

PRIMARY ONE ENGLISH E-NOTE
THIRD TERM

Week: ONE

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Simple greetings and commands

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Greet and respond to simple greetings with appropriate tones.
2. Give and carry out simple commands.
3. Differentiate between tones in greetings and commands

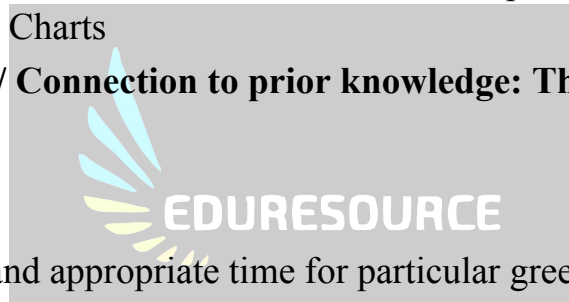
Instructional material/Reference material: Pictures depicting modes of greeting among various groups; Charts

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

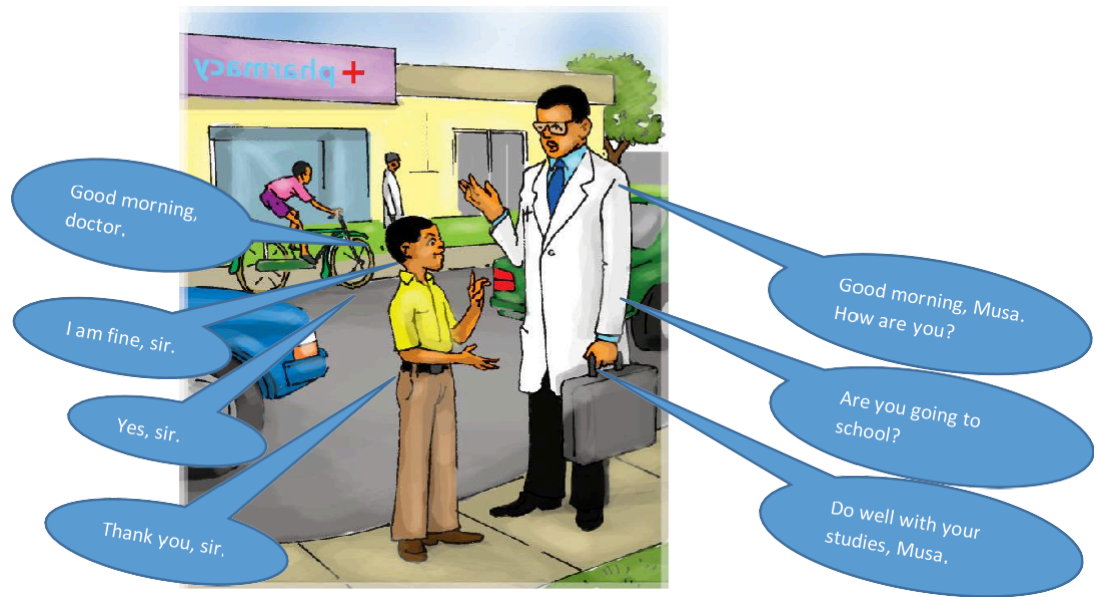
CONTENT

Greetings at home and appropriate time for particular greetings e.g.: Pupil: “Good morning dad, how do you do? Dad: “Good morning Ade, how do you do?”

Greetings at school e.g. Pupil: “Good morning Madam/Sir/Mr. Obi. Teacher: “Good morning Olu, how are you?” Pupil: “I am very well thank you sir”.



Greetings in the community, neighbours, elders/clan heads, nurse, doctor e.g.
“Good afternoon Doctor/Sir/Madam etc.



Simple commands at home: e.g. ‘wake up!’, ‘go to bed’, ‘greet your daddy’.

PRESENTATION (TEACHER’S & PUPILS’ ACTIVITIES)

1. Creates home and school atmosphere through role play characters e.g. father, mother, elder, teacher, etc.
2. Demonstrates appropriate greeting for each character.
3. Encourages pupils to greet one another with appropriate gestures.
4. Gives commands and demands appropriate responses from pupils.

1. Role – Play members of the family, home, school and class community.
2. Demonstrate appropriate greetings for different people.
3. Greet and respond to greetings from colleagues.
4. Obey the teacher’s commands.
5. Model giving and obeying commands in pairs.

EVALUATION

1. Greet and respond to simple greetings.
2. Give and respond to commands using the appropriate tone.
3. Differentiate between tones in greetings and commands.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: TWO

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Identification of persons and objects

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. identify self, family members e.g. father, mother, brother and sister etc.
2. identify named objects at home, on the way to and from school, and in the school compound.

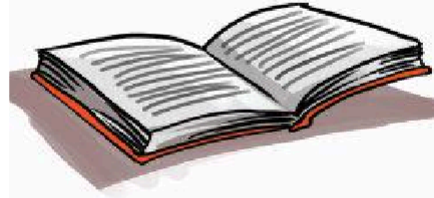
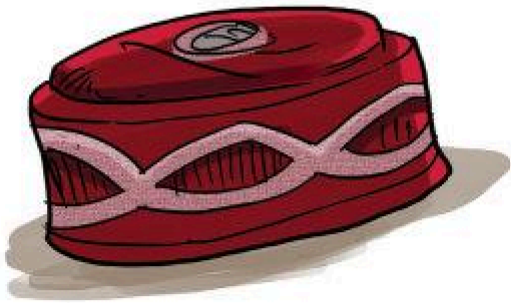
Instructional material/Reference material: 1. Pictures 2. Charts 3. Real objects

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT:

Introductions such as “What is your name?” “My name is Tinu”. What is your father’s/mother’s/brother’s/sister’s name?”

Identification of objects at home e.g. bed, mat, radio “What is this?” “Show me a cup” etc.



PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)

1. Introduces himself to the class “My name is Abu”.
2. Asks different pupils their names, names of family members.
3. Guides different pairs of children to introduce themselves to one another.
4. Presents different household, classroom, and school objects, and guides pupils to identify them by name e.g. a bag, a table.

1. Say their names and those of family and class members clearly.
2. Participate in self-introduction.
3. Identify given objects by names.

EVALUATION

1. Introduce themselves.
2. Identify persons by names.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Three

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Identification of colours and animals

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. identify primary colours associating them with objects appropriately.
2. identify named animals.
3. clearly pronounce names of colours and animals.

Instructional material/Reference material: 1. Pictures 2. Charts 3. Real objects

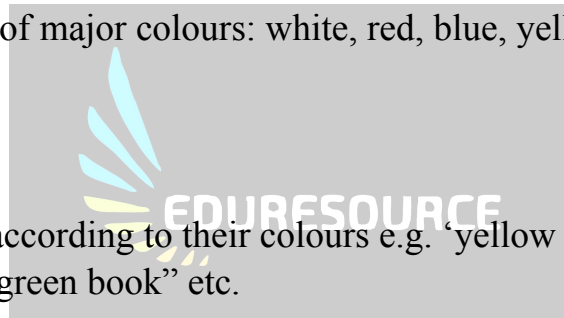
Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

1. Identification of major colours: white, red, blue, yellow, black.

Figure 1 Colour

2. Description of things according to their colours e.g. ‘yellow bag’, ‘red bucket’, “Give me the green book” etc.



1. This is a T-shirt. It is purple.
2. This is a pot. It is brown.
3. This is a basket. It is green.
4. This is a ball. It is yellow.

3. Identification of animals: - domestic animals e.g. “Cat, dogs and goats”. - wild animals e.g. Lions, Elephants and Hyenas.



1. The horse and goat has brown colour.
2. This hen has black and brown feathers.
3. This duck has white colour.

PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)

1. Associates colours with objects in the classroom.
2. Guides pupils to identify objects of named colours.

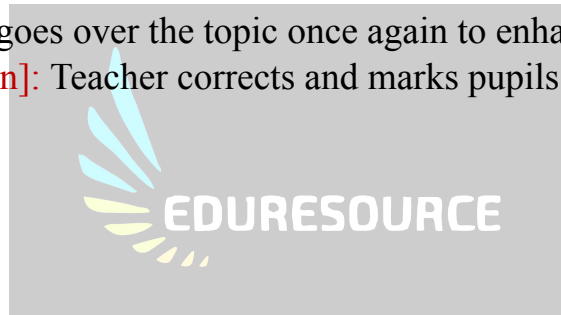
1. Identify major colour e.g white, red, yellow etc.
 2. Explain what domestic and nondomestic animals are with examples.
1. Brightly coloured picture books. 2. Charts containing different animals.

EVALUATION

1. Identify major colours.
2. Name some domestic and wild animals.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.



Week: Four

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Expressing possession

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Singular forms of possession to express ownership.
2. Make their own sentence using possessive in clear correct sentences.

Instructional material/Reference material: 1. Real objects 2. Picture of objects 3. Course book



Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT:

Expressing possession

Using the possessive my, yours, his, hers, in simple correct sentences e.g. a. This is my pen b. this is your pen c. this is his/her pen
This is my pen and this is your book.
That is his new car. The car is his.



That dog has lost its collar.

That is its collar.

EXERCISE

Underline the correct possessive pronouns in the following sentences.

Example: This is my house.

- 1 Is this (yours, your) house?
- 2 She is (her, hers) mother.
- 3 Is this (mine, my) book
- 4 The dog has lost (it's, its) collar.
- 5 I have (his, him) pencil.

PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)

1. Explains possessive forms: Forms that show ownership
2. Lists possessive words
3. Uses possessives in sentences and encourages pupils to repeat his examples
4. Asks pupils to make their own sentences.

1. Listen to teacher's explanation.

2. Repeat teacher's examples.
3. Make their own sentences using possessives in clear correct sentences.

EVALUATION

1. Name some possessives.
2. Use singular forms of possessives in simple correct sentences.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Five

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Expressing gratitude and farewell

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Express gratitude correctly.
2. Say farewell to people correctly.

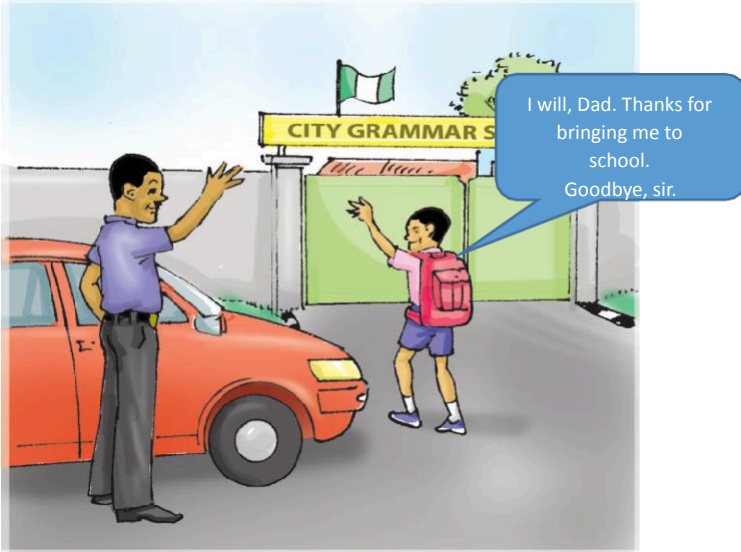
Instructional material/Reference material: 1. Real objects 2. Picture of objects 3.

Course book

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

1. Expressing gratitude through role play.
2. Expressing farewell in various ways and situations.
3. Expressing farewell.



PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)

1. Leads pupils to mention occasions when we should express gratitude e.g. when we receive gifts, when people show us kindness or are polite to us
2. Makes sentences expressing gratitude to children, parents, elders.
3. Asks pupils to repeat the sentences
4. Guides children to role play a situation which allows them to express gratitude
5. Makes sentences expressing farewell in various ways e.g. goodbye, farewell, byebye.

Pupils' Activities

1. Listen to teacher and repeat the teacher's expression.
2. Dramatize different situations for using "thank you". Ma/Sir/Daddy etc. e.g. after eating our food, when we receive gifts from people.
3. Role play "farewell".

Instructional Materials:

1. Pictures depicting relevant situations.
2. Wall charts
3. Course books
4. Audio/video tapes.

EVALUATION

1. Express gratitude to their peers correctly.
2. Make sentences using thank you.
3. Say farewell, bye-bye, good bye to people correctly.

Summary: Teacher goes over the topic once again to enhance better understanding.
Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.



Week: Six

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Asking and answer question

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Ask simple questions using 'what'.
2. Answer simple questions correctly.

Instructional material/Reference material:

1. Charts
2. Flannel graph
3. Real objects
4. Audio-visual materials

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Simple questions and answers, such as:

- I. 'What is your name?' 'my name is Olu'
- II. 'What is your father's name?' 'my father's name is Ahmed'.

PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)

1. Asks simple questions from pupils using 'what'.
2. Leads them to give correct answers to the questions.
3. Pairs pupils and guides them as they take turns to ask one another questions and answer them.

Pupils' Activities

1. Answer teacher's questions e.g. "My name is Akpan".
2. Ask one another simple questions, giving correct answers to the questions.

EVALUATION

1. Answer two simple questions correctly.
2. Ask two simple questions correctly using 'what'.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Seven

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Introducing nouns and pronouns

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Identify nouns and pronouns in phrases and sentences.
2. Correctly use nouns and pronouns in sentences.

Instructional material/Reference material: 1. Course book 2. Real objects 3. Pictures 4. Flash card

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Introducing nouns and pronouns

Nouns

A noun is the name of a person, place, or thing.

How many nouns are in the following sentences?

1. That woman is a lawyer. (2 nouns)
2. We are going to the museum. (1 noun)
3. The chair is made from wood. (2 nouns)

Pronoun

Pronouns

Some words take the place of nouns in some sentences. Such words are called pronouns. Look at these sentences with pictures.



Example

1. Tola is a boy.
He is a boy.
2. Ngozi is a girl.
She is a girl.
3. This watch is very fine.
It is very fine.

PRESENTATION (TEACHER'S & PUPILS' ACTIVITIES)



1. Explains nouns and pronouns and their uses.
2. Guides pupils to identify and use nouns and pronouns in sentences.

Pupils' Activities

1. Identify nouns and pronouns.
2. Use nouns and pronouns in sentences.

EVALUATION

1. Identify nouns and pronouns in phrases/sentences.
2. Use nouns and pronouns in phrases and single sentences of the own.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Eight

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Indicating singular/plural forms

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Singular forms of objects.
2. Identify plural forms of object.

Instructional material/Reference material: 1. Real objects 2. Wall charts 3. Pictures 4. Flash card

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT







Singular forms e.g. ball, boy, girl.

Plural forms e.g. balls, boys, girls.

Singular and plural nouns









When we want to say that a noun is more than one, we usually add an '-s' to the **singular** noun. When we do this, we make the singular noun into a **plural** noun.

Look at the following examples:

 apple apples	 shovel shovels
 chair chairs	 shirt shirts
 hat hats	 ball balls

Plural Nouns: Adding -s

Write the following nouns plural by adding -s to the end. One example is already done for you!

Singular	Plural
 cat	 cats
	
	
	

PRESENTATION

Teacher's Activities)

1. Gives examples of singular forms.
2. Gives examples of plural forms.

Pupils' Activities

1. Identify singular forms.
2. Identify plural forms of objects.

EVALUATION

1. Identify singular forms.
2. Identify plural forms.
3. Use real objects to show singular and plural forms.

Summary: Teacher goes over the topic once again to enhance better understanding.



Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Nine

Date:

Class: Basic

Subject: English

Duration: 40 minutes

Topic: Use of articles “a” and “an”

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

- i. Identify objects that use articles “A” or “An”.

Instructional material/Reference material: 1. Real objects 2. Pictures 3. Toys

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

1. Identification of objects using articles “A” e.g. A goat; A dog.
2. Identification of objects using articles “An” e.g. An egg; An umbrella.

An article is a word that is used before a noun to show whether a particular or a general example is being referred to. The articles in English language are ‘the’ and ‘a/an’. Article ‘an’ is used with nouns that begin with these five vowel letters (a, e, i, o, u).

Examples.



1. A chair.
2. A table.
3. A chalkboard.



1. This isn't a hoe. It is an axe.
2. This isn't an ear. It is an eye.
3. This is not a hen. It is an eagle.

PRESENTATION

Teacher's Activities

1. Identify objects using article "A".
2. Identify objects using article "An".

Pupils' Activities

1. Identify objects that are: - article "a" - article "an"

EVALUATION

1. Gives examples of objects using articles "A".
2. Gives examples of those using article "An".



Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

Week: Ten

Date:

Class: Basic 1

Subject: English

Duration: 40 minutes

Topic: Identification of present and past actions

Sub-topic (s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

- i. Identify present and past actions e.g. I eat very every morning. I ate rice yesterday.

Instructional material/Reference material: 1. Wall charts 2. Pictures

Building Background/ Connection to prior knowledge: The pupils have learnt verb.

CONTENT

Present and past actions

Verbs can have different tenses (that is, the time and form of the verb that shows when an event occurs or occurred. Examples are:

Present Tense	Past Tense	Past Participle
Eat	Ate	Eaten
Walk	Walked	Walked
Sleep	Slept	Slept
Drive	Drove	Driven
Wash	Washed	Washed
Write	Wrote	written

Sentence examples

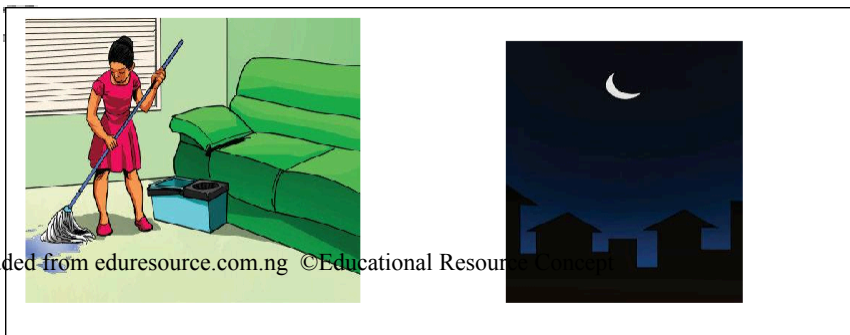
The boy eats breakfast every morning. (Present tense)

The boy ate breakfast yesterday. (Past tense)

He plays football with his friends always. (Present tense)

I played football with my friends last week (Past tense)

The simple present tense is used to describe what is done regularly or what is true



1. Ada mops the floor before going to school.
2. The moon shines in the night.

PRESENTATION

Teacher's Activities

Gives examples of present and past actions.

Identify present and past actions

Pupils' Activity

Pupils will orally express present and past actions

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils' notes.

REVISION

EXAMINATION

