**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 1ST NOVEMBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** GIVENORAL INFORMATION THROUGH RESPONSE TO QUESTIONS ‘ARE’

**SUB-TOPIC:** ANSWERING TO QUESTIONS ‘ARE’ USING YES AND NO

**DATE:** WEDNESDAY, 30TH OCTOBER, 2024

**TIME:** 02:00 – 02:30PM

**DURATION:** 30 MINUTES

**PERIOD:** 12TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** TWELVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Read the question using ‘are’.
2. Answer the question using ‘are’ with yes
3. Answer the question using ‘are’ with no

**RATIONALE:** for pupils to know how to say oral information through response to question ‘are’.

**PREVIOUS KNOWLEGDE:** pupils have learnt about given oral information through response to question ‘where’.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictural charts
3. Textbook. Nigeria Primary English book 2

**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. | Respond to the question. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Leads pupils to how to read the question using ‘are’.   1. Are you playing? 2. Are Vince and Bella writing? | Listen and read along with the teacher. | For proper understanding. |
| **STEP 2** | Leads pupils to  Answer the question using ‘are’ with yes.   1. Yes, I am playing 2. Yes, Vince and Bella are writing   Yes, they are writing. | Learn carefully | For better understanding. |
| **STEP 3** | Leads pupils to  Answer the question using ‘are’ with no.   1. No, I am not playing 2. No, Vince and Bella are not writing   No, they are not writing. | Listen attentively | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Read the question using ‘are’. 2. Answer the question using ‘are’ with yes 3. Answer the question using ‘are’ with no | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Answer the following questions.   1. Are you singing? 2. Are the children crying? 3. Are you watching television? 4. Are you playing? | Copy and return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 1ST NOVEMBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:** IRREGULAR PLURALS

**SUB-TOPIC:** EXAMPLES OF IRREGULAR PLURALS

**DATE:** MONDAY, 28TH OCTOBER, 2024

**TIME:** 01:20 – 02:00PM

**DURATION:** 40 MINUTES

**PERIOD:** 11TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** TWELVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Define irregular plurals.
2. State examples of irregular plurals.
3. Form sentences with irregular plurals.

**RATIONALE:** for pupils to know how to define and state examples of irregular plural nouns.

**PREVIOUS KNOWLEGDE:** pupils have learnt about singular and plurals..

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Picture charts
3. Nigeria Primary English book 2

**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. | Respond to the teacher. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Teaches pupils definition of irregular plural noun.  Irregular plural noun are nouns that do not become plural by adding -s and -es | Learn attentively. | For proper understanding. |
| **STEP 2** | Teaches pupils examples of irregular plural nouns.   1. Man Men 2. Child Children 3. Ox Oxen 4. Foot Feet 5. Tooth Teeth   Etc. | Learn carefully | For better understanding. |
| **STEP 3** | Leads pupils to form sentences using the irregular plural nouns.   1. These are tall men 2. The children are playing 3. The oxen are fat 4. My feet are hurting me. 5. My teeth is clean.   Etc. | Form sentences with teacher. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Define irregular plurals. 2. State examples of irregular plurals. 3. Form sentences with irregular plurals. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | To consolidate the lesson. |
| **HOME-WORK** | Pick the correct irregular plural noun and form sentences with them.   1. woman (women, woman) 2. Tooth (tooth, teeth) 3. Mouse (mouses, mice)   Nigeria Primary English workbook 2  Page 12  Question 3 | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 1ST NOVEMBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** READING SIMPLE PASSAGE BASED ON QUESTION AND STATEMENT FOR NAMING AND INTRODUCING INDIVIDUALS

**SUB-TOPIC:** INTRODUCING INDIVIDUALS

**DATE:** FRIDAY, 1ST NOVEMBER, 2024

**TIME:** 11:25 – 12:00PM

**DURATION:** 30 MINUTES

**PERIOD: 7**TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** TWELVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Read the passage on introducing people.
2. Pronounce difficult words.
3. Introduce themselves in the class.

**RATIONALE:** to improve the pupils to learn how to introduce themselves and individuals.

**PREVIOUS KNOWLEGDE:** pupils have learnt about their names and that of their classmates.

**INSTRUCTIONAL MATERIALS:**

1. Nigeria Primary English book 2, fourth edition

**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 and asked them to say their names and that of their classmates. | Respond to the teacher instructions. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Lead pupils to read the passage on introducing people.  Nigeria Primary English book 2  Page 31  Good morning Kemi.  I don’t think I’ve met your friend.  Good morning Aunt Lara.  This is my friend Boma. We are in the same class, and we both love skipping………. | Read the passage together with the teacher. | For proper understanding. |
| **STEP 2** | Teaches pupils how to pronounce difficult words in the passage. | Spell and pronounce difficult words in the passage. | For better understanding. |
| **STEP 3** | Leads pupils to introduce themselves in the class. | Introduce themselves | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Read the passage on introducing people. 2. Pronounce difficult words. 3. Introduce themselves in the class. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English. Book 2, page 32,  vocabulary | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 1ST NOVEMBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** DICTATION

**SUB-TOPIC:** SPELLING DICTATED WORDS

**DATE:** THURSDAY, 2ND NOVEMBER, 2023

**TIME:** 11:10 – 11:50 PM

**DURATION:** 30 MINUTES

**PERIOD:** 6TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** TWELVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Pronounce the dictated words.
2. Spell the dictated words.
3. Write the dictated words.

**RATIONALE:** for pupils to know how to spell words.

**PREVIOUS KNOWLEGDE:** pupils have learnt how to spell simple words.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. P[icture charts
3. Textbook- Nigeria Primary English book 2

**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. | Respond to the teacher. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Leads pupils Pronounce the dictated words.   1. Hen 2. Boy 3. Girl 4. Pencil 5. Store 6. Teacher 7. Box 8. Chair 9. Table 10. Ball   Etc. | Learn attentively. | For proper understanding. |
| **STEP 2** | Call words for pupils to Spell the dictated words. | Spell words verbally. | For better understanding. |
| **STEP 3** | Leads pupils to write the dictated words. | Learn and write in their notebooks. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Pronounce the dictated words. 2. Spell the dictated words. 3. Write the dictated words. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Learn the following words.   1. Uniform 2. Bed 3. Room 4. Sleep 5. Eat 6. Stone 7. Shelf 8. House 9. School 10. Church | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 8 ENDING FRIDAY, 1ST NOVEMBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 8

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANK

**SUB-TOPIC:** WORDS WITH THE SOUNDS /ɜ:/ AND /Ə/

**DATE:** TUESDAY, 29TH OCTOBER, 2024

**TIME:** 10:30 – 11:10PM

**DURATION:** 30 MINUTES

**PERIOD:** 5TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** TWELVE

**AVERAGE AGE:** FIVE

**SEX:** MIXED

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

1. Identify the sounds /ɜ:/ and /Ə/.
2. Pronounce the sounds /ɜ:/ and /Ə/.
3. Mention words with the sounds /ɜ:/ and /Ə/
4. **RATIONALE:** for pupils to identify and pronounce the sounds /ɜ:/ and /Ə/.

**PREVIOUS KNOWLEGDE:** pupils have learnt about the sounds /k/ and /g/

**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**

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| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Display flash cards on a flat surface with words with the sounds /ɜ:/ and /Ə/. | Focus on the flash cards to identify words with the sounds /ɜ:/ and /Ə/. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify the sounds /ɜ:/ and /Ə/ on the flash cards and in the textbook.  **/ɜ:/ /Ə/** | Learn attentively. | For proper understanding. |
| **STEP 2** | Teaches pupils how to pronounce the sounds /ɜ:/ and /Ə/.  The sound /ɜ:/ is a vowel sound.  The sound /Ə/ is a vowel sound.  This sound is always unstressed. | Learn carefully. | For better understanding. |
| **STEP 3** | Teaches pupils word with the sounds /ɜ:/ and /Ə/  /ɜ:/ /Ə/   1. girl banana 2. skirt away 3. bird garden 4. first woman 5. her sugar   Etc. | Learn attentively. | For further understanding. |
| **SUMMARY** | Summarizes the lesson by emphasizing on the main concept and writes note on the board. | Listen and copy their notes | For onward study |
| **EVALUATION** | Ask pupils to:   1. Identify the sounds /ɜ:/ and /Ə/. 2. Pronounce the sounds /ɜ:/ and /Ə/ . 3. Mention words with the sounds /ɜ:/ and /Ə/. | Respond to the teacher’s questions. | To test the understanding of the pupils of the lesson |
| **CONCLUSION** | Summarizes, correct and mark pupils’ notebooks. | Write the note on the board and submit their notebooks for marking | Clarifying the concept. |
| **HOME-WORK** | Nigeria Primary English book 2, page 52. | Return home with task | Extending lesson home. |



Approved as a working document.

Dep. Head Instructor (Academics)

1ST November, 2024