**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK EIGHT ENDING November 1st 2024**

**SUBJECT: English studies**

**TOPIC: reading**

**SUB - TOPIC: THE MAN WHO NEVER LIED**

**DATE: 28 - 08 - 24**

**TIME: 10: 30 to 11: 10**

**DURATION: 40 minutes**

**PERIOD: 4th**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6 plus**

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

1. To read the given passage
2. Spell the key words in the passage.
3. Make sentences with few of the key words.

Rationale: to read fluently

Previous knowledge: the pupils have read a passage on kidnappers get justice in the previous class.

Instructional materials:text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

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| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils to say what they learn from the last passage. | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The teacher guides the pupils to read the passage on page 47 to 48 of their text book.  Tittle;  THE MAN WHO NEVER LIED. | Pupils read the passage on page 47 to 48 of their text book. | To improve pupils reading skills |
| STEP 2 | The teacher writes key words from the passage on the board and ask the pupils to spell and pronounce.   1. Hunting 2. Careful 3. Queen 4. Behaviour 5. Foolish 6. Truthful 7. Yesterday 8. Crowd 9. Feast 10. Honesty | Pupils spell and pronounces the words on the board | To improve pupils spelling skills |
| Step three | The teacher guides the pupils to make sentences with the words below.  Yesterday  Foolish  Careful  Queen | The pupils make sentences with the following words.   1. Yesterday was my birthday 2. That boy is foolish 3. Be careful with that 4. The queen is my mother. | To help pupils construct a good sentence. |
| Summary | the teacher summarizes the lesson by explaining the passage to the pupils. | Pupils pay attention and ask questions where they are not clear. | For clarification purpose. |
| Evaluation | The teacher evaluates the pupils by giving class exercise.  Answer these questions.   1. What is the name of the wise man? 2. Who brought the wise Mamad to the palace? 3. What did the kind ask the wise man to do? 4. Did the wise man pass the king test? | Pupils attempt the questions in class. | Assessment |
| Conclusion | The teacher concludes by marking the pupils work. | Pupils submit their work for marking. | To award pupils |
| Assignment | Write the opposite of the following.   1. Wise 2. Careful 3. Big 4. Queen 5. Laugh 6. Truthful | Pupils do their assignment at home. | To encourage learning at home. |

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**LESSON PLAN/NOTE FOR WEEK EIGHT ENDING November 1st 2024**

**SUBJECT: English studies**

**TOPIC: grammar**

**SUB - TOPIC: MODAL AUXILIARIES**

**DATE: 28 - 08 - 24**

**TIME: 08: 45 to 09: 25**

**DURATION: 40 minutes**

**PERIOD: 2nd**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6+**

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

1. State the meaning of modal auxiliaries.
2. Mention the examples of modal auxiliaries.

Rationale: for pupils to say the meaning of modal auxiliaries.

Previous knowledge: the pupils have learn adjectives in the previous class.

Instructional materials: text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

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| --- | --- | --- | --- |
| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils question on the last topic.  What are adjectives? | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | Modal auxiliaries are verbs that are used with other verbs to express ideas such as ability, permission or request.  Examples:   1. I can swim. - ability 2. You may swim. - permission 3. May I swim. - request | The pupils listen to the teacher as she writes and explain. | To ensure pupils understands the topic. |
| STEP 2 | Examples of modal auxiliaries.  Can and cant ( for ability or inability)  Father can farm,  But mother can.  Mother can cook,  But father cant.  Can and may (for request and permission)  We use can to ask for permission to do something.  Examples:   1. Can I ask a question, please? 2. Can we go home now? 3. Yes you can go home if you like. 4. Yes, you can ask a question   May is another word used for asking for permission.  Examples:   1. May I ask a question ,please? 2. May we go home now? | The pupils pay attention as the teacher explain. | To enhance more understanding. |
| SUMMARY | The teacher summarizes by going through the topic again | The pupils listens and ask questions where they are not clear. | For clarification purpose. |
| EVALUATION | Use can or cant to complete these sentences.   1. She \_\_\_\_\_ have a son as old as that. 2. He is still in school; he \_\_\_\_\_ get a job 3. Lions \_\_\_\_\_ bark. 4. Ducks \_\_\_\_\_\_ swim. | The pupils answer the questions in their exercise book. | To assess the pupils level of understanding |
| CONCLUSION | Teacher concludes by marking the pupils note books. | Pupils submit their books for marking | Awarding of mark. |
| ASSIGNMENT | Make five sentences each with can and cant. | Pupils do their home work at home. | To encourage learning at home. |

**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK EIGHT ENDING November 1st 2024**

**SUBJECT: English studies**

**TOPIC: phonics**

**SUB - TOPIC: consonant sounds /k/ and /g/**

**DATE: 25 - 08 - 24**

**TIME: 11: 10 to 11: 50**

**DURATION: 40 minutes**

**PERIOD: 5th**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6 plus**

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

1. Pronounce the letter /k/ and mention words having the sound
2. Pronounce the letter /g/ and mention words having the sound.

Rationale: for pupils to identify words with the sounds above.

Previous knowledge: pupils have learn consonant cluster in their previous class

Instructional materials: text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils question base on the last topic.  What is a consonant cluster? | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The teacher drill the pupils in the correct pronunciation of word under the /k/ sound.  /k/ as in;   1. Class 2. Rack 3. Coat 4. Back 5. King | The pupils pronounces the given words correctly. | To improve pupils pronunciation skill. |
| STEP 2 | The teacher guides the pupils to give example of words with the sound /g/ | Pupils mention words with the sound /g/  /g/ as in;   1. Glass 2. Rag 3. Goat 4. Gag 5. Gate etc. | Participation in class |
| SUMMARY | The teacher summarizes with the words below:  In some words beginning with k, the k is silent. Examples are:  Known, knee, knife and knuckle. Also, the g is silent in words such as sign, foreign, and gnome. | The pupils listens and ask questions where they are not clear. | For clarification purpose. |
| EVALUATION | Write kn or gn in the blank spaces to complete the words.   1. A small flying insect that bites ( \_ \_ at) 2. To mix floor and water with your hands ( \_ \_ ead ) 3. A country that is not your own ( forei \_ \_ ) country | The pupils answer the questions ask by the teacher. | To assess the pupils level of understanding |
| CONCLUSION | Teacher concludes by marking the pupils note books. | Pupils submit their books for marking | Awarding of mark. |
| ASSIGNMENT | Pupils work book. | The pupils do their home work at home. | To encourage learning at home |



Approved as a working document.

Dep. Head Instructor (Academics)

05/11/24