**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 4 ENDING FRIDAY, 26TH MAY, 2023**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** EXPRESSING PAST ACTIONS

**SUB-TOPIC:** FORMING SENTENCES WITH PAST ACTIONS

**DATE:** WEDNESDAY, 24TH MAY, 2023

**TIME:** 02:00 – 02:20PM

**DURATION:** 30 MINUTES

**PERIOD:** 9TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define past actions .
2. State examples of past actions.
3. Form sentences with past actions.

**RATIONALE:** for pupils to know how to express past actions

**PREVIOUS KNOWLEGDE:** pupils learnt about verb.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards with verb
2. Textbook

**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 verb | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of past action.  Past actions are incidents that happened in the past. It indicates what happened yesterday, last week e.t.c. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils the examples of past actions.  Examples of past actions are had, saw, sat, ran | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils how to form sentences with past actions.   1. I had no lunch last week 2. Chidi saw Ada yeaterday.   etc | Form their own sentences | 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. Define past actions . 2. State examples of past actions. 3. Form sentences with past actions | 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** | Form three sentences expressing past actions. | Copy and returns home with task | Extending the lesson home |

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**26th May, 2023**

**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB: Approved!**

**LESSON PLAN AND NOTE FOR WEEK 4 ENDING FRIDAY, 26TH MAY, 2023**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  REGULAR PLURAL FORMATION WITH ‘ES’

**SUB-TOPIC:** FORMING SENTENCES WITH PLURAL ‘ES’

**DATE:** MONDAY, 22ND MAY, 2023

**TIME:** 01:20 – 02:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 8TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define plurals noun.
2. State examples of plural noun with ‘es’
3. Form sentences with plural noun with ‘es’

**RATIONALE:** for pupils to know regular plural nouns ending with ‘es’.

**PREVIOUS KNOWLEGDE:** pupils learnt about plural formation with ‘s’.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards of plural nouns
2. Picture charts of plural nouns

**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 | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the meaning of plural nouns.  Plural nouns are nouns that are more than one. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of plural nouns with ‘es’  There are plural nouns or words which ends in -s, -sh, -ch, -x, or -z  You add ‘-es’ to make it plural. For examples :  1.Bus buses  2,Wash washes  3.splotch splotches  4.box boxes  5.buzz buzzes  etc | Learn attentively | For better understanding |
| **STEP 3** | Teaches and leads pupils to form sentences with plural ‘es’   1. I had to take only one bus   I had to take three buses   1. She had to do only one wash   She had to do two washes   1. He have a splotch on his shirt   He have splotches on his shirt   1. They heard one buzz   They heard two buzzes  etc | Form sentences with teacher | 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. Define plurals noun. 2. State examples of plural noun with ‘es’ 3. Form sentences with plural noun with ‘es’ | 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 the plural of the following words by adding ‘es’   1. Dish 2. Arch 3. Ox 4. Bench 5. Fizz 6. Pass 7. Cross 8. Quiz 9. Canvas 10. Fox | Returns home with task | Extending the lesson home |

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**26th May, 2023**

**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB: Approved!**

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**LESSON PLAN AND NOTE FOR WEEK 4 ENDING FRIDAY, 26TH MAY, 2023**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** READING

**SUB-TOPIC:** Different kinds of fiction stories

**DATE:** THURSDAY, 25TH MAY, 2023

**TIME:** 09:25 – 09:55PM AND 12:30 – 01:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 3RD AND 7TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define fiction story
2. State examples of fiction stories
3. Read story on fiction

**RATIONALE:** To improve pupils writing skills and to know stories that are based on fiction..

**PREVIOUS KNOWLEGDE:** pupils have ideas of different stories and have listened to some.

**INSTRUCTIONAL MATERIALS:**

1. Pupils textbook

**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** | Ask scholars if they have heard stories and list the titles. | Respond to the teachers questions. | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of fiction story  Fiction story is something told that is not fact.  Or  Fiction story is a made up story.  Or  Fiction works of literature that are not true stories. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of fiction stories   1. Folk stories 2. Fairy tales 3. Short stories 4. Novels   Etc. | Listen carefully. | For better understanding |
| **STEP 3** | Reads pupls to read a story on fiction in their textbook.  Page 152 and 169.   1. **A folk-tale in pictures** 2. I can run faster than you ; the dog told the frog 3. The frog siad, ‘I’m sick and tired of the dogs boast.   **2.The sick lion**  A lion had come to the end of his days. He laid very sick at the mouth of his den…………. | Read carefully | 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. Define fiction story 2. State examples of fiction stories 3. Read story on fiction | 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** | Read and write a story on fiction (page 169) | Returns home with task | Extending the lesson home |

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**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB: Approved!**

**LESSON PLAN AND NOTE FOR WEEK 4 ENDING FRIDAY, 26TH MAY, 2023**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** WRITING PASSAGE BASED ON OCCUPATION

**SUB-TOPIC:** A LAWYER

**DATE:** TUESDAY, 23RD MAY, 2023

**TIME:** 11:10 – 11:50AM

**DURATION:** 40 MINUTES

**PERIOD:** 5TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define occupation
2. State examples of occupation
3. Read and write a composition on a lawyer

**RATIONALE:** To improve pupils reading skills using the passage based on occupation.

**PREVIOUS KNOWLEGDE:** pupils can read queen primer part 1 and 2.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts of different occupation
2. Pupils textbook

**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 picture chart of different occupation and ask scholars their various choice of occupation. | Identify and answer the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of occupation.  Occupation is a job people do to earn a living. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils the examples of occupation  Examples are:   1. Lawyer 2. Doctors 3. Teacher 4. Scientist 5. Engineer 6. Nurse 7. Architect 8. Surgeon 9. Soildier   Etc. | Listen carefully. | For better understanding |
| **STEP 3** | Teach and lead pupils to read and write a composition on a lawyer.  A lawyer is a man or a woman who studies and practices law. Etc | Write and read carefully | 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. Define occupation 2. State examples of occupation 3. Read and write a composition on a lawyer | 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 178 - 179  A Doctor Exercise | Returns home with task | Extending the lesson home |

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**NB: Approved!**

**LESSON PLAN AND NOTE FOR WEEK 4 ENDING FRIDAY, 26TH MAY, 2023**

**TERM:** THIRD TERM

**WEEK:** WEEK 4

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /ƏƱ/

**DATE:** TUESDAY,23rd MAY, 2023

**TIME:** 10:30 – 11:10PM

**DURATION:** 40 MINUTES

**PERIOD:** 4TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Identify sound banks /ƏƱ/
2. Pronounce sound banks /ƏƱ/
3. State words with sound banks /ƏƱ/

**RATIONALE:** for pupils to know the sound banks /ƏƱ/

**PREVIOUS KNOWLEGDE:** pupils learnt about letter sounds /h/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /ƏƱ/

**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 /ƏƱ/.  Identify on a flash card  /ƏƱ/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /ƏƱ/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /ƏƱ/  /ƏƱ/  1.road  2.home  3.comb  4. toast  5.old  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 /ƏƱ/ 2. 2.Pronounce sound banks /ƏƱ/   3.State words with sound banks /ƏƱ/ | 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 128  Activities A,B AND C | Returns home with task | Extending the lesson home |

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