EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 5 ENDING 30th MAY 2025

TERM: third

SUBJECT: English studies

TOPIC: reading

SUB-TOPIC: food adulteration

DATE: 21-04-2025

DURATION: 40 minutes

TIME: 10:30 to 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 passage on the safe use of drugs
2. Spell and pronounces the key words in the passage
3. Make sentences with the words

RATIONALE: for pupils to read fluently

PREVIOUS KNOWLEDGE: the pupils have read a passage on good neighborliness in their last class

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITIES | PUPILS ACTIVITIES | LEARNING POINT |
| Introduction | The teacher introduces the lesson by asking the pupils question base on the last lesson.  Example;  How wet was Mrs Jaja? | The pupils give answer the teacher question | To serve as a reminder of the last lesson |
| Presentation  Step 1 | The teacher guides the pupils in reading the passage on page 173 of the pupils’ text book (food adulteration).  Adulteration means adding substances secretly to food or drink, thus making it less pure.as a result of adulteration, food items or drink becomes impure and unfit for human consumption. | The pupils read the passage on page 173. | To improve pupils reading skills. |
| Step 2 | The teacher puts the below on the board while she the pupils to spell and pronounce.  **Key words**   1. Consumption 2. Chemical 3. Adulteration 4. Substances 5. Impure 6. Vegetables 7. Quality 8. Adulterant 9. Incident 10. Government 11. Diseases 12. Generally 13. Lifestyle 14. Possible 15. Similar 16. Items | The pupils spell and pronounces the words on the board | To improve pupils spelling skills |
| Step 3 | The teacher guides the pupils in making sentences with some vital words on the board.  Examples:  Make sentences with the words below.  Generally, items, chemicals   1. These adulterants are generally harmful 2. Some food items becomes impure as a result of adulteration. | The pupils make sentences with the given words | To ensure correct sentence making |
| Summary | The teacher summarizes by explaining the passage to the scholars. | The scholars listens the teacher explanation and ask questions where they are not clear. | For clearer understanding |
| Evaluation | The teacher evaluates by giving the pupils some work to do in the class.  Answer these questions.   1. What makes food or drink impure? 2. What is an adulterant? 3. What is food adulteration? | The pupils attempt the questions in class | To test pupils understanding of the passage |
| Conclusion | The teacher concludes by marking the pupils work | Pupils submit their exercise book for marking | For venting |
| Assignment | Answer these questions   1. What could an adulterant cause to the health? 2. What do adulterants do to food? 3. Name three ways in which we can prevent food adulteration. | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 5 ENDING 30TH MAY 2025

Term: third

Subject: English studies

Topic: grammar

Sub-topic: simple present tense

Date: 20-04-2025

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 meaning of present tense
2. Use the present tense for everyday activities

Rationale: for pupils to use the present tense in describing everyday happenings/activities.

Previous knowledge: pupils have learnt adjectives in the last class

Instructional materials: textbook and flash cards

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

Lesson Development

|  |  |  |  |
| --- | --- | --- | --- |
| 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 are adjectives? | The pupils answer the teacher’s question | As a reminder of the last topic |
| Presentation  Step 1 | The teacher guides the pupils in saying the meaning of the simple present tense.  **The meaning of present tense.**  This is a tense expressing an action that is currently going on or habitually performed, or a state that currently or generally exists.  Example: I live, jump, wash. | The pupils participate in the class discussion | To make the class lively |
| Step 2 | **Using the present tense for everyday activities**  Remember that we use the present tense for:   1. An action that happens all the time 2. A habit or repeated action 3. Statements that are always true 4. Instructions   Examples   1. I live in Lagos 2. My uncle drive a bus 3. The moon shines at night 4. He does not drive a taxi 5. How old are you? 6. Do you play computer games? 7. They meet every Friday | The pupils use the present tense for everyday activities (sentence making). | To participate in the class discussion |
| Summary | The teacher summarizes the lesson by going through the lesson again | The pupils listen and ask questions where they are not clear. | To enhance proper understanding of the topic |
| Evaluation | Answer all the questions in complete sentences in the present tense. Using the passage in page 174 and 175 of the text book.   1. **What is the name of the teacher?** 2. **What must each pupils take?** 3. **How do you describe a pupil that takes more?** 4. **Who returns a wallet?** 5. **What does the teacher do?** | The pupils attempt the questions in the class | Assessment |
| Conclusion | The teacher makes corrections on the board after which she marks the pupils work. | Pupils submit their work for marking | Apportioning of marks |
| Assignment | Use the words in the box to fill in the gaps   |  | | --- | | Sweeps wakes throws cooks  Cleans brushes likes |   Every day, Zion \_\_\_\_\_ up in the morning \_\_\_\_\_ his teeth. He \_\_\_\_\_\_ his room and \_\_\_\_\_\_ the dirt into the waste bin outside their house. He \_\_\_\_\_\_ the kitchen and \_\_\_\_\_\_\_ breakfast on his own. He \_\_\_\_\_\_ to boil his potatoes. | Pupils do their homework at home | To encourage learning at home |

EMERALD ROYAL INTERNATIONAL SCHOOL

LESSON PLAN/NOTE FOR WEEK 5 ENDING 30TH MAY 2025

TERM: third

SUBJECT: English studies

TOPIC: phonics

SUB-TOPIC: stress and intonation

DATE: 20-04-2025

DURATION: 40 minutes

TIME: 11:10 to 11:50

PERIOD: 5th

CLASS: grade 2

SEX: mixed

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

1. State the meaning of stress and intonation
2. Give a brief explanation of stress and intonation

RATIONALE: for pupils to define stress and intonation

PREVIOUS KNOWLEDGE: the pupils have learnt about the consonant sound /r/

INSTRUCTIONAL MATERIALS: textbook and flash cards

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

LESSON DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| STAGES | TEACHER’S ACTIVITY | PUPILS ACTIVITY | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by first asking the pupils question base on the last lesson.  Example:  Mention 5 words with the sound below. /r/ | The pupils mention as ask by the teacher | To prepare pupils mind for learning |
| Step 1 | Intonation is the alteration of voice pitch or tone when speaking, and stress is the use of emphasis to capture attention and express meaning. | The pupils read out the meaning of stress and intonation from the board. | Participation in class |
| Step 2 | the stressed part of a word is written in capital letters .when the voice goes down, the arrow    is used to indicate that the tone is falling. When it goes up, the arrow sign  is used to indicate that the tone is rising.  Examples:   |  |  | | --- | --- | | Command | Response | | Bring me that book | I’ll DO that now | | Stand up | Okay SIR | | Pupils were able to give brief explanation of the rising and falling tone using arrows. | To ensure pupils understanding of the topic. |
| Summary | The teacher summarizes the lesson by going through the lesson again | The pupils listens and ask questions where they are not clear | For clarification purpose |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Page 171 of the text book, exercise 3 | 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 | Page 171 of the text book, exercise 4 | Pupils do their homework at home | To encourage learning at home |



Approved as a working document

Dep. Head Academics

30/5/25