**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

SUBJECT: ENGLISH GAMMAR

TOPIC: ANTONYMS

SUBTOPIC: MEANING AND EXAMPLES

DATE: 16TH JANUARY, 2023

TIME: 8:10-8:45

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Define antonyms.
2. Give examples of Antonyms.

RATIONALE: To enable the pupils to form words and their antonyms appropriately.

PREVIOUS KNOWLEDGE: Pupils use words and antonyms everyday but cannot identify them

INSTRUCTIONAL RESOURCES: whiteboard, page 229 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to define Antonyms | Define Antonyms e.g.  An antonym is a word that have contrasting or opposite meanings. Like so much of the English language, “antonym” is rooted in the Greek language. The Greek word anti means opposite while onym means name. Antonyms can be used to demonstrate contrast between two things as provide clues as to what is meant. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to give examples of antonyms | Give example of antonyms e.g.   1. Giant- Dwarf 2. Achieve- fail 3. Random- Specific 4. Afraid- Confident 5. Ancient- modern 6. Individual- Group 7. Arrive-Depart 8. Innocent- Guilty 9. Arrogant-Humble 10. Timid- Bold etc. | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by highlighting the majors points in the lesson | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions’   1. What is Antonyms? 2. Give examples of Antonyms | Respond to the teacher’s questions one after the other according to their abilities  Tall- Short  Give- Take etc. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Give ten examples of Antonyms | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



20th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

SUBJECT: ENGLISH PHONICS

TOPIC: AURAL DISCRIMINATION OF VOWEL SOUNDS

SUBTOPIC: THE VOWEL SOUNDS /æ/, /a:/,/ɔ/,/ɔ:/,/˄/ and /Ʒ:/

DATE: 18TH JANUARY, 2023

TIME: 9:20-10:05

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Demonstrate how the above vowel sounds are articulated
2. Distinguish between the sounds.

RATIONALE: To enable the pupils to be able to articulate and distinguish between the sounds.

PREVIOUS KNOWLEDGE: Pupil have a limited knowledge of how to distinguish between the sounds.

INSTRUCTIONAL RESOURCES: whiteboard, page 57-58 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to demonstrate how the sounds are articulated | Demonstrate how the sounds are articulated.  /æ/ is a short sound, to say /æ/, you open your mouth wide, while your jaw and the back of your tongue are down. While,  /a:/ is a long sound. To say /a:/ you open your mouth wide. The back of your tongue is down and your jaw drops a little.  /ɔ/ is a short vowel sound. To say /ɔ/, you make your lips a little rounded and push your lip forward. When you say /ɔ/, the front of your tongue and your jaws are down. While,  /ɔ:/ is a long sound. To say /ɔ:/ you round your lips more than for /ɔ/ and push your lip forward. Your jaw and the front of your tongue are also down.  /˄/ is a short vowel sound. To say /˄/, your tongue is down, while your lips and jaw are relaxed. While /Ʒ:/ is a long vowel sound. When you say /Ʒ:/, the centre of your tongue is raised while your lips, tongue and jaw are relaxed. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to distinguish between the sounds | Distinguish between the sounds.   |  |  | | --- | --- | | **/æ/** | **/a:/** | | chat | chart | | bat | bait | | at | art | | cat | cart | | fat | fart | | pat | Part |  |  |  | | --- | --- | | **/ɔ/** | **/ɔ:/** | | cot | court | | shot | short | | pot | port | | not | naught | | bod | board |  |  |  | | --- | --- | | **/˄/** | **/Ʒ:/** | | luck | lurk | | cut | curt | | ton | turn | | cud | curd | | hut | hurt | | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by re-articulating the sounds and asks pupils to do same | Listen attentively to the teachers as she articulate the sounds and repeat after her. | To create a platform for slow learners. |
| EVALUATION | Asks the pupils to articulate the sounds   1. Differentiate between the sounds | Articulate the sounds one after the other according to their abilities.   |  |  | | --- | --- | | **/æ/** | **/a:/** | | pat | part | | **/ɔ/** | **/ɔ:/** | | pot | port | | **/˄/** | **/Ʒ:/** | | cut | curt | | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Differentiate between vowel sounds in minimal pairs | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



20th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

SUBJECT: ENGLISH LITERATURE

TOPIC: FOLKTALE

SUBTOPIC: CAN THEY TALK?

DATE: 19TH JANUARY, 2023

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Read a story fluently
2. Retell the story with understanding

RATIONALE: To enable the pupils to read story fluently and retell the story with understanding

PREVIOUS KNOWLEDGE: Pupils are not familiar with the story “Can they talk?”

INSTRUCTIONAL RESOURCES: whiteboard, page 31-37 of the reference material.

REFERENCE MATERIAL: Some stories I told you by Jimi Solanke.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to read the given story | Read the given story carefully under the guide of the teacher | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to retell the story | Retell the story with the help of the teacher | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by retelling the story and highlighting the key points in the story | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions from the story   1. What did the farmer want to do with the yams? 2. What strange thing happened at the time? | Respond to the questions  He wants to sell them in the market.  The strange thing that happened was that the yam he was digging spoke to him. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  What happened to Baale after his remark on the person? | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



20th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

SUBJECT: ENGLISH COMPOSITION

TOPIC: FORMAL INVITATION

SUBTOPIC: MEANING AND FORMAT OF FORMAL INVITATION

DATE: 20TH JANUARY, 2023

TIME: 10:35-11:10

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Define Formal Invitation
2. State the format of a formal invitation

RATIONALE: To enable the pupils to know the meaning and format of formal invitation

PREVIOUS KNOWLEDGE: Pupils are familiar with invitation cards but don’t know the meaning and format of formal invitation

INSTRUCTIONAL RESOURCES: whiteboard, page 60 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to define Formal invitation | Define Formal invitation.  An invitation is a written or verbal request inviting someone to go somewhere as to do something. It can also be defined as a request, solicitation or an attempt to get another person to join you at an event.  Formal invitation is an invitation which follows a dignified form, tone, or style in agreement with customs or value. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to state the format of a formal invitation | State the format of a formal invitation.   1. Name of the host 2. Standard expression (e.g. request the pleasure of your company, solicit your gracious presence) 3. Purpose of invitation 4. Name of the honouree 5. Day, date and time of event- Dates must be written in letters and you use not use abbreviation 6. Name of the place, location with complete address 7. RSVP (Respond if it pleases you). 8. Telephone or mobile number of the host. | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by highlighting the majors points in the lesson | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions’   1. What is a formal invitation 2. State two format of formal invitation | Respond to the question.  Formal invitation is an invitation which follows a dignified form, tone or style in agreement with custom or value   1. Name of the host 2. Purpose of invitation | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  What is formal invitation? | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



20th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK TWO ENDING 27TH JANUARY, 2023**

SUBJECT: ENGLISH GAMMAR

TOPIC: ANTONYMS IN PRONOUN

SUBTOPIC: MEANING OF PRONOUN AND EXAMPLE

DATE: 23RD JANUARY, 2023

TIME: 8:10-8:45

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Define Pronoun
2. Give examples of Antonyms in pronoun

RATIONALE: For pupils to be able to give example of antonym in pronoun

PREVIOUS KNOWLEDGE: Pupils have a limited knowledge of antonyms in pronouns.

INSTRUCTIONAL RESOURCES: whiteboard, page 305 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to define Pronoun | Define pronoun e.g.  A pronoun is a word used in place of noun. It can also be defined as a word or phrase that is used as a substitution for a noun or noun phrase, which is known as the pronoun’s antecedent.  **Example** She, he, you, I, we, us, this, them, her, him, myself, yourself, etc. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to give examples of antonyms in pronouns | Give example of antonyms in pronouns e.g.  He- She  Him- Her  We- They  Himself- Herself  Ourselves-Themselves  I- You  Someone- Nobody etc. | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by highlighting the majors points in the lesson | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions’   1. What is Pronoun? 2. Give examples of Antonyms in pronoun. | Respond to the questions  A pronoun is a word used in place of a noun  He- She  We- They etc. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Give five(5) examples of Antonyms | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



20th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 27TH JANUARY, 2023**

SUBJECT: ENGLISH COMPREHENSION

TOPIC: READING

SUBTOPIC: A GLASS OF MILK

DATE: 24TH JANUARY, 2023

TIME: 10:35-11:10

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Read a passage fluently
2. Pronoun the difficult words in the passage

RATIONALE: For pupils to be able to read a passage fluently and pronoun difficult words.

PREVIOUS KNOWLEDGE: Pupils are not familiar with the passage “A glass of milk”

INSTRUCTIONAL RESOURCES: whiteboard, page 90-91 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Pupils Book 6

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to read the given passage | Read the given passage carefully with the guide of the teacher | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to spell out the difficult words from the passage | Spell out the difficult words from the passage. Howard, decided, nerve, physically, consultation, immediately, recognised, determined, attention etc. | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by going over the passage again and points out the key points in the passage. | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions   1. What job was the poor boy doing? 2. Why was he doing that job? | Respond to the questions  He was selling goods from door to door  To pay his way through school. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Why couldn’t he ask for a meal when he was hungry one day? | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



27th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 27TH JANUARY, 2023**

SUBJECT: ENGLISH LITERATURE

TOPIC: FOLKTALE

SUBTOPIC: THE SENSIBLE SON

DATE: 25TH JANUARY, 2023

TIME: 11:50-12:30

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Read a story fluently
2. Retell the story with understanding

RATIONALE: For pupils to be able to read a story fluently and retell the story with understanding.

PREVIOUS KNOWLEDGE: Pupils have a limited knowledge of “The sensible son”

INSTRUCTIONAL RESOURCES: whiteboard, page 12-15 of the reference material.

REFERENCE MATERIAL: Some stories I told you.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to read the given story | Read the given story carefully with the guide of the teacher | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to retell the story | Retell the story with the help of the teacher | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by retelling the story and highlighting the key points in the story. | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions from the story   1. How many wives did the rich man marry? 2. What happened to his wife? | Respond to the questions  He married only one wife  She fell sick and died. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  What type of person was the servant? | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



27th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 27TH JANUARY, 2023**

SUBJECT: ENGLISH PHONICS

TOPIC: AURAL DISCRIMINATION OF CONSONANT SOUNDS

SUBTOPIC: THE CONSONANT SOUNDS /l/ AND /r/

DATE: 26TH JANUARY, 2023

TIME: 9:20-10:05

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. Articulate consonant sound /l/ and /r/
2. Distinguish between the two sounds.

RATIONALE: For pupils to be able to articulate and distinguish between consonant sounds /l/ and /r/.

PREVIOUS KNOWLEDGE: Pupils have a limited knowledge of how to distinguish between the two sounds

INSTRUCTIONAL RESOURCES: whiteboard, page 276-277 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Book 6.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHERS ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to articulate the consonant sounds | Demonstrate how consonant sounds /l/ and /r/ are articulated.  When you say /l/ the tip of your tongue touches the roof of your mouth just behind your upper teeth while air passes by the sides of your tongue. But when you say /r/, the tip of your tongue points backwards towards the roof of your mouth, and there is some contact between your tongue and the teeth in the sides of your mouth. Both /l/ and /r/ are voiced. | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to differentiate between the two sounds | Differentiate between the two sounds   |  |  | | --- | --- | | **/l/** | **/r/** | | Late | Rate | | blouse | Browse | | Glow | Grow | | Lamb | Ram | | Lot | Rot | | Lace | Race | | Lead | read | | Fly | Fry | | Plank | Prank | | Long | Wrong | | Blink | Brink etc. | | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by articulating the two sounds and asks the scholars to do same | Listen attentively to the teacher and articulate the sounds one after the other according to their abilities | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions from the story   1. Give examples of two consonant sounds. 2. Distinguish between the two sounds | Respond to the questions  /l/- list, laugh, lane, liquid, tool, blue, glue, hall, ball, all etc.  /r/- rat, rake, risk, room, free, jerry, marry, write etc.   |  |  | | --- | --- | | **/l/** | **/r/** | | Flee | Free | | Flesh | Fresh | | Collect | Correct etc. | | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Distinguish between the two sounds in minimal pairs | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



27th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 27TH JANUARY, 2023**

SUBJECT: ENGLISH COMPOSITION

TOPIC: INFORMAL LETTER

SUBTOPIC: LETTER OF APPRECIATION

DATE: 27TH JANUARY, 2023

TIME: 10:35-11:10

DURATION: 35 MINTUES

CLASS: GRADE 5

AVERAGE AGE: 9-10

NO. IN CLASS: 9

SEX: MIXED

SPECIFIC OBJECTIVE: by the end of the lesson, the pupils should be able to:

1. State the features of Informal letter
2. Write a letter of appreciation to their mothers

RATIONALE: For pupils to be able to write a letter of appreciation to their mothers.

PREVIOUS KNOWLEDGE: Pupils appreciate their mothers’ everyday but have not written a letter of appreciation to their mothers.

INSTRUCTIONAL RESOURCES: whiteboard, page 163-167 of the reference material.

REFERENCE MATERIAL: Nigeria Primary English Book 6.

**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITES** | **PUPILS ACTIVITIES** | **LEARNING POINT** |
| INTRODUCTION | Introduces the lesson and ask the pupils questions based on the previous lesson. | Listens attentively to the teacher explanation and answers the questions. | To arouse the pupils interest in the lesson. |
| STEPS | Guides the pupils to state the features of informal letter | State the features of informal letter   1. Writer’s address 2. Date 3. Greeting/ Salutation 4. Body of the letter (reason for writing the letter) 5. Ending/ conclusion 6. Name of the writer | To enhance the pupils Knowledge of the lesson |
| STEPS 2 | Guides the pupils to write a letter of appreciation to their mothers. | Write a letter of appreciation to your mother.  10 Cole street,  Mpape,  Abuja.  12th January, 2021.  Dear Mother,  Thank you mom, for always attempting to keep me happy, safe, protected and nourished. Thank you for your kindness, Caring and immeasurable patience. Thank you for looking out for me even when I didn’t think I needed it and for letting me fall when I had to learn by making my mistakes.  Thank you mom for always being their; waiting up and worrying for the lectures and endless concerns. Thank you for laughing with me. Thank you for the limitless hugs, kisses, vitamins and band aids and for the support I receive from you every single day.  Thank you mom; for keeping me warm, for keeping me sane.  Thank you for understanding that there were times that I would be mad with you but you always forgive me at the end.  Thank you for sticking up for me, for encouraging me, for believing in me and for letting me know that you are not expecting more than the best I could do.  Thank you mom; for teaching me to be honest, courteous, appreciative, and loving. Thank you for trying to teach me to be neat and tidy, even though it didn’t work. Thank you for teaching me to try to see the best in people, to be diplomatic in the face of conflict, and when I had no choice but to fight, to fight fair. Thank you for being the best mom in the whole world.  Your daughter,  Joy. | To ensure pupils knowledge of the lesson |
| SUMMARY | Summaries the lesson by highlighting the key points in the lesson. | Listen attentively to the teachers explanation and ask questions for a better understanding | To create a platform for slow learners. |
| EVALUATION | Asks the pupils questions from the story   1. State the features of an informal letter. | Respond to the questions   1. Writers address 2. Date 3. Greeting 4. Body of the letter etc. | To ascertain the pupils knowledge of the lesson |
| CONCLUSION | Rounds up the lesson by checking the work done by the pupils and make corrections | Identify their mistakes and make corrections. | To ensure proper understanding of the lesson |
| ASSIGNMENT | Gives homework  Write a letter of appreciation to your mother. | Answer questions at home with the help of their parents or guardians. | To encourage learning at home. |



27th January 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!