**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 6 ENDING FRIDAY, 31ST MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 6

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** EXPRESSING CONTINOUS ACTIONS

**SUB-TOPIC:** WORDS EXPRESSING CONTINOUS ACTIONS

**DATE:** WEDNESDAY, 28TH MAY, 2024

**TIME:** 02:00 – 02:30PM

**DURATION:** 30 MINUTES

**PERIOD:** 13TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

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

**RATIONALE:** for pupils to know how to express present continuous actions.

**PREVIOUS KNOWLEGDE:** pupils learnt about present actions.

**INSTRUCTIONAL MATERIALS:**

1. Individual pupils
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 present actions | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of present continuous actions .  Present continuous tense is when we want to say that something is happening now. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of present continuous actions.   1. Come coming 2. Go going 3. Run running 4. Cook cooking 5. Sing singing   etc | Listen carefully | For better understanding |
| **STEP 3** | Leads pupils to form sentences with present continuous actions. | Form sentences   1. 1 am coming 2. He is going 3. She is running 4. They are cooking 5. We are singing   Etc. | 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 present continuous actions . 2. State examples of present continuous actions. 3. Form sentences with present continuous 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** | Nigeria Primary English book 2  Page 165  Exercise 1  Make ten sentences from the table | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 6 ENDING FRIDAY, 31ST MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 6

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  USING PRESENT CONTINOUS TENSE

**SUB-TOPIC:** IDENTIFICATION AND USE OF PRESENT CONTINUOUS TENSE

**DATE:** MONDAY, 27TH MAY, 2024

**TIME:** 01:20 – 02:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 11TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define present continuous actions .
2. State examples of present continuous actions.
3. Identify the present continuous actions

**RATIONALE:** for pupils to know how to form plural noun.

**PREVIOUS KNOWLEGDE:** pupils learnt about plural noun.

**INSTRUCTIONAL MATERIALS:**

1. 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 present actions | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of present continuous actions .  Present continuous tense is when we want to say that something is happening now. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of present continuous actions.   1. 1 am singing 2. He is ironing the clothes 3. She is dancing 4. It is writing 5. We are playing with them   Etc. etc | Listen carefully | For better understanding |
| **STEP 3** | Leads pupils to identify present continuous nouns in the passage.  Nigeria Primary English book 2  Page 165  Exercise 3  Sara, Audu, Sefi and Toki are friends. They like playing on the school field. Sara and Sefi like singing anf dancing……. | Answer the question.   1. Playing 2. Singing 3. Dancing   Etc. | 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 present continuous actions . 2. State examples of present continuous actions. 3. Identify the present continuous 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** | Nigeria Primary English book 2  Page 165  Exercise 2 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 6 ENDING FRIDAY, 31ST MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 6

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** ANTONYMS AND SYNONYMS

**SUB-TOPIC:** 1**.** EXAMPLES OF ANTONYMS AND SYNONYMS

1. FORMING SENTENCES WITH ANTONYMS AND SYNONYMS

**DATE:** THURSDAY, 29TH AND FRIDAY, 30TH MAY, 2024

**TIME:** 09:25 – 09:55PM, 11:25AM - 12:00NOON AND 12:30 – 01:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 3RD, 7TH AND 8TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define antonyms and synonyms.
2. State examples of antonyms and synonyms
3. Form sentences using antonyms and synonyms

**RATIONALE:** for pupils to learn and know about antonyms and synonyms

**PREVIOUS KNOWLEGDE:** pupils learnt about words and opposite

**INSTRUCTIONAL MATERIALS:**

1. Picture charts of antonyms and synonyms
2. Flash cards on antonyms and synonyms.

**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 flash cards of antonyms and synonyms | Identify cards with teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of antonyms and synonyms.  ANTONYMS  Antonyms are words opposite in meaning to another word .  SYNONYMS  Synonyms are words similar in meaning to another word. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils the examples of antonyms and synonyms.  ANTONYMS  Examples are:   1. Boy Girl 2. Hot Cold 3. Good Bad 4. Big Small 5. Fast Slow   Etc.  SYNONYMS  Examples are:   1. Female Girl 2. Chilly Cold 3. Bad Awful 4. Big Huge 5. Hard Difficult   Etc. | Listen carefully. | For better understanding |
| **STEP 3** | Teach pupils to form sentences using antonyms and synonyms  **ANTONYMS**  Examples are:   1. ERIS is a **big** school and other schools are **small** 2. She is **beautifu**l but her behaviour is **ugly** 3. The test was **difficult** but looks **easy** in the eyes   Etc  **SYNONYMS**  Examples are:   1. Musa house is **big** and Yusuf house is **huge** 2. Ada is **beautifu**l and Grace behaviour is **pretty** 3. The movie was **bright** and the room was **ligh**t in the eyes   etc | Form sentences using antonyms and synonyms . | 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 antonyms and synonyms. 2. State examples of antonyms and synonyms 3. Form sentences using antonyms and synonyms | 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 five (5) sentences using the following antonyms and synonyms.   1. Soft Hard 2. New Old 3. Alive Dead 4. Bold Timid 5. Awake Asleep | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 6 ENDING FRIDAY, 31ST MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 6

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** DESCRIBING THINGS

**SUB-TOPIC:** DESCRIPTION OF THINGS WITH LEADING QUESTIONS SUCH AS: WHAT ARE THESE? WHAT ARE THOSE? HOW ARE THOSE?

**DATE:** THURSDAY, 30TH MAY, 2024

**TIME:** 11:10 – 11:50AM

**DURATION:** 40 MINUTES

**PERIOD:** 6TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Describe things with leading question what are these?
2. Describe things with leading question what are those?
3. Describe things with leading question how are those?

**RATIONALE:** for pupils to know how to describe things with leading questions.

**PREVIOUS KNOWLEGDE:** pupils can answer questions with leading question what is this?.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
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** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge | Respond to the teacher and participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils how to describe things with leading question what are these?  The word those is used to denote more than one object that is near to the speaker.   1. What are these?   These are pencils.   1. What are these?   These are red cars. | Learn carefully | For proper understanding |
| **STEP 2** | Teaches the pupils how to describe things with leading question what are those?  The word those is used to denote more than one object that is far from the speaker.   1. What are those?   Those are bicycles.   1. What are those?   Those are cats. | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils to describe things with leading question how are those?  The word those is used to denote more than one object that is far from the speaker.   1. How are those?   Those are big   1. How are those?   Those are large | Listen 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. Describe things with leading question what are these? 2. Describe things with leading question what are those? 3. Describe things with leading question how are those? | 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** | Answer the following questions.   1. What are these? 2. What are those? 3. Who are those? | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 6 ENDING FRIDAY, 31ST MAY, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 6

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

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

**DATE:** TUESDAY 28TH MAY, 2024

**TIME:** 10:30 – 11:10PM

**DURATION:** 40 MINUTES

**PERIOD:** 5TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** FIVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

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

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

**PREVIOUS KNOWLEGDE:** pupils learnt about letter sounds /m/ and /n/

**INSTRUCTIONAL MATERIALS:**

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

**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 /aƱ/  Identify on a flash card  /aƱ/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /aƱ/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /aƱ/  /aƱ/  1.house  2.cloud  3.cow  4. out  5.how  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 /aƱ/ 2. 2.Pronounce sound banks /aƱ/   3.State words with sound banks /aƱ/ | 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 139  Activities a, b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

24TH MAY, 2024