**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK NINE ENDING NOVEMBER 8TH 2024**

**SUBJECT: English studies**

**TOPIC: reading**

**SUB - TOPIC: FRANCA, THE CONTENDED CHILD**

**DATE: 28 - 08 - 24**

**TIME: 10: 30 to 11: 10**

**DURATION: 40 minutes**

**PERIOD: 4th**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6 plus**

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

1. To read the given passage
2. Spell the key words in the passage.
3. Make sentences with few of the key words.

Rationale: to read fluently

Previous knowledge: the pupils have read a passage on the man who never lied in the previous class.

Instructional materials:text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

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| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils to say what they learn from the last passage. | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The teacher guides the pupils to read the passage on page 54 to 55 of their text book.  Tittled;  FRANCA, THE CONTENDED CHILD. | Pupils read the passage on page 54 to 55 of their text book. | To improve pupils reading skills |
| STEP 2 | The teacher writes key words from the passage on the board and ask the pupils to spell and pronounce.   1. Borrow 2. Theft 3. Classmates 4. Contended 5. Citizen 6. Studied 7. Accused 8. Pocket 9. Advice 10. Prefect | Pupils spell and pronounces the words on the board | To improve pupils spelling skills |
| Step three | The teacher guides the pupils to make sentences with the words below.  Prefect  Studied  Borrow | The pupils make sentences with the following words.   1. 1. prefect: the prefect is coming. 2. She studied abroad. 3. I don’t borrow from people. | To help pupils construct a good sentence. |
| Summary | the teacher summarizes the lesson by explaining the passage to the pupils. | Pupils pay attention and ask questions where they are not clear. | For clarification purpose. |
| Evaluation | The teacher evaluates the pupils by giving class exercise.  Answer these questions.   1. Was Franca from a rich or poor home? 2. What was Franca parents advice to her? 3. Who was accused of stealing her neighbour money? 4. Why did they accuse Franca of stealing the money? | Pupils attempt the questions in class. | Assessment |
| Conclusion | The teacher concludes by marking the pupils work. | Pupils submit their work for marking. | To award pupils |
| Assignment | Answer the following questions.   1. Who decided to find out the person that stole the money? 2. How did she do it? 3. What was the result of the team work? 4. Was Franca guilty or not? | Pupils do their assignment at home. | To encourage learning at home. |

**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK NINE ENDING NOVEMBER 8TH 2024**

**SUBJECT: English studies**

**TOPIC: grammar**

**SUB - TOPIC: MODAL AUXILIARIES: MORE ON CAN AND MAY**

**DATE: 30 - 08 - 24**

**TIME: 08: 45 to 09: 25**

**DURATION: 40 minutes**

**PERIOD: 2nd**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6+**

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

1. State the use of can and may.
2. State the differences between can and may.

Rationale: for pupils to use can and may correctly.

Previous knowledge: the pupils have learn adjectives in the previous class.

Instructional materials: text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

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| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils question on the last topic  What is auxiliary verb? | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The use of can and may  Can and may are auxiliary (helping)verbs that are both commonly used to express possibility or ask for or give permission.  When asking permission, the word may is often considered more formal or polite than the word can. | The pupils listen to the teacher as she writes and explain. | To ensure pupils understands the topic. |
| STEP 2 | Difference between can and may.  The words can and may are auxiliary verbs which are often juxtaposed when we talk about possibility or permission. Basically, the word can is used when someone has the ability to do something, or when you are allowed to do something.  On the other hand, may is used to discuss possibility or happenings in the future. It is also used when you want to take or give permission for doing something.  Examples:   1. Can you ride the bike? Or may I ride your bike? 2. Joseph can come tomorrow. Or Joseph may come tomorrow. | The pupils pay attention as the teacher explain. | To enhance more understanding. |
| SUMMARY | The teacher summarizes by going through the topic 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.  Read the dialogue and complete the following sentences.   1. Good morning sir. \_\_\_\_ I come in? 2. Yes, you \_\_\_\_\_ 3. How \_\_\_\_\_ I help you? 4. \_\_\_\_ I have some chalk, please? 5. You \_\_\_\_ go now. | The pupils answer the questions in their exercise book. | To assess the pupils level of understanding |
| CONCLUSION | Teacher concludes by marking the pupils note books. | Pupils submit their books for marking | Awarding of mark. |
| ASSIGNMENT | Fill in the gaps in the dialogue between two friends.   1. Good morning, Nike. \_\_\_\_\_ I come in? 2. I \_\_\_\_\_\_ find my pen. \_\_\_\_\_ I borrow yours? 3. Yes, of course, \_\_\_\_\_\_. 4. \_\_\_\_\_\_\_ you come to my house tomorrow? | Pupils do their home work at home. | To encourage learning at home. |

**EMERALD ROYAL INTERNATIONAL SCHOOL**

**LESSON PLAN/NOTE FOR WEEK NINE ENDING NOVEMBER 8th 2024**

**SUBJECT: English studies**

**TOPIC: phonics**

**SUB - TOPIC: vowel sounds /ə/ and /ɜ:/**

**DATE: 28 - 08 - 24**

**TIME: 11: 10 to 11: 50**

**DURATION: 40 minutes**

**PERIOD: 5th**

**CLASS: grade 2**

**SEX: mixed**

**AVERAGE AGE: 6 plus**

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

1. Pronounce the letter /ə/ and mention words having the sound
2. Pronounce the letter /ɜ:/ and mention words having the sound.

Rationale: for pupils to identify words with the sounds above.

Previous knowledge: pupils have learn consonant sounds /k/ and /g/ in their previous class

Instructional materials: text book, flash cards

Reference materials: Nigeria Primary English book 3 by F. Ademola Adeoye etal

LESSON DEVELOPMENT

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| --- | --- | --- | --- |
| STEPS | TEACHER’S ACTIVITIES | PUPILS’ ACTIVITIES | LEARNING POINT |
| INTRODUCTION | The teacher introduces the lesson by asking the pupils question base on the last topic.  Give words each with the sound below.  /g/ and /k/ | The pupils answer the question ask by the teacher. | To prepare pupils mind for learning. |
| PRESENTATION  STEP 1 | The teacher drill the pupils in the correct pronunciation of word under the /ə/ sound.  /ə/ as in;   1. Carrot 2. Computer 3. Banana 4. Policeman 5. Paper 6. Sugar 7. Away | The pupils pronounces the given words correctly. | To improve pupils pronunciation skill. |
| STEP 2 | The teacher guides the pupils to give example of words with the sound /ɜ:/ | Pupils mention words with the sound /ɜ:/  /ɜ:/ as in;   1. Girl 2. Shirt 3. Bird 4. Purse 5. Serve 6. Learn etc. | Participation in class |
| SUMMARY | The teacher summarizes by going through the topic 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 53 of the pupils textbook, activity B | The pupils answer the questions ask by the teacher. | To assess the pupils level of understanding |
| CONCLUSION | Teacher concludes by marking the pupils note books. | Pupils submit their books for marking | Awarding of mark. |
| ASSIGNMENT | Pupils work book. | The pupils do their home work at home. | To encourage learning at home |



Approved as a working document.

Dep. Head Instructor (Academics)

05/11/24