**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 10 ENDING FRIDAY, 28TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 10

**SUBJECT:** ENGLISH LANGUAGE (SPEECH)

**TOPIC:** LISTENING AND TELLING STORIES

**SUB-TOPIC:** CHARACTERS AND EVENTS IN THE STORIES

**DATE:** WEDNESDAY, 26TH 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. Tell the story of how the old woman got her wish .
2. State the appropriate style of narration.
3. Mention the characters of the story.

**RATIONALE:** for pupils to know how to listen and read stories.

**PREVIOUS KNOWLEGDE:** pupils can read their queen primers.

**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 | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Leads pupils to read the story on how the old woman got her wish.  Nigeria primary English book 2, page 175  A very long time ago, there lived a blind old woman with her son and her son’s wife in the little village of umuofia. They were poor. ……. | Read and listen the story carefully | For proper understanding |
| **STEP 2** | Teaches pupils the appropriate style of narration of the story.  The appropriate style of narration of the story is a narrative style. | Learn attentively. | For better understanding |
| **STEP 3** | Leads pupils to mention the characters in the story.  The characters in the story are   1. The blind old woman 2. Her son 3. Her son’s wife 4. Igede | Mention the characters in the story | 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. Tell the story of how the old woman got her wish . 2. State the appropriate style of narration. 3. Mention the characters of the story. | 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 176 - 177  Exercise 1 - 8  Vocabulary 1 - 5 | Copy and returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 10 ENDING FRIDAY, 28TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 10

**SUBJECT:** ENGLISH LANGUAGE (GRAMMAR)

**TOPIC:**  USING THE PAST SIMPLE TENSE IN THE AFFIRMATIVE

**SUB-TOPIC:** FORMING SENTENCES USING PAST SIMPLE TENSE

**DATE:** MONDAY, 24TH 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. Define past simple tense.
2. State examples of past simple tense.
3. Form sentences using past simple tense.

**RATIONALE:** for pupils to know past simple tense.

**PREVIOUS KNOWLEGDE:** pupils learnt about continuous present tense.

**INSTRUCTIONAL MATERIALS:**

1. Flash cards
2. Picture 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** | Review previous knowledge | Participate actively | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teaches pupils the definition of past simple tense.  Past simple is the tense used to express situation, events and actions that happened in the past.  When expressed in its affirmative form, the verb confirms something about the subject in the past. | Listen and learn carefully | For proper understanding |
| **STEP 2** | Teaches pupils examples of past simple tense.   1. We usually add ‘ed’ to the end of the verb to form the past tense   Examples:  Talk + ed = talked  Call + ed = called  Turn + ed = turned  Etc.   1. When the verb ends in ‘e’ we add only ‘d’.   Examples:  Bake + d = baked  Rescue + d = rescued  Etc.   1. When the verb ends in the consonant ‘y’ it changes to ‘I’ before adding ‘ed’   Examples:  Fry - fri + ed = fried  Cry - cri + ed = cried  Etc.   1. When the word has a short vowel and ends in a consonant, we double the consonant and add ‘ed’   Examples:  Stop - stopp + ed = stopped  Rob - robb + ed = robbed  Travel - travell + ed = travelled  Etc. | Learn attentively | For better understanding |
| **STEP 3** | Teache and leads pupils to form sentences using past simple tense.  Form sentences using past simple tense in the affirmative  Examples are:   1. I washed yesterday 2. She travelled last month 3. He played volleyball an hour ago.   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. Define past simple tense. 2. State examples of past simple tense. 3. Form sentences using past simple tense. | 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 145  Exercise 1 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 10 ENDING FRIDAY, 28TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 10

**SUBJECT:** ENGLISH LANGUAGE (COMPREHENSION)

**TOPIC:** CONCEPT OF PRINT: DESCRIPTION OF OBJECT COLOURS

**SUB-TOPIC:** DESCRIPTION OF OBJECTS ACCORDING TO THEIR COLOURS

**DATE:** THURSDAY, 27TH AND FRIDAY, 28TH 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. Define adjective.
2. Describe objects based on colours
3. Form sentences describing objects based on colours

**RATIONALE:** for pupils to know simple past of common verbs.

**PREVIOUS KNOWLEGDE:** pupils learnt about description of objects based on colours.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts of objects of different colours
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** | Display objects on a flat surface | Identify the objects with teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils the definition of adjective.  Adjective are words that describe a noun. | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils how to describe objects based on colours.   1. What are these?   They are seven green mangoes   1. What are these?   They are ten blue balls   1. What are these?   They are six brown shoes  Etc. | Listen carefully. | For better understanding |
| **STEP 3** | Teach pupils to form sentences describing objects based on colours   1. This is a red pencil 2. This is a yellow cup 3. This is a pink gown.   Etc. | Form sentences with teacher | 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. Define adjective. 2. Describe objects based on colours 3. Form sentences describing objects based on colours | 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 61  Exercise 1 | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 10 ENDING FRIDAY, 28TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 10

**SUBJECT:** ENGLISH LANGUAGE (COMPOSITION)

**TOPIC:** DICTATION

**SUB-TOPIC:** SPELLING AND PRONOUNCING WORDS

**DATE:** THURSDAY, 27TH 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. Write the words.
2. Pronounce the words.
3. Spell the words orally.

**RATIONALE:** for pupils to know how to spell four letters words

**PREVIOUS KNOWLEGDE:** pupils can spell three letter words.

**INSTRUCTIONAL MATERIALS:**

1. Picture charts
2. Flash cards
3. Textbook

**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 to write the words.   1. School 2. Class 3. Chair 4. Biro 5. Pencil 6. House 7. Board 8. Desk 9. Ruler   etc | Write in their book | For proper understanding |
| **STEP 2** | Leads pupils to pronounce the word. | Pronounce carefully | For better understanding |
| **STEP 3** | Leads pupils to spell the words orally | Spell one by one | 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. Write the words. 2. Pronounce the words. 3. Spell the words orally | 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** | Fill in the missing letters, Spell and pronounce the following words.   1. Sch\_\_\_ \_\_\_\_ l 2. Cl\_\_\_\_ss 3. \_\_\_\_ hair 4. B \_\_\_\_\_ ro 5. Pe \_\_\_\_ cil 6. H \_\_\_ use 7. Boar \_\_\_\_ 8. De \_\_\_\_ k 9. \_\_\_\_ uler | Returns home with task | Extending the lesson home |

**LESSON PLAN AND NOTE FOR WEEK 10 ENDING FRIDAY, 28TH JUNE, 2024**

**TERM:** THIRD TERM

**WEEK:** WEEK 10

**SUBJECT:** ENGLISH LANGUAGE (PHONICS)

**TOPIC:** SOUND BANKS

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

**DATE:** TUESDAY 25TH 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 /r/
2. Pronounce sound banks /r/
3. State words with sound banks /r/

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

**PREVIOUS KNOWLEGDE:** pupils learnt about /w/ and /l/

**INSTRUCTIONAL MATERIALS:**

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

**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 /r/.  Identify on a flash card  /r/ | Identify the sounds | For proper understanding |
| **STEP 2** | Teaches pupils how to pronounce sound banks /r/ | Learn how to pronounce the sounds | For better understanding |
| **STEP 3** | Teaches pupils words with sound banks /r/  / r/  1.red  2.run  3.road  4. try  5.bread  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 /r/ 2. Pronounce sound banks /r/   3.State words with sound banks /r/ | 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 185  Activities a, b and c | Returns home with task | Extending the lesson home |



Approved as a working document.

Dep. Head Instructor (Academics)

21ST JUNE, 2024