EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 9 ENDING 27TH JUNE 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: the importance of water

DATE: 30-05-2025

DURATION: 40 minutes

TIME: 10:30-11:10

PERIOD: 4th

CLASS: grade 2

SEX: mixed

LEARNING OBJECTIVES: by the end of the lesson, pupils should be able to;

1. Read the given passage fluently
2. Spell and pronounce the key words in the passage

RATIONALE: for pupils to read perfectly well

PREVIOUS KNOWLEDGE: the pupils have read a passage on Baboon and Tortoise in the previous class

INSTRUCTIONAL MATERIALS: textbook and flash cards

REFERENCE: Nigeria Primary English book 3. By F. Ademola Adeoye et al

LESSON DEVELOPMENT

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| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher asks the pupils to give a summary of the last passage. Baboon and tortoise. | The pupils’ summary the last topic. | As a reminder of the last lesson. |
| Step 1 | The teacher guides the pupils to read the passage: the cobbler turned doctor. (Page 198 to 199).  Water is the common name of the liquid state of the two chemicals hydrogen and oxygen. Pure water has no taste and does not smell. | The pupils read the given passage | To improve pupils reading skills |
| Step 2 | The teacher guides the pupils to spell the following words.   1. Electricity 2. Chemicals 3. Animals 4. Important 5. Difficult 6. Considered 7. Enough etc | The pupils spell the words on the board. | To improve pupils spelling skills. |
| Summary | The teacher summarizes the lesson by explaining the passage to the scholars. | The pupils listen to the teacher explanation. | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Answer these questions.   1. How many chemicals form water? Name them. 2. Which one of the following is true about water? 3. Water smells 4. Water has no taste 5. Water turns to ice at 100 degree Celsius 6. We use water for the following except 7. Cooking 8. Packing 9. Drinking | Pupils attempt the question in the class | To test pupils understanding of the lesson |
| Conclusion | The teacher marks the pupils work | Pupils Submit their work for marking | Endorsement |
| Assignment | Pupils work book | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 9 ENDING 27TH JUNE 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: using ‘are’ and ‘were’

Date: 30-05-2025

Duration: 40 minutes

Time: 08:45-09:25

Period: 2nd

Class: grade 2

Average age: 6+

Sex: mixed

Learning objectives: at the end of the lesson, pupils should be able to;

1. State the use of ‘are’ and ‘were’
2. Make sentences using ‘are’ and ‘were’

Rationale: for pupils to state the correct use of ‘are’ and ‘were’

Previous knowledge: pupils have learn the use of ‘am’, ‘is’ and ‘was’ in the last class

Instructional materials: textbook and flash cards

Reference: Nigeria Primary English, book 3. By F. Ademola Adeoye et al

Lesson Development

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| --- | --- | --- | --- |
| Stages | Teacher’s activities | Pupils activities | Learning point |
| Introduction | The teacher introduces the lesson by asking the pupils question on the last topic.  E.g. what does am, is, and was represent? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | You should ‘are’ when the subject of your sentence is plural or form the second-person point of view (I.e., “you”) and in the present tense. You should use ‘were’ when the subject is in plural or in the second-person POV but in the past. | The pupils pay attention to the teacher’s explanation | To ensure proper understanding of the topic. |
| Step 2 | The teacher guides the pupils in making sentences with ‘are’ and ‘were’.  Examples:   1. The pupils are the class. 2. They are learning. 3. What are the boys doing? 4. They are playing football. | Pupils make sentences with ‘are’ and ‘were’. | To help pupils participate in the class discussion |
| Summary | **The teacher summarizes by going through the lesson again.** | Pupils listen to the teacher | To help the pupils get more of the topic. |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Fill in the blank spaces with ‘is’ and ‘are’.   1. There \_\_\_\_\_ months in a year. 2. The first month of the year \_\_\_\_ January. 3. May \_\_\_\_\_\_ the fifth month of the year. 4. The last month of the year \_\_\_\_\_ December. | Pupils attempt the question in the class. | To ascertain pupils understanding of the topic. |
| Conclusion | The teacher marks the pupils work. | The pupils submit their work for making | Apportioning of marks |
| Assignment | Page 200 0f the pupils text book. Exercise 2 | The pupils do their homework at home |  |

**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 9 ENDING 27TH JUNE, 2025**

**Term: third term**

**Subject: English studies**

**Topic: phonics**

**Sub- topic: stress and intonation (questions and answers)**

**Date: 08-05-2025**

**Duration: 40 minutes**

**Time: 11:10-11:50**

**Period: 5th**

**Class: grade 2**

**Average age: 6+**

**Sex: mixed**

**Learning objectives: by the end of the lesson, the pupils should be able to;**

1. **Use stress and intonation in question and answer**

**Rationale: for pupils to learn more on stress and intonation**

**Previous knowledge: the pupils have vowel sound /ƱӘ/ in the previous class.**

**Instructional material: flash cards**

**Reference: Nigeria Primary English 3 by F Ademola Adeoye et al**

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STAGES** | **TEACHER’S ACTIVITIES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| **Introduction** | **The teacher introduces the lesson by asking the pupils to mention five words having the sound /ƱӘ/** | **The pupils mention as was ask by the teacher.** | **To prepare pupils mind for learning** |
| **Presentation**  **Step 1** | **The teacher guides the pupils to practise a dialogue in pairs with the correct use of stress and intonation.**  **Teacher: Uche, how are you today?**  **Uche: I’m fine, thank you, sir.** | **The pupils practise along side with the teacher.** | **To participate in the class discussion** |
| **Summary** | **The teacher summary by going through the lesson again** | **The pupils stay calm as the teacher explains more** | **For clarification purpose** |
| **Evaluation** | **The teacher gives the pupils class work.**  **Page 196 of the pupils text book exercise 2** | **Pupils attempt to the questions in class** | **Assessment** |
| **Conclusion** | **The teacher marks the pupils work** | **Pupils submit their mark for marking** | **Apportioning of marks** |
| **Assignment** | **Page 197 of the pupils text book. Exercise 3** | **The pupils do their home work at home** | **To encourage learning at home** |



Approved as a working document

Dep. Head Academics

27/6/25