**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK TWO ENDING 17TH JANUARY 2025**

**TERM: SECOND TERM**

**SUBJECT: English studies**

**TOPIC: reading**

**SUB - TOPIC: parts of a book**

**DATE: 04 - 01 - 25**

**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.

Rationale: to read fluently

Previous knowledge: the pupils have read a passage on Ekaete’s sad experience in the previous class.

Instructional materials: 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 learnt 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 78 of their text book.  Topic: parts of a book. | Pupils read the passage on page 4 of their text book. | To improve pupils reading skills |
| STEP 2 | The teacher guides the pupils to spell some of the key words in the passage.   1. Illustration 2. Picture 3. Margin 4. Page 5. Spine 6. Content 7. Author 8. Diagram 9. Label 10. Front | Pupils spell and pronounces the words on the board | To improve pupils spelling skills |
| SUMMARY | Teacher summarizes by explaining the passage. | The pupils listens and ask questions where they are not clear. | For clarification purpose. |
| EVALUATION | The teacher evaluates the pupils by giving them class work.  Page 79, exercise 1 of the pupils text book | 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 | Pupils work book | Pupils do their home work at home. | To encourage learning at home. |

**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK TWO ENDING 17TH JANUARY 2025**

**TERM: 2ND**

**SUBJECT: English studies**

**TOPIC: grammar**

**SUB - TOPIC: PAST CONTINUOUS TENSE AND PUNCTUATION: (;)**

**DATE: 10-01-2025**

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

**DURATION: 40 minutes**

**PERIOD: 2nd**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6 plus**

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

1. State the use of the past continuous tense.
2. Highlight the use of the semi colon (;).

Rationale: to state the use of the paste continuous tense and semi colon

Previous knowledge: the pupils have learn the present continuous tense in the previous class.

Instructional materials: 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 from the last topic.  How do we use the present continuous tense? | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The teacher presents the lesson by guiding the pupils to say the meaning of the past continuous tense. | The pupils say the meaning of the past continuous tense.  This tense talk about what was happening in the past. We add ‘was’ or ‘were’ before the simple past tense verb, then add ‘ing’ to the verb, when we want to talk about what was happening in the past before another thing happened.  Examples:   1. She was teaching when the boy entered. 2. They were playing when he fell down. | To participate in class. |
| STEP 2 | The teacher writes the uses of semi colon on the board and explains.   1. Use a semi colon between two main clauses.   Example: I never look dirty; I have a bath regularly.   1. Use a semi colon between main clauses that are joined by an adverb.   Example: science in the modern world has many uses; however its chief use is to make life better for everybody. | The pupils listens to the teacher as she explains. | For knowledge purpose. |
| 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 | Add semi colon where they are needed.   1. I want to pass my exams well so I will read harder. 2. She did not go to the party she went home. 3. I hope to become a teacher I will learn everything I am taught. | Pupils attempt the questions in class. | 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 | Page 80 of the pupils work book. | Pupils do their home work at home. | To encourage learning at home. |

Topic: phonics

Sub- topic: multi-syllabic

Date:

Time:

Duration: 40 min

Period:

Class: grade 2

Sex: mixed

Average age: 6 plus

Learning objectives: at the end of the lesson, the pupils should be able to;

1. State the meaning of a syllable
2. List the types of syllables

Rational : for pupils to explain the meaning of syllable.

Previous knowledge: the pupils have learn sound /θ/ and /ᵟ/ in the previous class

Instructional materials: textbook

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

LESSON DEVELOPMENT

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| --- | --- | --- | --- |
| Steps | Teacher’s activities | Pupils pupils | Learning point |
| Introduction | The teacher introduces the lesson by asking the pupils question on the previous topic.  E.g mention five words each with the sound /θ/ and /ᵟ/ | The pupils answer the teacher’s question | To prepare pupils mind for learning |
| Presentation  Step 1 | The teacher presents the lesson by writing the meaning of syllable on the board and guide the pupils to read out the meaning of syllable from the board.  A syllable is a word or part of a word that contains a single vowel sound.  When we pronounce a word, we can divide it into one or more syllables. For example,’ book’ has one syllable, sis-ter has two. | The pupils say the meaning of syllable. | To make the class fun. |
| Step 2 | The teacher guide the pupils to mention the types of syllable | The pupils mention types of syllable as ;   1. A stressed syllable: this is the syllable that is pronounced with greater force than other syllables in the word. 2. An unstressed syllable: this is the one that is pronounced with less force than other syllables. We can mark stressed syllables with a very short (‘sister) or write them in capital letters (SISter). | To help pupils participate in class |
| Summary | The teacher summarizes the lesson by going through the lesson again. | The pupils listens to the teacher as she goes through the lesson again while the pupils ask questions where they are not clear. | For clarification purpose. |
| Evaluation | The teacher evaluates the pupils by asking them questions base on the topic.  Mention word with one, two and three syllables | The pupils answer the teacher’s question correctly. | Assessment purpose. |
| Conclusion | The teacher concludes by marking the pupils notebooks | Pupils submit their notebooks for marking. | Venting |
| Assignment | Page 76 of the textbook, exercise 4 | Done at home. | To encourage learning at home. |



Approved as a working document

Dep. Head Academics

04/01/2025