pupils the meaning of full stop.  **Meaning of full stop**  A full stop is a punctuation mark that is used at the end of a sentence or an abbreviation. | Give the meaning of a full stop. | For proper understanding. |
| **STEP 2** | Teaches pupils the uses of full stop in a sentence.  **Uses of full stop**   1. Full stop is used at a the end of a sentence.   Examples.   1. Mothers loves children. 2. Abuja is the capital of Nigeria. 3. Full stop is used in abbreviation   Examples   1. I will be at home between 6 a.m. and 7 p.m. 2. She likes watching movies on a T.V | Learn carefully. | For better understanding. |
| **STEP 3** | Guides pupils to answer the following questions and put a full stop at the end of each answer.   1. Have you eaten? 2. What are you doing? 3. Can you see the moon? 4. Have you finish writing? 5. Where is your pencil? | Answer the questions and put a full stop at the end. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Give the meaning of a full stop. 2. State the uses of a full stop. 3. Put a full stop at the end of the following sentence. 4. I have a blue bag 5. The board is white 6. Look at my shoe 7. My mother gave me fried rice and chicken 8. I am going to school | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English, book 1, page 33. | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING 13TH OCTOBER, 2023**

**TERM:** FIRST TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** COMPREHENSION

**SUB-TOPIC:** GAMES

**DATE:** THURSDAY, 12TH OCTOBER, 2023

**TIME:** 09:25AM – 09:55AM

**DURATION:** 30 MINUTES

**PERIOD:** 3RD

**CLASS:** NURSERY 3

**NUMBER IN CLASS:** ELEVEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Concentrate fully in reading.
2. Pronounce difficult words.
3. Answer the questions bellow the passage.

**RATIONALE:** to improve the reading skill of the pupils.

**PREVIOUS KNOWLEGDE:** pupils have read the passage ‘my father’s farm’

**INSTRUCTIONAL MATERIALS:**

1. Nigeria Primary English book 1, fourth edition

**REFERENCE MATERIALS:**

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

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Ask pupils to bring out their textbooks and open to page 31 | Respond to the teacher instructions. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Lead pupils to read the passage ‘games’  Games make children happy and strong. Children play many games. Some games can be played in the room. They are called indoor games. Examples are ludo, snakes and ladders, and tennis………… | Read the passage together with the teacher. | For proper understanding. |
| **STEP 2** | Leads pupils to spell and pronounce difficult words in the passage.   1. Indoor 2. Games 3. Volleyball 4. Football 5. Hopscotch 6. Outdoor 7. Team 8. Goalpost 9. Children 10. Ladder | Spell and pronounce difficult words in the passage. | For better understanding. |
| **STEP 3** | Ask pupils questions based on the passage.   1. Mention the names of three indoor games children play. 2. Mention the names of three outdoor games children play. | Answer the questions. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Read the passage carefully. 2. Mention the difficult words from the passage. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English book 1, page 31. | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 13TH OCTOBER, 2023**

**TERM:** FIRST TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** COMPOSITION

**SUB-TOPIC:** MY BEST FOOD

**DATE:** THURSDAY, 12TH OCTOBER, 2023

**TIME:** 11:10AM – 11:50AM

**DURATION:** 30 MINUTES

**PERIOD:** 5TH

**CLASS:** NURSERY 3

**NUMBER IN CLASS:** ELEVEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. List out various kinds of food.
2. Write a composition about their best food.

**RATIONALE:** for pupils to know their best food and write a composition about about heir best food.

**PREVIOUS KNOWLEGDE:** pupils have learnt to identify and write capital and small letters Ee - Hh

**INSTRUCTIONAL MATERIALS:**

1. Nigeria Primary English book 1 by B. Someye, D Dallas etal 2000
2. Charts of different kind of food.

**REFERENCE MATERIALS:**

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

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Ask pupils what their best food is. | Mention their best food. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Teaches pupils the different kind of food.  **Kinds of food**   1. Rice 2. Beans 3. Yam 4. Sweet potatoes 5. Egusi soup 6. Semevita 7. Okro soap 8. Eba etc | Learn attentively. | For proper understanding. |
| **STEP 2** | Guides pupils to write about their best food.  **My best food**   1. I like health food. 2. I enjoy eating fruits and vegetables. 3. My best fruits are oranges and grapes. 4. My best vegetables are cucumber and carrots. 5. My best meal is rice with bananas and chicken. 6. I also like beans and fish. | Learn carefully. | For better understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Mention the kinds of food they know. 2. Write about their best food. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | 1. Nigeria primary English book 1, page 34, work book page 10 | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 13TH OCTOBER, 2023**

**TERM:** FIRST TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANK

**SUB-TOPIC:** WORDS WITH THE SOUNDS /Ə/ AND /Ȝ:/

**DATE:** TUESDAY, 10TH OCTOBER, 2023

**TIME:** 10:30AM – 11:10AM

**DURATION:** 30 MINUTES

**PERIOD:** 4TH

**CLASS:** NURSERY 3

**NUMBER IN CLASS:** ELEVEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Identify the sounds /Ə/ and /Ȝ:/
2. Pronounce the sounds /Ə/ and /Ȝ:/
3. Mention words with the sounds /Ə/ and /Ȝ:/.
4. **RATIONALE:** for pupils to identify and pronounce the sounds /Ə/ and /Ȝ:/.

**PREVIOUS KNOWLEGDE:** pupils have learnt about the sounds /t/ and /d/. **INSTRUCTIONAL MATERIALS:**

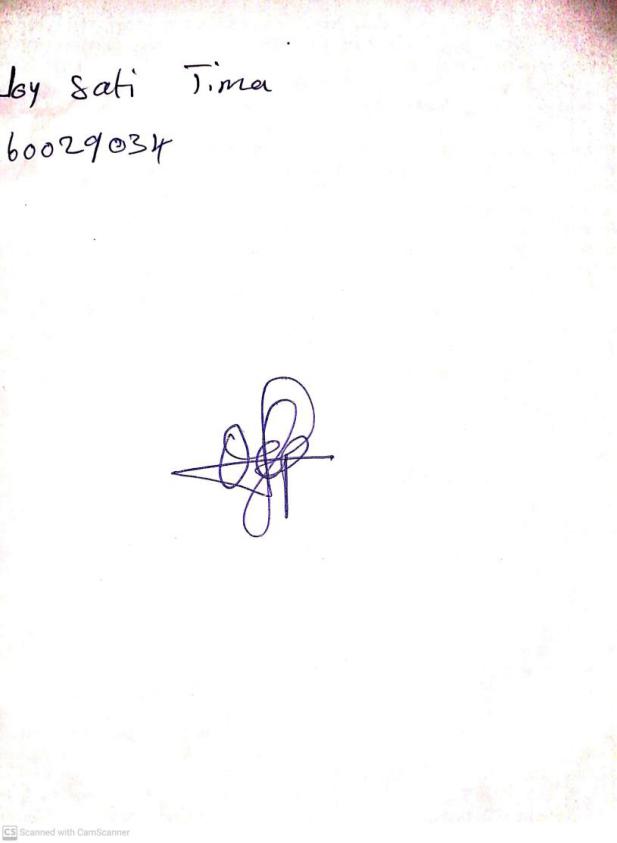
1. Flash cards.
2. Pictorial charts.
3. Text book

**REFERENCE MATERIALS:**

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

**LESSON DEVELOPMENT**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | 1. Display flash cards on a flat surface with words with the sounds /Ə/ and /Ȝ:/. | Focus on the flash cards to identify words with the sounds /t/ and /d/. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify the sounds /Ə/ and /Ȝ:/ on the flash cards and in the textbook.  **/Ə/ and /Ȝ:/** | Learn attentively. | For proper understanding. |
| **STEP 2** | 1. Teaches pupils word with the sounds /Ə/ and /Ȝ:/.   /Ə/ /Ȝ:/   1. teacher verb 2. umbrella third 3. ago skirt 4. famous term 5. banana world 6. father purse 7. barber earth 8. butter nurse 9. sister first 10. police learn | Learn attentively. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Identify the sounds /Ə/ and /Ȝ:/. 2. Pronounce the sounds /Ə/ and /Ȝ:/. 3. Mention words with the sounds /Ə/ and /Ȝ:/. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English work book 1, page 9. | Return home with task | Extending lesson home. |



6TH October, 2023

Perpetual Ojoma Ocheja

Stream Head Nursery