EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 7 ENDING 13TH JUNE 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: the story of Joseph

DATE: 06-05-2025

DURATION: 40 minutes

TIME: 10:30 to 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 given passage fluently
2. Spell and pronounce the key words in the passage

RATIONALE: for pupils to read perfectly well

PREVIOUS KNOWLEDGE: the pupils have read a passage on the cobbler turned doctor in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher asks the pupils to give a summary of the last passage. The cobbler turned doctor. | The pupils’ summary the last topic. | As a reminder of the last lesson. |
| Step 1 | The teacher guides the pupils to read the passage: the cobbler turned doctor. (Page 183 to 184). | The pupils read the given passage | To improve pupils reading skills |
| Step 2 | The teacher guides the pupils to spell the following words.   1. Dreamed 2. Family 3. Dislike 4. Brother 5. Showered 6. Sheaves 7. Usually 8. Important 9. Change 10. Annoye | The pupils spell the words on the board. | To improve pupils spelling skills. |
| Summary | The teacher summarizes the lesson by explaining the passage to the scholars. | The pupils listen to the teacher explanation. | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Answer these questions.   1. Why Joseph was loved so much by his father? 2. What did his father make for him? 3. Why were his brothers unhappy with him? | 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 | Answer these questions   1. What did they do? 2. What did they tell their father when they got home? 3. How did their father feel? | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 7 ENDING 13th JUNE 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: using ‘like’ and ‘love’

Date: 20-05-2025

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 use of ‘like’ and ‘love’
2. Make sentences using ‘like’ and ‘love’

Rationale: for pupils to state the correct use of ‘like’ and ‘love’

Previous knowledge: pupils have learnt modal verbs in the last class

Instructional materials: textbook and flash cards

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

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 are modal verbs? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | The teacher explains the use of ‘like’ and ‘love’ to the pupils.  Use the verbs ‘like’ and ‘love’ when you talk about things that you enjoy doing.  Examples: 1. I like playing football.  James love riding his bike.  We may also use the verbs ‘like’ and ‘love’ with another verb in the infinite (with ‘to’).  Examples:   1. Praise likes to run. 2. Her brother loves to cook. | The pupils pay attention to the teacher’s explanation | To ensure proper understanding of the topic. |
| Step 2 | The teacher guides the pupils to make sentences with ‘like’ and ‘love’.   1. The children likes playing game. 2. They love their mum very well. 3. You like going to parties. | Pupils make sentences with ‘like’ and ‘love’. | To help pupils participate in the class discussion |
| Summary | **The teacher summarizes by going through the lesson again.** | Pupils listen to the teacher | To help the pupils get more of the topic. |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Complete the sentences with \_ing form of the verbs in bracket.   1. She likes \_\_\_\_\_\_ (watch) films 2. He likes \_\_\_\_\_\_\_ (play) the piano 3. My friends loves \_\_\_\_\_ (read) magazines | Pupils attempt the question in the class. | To ascertain pupils understanding of the topic. |
| Conclusion | The teacher marks the pupils work. | The pupils submit their work for making | Apportioning of marks |
| Assignment | Make seven sentences from the table on page 185 and write them in your exercise book. | The pupils do their homework at home | To encourage learning at home. |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 7 ENDING 13TH JUNE 2025

TERM: third

SUBJECT: English studies

TOPIC: phonics

SUB-TOPIC: consonant sound /j/

DATE: 06-05-2025

DURATION: 40 minutes

TIME: 11 :10 to 11:50

PERIOD: 5th

CLASS: grade 2

SEX: mixed

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

1. Give a brief explanation on the /j/ sound
2. Pronounce the sound /j/ and state examples

RATIONALE: for pupils to state examples of words having sound /j/

PREVIOUS KNOWLEDGE: the pupils have learnt about the consonant sound /w/ in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by first asking the pupils question base on the last lesson.  Example:  Mention five words with the sound /w/ | The pupils mention as ask by the teacher | To prepare pupils mind for learning |
| Step 1 | The /j/ sound is made through the mouth and is voiced, which means you vibrate your vocal chords to make the sound. It is defined by the position of your tongue. | The pupils listen to the teacher as she writes and explains | To help pupils understand |
| Step 2 | The teacher guides the pupils to pronounce the /j/ sound and give examples.  /j/ as in:   1. Yacht 2. Yolk 3. Yam 4. Yellow 5. Uniform 6. Yawn 7. Music 8. Young etc. | The pupils pronounce the /j/ sound and give examples | To help pupils participate in the class. |
| Summary | The teacher summarizes the lesson by going through the lesson again. | The pupils listen and ask questions where they are not clear. | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Page 182 of the text book. Activity A | 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 | Read the tongue twister on page 182 several times, slowly at first and faster as you go on. Then write down three words in the tongue twister with the /j/ sound. | Pupils do their homework at home | To encourage learning at home |



Approved as a working document

Dep. Head Academics

13/6/25