**EMERALD ROYAL INT’L SCHOOL**

**LESSON PLAN/NOTE FOR WEEK 1 ENDING: 21ST FEBRUARY , 2023**

Subject: English studies

Topic: phonics

Sub-topic: two syllable words ( stress and intonation)

Date: 20-02-2023

Duration: 40 minutes

Time: 11:10-11:50

Period: 5th

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 stress and intonation
2. Enumerate examples of stress and intonation

Rationale: for pupils to define stress and intonation

Previous knowledge: pupils have learnt about consonant sounds /∫/ and /ʒ/ in their previous class

Instructional materials: textbook and flash cards

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

Lesson Development

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| Stages | Teacher’s activities | Pupils activities | Learning point |
| Introduction | The teacher introduces the lesson by calling the pupils to mention words having the /∫/ and /ʒ/ | The pupils does as ask by the teacher | As a reminder of the last topic |
| Presentation  Step 1 | Two syllable words can be broken into two.  Stress refers to the force you use when saying a syllable or word which makes it sound louder and stronger than other syllables or words in the sentence. In writing, you can show where the stress is by putting a stress mark (‘) in front of the stressed syllable, e.g. ˈcaptain. Stressed syllables can also be shown with capital letters, e.g. CAPtain.  Intonation on the other hand is the rise and fall in a person’s speech. It is shown with an arrow facing down ( ) and another going up ( ). When the voice is up, you use the up arrow but when it is down, you use the down arrow. | Pupils say the meaning of stress and intonation | To participate in the class discussion |
| Step 2 | The teacher guides the pupils to state stress on syllables.  Stress on the first syllable   1. ˈlad+der 2. ˈrab+bit 3. ˈcray+on 4. ˈhand+bag 5. ˈbas+ket     Stress on the second syllable   1. Ca+ˈnoe 2. Sham+ˈpoo | Pupils put stress where necessary | To ensure pupils understanding of the topic. |
| Summary | The teacher pronounces the words in step 2 above distinctly and ask the pupils to repeat after her | Pupils pronounces the mentioned words after the teacher | To make the class fun |
| Evaluation | The teacher evaluates the pupils by giving them class work.  Break up the following words into syllables.   1. Travel 2. Delay 3. Cartoon 4. Promise 5. Garden | The pupils do their class work in the class | To ascertain pupils understanding of the topic |
| Conclusion | The teacher concludes by making corrections on the board after which she marks the pupils work | The pupils submit their work for marking | Award the pupils with marks |
| Assignment | Break up the following words into syllables.   1. Trophy 2. Castle 3. Discuss 4. Table 5. crazy | Pupils do their home fun at home | To encourage learning at home. |

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21ST FEBRUARY 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!