EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 4 ENDING 23RD MAY 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: Good neighborliness

DATE: 21-04-2025

DURATION: 40 MINUTES

TIME: 10:30-11:10

PERIOD: 4TH

CLASS: GRADE 2

SEX: MIXED

LEARNING OBJECTIVES: by the end of the lesson, pupils should be able to;

1. Read the passage on the safe use of drugs
2. Spell and pronounces the key words in the passage
3. Make sentences with the words

RATIONALE: for pupils to read fluently

PREVIOUS KNOWLEDGE: the pupils have read a passage on the safe use of drugs in their last class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITIES | PUPILS ACTIVITIES | LEARNING POINT |
| Introduction | The teacher introduces the lesson by asking the pupils question base on the last lesson.  Example;  Can human beings do without drugs? | The pupils give answer the teacher question | To serve as a reminder of the last lesson |
| Presentation  Step 1 | The teacher guides the pupils in reading the passage on page 167 to 168 (good neighborliness). | The pupils read the passage on page 167 to 168.  **Safe use of drugs**  Mrs Jaja was coming home from her stop one day when it began to rain. She had no umbrella and no raincoat, and there were no houses nearby. | To improve pupils reading skills. |
| Step 2 | The teacher puts the below on the board while she the pupils to spell and pronounce.   1. Passengers 2. Umbrella 3. Continue 4. Nearby 5. Shouted | The pupils spell and pronounces the words on the board | To improve pupils spelling skills |
| Step 3 | The teacher guides the pupils in making sentences with some vital words on the board.  Examples:  Make sentences with the words below.   1. Continued 2. Nearby 3. Passengers   **Sentences**   1. **She continued running** 2. **There was no passengers in the car** 3. **There was no houses nearby** | The pupils make sentences with the given words | To ensure correct sentence making |
| Summary | The teacher summarizes by explaining the passage to the scholars. | The scholars listens the teacher explanation and ask questions where they are not clear. | For clearer understanding |
| Evaluation | The teacher evaluates by giving the pupils some work to do in the class.  Answer these questions.   1. Where was Mrs Jaja coming from? 2. Why was she running in the rain? 3. How wet was she? | The pupils attempt the questions in class | To test pupils understanding of the passage |
| Conclusion | The teacher concludes by marking the pupils work | Pupils submit their exercise book for marking | For venting |
| Assignment | Answer these questions   1. What did the bus driver do? 2. What did the lorry driver do? 3. How did Mrs Jaja get home? | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 4 ENDING 23RD MAY 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: adjectives of comparison

Date: 20-04-2025

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 adjectives
2. Compare adjectives

Rationale: for pupils to define adjectives

Previous knowledge: pupils have learnt the simple past tense in the last class

Instructional materials: textbook and flash cards

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

Lesson Development

|  |  |  |  |
| --- | --- | --- | --- |
| 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 ; what do you understand by simple past term? | 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 adjectives.  **The meaning of adjectives**  Adjectives are words that describe or modify other words. Making your writing and speaking much more specific, and a whole lot more interesting. Words like small, blue, and sharp are descriptive, and they are all examples of adjectives. | The pupils participate in the class discussion | To make the class lively |
| Step 2 | **Adjectives of comparison**  Many adjectives form the comparative by adding **‘er’**, and the superlative by adding ‘**est**’ to the positive.  **Examples**   |  |  |  | | --- | --- | --- | | **positive** | **Comparative** | **Superlative** | | **Tall**  **Old**  **Short** | **Taller**  **Older**  **shorter** | **Tallest**  **Oldest**  **Shortest** | | The pupils compare adjectives with the help of the teacher. | To participate in the class discussion |
| Summary | The teacher summarizes the lesson by going through the lesson again | The pupils listen and ask questions where they are not clear. | To enhance proper understanding of the topic |
| Evaluation | The teacher gives the pupils class work.  **Add ‘er’, to the words in column Band ‘est’ to the words in column C.**   |  |  |  | | --- | --- | --- | | **A**  **Positive** | **B**  **Comparative** | **C**  **Superlative** | | 1. **Clean** |  |  | | 1. **high** |  |  | | 1. **slow** |  |  | | 1. **fat** |  |  | | 1. **hot** |  |  | | The pupils attempt the questions in the class | Assessment |
| Conclusion | The teacher makes corrections on the board after which she marks the pupils work. | Pupils submit their work for marking | Apportioning of marks |
| Assignment | Choose the correct word from those in the brackets to fill in the blank spaces.   1. My bag is \_\_\_\_\_ (big, bigger) than yours 2. A king is (richer, rich) than a poor man 3. A lion is (strong, stronger) than a cat | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 4 ENDING 23RD MAY 2025

TERM: third

SUBJECT: English studies

TOPIC: phonics

SUB-TOPIC: consonant sound /r/

DATE: 20-04-2025

DURATION: 40 MINUTES

TIME:

PERIOD:

CLASS: GRADE 2

SEX: MIXED

LEARNING OBJECTIVES: by the end of the lesson, pupils should be able to;

1. State a brief explanation on the /r/ sound
2. Pronounces the /r/ sound and state examples of words having the sound.

RATIONALE: for pupils to pronounce the /r/ sound and give examples

PREVIOUS KNOWLEDGE: the pupils have learnt about the sound /I/ in the last class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils question base on the last topic.  Example  List five words with the sound /l/. | The pupils mention as ask by the teacher | To prepare pupils mind for learning |
| Step 1 | The sound /r/ is a voiced, palatal, liquid consonant. Move the tip of your tongue upwards and backwards, so that it almost touches the top of your mouth. Your tongue should curl slightly, but it should not touch the top of your mouth. Breathe out and let air escape your mouth. | The pupils stay calm while the teacher writes on the board and explains the note on the board | To ensure a proper understanding of the topic. |
| Step 2 | The teacher guides the pupils in pronouncing the sound /r/ and give examples  .  To produce the /r/ sound, curl your tongue near the roof of your mouth and voice out through your mouth.  **Examples of /r/ sound**   1. Rewrote 2. Breathing 3. Acquire 4. Resignation 5. Alternate 6. Surrender 7. Freedom 8. Crab 9. Wrap 10. ride | The pupils pronounces the sound /r/ and give example | Participation in class |
| Summary | The teacher summarizes the lesson by going through the lesson again | The pupils listens and ask questions where they are not clear | For proper understanding of the topic |
| Evaluation | The teacher gives the pupils class work.  Read this short poem carefully to answer the questions that follows.  **It’s raining, it’s pouring,**  **Old Roland is snoring.**  **He fell out of bed and bumped his head**  **And couldn’t get up in the morning.**  **Question**   1. Which words in the poem rhyme with touring? 2. Write down all the words in the poem with the /r/ sound. | 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 | Page 165 of the text book, activity A. | Pupils do their homework at home | To encourage learning at home |



Approved as a working document

Dep. Head Academics

23/5/25