**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 25TH OCTOBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** GIVING ORAL INFORMATION THROUGH RESPONSE TO QUESTION

**SUB-TOPIC:** FORMING SENTENCES ON ORAL INFORMATION

**DATE:** WEDNESDAY, 23RD 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. Identify a question on oral information.
2. Respond to a giving question on oral information.
3. Form a question and response on giving oral information.

**RATIONALE:** for pupils to know how to give oral information through response to questions..

**PREVIOUS KNOWLEGDE:** pupils have learnt about oral expression.

**INSTRUCTIONAL MATERIALS:**

1. 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 identify a question on oral information.   1. Where are you gong? 2. Where are Daniel and Zerubbabel going?   Etc. | Identify the question | For proper understanding. |
| **STEP 2** | Leads pupils to respond to a giving oral information.   1. I am going to school 2. They are going to the class. | Learn attentively | For better understanding. |
| **STEP 3** | Leads pupils to form questions and answer a giving oral information. | Form the questions and give a response   1. Where are Chikamso and Somadina?   They are in the cafeteria   1. Where is Bella going?.   She is gong to the playground. | 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 a question on oral information. 2. Respond to a giving question on oral information. 3. Form a question and response on giving oral information. | 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** | Form three sentences and respond a giving oral information. | Copy and return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 25TH OCTOBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:** DENOTING CONTINUOUS ACTIONS

**SUB-TOPIC:** USING SINGULAR AND PLURAL FORMS OF PRONOUNS

**DATE:** MONDAY, 21ST 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 continuous actions and pronoun.
2. State examples of continuous actions and pronouns.
3. Form sentences using singular and plural forms of pronoun on continuous actions.

**RATIONALE:** for pupils to know singular and plural forms of pronoun on continuous actions.

**PREVIOUS KNOWLEGDE:** pupils have learnt about definition of pronoun and examples of pronouns.

**INSTRUCTIONAL MATERIALS:**

1. 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 continuous action and pronoun.  Continuous actions are actions that is in progress at a certain time. The action verb becomes continuous by adding ‘ing’.  Pronoun is a word used instead of a noun. | Read along with the teacher. | For proper understanding. |
| **STEP 2** | Teaches pupils examples of continuous action verbs and pronouns.  **CONTINUOUS ACTION VERB**   1. Dance Dancing 2. Read Reading 3. Eat Eating 4. Sing Singing 5. Do Doing 6. Smile Smiling 7. Run Running   Etc.  **PRONOUNS**  **SINGULAR**  **PLURAL**  **PRONOUN** **PRONOUN**   1. I We 2. You Us 3. Me Them 4. He You 5. Him They 6. She Our 7. My Our 8. Mine Their 9. It 10. Her 11. She | Answer the question. | For better understanding. |
| **STEP 3** | Leads pupils to form sentences using singular and plural forms of pronoun in continuous actions.  Examples are   1. I am dancing 2. You are reading 3. He is eating 4. He is singing 5. We are smiling 6. They are running 7. What am doing? 8. What are they doing   Etc. | Learn attentively and form sentences. | 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 continuous actions and pronoun. 2. State examples of continuous actions and pronouns. 3. Form sentences using singular and plural forms of pronoun on continuous actions. | 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** | Form three sentences using singular and plural forms of pronoun in continuous actions.. | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 25TH OCTOBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** READING SIMPLE STORIES BASED ON CULTURE

**SUB-TOPIC:** TRADITIONAL DRESSES IN OUR CULTURE

**DATE:** FRIDAY, 25TH OCTOBER, 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 carefully.
2. Pronounce difficult words.
3. Answer the questions below the passage.

**RATIONALE:** to improve the pupils reading skill and also learn about culture.

**PREVIOUS KNOWLEGDE:** pupils have learnt about reading passage based on occupation.

**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 | Respond to the teacher instructions. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Lead pupils to read the passage on our culture.  Traditional dresses in our culture  clothes are the things that we wear to cover our nakedness. They keep us warm and also make us look smart and attractive. ……… | 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** | Ask pupils questions based on the passage.   1. Why do we wear clothes? 2. Mention five types of clothes that we wear. 3. What do Yoruba men and women usually wear? 4. What do Igbo men and women usually wear? 5. What do Hausa men and women usually wear?   Etc. | Answer the questions. | 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 carefully. 2. Pronounce difficult words. 3. Answer the question from the passage. | 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 47 - 48,  exercise 1. | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 25TH OCTOBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** WRITING OF GIVEN SHORT AND SIMPLE WORDS

**SUB-TOPIC:** IDENTIFY AND FORM SHORT WORDS

**DATE:** THURSDAY, 24TH OCTOBER, 2024

**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. Identify short and simple words.
2. Pronounce short and simple words..
3. Form and read short and simple words.

**RATIONALE:** for pupils to know how to write and form short and simple words.

**PREVIOUS KNOWLEGDE:** pupils have learnt how to form simple sentences.

**INSTRUCTIONAL MATERIALS:**

1. 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 to identify short and simple words on a flash card.  EAT CAT BOOK BAG PEN SIT | Identify the words | For proper understanding. |
| **STEP 2** | Leads and teaches pupils to pronounce short and simple sentences time.   1. Eat 2. Cat 3. Book 4. Bag 5. Pen 6. sit | Learn carefully. | For better understanding. |
| **STEP 3** | Leads pupils to form and write short and simple words | Form and write short and simple words.   1. Bake 2. Look 3. Run 4. Sleep 5. Draw   Etc. | 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 short and simple words. 2. Pronounce short and simple words.. 3. Form and read short and simple 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** | Write ten (10) short and simple sentences you know | Return home with task | Extending lesson home. |

**LESSON PLAN AND NOTE FOR WEEK 7 ENDING FRIDAY, 25TH OCTOBER, 2024**

**TERM:** FIRST TERM

**WEEK:** WEEK 7

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANK

**SUB-TOPIC:** WORDS WITH THE SOUNDS /k/ AND /g/

**DATE:** TUESDAY, 22ND 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 /k/ and /g/.
2. Pronounce the sounds /k/ and /g/.
3. Mention words with the sounds /k/ and /g/.

**RATIONALE:** for pupils to identify and pronounce the sounds /k/ and /g/.

**PREVIOUS KNOWLEGDE:** pupils have learnt about the sounds /ɒ/ and /Ɔ:/ **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 /k/ and /g/ | Focus on the flash cards to identify words with the sounds /k/ and /g/. | Arouse the pupils interest. |
| **PRESENTATION**  **STEP 1** | Leads pupils to identify the sounds /k/ and /g/. on the flash cards and in the textbook.  **/k/ /g/** | Learn attentively. | For proper understanding. |
| **STEP 2** | Teaches pupils how to pronounce the sounds /k/ and /g/.  The sound /k/ is a consonant sound.  The sound /g/ is a consonant sound | Learn carefully. | For better understanding. |
| **STEP 3** | Teaches pupils word with the sounds /k/ and /g/  /k/ /g/   1. key girl 2. clown peg 3. cat egg 4. crawl gates 5. cry big 6. like get 7. quick angry 8. brick angle   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 /k/ and /g/ 2. Pronounce the sounds /k/ and /g/ 3. Mention words with the sounds /k/ and /g//. | 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 45. | Return home with task | Extending lesson home. |



Approved as a working document.

Dep. Head Instructor (Academics)

25th October, 2024