**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 24TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** TELLING STORIES USING AN APPROPRIATE STYLE OF NARRATION

**SUB-TOPIC:** WHY CHIMPANZEE SWINGS FROM TREE TO TREE

**DATE:** WEDNESDAY, 22ND FEBRUARY, 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. Read the passage carefully.
2. Pronounce difficult words.
3. Know the appropriate style of narration of the story

**RATIONALE:** for pupils to know more different styles of narration of stories.

**PREVIOUS KNOWLEGDE:** pupils learnt oral composition.

**INSTRUCTIONAL MATERIALS:**

1. English textbook
2. Flash cards
3. Picture charts

**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** | Ask pupils if they have seen a chimpanzee before and the group of family it is. | Answer the question and listen to teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to read the passage carefully.  Page 74  Once upon a time/  Chimpanzee was the teacher of the animal school……………… | Listen carefully | For proper understanding |
| **STEP 2** | Leads pupils to pronounce difficult words in the passage  Chimpanzee  Teaceher  Trapsetc. | Pronounce the words | For better understanding |
| **STEP 3** | Teach pupils the style of narration of the story.  The style of narration is called a fairy take style. | 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.Read the passage carefully.  2.Pronounce difficult words.  3.Know the appropriate style of narration of the story | 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 the passage carefully  Nigeria primary English Book 2  Page 74 | Returns home with task | Extending the lesson home |

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**24TH FEBRUARY 2023**

**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB: APPROVED**

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 24TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  ADVERB

**SUB-TOPIC:** EXAMPLES OF ADVERBS

**DATE:** MONDAY, 20TH FEBRUARY, 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 adverb
2. State examples of adverb
3. Underline adverb in the sentences given

**RATIONALE:** for pupils to know adverb.

**PREVIOUS KNOWLEGDE:** pupils learnt about adjective and how to dialogue with adjective.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. pictorial charts
3. 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** | Dislay words on a flashcard on a flat surface | Identify the cards | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of adverb.  Adverb tells us more about an action verb.  It describes how, where, when and how ofte an action happens. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of adverb.   1. Slowly 2. Everyday 3. Carefully 4. Quickly 5. Usually 6. Here 7. there   etc | Listen carefully | For better understanding |
| **STEP 3** | Teaches pupils to identify the adverbs in the sentences and underline them.   1. He drives **carefully** 2. don’t eat too **quickly** 3. Tami **usually** gets a ride to school   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.Define adverb  2.State examples of adverb  3.Underline adverb in the sentences given | 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 93 | Returns home with task | Extending the lesson home |

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**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 24TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** SYNONYMS

**SUB-TOPIC:** ANSWER QUESTIONS ON SYNONYMS

**DATE:** THURSDAY, 23RD FEBRUARY, 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 synonyms
2. State examples of synonyms
3. Answer questions on synonyms

**RATIONALE:** for pupils to know synonyms.

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

**INSTRUCTIONAL MATERIALS:**

1. Picture charts
2. Flash cards

**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** | Review previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of synonyms.  synonyms are words similar in meaning to another. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils the examples of synonyms.  Examples of synonyms are   1. House home 2. Rug mat 3. Gloomy happy 4. Afraid scared 5. Blank empty 6. Cold chilly 7. Pretty beautiful   Etc. | Listen and read carefully. | For better understanding |
| **STEP 3** | Ask pupils to write the synonyms of the following words.   1. Sack 2. Rest 3. Car   etc | Answer the question   1. Bag 2. Relax 3. Vehicle | 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 synonyms  2.State examples of synonyms  3.Answer questions on synonyms  Look -  Tall - | 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 synonym of these words and Form sentences with only five synonyms of your choice.   1. Sick 2. True 3. Sad 4. Happy 5. Big | Returns home with task | Extending the lesson home |

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**24TH FEBRUARY 2023**

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**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 24TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** WRITING SIMPLE SENTENCES

**SUB-TOPIC:** FORMINGSIMPLE SENTENCES WITH ALPHABETS A - Z

**DATE:** TUESDAY, 21ST FEBRUARY, 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. Read the sentences on alphabet E
2. Write the sentences on alphabet E
3. Form sentences on alphabet E

**RATIONALE:** for pupils to improve in their reading skills

**PREVIOUS KNOWLEGDE:** pupils learnt about simple sentences C and D

**INSTRUCTIONAL MATERIALS:**

1. Handwriting book

**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** | Leads pupils to identify the letter E | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to Read the sentences on alphabet E  Elephants lives in the forest | Learn and read carefully | For proper understanding |
| **STEP 2** | Teaches the pupils to Write the sentences on alphabet E  Elephant lives in the forest | Write short simple sentences | For better understanding |
| **STEP 3** | Leads pupils to Form sentences on alphabet E | Form sentences with alphabet E  Eleven ia a number | 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. Read the sentences on alphabet E  2. Write the sentences on alphabet E  3. Form sentences on alphabet E | 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 two simple sentences using alphabet E | Returns home with task | Extending the lesson home |

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**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 24TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /₰/ and /ʒ/

**DATE:** TUESDAY 21ST February, 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 /₰/ and /ʒ/
2. Pronounce sound banks /₰/ and /ʒ/
3. State words with sound banks /₰/ and /ʒ/

**RATIONALE:** for pupils to know the sound banks /₰/ and /ʒ/

**PREVIOUS KNOWLEGDE:** pupils learnt about sound banks /ei/ and /ai/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /₰/ and /ʒ/

**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 /₰/ and /ʒ/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /₰/ and /ʒ/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /₰/ and /ʒ/  /₰/ /ʒ/  1.shower vision  2.shoe television  3.fish decision  4. brush garage  5.chef rouge  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 /₰/ and /ʒ/ 2. 2.Pronounce sound banks /₰/ and /ʒ/   3.State words with sound banks /₰/ and /ʒ/ | 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 96  Activities b and c | Returns home with task | Extending the lesson home |

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