**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING FRIDAY, 21ST JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 9

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** EXPRESSING OWNERSHIP

**SUB-TOPIC:** USING POSSESSIVE PRONOUNS AS SINGULAR AND PLURALS

**DATE:** WEDNESDAY, 19TH JUNE, 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 possessive form and possessive pronoun.
2. State examples of possessive pronoun..
3. Form sentences using possessive pronoun.

**RATIONALE:** for pupils to know how to sing and read the poem to know the sounds of the words.

**PREVIOUS KNOWLEGDE:** pupils can recite poems and songs.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Oicture 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** | Review previous knowledge on pronoun | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of possessive form and possessive pronoun.  A pssesive form is the form of a noun showing possession.  Plural nouns ending in ‘s form the possessive by adding only the apostrophe (‘) as person’s,writers etc. | Learn attentively | For proper understanding |
| **STEP 2** | Teaches pupils examples of possessive pronoun.  Singular plural   1. My Mine 2. Your Yours 3. Her Hers 4. His His 5. It Its 6. Our Ours 7. Their Theirs   etc | Learn carefully | For better understanding |
| **STEP 3** | Lead pupils to form sentences using possessive pronoun.   1. This is my book   It is **mine**   1. This is Musa’s bag   It is **his**   1. This is Joy’s food   It is **hers**   1. This is Joel’s and Ben’s shoe   It is **theirs**  Etc. | Form 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 possessive pronoun. 2. State examples of possessive pronoun.. 3. Form sentences using 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** | Nigeria primary English book 2,  Page 184  Exercise 2 and 3 | Copy and returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING FRIDAY, 21ST JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 9

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  INTRODUCING ADJECTIVES AND ADVERBS

**SUB-TOPIC:** EXAMPLES OF ADJECTIVES AND ADVERBS

**DATE:** MONDAY, 17TH JUNE, 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 and state examples of adjectives.
2. Form sentences using adjectives
3. Define and state examples of adverbs.
4. Form sentences using adverbs.

**RATIONALE:** for pupils to know adjectives and adverbs.

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

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Picture 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** | Review previous knowledge | Participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition and examples of adjectives.  Adjectives are words used to describe a noun.  Examples are:   1. Big 2. Small 3. Sweet 4. Round 5. Bitter 6. Straight 7. Old 8. Young 9. Tall 10. Short   Etc. | Listen and learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils how to form sentences using adjectives.   1. Vivian wears a red sport wear. 2. Faith painted a beautiful picture 3. Mrs joy have three markers   etc | Learn attentively | For better understanding |
| **STEP 3** | Teaches pupils definition and examples of adverbs.  An adverb tells us more about an action verb. It describes how, where, when and how often an action happens.  Examples are:   1. Very 2. Regularly 3. Loudly 4. Quickly 5. Early 6. Joyfully 7. Carefully   Etc. | Listen attentively | For further understanding |
| **STEP 4** | Teaches and leads pupils to form sentences using adverbs.   1. I am going downstairs 2. The children visit their grand parents regularly 3. He ran quickly 4. She ate chocolate greedily   etc | Learn carefully | For more knowledge |
| **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 and state examples of adjectives. 2. Form sentences using adjectives 3. Define and state examples of adverbs. 4. Form sentences using adverbs | 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 the following adjectives and adverbs.   1. Old 2. Tall 3. Two 4. Early 5. Red 6. Slowly 7. Carefully | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING FRIDAY, 21ST JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 9

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** ANSWERING QUESTIONS CLASS APPROPRIATE PASSAGES FROM RHYMES

**SUB-TOPIC:** FOOD SAFETY

**DATE:** THURSDAY, 20TH AND FRIDAY, 21ST JUNE, 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. Read the passage carefully.
2. Pronounce difficult words.
3. Answer the questions carefully.

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

**PREVIOUS KNOWLEGDE:** pupils can read their queen primer.

**INSTRUCTIONAL MATERIALS:**

1. Textbook

**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 different past tense | Identify cards with teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Lead pupils to read the passage carefully.  Dangers of food poisoning.  Food poisoning happens when bacteria or other germs get into food or drink. …….. | Learn attentively | For proper understanding |
| **STEP 2** | Leads pupils to pronounce difficult words.   1. Posoining 2. Bacteria 3. Germs   Etc. | Listen and pronounce carefully. | For better understanding |
| **STEP 3** | Leads pupils to answer the questions carefully.   1. What is food poisoning? 2. Name foods that can easily be infected. 3. How can food get infected?   Etc. | Answer the questions 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. Read the passage carefully. 2. Pronounce difficult words. 3. Answer the questions carefully | 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 18 - 19  Vocabulary (1 - 5) | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING FRIDAY, 21ST JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 9

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** TIME CHART AND CALENDAR

**SUB-TOPIC:** DRAWING TIME CHART AND CALENDAR

**DATE:** THURSDAY, 20TH JUNE, 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. State and write the days of the week and months in a year
2. Draw a calendar
3. Draw a time chart

**RATIONALE:** for pupils to know about and how to read their time table and calendar

**PREVIOUS KNOWLEGDE:** pupils learnt about the seven days in a week.

**INSTRUCTIONAL MATERIALS:**

1. Calender
2. Flash cards
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** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Ask pupils to recite the song for days of the week and month | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils the pupils to state and write the days of the week and months in a year.  There are seven (7) days in week:  Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.  There are twelve (12) months in a year: January, February, March, April, May, June, July, August, September, October, November and December. | Learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils how to draw a calendar.  **JUNE**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Sunday** |  | 4 | 11 | 18 | 24 | | **Monday** |  | 5 | 12 | 19 | 26 | | **Tuesday** |  | 6 | 13 | 20 | 27 | | **Wednesday** |  | 7 | 14 | 21 | 28 | | **Thursday** | 1 | 8 | 15 | 22 | 29 | | **Friday** | 2 | 9 | 16 | 23 | 30 | | **Saturday** | 3 | 10 | 17 | 24 |  | | Learn attentively | For better understanding |
| **STEP 3** | Leads pupils to draw a time chart  **A TIME CHART**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **TIME** | **MO** | **TU** | **WE** | **TH** | **FR** | **SA** | **SU** | | 7am |  |  |  |  |  |  |  | | 7:30a |  |  |  |  |  |  |  | | 8am |  |  |  |  |  |  |  | | 8:30a |  |  |  |  |  |  |  | | 9am |  |  |  |  |  |  |  | | 9:30a |  |  |  |  |  |  |  | | 10am |  |  |  |  |  |  |  | | 10:30 |  |  |  |  |  |  |  | | 11am |  |  |  |  |  |  |  | | 11:30 |  |  |  |  |  |  |  | | 12am |  |  |  |  |  |  |  | | Learn how to draw the time chart | 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. State and write the days of the week and months in a year 2. Draw a calendar 3. Draw a time chart | 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 187  Exercise 1, 2 and 3. | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING FRIDAY, 21ST JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 9

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /W/ AND /L/

**DATE:** TUESDAY 18TH JUNE, 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 /w/ and /l/
2. Pronounce sound banks /w/ and /l/
3. State words with sound banks /w/ and /l/

**RATIONALE:** for pupils to know the sound banks /w/ and /l/

**PREVIOUS KNOWLEGDE:** pupils learnt about /ɪƏ/ and /eƏ/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /w/ and /l/

**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 /w/ and /l/.  Identify on a flash card  /w/ and /l/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /w/ and /l/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /w/ and /l/  /w/ /l/   1. watch leg   2. wash like  3. win look  4. what flow  5.wall ball  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 /w/ and /l/ 2. Pronounce sound banks /w/ and /l/   3.State words with sound banks /w/ and /l/ | 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 160  Activities a, b and c  Page 173  Activities a, b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

14TH JUNE, 2024