**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 7TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** SONGS AND RHYMES

**SUB-TOPIC:** LEARNING SOUNDS THROUGH SONGS

**DATE:** WEDNESDAY, 5TH 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. Read the poem on your family .
2. Read poem on a simple act of kindness.
3. Read a poem on rain rain go away.

**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. Individual pupils
2. 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 present actions | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to read poem on your family.  Nigeria primary English book 2, page 73  Your family are people on whom you can depend,  If you get into trouble, they shall defend……….. | Read the poem carefully | For proper understanding |
| **STEP 2** | Leads pupils to read poem on a simple act of kindness.  Nigeria primary English book 2, page 79 - 80  A simple act of kindness  Can stop a million tears  A little hug can give so much joy……… | Read and recite with the teacher | For better understanding |
| **STEP 3** | Leads pupils to read a poem on rain rain go away.  Rain Rain go away  Come again another day  Little children wants to play. | Recite with demonstrations | 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 poem on your family . 2. Read poem on a simple act of kindness. 3. Read a poem on rain rain go away | 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 73 exercise 1 and 2  Page 80 exercise | Copy and returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 7TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  CORRECT USE OF APOSTROPHE

**SUB-TOPIC:** THE CORRECT USE OF APSOTROPHE IN POSSESSIVE AND IN SIMPLE SENTENCES

**DATE:** MONDAY, 3RD 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. Identify an apostrophe.
2. State how to use apostrophe in sentence
3. Form sentences using the appropriate apostrophe in possessives

**RATIONALE:** for pupils to know how to apply apostrophe in sentences.

**PREVIOUS KNOWLEGDE:** pupils learnt about punctuation marks.

**INSTRUCTIONAL MATERIALS:**

1. 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** | Leads pupils to Identify an apostrophe sign.  (‘)  This is the apostrophe sign. | Listen and learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils how to use apostrophe in sentence.  Apostrophe is a mark use to indicate possession | Learn attentively | For better understanding |
| **STEP 3** | Teaches and leads pupils to form sentences using the appropriate apostrophe in possessives.   1. It is Mrs Joy’s pen 2. They are Chinwes’ eggs 3. Victor’s school bag 4. It is Tim’s car   Etc. | Listen 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 an apostrophe. 2. State how to use apostrophe in sentence 3. Form sentences using the appropriate apostrophe in possessives | 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 216  Exercise 2 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 7TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** PRODUCTION OF CONSONANT SOUNDS

**SUB-TOPIC:** PRODUCTION OF CONSONANT SOUND IN ISOLATION, WORDS AND IN CONTEXT.

**DATE:** THURSDAY, 6TH AND FRIDAY, 7TH 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. Identify consonant sounds /b/.
2. Identify consonant sound /d/.
3. State words with consonant sound /b/ and /d/.

**RATIONALE:** for pupils to know and learn consonant sounds /b/ and /d/.

**PREVIOUS KNOWLEGDE:** pupils learnt about 21 consonant sounds.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts of sound /b/ and /d/
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** | Lead pupils to Identify consonant sound /b/.  Identify the sound on a flash card  /b/ | Identify the sound. | For proper understanding |
| **STEP 2** | Lead pupils to Identify consonant sound /d/.  Identify the sounds on a flash card  /d/ | Identify carefully. | For better understanding |
| **STEP 3** | Teaches pupils words with consonant sound /b/ and /d/.  /b/ /d/   1. bed dog 2. ball duck 3. bad door 4. book dull 5. bell doll   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 consonant sounds /b/. 2. Identify consonant sound /d/. 3. State words with consonant sound /b/ and /d/. | 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** | State three words each with sounds /b/ and /d/. | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 7TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** DESCRIBING THINGS ACCORDING TO THE COLOURS

**SUB-TOPIC:** DESCRIPTION OF THINGS ACCORDING TO THEIR COLOURS.

**DATE:** THURSDAY, 6TH 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. Identify the colours
2. Write the sentences describing things according to the colours
3. Read the sentences

**RATIONALE:** for pupils to know to how to describe things according to the colours.

**PREVIOUS KNOWLEGDE:** pupils learnt about the colours.

**INSTRUCTIONAL MATERIALS:**

1. Note books
2. Colours

**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** | Review previous knowledge | Respond to the teacher and participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils identify different colours of the objects.   1. White 2. Pink 3. Green 4. Yellow 5. Red   Etc.. | Learn carefully | For proper understanding |
| **STEP 2** | Leads pupils on how to write or form a sentence on describing things according to the colour. | Write the sentences. | For better understanding |
| **STEP 3** | Leads pupils to read the sentences on describing things according to the colour.   1. The board is white 2. The pencil is pink 3. This is a green bag 4. This is a red shoe etc. | Read the sentences 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. Identify the colours 2. Write the sentences describing things according to the colours 3. Read the sentences | 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** | Make sentences describing with the following colours   1. Black 2. Gold 3. Blue 4. Purple 5. Orange. | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 7TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

**SUB-TOPIC:** WORDS WITH SOUND BANKS /ŋ/

**DATE:** TUESDAY 4TH 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 /ŋ/
2. Pronounce sound banks /ŋ/
3. State words with sound banks /ŋ/

**RATIONALE:** for pupils to know the sound banks /ŋ/

**PREVIOUS KNOWLEGDE:** pupils learnt about /aƱ/

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Pictorial chars of sound banks /ŋ/

**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 /ŋ/.  Identify on a flash card  /ŋ/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /ŋ/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /ŋ/  /ŋ/  1.sing  2.king  3.song  4. thing  5.bank  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 /ŋ/ 2. Pronounce sound banks /ŋ/   3.State words with sound banks /ŋ/ | 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 147  Activities a, b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

31ST MAY, 2024