**JSS1 LESSON PLAN FOR WEEK 2 ENDING 20TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Preposition**

**Date: 20th January, 2023**

**Time: 9:20 – 9: 55**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

**Specific Objectives: By the end of the lesson, the student should be able to**

1. **Define Preposition**
2. **State the features of a preposition**
3. **Identify preposition in a sentences**

**Rationale: The knowledge of preposition will enable the students to accurately use it in their day-to-day communication.**

**Previous Knowledge: The Students have limited knowledge on the topic , they have learnt about the various part of speech.**

**Instructional Resources: Students course book, white board**

**Reference Material: Student course book, the internet, supplementary textbook (complete Eng. Course by Ukamaka).**

**Lesson development**

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| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher introduces the lesson by asking the students to mention the 8 parts of speech.** | **The students mention the 8 parts of speech and identify “preposition” as the topic of the day.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The students having learnt about the part of speech in their previous lesson are encouraged to define preposition.** | **Preposition are words used with nouns or noun phrases to show relationships between people or places or things. It may also be used to indicate time or when something happened. A functions word that typically combines with a noun phrase to form a phrase which usually expresses a modification or prediction.** | **To Understand definition of terms.** |
| **Step 2** | **Features of preposition**   1. **Prepositions are like adjectives. They usually partner a noun or noun equivalent.** 2. **A noun will usually follow the preposition that it depends on.** 3. **A preposition and its partner word(s) together act like either an adjectives or an adverb.** | **Students take note of the features of preposition stated by the teacher.** | **This will enable the students to know the functions of preposition in a sentences.** |
| **Step 3** | **Leads the students to identify preposition in sentences** | **Prepositions in sentences**  **1. The book is on the table.**  **2. The students are playing under the Iroko tree.**  **3. The boys waited for half an hour.**  **4. We shall stop the meeting before three o’clock.**  **5. He looked at me**  **6. The principal spoke to us students pay attention.** | **To develop the students knowledge on the subject matter.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **What are prepositions?** 2. **Identify prepositions in the above sentences** | **Students answer the questions:**   1. **It was dark inside the tunnel.** 2. **What was the cost of the book?** 3. **Five into ten makes two.** 4. **There are trees along the road.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Give 5 examples of a preposition.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**LESSON PLAN FOR WEEK 3 ENDING 20TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Genres of Literature**

**Sub-Topic: Differences between prose and poetry**

**Date: 19th January, 2023**

**Time: 12:30 – 1:00**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

**Specific Objectives: By the end of the lesson, the student should be able to:**

1. **Define Prose**
2. **Define Poetry**
3. **State the differences between prose and poetry**

**Rationale: To ensure that the students are able to differentiate between a prose work and poetry**

**Previous Knowledge: The Students have adequate knowledge of the topic**

**Instructional Resources: Students course book, white board**

**Reference Material: New Oxford Secondary for book 1, Internet.**

**Lesson development**

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| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher leads the students to read some poems in their anthology.** | **Students reads poems from their poem book.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher** | **Prose is a verbal or written language that follows the natural flow of speech. It is the most common form of writing, used in both fiction and nonfiction. It is just on verse writing, pretty much anything other than poetry.** | **To know the meaning and definition of prose.** |
| **Step 2** | **The teacher buttresses on the scholars explanation of prose. He leads them to define poetry.** | **Poetry is a type of literature that delivers a thought describes an action or tells a story in a special lyrical arrangement of words. It can also be described as a collection of spoken or written words that expresses ideas or emotions in a powerfully clear and imaginative style.**   1. **Poetry is considered to be structured; prose is a natural form of writing.** 2. **The language of prose is typically straight forward; without much decoration.** 3. **Ideas in prose are contained in sentences that are arranged into paragraph.** 4. **In prose, no line breaks** 5. **Poetry is written in stanza** 6. **Poetry incorporate more figurative language** 7. **Poetry has a deliberate line breaks.** 8. **Poetry has a formal metrical structure, repeating patterns of beat.** | **To ensure the Students know the difference between prose and poetry.** |
| **Summary** | **Summarizes the lesson by reviewing the major points in the lesson.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **What is prose?** 2. **What is poetry?** | **Respond to the teacher’s questions one after the other according to the best of their knowledge.** | **To ascertain the students knowledge of the lesson.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **List five differences between a prose and poetry.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS1 LESSON PLAN FOR WEEK 2 ENDING 20TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Elements of Composition**

**Sub-Topic: Introduction, Body and Conclusions**

**Date: 16th January, 2023**

**Time: 8:50 – 9: 30**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

**Specific Objectives: By the end of the lesson, the student should be able to**

1. **Know the steps involved in writing a good Introduction**
2. **Know what the body of an essay entails**
3. **Know a Conclusion Paragraph is**

**Rationale: The three core elements of the composition will guide the students to write a proper composition.**

**Previous Knowledge: The Students have limited knowledge on the topic**

**Instructional Resources: Students course book, white board**

**Reference Material: Complete Eng. Course, Internet, Student textbook**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces his lesson by asking the students to show the format of an informal letter.** | **The students write a letter showing the introduction, body and the conclusion.** | **To prepare the scholars for the days lesson.** |
| **Step 1** | **The teacher identifies steps involved in writing a good introduction.**   1. **Provide background about a topic.** 2. **Locate readers in a specific time/and or place.** 3. **Start with a short quotation or statement.** 4. **You can start with a fascinating story** 5. **You can even start by asking your readers an intriguing question.** | **Students pay attention to the steps listed above.** | **Steps in writing a good introduction.** |
| **Step 2** | **The body of the composition is usually the longest part of an essay, and each body paragraph may begin with a topic sentence to introduce what the paragraph will be about.** | **The students pay total attention. They take note of what writing the body of a composition/essay entails.** | **To know what the body of a composition involves.** |
| **Step 3** | **Explains what a conclusion paragraph is**   1. **A conclusion is what you will leave with your reader.** 2. **It “wraps up” your essay** 3. **It demonstrates to the reader that you accomplished what you set out to do.** 4. **It shows how you have proved your point.** | **The Knowledge on concluding paragraph will help the students to know how to know how to write an appropriate conclusion.** | **For continuity of the lesson.** |
| **Summary** | **Summarizes the lesson by presenting sample of a written composition.** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions**  **Mention 3 steps involved in writing a good introduction.** | **They mention the steps involved in writing a good introduction** | **To measure the students level of assimilation.** |
| **Conclusion** | **Round up the lesson by checking the work done by the students y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Explain what a conclusion paragraph is.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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