**JSS2 LESSON PLAN FOR WEEK 6 ENDING 17TH FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Active and Passive Voice**

**Sub-Topic: Meaning and Passive Voice**

**Date: 17th February, 2023**

**Time: 10:15 – 10: 50**

**Duration: 35 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

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

1. **Define active and passive voice**
2. **Give examples of active and passive voice**

**Rationale: For the Students to be able to know the meaning of active and passive voice**

**Previous Knowledge: The Students have been taught elements of composition**

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

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Guides the Students to define active and passive voice** | **Define active and passive voice.**  **Verbs are either active or passive voice, the subject and verb relationship is straight forward; the subject is a doer. In the passive voice, the subject of the sentence is not a doer. It is shown with by + doer or is not shown in the sentence. Passive voice is used when the action is the focus, not the subject. It is not the subject. It is not important (or not known) who does the action.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of active and passive voice.** | **Give examples of active and passive voice.**   1. **Seun changed the flat tire (active).**   **The flat tire was changed by Seun. (passive)**   1. **We are going to watch a movie tonight. (active)**   **A movie is going to be watched by us tonight. (passive).**   1. **My Sister read the novel in one day . (active).**   **The novel was read by my Sister in one day. (passive).**   1. **I will clean the house every Saturday. (active).** 2. **The house will be cleaned by me every Saturday. (passive).** | **To ensure the Students knowledge of the lesson.** |
| **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 Students questions.**   1. **What is active and passive voice?** 2. **Give three examples of active and passive voice.** | **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** | **Gives homework**  **Give five examples of active and passive voice.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS2 LESSON PLAN FOR WEEK 6 ENDING 17TH FEBRUARY, 2023.**

**Subject: English Composition**

**Topic: Formal letter**

**Sub-Topic: Meaning and Features**

**Date: 14th February, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

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

1. **Define Formal Letter**
2. **State the features of formal letter**

**Rationale: For the Students to be able to know the meaning and features of a formal letter**

**Previous Knowledge: The Students have been taught informal letter**

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

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Guides the Students to define formal letter** | **Define formal letter.**  **A formal letter is an official letter written to the higher authority.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the features of a formal letter.** | **State the feature of a formal letter.**   1. **Address of the writer and date at the top right hand side of the letter.** 2. **Designation and address of the recipient at the left hand side of the letter below the date.** 3. **Salutation: Dear Sir/Dear Madam.** 4. **Title/Subject of the letter.** 5. **Introduction: There is no exchange of pleasantries.** 6. **The body of the letter.** 7. **Language: The language is formal.** 8. **Closure: Close with Yours faithfully**   **Followed by your Signature any your full name.** | **To ensure the Students knowledge of the lesson.** |
| **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 Students questions.**   1. **Define a formal letter.** 2. **State the features of a formal letter.** | **Respond to the teacher’s questions one after the other according to ion he 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 proper understanding of the lesson.** |
| **Assignment** | **Gives homework:**  **Write a letter to the principal for a need in the classroom** | **Answer question at home with the help of their parents or guardians.** | **To ensure continuity of the learning process.** |

**JSS2 LESSON PLAN FOR WEEK 6 ENDING 17TH FEBRUARY, 2023.**

**Subject: Literature-In-English**

**Topic: Prose**

**Sub-Topic: Reading drama text**

**Date: 17th February, 2023**

**Time: 12:00 – 12: 30**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

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

1. **Read a drama text**
2. **Analyse the text**

**Rationale: For the Students to be able to read a drama text and analyse it.**

**Previous Knowledge: The Students have read stories before**

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

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Guides the Students to read the given text.** | **Read the given text carefully one after the other under the guide of the teacher.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to analyse the given text.** | **Analyse the given text carefully one after the other with the help of the teacher.** | **To ensure the Students knowledge of the lesson.** |
| **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 Students questions.**   1. **State the characters in the Story** 2. **What is the plot of the Story?** | **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** | **Gives homework**  **Narrate the role of the main character.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS2 LESSON PLAN FOR WEEK 6 ENDING 17TH FEBRUARY, 2023.**

**Subject: Speech**

**Topic: Phoneme**

**Sub-Topic: The vowel sound /ᴐI/**

**Date: 16th February, 2023**

**Time: 1:20 – 2: 00**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 12**

**Average Age: 12**

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

1. **Articulate the vowel sound /ᴐI/**
2. **Give examples of words where the sounds occur**

**Rationale: For the Students to be able to articulate the vowel sound /ᴐI/**

**Previous Knowledge: The Students have limited knowledge of the vowel sound /ᴐI/**

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

**Reference Material: Internet, new Oxford Secondary English Course for Junior Secondary**

**Schools 2 by Ayo Banjo et. al.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces the lesson and asks the students questions based on the previous lesson.** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Demonstrates to the students how the vowel sound /ᴐI/ is articulated.** | **Listen attentively to the teacher and articulate the sound after the teacher** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of words where the sounds occur.** | **Give examples of words where the sound occurs.**  **/ᴐI/: - coin, boy, foil, oil, boy, destroy, soil, noise, roy, ploy, coil, boil, annoy etc.** | **To ensure the Students knowledge of the lesson.** |
| **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 Students questions.**   1. **Articulate the vowel sound /ᴐI/** 2. **Give examples of words where the sounds occur.** | **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** | **Gives homework**  **Construct simple sentences with the following words:**  **Soil, oil, annoy, boil, boy.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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