**LESSON PLAN/NOTE FOR WEEK 6 ENDING: 17TH JANUARY, 2023**

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| Term | 2nd |
| Week | 1 |
| Date | 13/01/2023 |
| Class | SS1 |
| Subject | English Language |
| Topic | stress |
| Sub-topic | Stress timing |
| Period | 2nd |
| Time | 8:50 – 9:30am |
| Duration | 40minutes |
| Number in class | 10 |
| Average age | 7years |
| Sex | Mixed |
| Specific objectives | By the end of the lesson, the students should be able to:   1. Define stress. 2. Identify stress timing in sentences. |
| Rationale | To enable the students learn about stress timing. |
| Previous knowledge | Pupils have been taught stress before now. |
| Instructional aid | Whiteboard, marker, duster, illustrational chart, etc. |
| Reference | Contemporary English Grammar by J. D. Murthy, etc.s |

LESSON DEVELOPMENT

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| **STEPS** | **TEACHER’S ACTIVITIES** | | | **SCHOLARS’S ACTIVITIES** | **LEARNING POINTS** |
| Introduction | A stress-timed language is a language where the **stressed** syllables are said at approximately regular intervals, and unstressed syllables shorten to fit this rhythm. Stress-timed languages can be compared with syllable-timed ones, where each syllable takes roughly the same amount of time.  Example English and German are examples of stress-timed languages, while Spanish and Cantonese are syllable-timed. | | | They pay attention to the teacher as he begins the lesson. | To arouse the pupils interest for the lesson |
| Step I | **Stress-timing:** We can illustrate with almost any word of two or more syllables – for example, “syllable.” We stress this word using the pattern Ooo, placing primary emphasis on the first segment of the word. In English every long word has its own stress pattern. Think of the words “import” and “record,” for example. Both words can be pronounced using either the pattern Oo or the pattern oO. Which pattern you use fundamentally changes the meaning of the word.  Something else happens after you choose which syllable to stress. The pronunciation of the main vowel in the unstressed syllable changes, often to the sound ‘uh’ which is the single most common sound in the English language. This sound has its own special name, [schwa](http://en.wikipedia.org/wiki/Schwa" \o "Schwa), and about 30 per cent of the sounds we make when we speak English are the sound schwa. In English, schwa can be represented by any vowel.  For example, consider the following two-syllable words. The first word uses the stress patternOo; the second, the stress pattern oO. You will notice that in each case we pronounce the unstressed vowel as schwa, regardless of its spelling. *A: Atlas; Canoe* *E: College; Reveal* *I: Cousin; Disease* *O: Anchor; Contain* *U: Lettuce; Support* | | | They pay rapt attention to the teacher. | For a clearer picture of the concept. |
| Step II   |  | | --- | | [IMG_256](https://4.bp.blogspot.com/-E7MpthL9Fa8/VEKTONgTehI/AAAAAAAAF80/pn9i0dqIyvA/s1600/Pronunciation+of+lists.png) | | Statements with Noun Lists |  |  | | --- | | [IMG_257](https://2.bp.blogspot.com/-EVxTXgYqKQY/VEKSX1McfiI/AAAAAAAAF8k/cgaUVOAw0ko/s1600/Yes+and+no+questions.png) |   The pupils copy the note in their exercise books | | | | | For reference Purpose |
| Step III | | |  | | --- | | Yes/No Questions |   This practice of replacing unstressed vowels with schwa also occurs in connected speech – English as we use it in our daily lives. If I ask “Where are you from?” I will stress the word “from,” pronouncing the short ‘o’ sound quite clearly. If you answer “I’m from Sydney,” you will most likely reduce the ‘o’ to schwa. The reason is that you are likely to stress the word “Sydney” instead. This reduction of vowel is the key to the stress-timing of most forms of English.  [IMG_256](https://4.bp.blogspot.com/-xF-rCwzBHCM/VEKSX0v09ZI/AAAAAAAAF8w/VUIb-ybSfds/s1600/Simple+statements.png)  It's worth noting that some English dialects from India, for example, are characterized by a syllable-timed rhythm. These comments refer to the English of Britain, North America  and Australia.  Native English speakers from those countries frequently use schwa in unstressed syllables. This is why it takes the same amount of time to say “One, two, three, four” as it does to say “One and then a two and then a three and then a four.” Reducing vowels enables us to speed through unstressed syllables. This is how we achieve the particular rhythm of English, in which stressed syllables are roughly equidistant in time, no matter how many syllables come in between.  [IMG_257](https://3.bp.blogspot.com/-4n86CeykLcI/VEEpRhXVk3I/AAAAAAAAF7c/xrmqz5n0W1Q/s1600/syllable-timed+image+-+Copy.gif)  **Syllable-timed:** Most of the world's other major languages have quite a different pattern. They are known as ‘syllable-timed’ languages. Each syllable receives approximately the same amount of stress as the others in a word or a sentence. These languages thus have quite a different rhythm from that of English.   Vowels: When we learn to read, our teachers tell us that vowels are the characters a, e, i, o and u. Phonologically, though, a vowel is a speech sound in which the air stream from the lungs is not blocked in the mouth or throat. Usually, when we pronounce vowels we also vibrate our vocal cords.  [IMG_258](https://4.bp.blogspot.com/--QVke7LVUUA/VEEpRB3Eo2I/AAAAAAAAF7Y/Hh6cNhpUCic/s1600/pict09+-+Copy.jpg)We form the vowels in our mouths by moving five speech organs around. The most important of those organs is the tongue – language is the “gift of tongues” – and linguists often describe the vowels by the position of the tongue in the mouth. The vowels range from front to back and high to low. For example, the following ‘Sammy diagrams’ show the position of the tongue in the pronunciation of the high back vowel in the word “boot”, the low back vowel in the word “pot”, the high front vowel n the word “beat” and the low front vowel in the word “bat”.  The position of the tongue when we make vowel sounds is illustrated in the Sammies shown to the side and below.  Based on North American pronunciation, the words in the columns give examples of the 12 vowels in common use. Note that the vowel in “pot” is neither fully central nor fully back. The central vowels are essentially schwa, the sound that makes vowel possible.  In English, the high vowels, shifting from high to low, include the vowel sounds in beat, bit, bait, bet and bat. The central vowels are the mid vowels in machine and but. The back vowels, ranging from high to low, are in boot, book, boat and bought. The vowel in pot is an odd one. It is a low vowel, but it is neither fully central nor fully back. | They pay rapt attention to the teacher. | | Detail understanding of the lesson. |
| Evaluation | The teacher evaluates the pupils by giving them the following classwork. | | | The pupils solve the classwork in their exercise books. | To ascertain the pupils level of understanding of the lesson. |
| Conclusion | The teacher goes round to check their  work and to mark and make corrections. | | | The pupils copy the correction in their exercise books. | For better understanding. |
| Assignment | Read more on stress timing. | | | The pupils copy the question. | To test the pupils level of understanding. |



14/3/2023

Principal Head Instructor

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week 6 (2) Ending 17TH February, 2023**

**Term:** 2nd

**Week:** 6th

**Date:** 12TH February, 2023

**Class: SS1**

**Subject:** English Language

**Topic:** Adjunct

**Sub-topic:** Adjunct of manner and reason

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define Adjunct.
2. State the types of adjunct
3. Identify the functions of an adjunct.

**Rationale:** To furnish the scholars with the knowledge of adjunct and its attendant usage.

**Previous knowledge:** in one way or the other, the scholars must have used adjunct unknowingly.

**Instructional resources:** chart illustrating the types of adjunct and uses.

**Reference:** contemporary English grammar by J. D. Murthy, internet sources, etc.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLAR’S ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by asking the scholars to define adjunct. | The scholars attempt a definition of the concept of adjunct. | To begin from the known to the unknown as it ought to be. |
| **Step I** | *Definition Of Adjunct*  Adjuncts are one of the five major elements of clause structure. The other four are subject (s), verb (v), object (o) and complement (c). Adjuncts (a) are some times called adverbials.  An adjunct is a phrase which is not necessary to the structure of the clause, but which adds some extra meaning to it.  In the sentence *They waited outside for ages*, the phrases *outside* and *for ages* add extra meaning to *waited*. They tell us where, and for how long, the people waited. They are adjuncts:  [S]*They*[V]*waited*[A]***outside***[A]***for ages****.*  [S][V]*I kept*[O]*a copy of the letter*[A]***in my desk****.*  An adjunct is a word, phrase or clause that can be removed from a sentence without making it grammatically incorrect. An adjunct is used to add extra information to a sentence, which creates an extra meaning and makes the sentence more specific. Here are some examples of adjuncts:   1. **Word** :In the example: 'We went shopping yesterday, the word' yesterday 'is the adjunct'. 2. **Phrase:** In the example: 'We went shopping last night, the phrase' last night 'is an adjunct'.   **3.Clause:** In the example: 'We went shopping after we ate dinner, the clause 'after we ate dinner' is an adjunct'.  In each case, the phrase 'We went shopping' remains grammatically correct. The removal of the word, phrase, or clause does not create any grammatical errors. Thus, they are adjuncts.  Adjuncts have many functional purposes, but the primary attribute of an adjunct is it is used to modify another form, word, phrase or clause. Its purpose as a modifier is to add specificity or meaning to a sentence. Although it may not be necessary to include in a sentence, the descriptive functions of adjuncts can add heightened understanding or context to a sentence. | The pupils participate in the definition. | This is to ensure that the pupils understand the concept and definition adjunct. |
| **Step II** | *Some countries and their currency*  Country - Currency   * Nigeria - Naira * USA - Dollar * UK - Pound * Ghana - Cedris * South Africa - Rand | The pupils copy the note in their exercise books | For reference purpose |
| **Step III** | **Types of adjuncts** There are three main types of adjuncts. These are as follows:   1. Adverbial adjuncts 2. Noun adjuncts 3. Adjectival adjuncts   Let's look at these in more detail! **Adverbial adjuncts** Typically, an adjunct is an adverb or adverbial phrase that modifies a verb/action. An adverbial adjunct is not always an adverb, but it is a modifying phrase that establishes the context in which the action described by the verb takes place.  Adverbial adjuncts can have different functional meanings that they contribute to a phrase or sentence. When used for this purpose, an adjunct can indicate place, time, manner, degree, frequency, or reason. We will go through each of these and provide examples to explain why they are used to modify the verb in a sentence:  **Place**  Place adjuncts can provide context as to where something being described in a sentence is occurring.  Examples of adjuncts of place:  Could you charge my [phone](https://www.studysmarter.us/explanations/english/phonetics/phone/) over there?  They were sightseeing around the city.  Wherever it is, I plan to visit.  **Time:** Time adjuncts can provide context about when something being described in a sentence is occurring.Examples of adjuncts of time:  Yesterday we flew to France.  I walk to the bus stop at 8 am.  I got up to leave when the bell rang.  **Manner:** Manner adjuncts can provide context about how something being described in a sentence is occurring. Examples of adjuncts of manner:  He slowly placed the book on the counter.  John's arms were strong like a wrestler's.  Angrily, I threw my bag at him.  **Degree:** Degree adjuncts can provide context about the extent of an action or event.  Examples of adjuncts of degree:  The professor is as strong as she is brave.  She was not as lonely as she could have been.  As smart as she was, she was not prepared for the exam.  **Frequency:** Frequency adjuncts can provide context as to **how frequently**something being described in a sentence is occurring. It differs from a Time adjunct, which measures when something being described in a sentence is occurring! Examples of adjuncts of frequency:  We go swimming every weekend.  I went to France seven times last year.  Last night I dreamed you came back. There are two frequency adjuncts here - 'seven times' and 'last year.'  **Reason:** Reason adjuncts can provide context as to why something being described in a sentence is occurring.Examples of adjuncts of reason:  You can leave early because the teacher is off sick.  As it is my birthday, I will be buying myself a watch.  Sam will be punished because of what he did. | The pupils listen to the teacher’s explanation. | To enable the pupils understand the lesson. |
| **Step IV** | **Adjuncts - Key takeaways**  * An adjunct is a word, phrase or clause that can be removed from a sentence without making it grammatically incorrect. * Adverbial adjuncts modify a [verb](https://www.studysmarter.us/explanations/english/english-grammar/verb/) and can have the functional purpose of providing the context of time, place, degree, frequency, manner and reason. * A [noun](https://www.studysmarter.us/explanations/english/english-grammar/noun/) adjunct modifies another noun and an adjectival adjunct modifies a noun. * An adjunct can function in the initial, middle and/or final position of a sentence or clause. * If an adjunct is moved to the initial position of a sentence, it must be followed by a comma. | The scholars take note of the key takeaways for proper understanding of the concept. | For better understanding of the lesson. |
| **Evaluation** | The teacher evaluates the pupils by giving them the following classwork.   1. Why are adjuncts used in English? 2. What are the types of adjuncts? | The pupils solve the classwork in their exercise books. | To ascertain the pupils level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The pupils copy the correction | To better understanding. |
| **Assignment** | Read more on the concept of Adjuncts. | They take note of the instruction. | To encourage them to develop the spirit of research. |

**EMERALD ROYAL INTERNATIONAL SCHOOL MPAPE ABUJA**

**LESSON PLAN/NOTE FOR WEEK 6 ENDING: 17TH JANUARY, 2023**

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| Term | 2nd |
| Week | 6 |
| Date | 16/02/2023 |
| Class | SS1 |
| Subject | English Language |
| Topic | Word Groupings and Usage |
| Sub-topic | Synonyms |
| Period | 2nd |
| Time | 8:50– 9:30 |
| Duration | 40minutes |
| Number in class | 7 |
| Average age | 14 |
| Sex | Mixed |
| Specific objectives | By the end of the lesson, pupils should be able to:   1. Define Synonyms. 2. Give examples of synonyms of words. 3. Identify words and their synonyms. |
| Rationale | To enable pupils understand the concept of Words and their Synonyms |
| Previous knowledge | Scholars have been taught adjunct before now. |
| Instructional aid | A chart showing words and their attendants synonyms. |
| Reference | Internet sources, contemporary English grammar by J.D. Murthy, etc. |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | SCHOLAR’S ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher begins the lesson by A synonym is a word that has the same meaning as another word (or *nearly* the same meaning). For example, *beautiful* and *attractive* are synonyms of each other because they both refer to someone or something that looks good.  Synonyms are a common part of every language, but they’re especially useful when writing, whether you’re writing a novel or a work email. Below, we explain how synonyms work and when to use them, along with the different types of synonyms. But first, let’s take a more detailed look at this question: “What is a synonym?”  As you can probably guess, it’s important to know these words for you to use in writing and speaking. When you think of synonyms, think of a thesaurus, because these useful books provide you with synonyms for different words so you never have to use the same word over and over again.  ****Synonyms Examples:****   * [Fast Synonyms](https://7esl.com/synonyms-for-fast/): *Quick, Speedy, Rapid, Blistering, Nimble, Swift,…* * [Strange Synonyms](https://7esl.com/strange-synonyms/): *Odd, Weird, Surreal, Queer, Astonishing, Curious, …* * [Amazing Synonyms](https://7esl.com/amazing-synonyms/): *Adorable, Spectacular, Fantastic, Irresistible, Splendid, Alluring, Dazzling, Fascinating, Lovely, Staggering,…* * [Bad Synonyms](https://7esl.com/synonyms-for-bad/): *Awful, Atrocious, Disagreeable, Grievous, Infamous, Odious, Sordid, Rotten, Awful, Disheartening…* * [Great Synonyms](https://7esl.com/great-synonyms/): *Admirable, Amazing, Arresting, Astonishing, Awesome, Beautiful, Breathtaking, Brilliant, Capital …* | The scholars pay attention to the teacher as he defines the meaning of synonyms. | To begin the lesson. |
| Step I | *Types of Synonyms*Idiographic Synonyms or Relative Synonyms: These synonyms are so-called because they are words with similar meanings, but they are based on different degrees of describing certain qualities. This can be slightly complicated to explain, so examples are much easier to understand in the case of these synonyms:  * Let’s look at different [synonyms for the word](https://7esl.com/synonyms-for-attractive/)**[attractive](https://7esl.com/synonyms-for-attractive/)**. Some examples of synonyms for attractive are – *beautiful, fine, handsome, pretty*. As you can see, these synonyms all describe someone’s attractiveness, and whilst all of them do describe somebody as *being*attractive, some words carry with it slightly more weight, despite all of them essentially meaning the same thing. You might prefer to be called beautiful instead of pretty, or handsome instead of fine. All of them mean the same thing, but they do describe your attractiveness ****to slightly different degrees.**** * Another example is ****big****. [Synonyms of big](https://7esl.com/big-synonym/) are – *huge, colossal, massive, ginormous* – again, all of them have the same meaning, but there are differences in the ****degrees in their description of how big something is****. If you were to look at the Eiffel Tower in France from below, you’d likely describe it as ginormous, because saying it was big just wouldn’t do it justice. Likewise, if you see a Great Dane, you might describe it as huge, because to say it was massive would be slightly too much. The different degrees of meaning are important, so they are all ****idiographic synonyms**** or ****relative synonyms.****  Stylistic Synonyms: Stylistic synonyms are much easier to understand, because the meanings are exactly the same, but you use them interchangeably based only on the [style of writing](https://7esl.com/types-of-writing/) you are doing. So, some might be more appropriate to use in [formal](https://7esl.com/formal-and-informal-words/) writing, and others are appropriate in informal writing. Let’s take a look at some examples:  * ****Doctor**** or ****Doc**** – both of these mean exactly the same thing, but choosing which one to use would be based solely on the style of writing. If you were writing to your boss to request time off for a medical appointment, telling them that you are visiting the Doctor is much more appropriate than telling them you are visiting the Doc. However, if you are telling your friend about the medical advice you received in a [text message](https://7esl.com/texting-abbreviations/), you might choose to tell them what the Doc said. * ****Commence**** or ****begin**** – again, they mean exactly the same thing, but choosing them is entirely stylistic. If you are sitting around the dinner table with your friends, then asking if you should begin eating would be much more appropriate than asking whether or not you should commence. Likewise, if you are the commentator welcoming in the Olympic Games, saying something like ‘Let the games commence’ would be slightly more official and therefore more appropriate. Because it all comes down to choosing the word based on the style of writing or speaking that is necessary, they are ****stylistic synonyms.****  Contextual Synonyms: These synonyms mean the same thing, but only based on the context in which they are used. Here are some examples to make that clearer:  * **Buy** and **Get** – in certain contexts, these are synonyms because they mean the same thing, but they won’t always be classed as synonyms because they won’t always be interchangeable. Telling someone to go and buy you something from the store, could be replaced by telling them to go and get you something from the store. They are interchangeable here and mean the same thing, so they are **contextual synonyms**. If you tell someone that you think you might get a cold, then replacing get with buy *wouldn’t*make sense. In this context, they aren’t synonyms. * **Active** and **Athletic** – if you are describing a physically fit person who enjoys working out, then you could equally describe them as active or athletic and it would make perfect sense. If, however, you were on social media and updated your status to active, then athletic couldn’t be used in its place because that just doesn’t make sense. Because it relies on context, they are contextual synonyms.  Total Synonyms: These synonyms are synonyms in their purest form. It isn’t based on the degree of anything, or context, or even stylistic choice. These words just have the **exact same meaning** and can be switched whenever. Here are some examples:  * **Perfect** and **flawless** – these words mean exactly the same thing, and are completely interchangeable in every context. They don’t describe the degree of anything because their meaning is exactly the same, so they are **total synonyms**.   There are, in fact, very few examples of total synonyms, because so often they depend on something else. There are, of course, more examples than those above though. | They ask questions for more clarity. | This is to ensure that the pupils understand the concept and the lesson in detail. |
| Step II | **Why Learn Synonyms?** Synonyms are some of the most important linguistic devices we can learn, because without them we would be very limited in our [vocabulary](https://7esl.com/vocabulary/). By knowing the different examples of synonyms listed above, you can be sure that you are able to describe things effectively. Sometimes synonyms rely on context, degrees of description, or stylistic choice, so knowing how to adapt your writing or speech to suit whatever situation you are in is important! | The scholars learn about the need to have synonyms at the tips of your fingers. | For reference purpose and development of one’s vocabulary. |
| Evaluation | The teacher evaluates the scholars by asking them the following questions. ( to be written in their notebooks)   1. What is a synonym? 2. Why do we need to learn about synonyms? | They respond to the questions base on their level of understanding of the lesson. | To ascertain the pupils level of understanding of the lesson. |
| Conclusion | The teacher marks and makes correction of the classwork on the board. | The scholars copy the correction in their exercise books. | For better understanding. |
| Assignment | Read more about synonyms. | They take note of the instruction given by the teacher.. | To to extend the learning process to the home front. |

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Six (c) Ending 17th February, 2023.**

**Term:** 2nd

**Week:** 6

**Date: 15th** January 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Writing for Communication

**Sub-topic:** Record Keeping

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, scholars should be able to:

1. Define record keeping.
2. Mention kinds of record.
3. Describe the kinds of record and their uses.

**Rationale:** To ensure that the scholars get to know what is record, the kinds of record and be able to describe the kinds of records.

**Previous knowledge:** they have been taught synonyms before now.

**Instructional resources:** sample school records, etc.

**Reference:** Internet source, etc.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by asking the scholars to define record keeping. | The scholars attempt defining the concept “record keeping”. | To ascertain if they have any prior knowledge of the concept. |
| **Step I** | ***Record Keeping***  Record is a thing constituting a piece of evidence about the past especially, an account kept in writing or some other permanent form. For instance, School record which is a documented statement of facts about persons, facilities, proposals, and activities in and around the school.  To keep a record is to keep an account of facts, events or programme of activities in and no it of the school. Eg activities for a weekend, a birthday, a speech and prize - given - day etc. Facts and events may be written down and kept in diaries or record books or they may be typed out and stored permanently in a computer etc. And managed in a way that access and retrieval will be easy when need arises. Records are written in concise and accurate forms. Some are presented in the form of graphs and charts. | The pupils participate in the definition. | This is to ensure that the scholars understand the concept and definition of record keeping. |
| **Step II** | ***KINDS OF RECORDS***  There are many kinds of records which are kept by the schools. They are called school records. School records refers to all the documented information that exists in a school. The documents that contain such vital information are classified according to the type of information they contain. The title of each documents reflects its contents. Some of these records are so vital that they cannot be replaced without destroying their original value. Below are some of the school records stipulated by the Public Education Edict 1974.   1. Register of admission progress and withdrawal 2. A register of attendance 3. Log book 4. Syllables 5. Diaries (scheme of work and log book) 6. Lesson note and plan 7. Time Table 8. Punishment book 9. Reward / Recommendation book 10. Staff records 11. Staff attendance register 12. Visitors book 13. Cash account book 14. Record of progress 15. Minutes book or file 16. Staff movement book 17. Transfer and leaving certificate 18. School inventory book 19. Inspection report file 20. A copy of the National Policy on Education | The scholars listen to the teacher as he throws more light on the concept of record keeping. | For detail explanation of the concept. |
| **Step III** | The teacher goes ahead to discuss in detail, some of the records as shown below:   1. ***REGISTER OF ADMISSION PROGRESS AND WITHDRAWAL***   The facts in this record are entered under fifteen (15) headings provided in the register. These include ; students admission number, name, sex, date of birth, date of admission, home address, name and address of last school attended (where applicable) the class attained in that school, details of transfer certificate from previous school, outgoing transfer certificate number (where applicable), date of leaving the school, cause of withdrawal (where applicable), records of conducts year by year in the present school. State of origin, Local Government Area of Origin.  If properly kept, the register of admissions serves the purpose of revealing how students are progressing, the school population, the character, ability and responsibility of a student while in the school, the number of students who have been admitted and the number that have left.  ***2. A REGISTER OF ATTENDANCE***  This is a record of students daily attendance and each class teacher keeps it. The facts entered in this record include; pupils admission number, name in alphabetical order relative to other students, handicap if any, age, fees paid, daily attendance in two columns, weekly total attendance, term total attendance and total attendance in the year. It is marked up at the beginning of the day (morning) and in the afternoon usually after the break period. The class teacher makes a summary of attendance for the whole period at the end of the term. The terminal fees are also entered in this register. The Principal or his/her appointee checks and signs this record as correct accordingly.  In entering this record, names of girls are usually written in red ink while names of boys are written in blue. Attendance register is often left open for 30mins after time call to accommodate late comers who would have been erroneously marked absent from school  ***3. LOG BOOK***  This is a permanent record of important events in the life history of a school. It contains information on courtesy visit by important persons in the Society, victory in inter - school state, National and international sporting and academic competition (i.e National award to the school) the dates of opening and closing of term, date of examination and classifications are also recorded in the log book by the Principal.  ***4. SYLLABUS***  This is a document which shows subject by subject, the topic to be taught and the depth at which each topic should be treated. It provides the source from which subject teachers draw their scheme of work.  ***5. DIARIES***  This is made up of two parts, the scheme of work and record of work done. Diaries give information on schemes of work for the various class levels in the school. It also contains weekly records of topics taught for every subject. It provides weekly report of classroom instructional activities for every term of a school session. Each teacher is expected to draw up a scheme of work showing week by week, the work he/she proposes to do in each subject. The scheme of work is usually drawn from the syllabus. By drawing scheme of work, the teacher gives equal attention to all subjects for his/her class. Allowance should be made for revision and examination. The scheme of work should be drafted before the school year, in which it will be used or at least before the school term open and should of course be put into immediate use. It should be modified in the light of experience or due to change of syllabus.  Record of work is an honest written statement, showing lessons taught weekly by the teacher. Whereas scheme of work is prepared before work begins, record of work comes after the actual teaching has been completed. Record of work helps the classroom teacher to know how far he or she is progressing, as well as guide a new teacher who is standing in for an absent teacher or replacing a transferred or dead one. A new teacher posted to the school, falls back to the record of work for information on what is covered and therefore where to commence his/her teaching.  ***6. LESSON NOTE AND PLAN***  Just as the scheme of work is drawn from the syllabus, so is the lesson note or plan, drawn from the scheme of work.  A lesson plan or note is the plan and organized amount of subject matter and learning activities that the teacher communicates or presents to the learner in class for a period of about thirty - five to forty minutes (35 - 40 mins).  Lesson note/plan demands that teachers should select topics from the scheme of work and write very clear lessons with specific and measurable objectives. It demands that teachers should show evidence of previous knowledge possessed by students, which are relevant to the new lesson (entry behavior). A break down of the lesson content into step-by-step logical sequence, indicating the expected students/teachers activities in the cause of the lesson (content development is part of this record. Pedagogical skills employed by the teacher and a well thought out evaluation strategy is also covered. The lesson note/plan is the road map of the teacher that guides him/her through instruction.  ***7. TIME TABLE***  This is the list that shows the day and time for every school subject for every class. It also indicates the topic for short breaks, long breaks. Periods for other general school activities that are not class specific such as labour and other extra-curricular activities are also indicated in the school time table. It is usually displayed where everyone can see it. Example, In the classroom, staff room and Principals office. It is a necessary guide for teachers, students and interest groups in the affairs of the school.  ***8. PUNISHMENT BOOK***  This is a book in which the date of all punishment awarded shall be entered by the Principal or senior teacher present. Also, it should include the nature of the offence and of the punishment, the identity of the teacher, administering the punishment and the name of the student punished. All punishment must be reasonable, taking into consideration the age and sex of the offender and the nature of the offence. Corporal punishment shall be administered only by the Principal or by a teacher authorized by him/her, provided that no female student shall receive corporal punishment by a male teacher.  ***9. REWARD/COMMENDATION BOOK***  This gives information on students and members of staff with outstanding performance. It also indicates their areas of excellence.  ***10. STAFF ATTENDANCE REGISTER***  This is a time book, which provides column for data, serial number, name of staffs, time-in, signature, time-out, signature and remark. The purpose of the staff attendance register is to check truancy, punctuality and duration of staffs stay in the school for the day.  ***11. VISITORS BOOK***  This is a record that shows the name of every visitor to the school, the time of visit, purpose and duration of visit. | The scholar listen to the teacher’s explanation. | To enable the pupils understand the lesson. |
| **Step IV** | The teacher states the importance of record keeping to be:  ***IMPORTANCE OF RECORD AND RECORD KEEPING***  Many useful purposes are served when record are accurately, tidily, honestly, and faithfully kept.   1. Records serves as information bank for members of the school community as well as for people outside it. 2. Parents are helped through record to know how their children behave and perform in the school through the report card. 3. Record facilitates the work of auditors in checking on details of financial transactions. 4. Record help a new school head to know what previously obtained in the school before embarking on changes. 5. It enables the school head to maintain community in the general educational process, in a particular school program and in all areas of learning activities. 6. It provides useful information on persons (staffs and students) and facts in important activities in the school. 7. Record provides empirical base for objective assessment and evaluation of school performance by school inspectors. |  |  |
| **Evaluation** | The teacher evaluates the pupils by giving them the following classwork.  Convert the following to naira.   1. $3 2. £5 | The pupils solve the classwork in the exercise books. | To ascertain the pupils level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The pupils copy the correction | To better understanding. |
| **Assignment** | A toy cost $20. What is the value of the toy in naira? | The pupils copy the question. | To test the pupils level of understanding. |



14/3/2023

Principal Head Instructor