**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 3RD FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** USING POSSESIVE PRONOUN AS SINGULAR

**SUB-TOPIC:** FORMING SENTENCES WITH POSSESSIVE PRONOUN

**DATE:** WEDNESDAY, 1ST 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. Define possessive pronoun.
2. State examples of possessive pronoun singular and plural.
3. Form sentences with possessive pronoun singular and plural.

**RATIONALE:** for pupils to know possessive pronoun and how to form sentences using them.

**PREVIOUS KNOWLEGDE:** pupils learnt about possessive adjectives

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial charts of adjective

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Reviews previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils to define possessive pronoun.  Possessive pronoun tells that something belongs to someone. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of possessive pronouns singular  Examples are my, his, hers, mine, etc,  Possesive pronoun plural are its, ours, theirs etc. | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils how to form sentences using possessive pronoun singular and plural.  1.This is my book  It is mine  2.the seat belongs to kemi  It is hers  3.whose bags are these?  It is theirs etc. | Listen 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 possessive pronoun 2. State examples of possessive pronoun singular and plural 3. Form sentences with possessive pronoun singular and plural | 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 sentences using the following possessive pronouns  1. His  2. My/Mine  3. ours | Returns home with task | Extending the lesson home |



3rd February 2023

Benjamin Joseph

DEPUTY HEAD INSTRUCTOR ADMIN

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 3RD FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:** INDICATING OWNERSHIP CONTINUATION

**SUB-TOPIC:** ASKING AND RESPONDING TO THE QUESTIONS

**DATE:** MONDAY, 30TH JANUARY, 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 possessive pronoun
2. State examples of possessive pronoun
3. Form sentences with possessive pronoun

**RATIONALE:** for pupils to know possessive pronoun and how to form sentences using them.

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

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. pictorial charts

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Reviews previous knowledge on pronoun | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils to define possessive pronoun.  Possessive pronoun shows that something belongs to someone. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of possessive pronoun  Examples are my, mine, yours, his, hers, its, ours, theirs etc. | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils how to form sentences using possessive pronoun.   1. Whose shoe is this?   It is mine   1. whose plate is this?   It is his   1. Whose toys are these?   They are Akin’s   1. Whose snickers are these?   They are mine | Listen 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 possessive pronoun 2. State examples of possessive pronoun 3. Form sentences with possessive pronoun | 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 appropriately   1. whose biscuit is this? 2. Whose cups are these? | Returns home with task | Extending the lesson home |



3rd February 2023

Benjamin Joseph

DEPUTY HEAD INSTRUCTOR ADMIN

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 3RD FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** EXPRESSING HABITUAL ACTIONS

**SUB-TOPIC:** PRESENT CONTINOUS TENSE

**DATE:** THURSDAY, 2ND 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. Expresses habitual actions in sentences
2. Define present continuous tense
3. State examples of present continuous tense
4. Form sentences using habitual actions

**RATIONALE:** for pupils to know the present continuous tense.

**PREVIOUS KNOWLEGDE:** pupils do some of the actions in present continuous tense.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts
2. Flash cards

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Previews previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils how to express habitual actions in sentences.  Habitual actions are things you do everyday   1. I eat daily 2. You come to school everyday 3. He eats every morning 4. E.t.c | Learn carefully | For adequate learning |
| **STEP 2** | Teaches pupils the definition of present continuous tense.  Present continuous tense is used to describe repeated habitual action that begin before a specific point in time. | Learn attentively | For proper understanding |
| **STEP 3** | Teaches pupils examples of present continuous tense  Going, running, smiling, walking, playing, talking e.tc | Listen carefully. | For better understanding |
| **STEP 4** | Leads pupils to form sentences with the present continuous tense.   1. He is going to the library (go) 2. She is walking to school (walk) 3. They are playing football now (play) 4. The man is talking on the phone (talk) 5. I am doing well (do) | Listen 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. Expresses habitual actions in sentences 2. Define present continuous tense 3. State examples of present continuous tense 4. Form sentences using habitual 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  Page 83  Exercise 2 (1-5) | Returns home with task | Extending the lesson home |



3rd February 2023

Benjamin Joseph

DEPUTY HEAD INSTRUCTOR ADMIN

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 3RD FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** WRITING SIMPLE SENTENCES

**SUB-TOPIC:** FORMINGSIMPLE SENTENCES

**DATE:** TUESDAY, 31st JANUARY, 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 a simple sentence
2. Form a simple sentence
3. Read a simple sentence

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

**PREVIOUS KNOWLEGDE:** pupils wrote simple sentences in their writing books

**INSTRUCTIONAL MATERIALS:**

1. Handwriting book

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Preview previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils definition of a simple sentence  Simple sentence is a brief and short sentence. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches the pupils to form simple sentences   1. I am great 2. I am beautiful 3. I am big 4. I am amazing 5. I am brave 6. E.t.c | Form the short and simple sentences | For better understanding |
| **STEP 3** | Leads pupils to read the simple sentences | Read the 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 a simple sentence 2. Form a simple sentence 3. Read a simple sentence | 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 you know | Returns home with task | Extending the lesson home |



3rd February 2023

Benjamin Joseph

DEPUTY HEAD INSTRUCTOR ADMIN

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 3RD FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /e/ AND /ᴧ/

**DATE:** TUESDAY 31st JANUARY, 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 /ʊ/ and /ᴜ:/
2. Pronounce sound banks /ʊ/ and /ᴜ:/
3. State words with sound banks /ʊ/ and /ᴜ:/

**RATIONALE:** for pupils to know the sound banks /ʊ/ and /ᴜ:/

**PREVIOUS KNOWLEGDE:** pupils learnt about sound banks /e/ and /ᴧ/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /ʊ/ and /ᴜ:/

**REFERENCE MATERIALS:**

1. Nigeria Primary English book 2 by B. Someye, D Dallas etal 2000

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 /ʊ/ and /ᴜ:/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /ʊ/ and /ᴜ:/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /ʊ/ and /ᴜ:/  /ʊ/ /ᴜ:/  1. foot fool  2. book moon  3. pull rude  4. crook new  5. could fruits 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 /ʊ/ and /ᴜ:/  2.Pronounce sound banks /ʊ/ and /ᴜ:/  3.State words with sound banks /ʊ/ and /ᴜ:/ | 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 79  Activitie b and c | Returns home with task | Extending the lesson home |



3rd February 2023

Benjamin Joseph

DEPUTY HEAD INSTRUCTOR ADMIN