**JSS1 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: Literature-In-English**

**Topic: Figures of Speech**

**Sub-Topic: Meaning and types**

**Date: 1st June, 2023**

**Time: 12:30 – 1: 00**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define figures of Speech**

**2. State the types of Figures of Speech**

**Rationale: For the Students to be able to know the meaning and types of figures of speech**

**Previous Knowledge: The student have limited knowledge of the study.**

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

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

**Schools 1 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 figure of speech.** | **Define figure of speech.**  **A figure of speech is a word or phrase using figurative language that has other meaning than its normal definition. In other words, figures of speeches rely on implied or suggested meaning, rather than a dictionary definition.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to state the types of figures of speech** | **State the types of figures of speech.**   1. **Alliteration** 2. **Irony** 3. **Hyperbole** 4. **Metaphor** 5. **Simile** 6. **Onomatopoeia** 7. **Oxymoron** 8. **Paradox** 9. **Personification** 10. **Euphemism 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. **What is figures of speech?** 2. **State the types of figures of speech** | **Respond to the teacher’s questions one after the other ac went cording 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **What is simile?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 4 ENDING 2ND JUNE, 2023.**

**Subject: Speech**

**Topic: Question Tags**

**Sub-Topic: Positive and Negative Tag**

**Date: 31st May, 2023**

**Time: 11:20 – 11: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Give examples of positive and negative tag**
2. **Respond to question tag**

**Rationale: For the Students to be able to know WH questions**

**Previous Knowledge: The student have been taught the meaning and rules of question tag.**

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

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

**Schools 1 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 give examples of the positive and negative tag.** | **Give examples of positive and negative tag.**   |  |  | | --- | --- | | **Positive tag** | **Negative tag** | | **…. do they?** | **don't they?** | | **…. has she?** | **hasn't she?** | | **…. will it?** | **won’t it?** | | **…. are you?** | **aren’t you?** | | **…. can we?** | **can’t we?** | | **….. can they?** | **can’t they?** | | **….. do we?** | **don’t we?** | | **….. can I?** | **can’t I?** | | **….. has he?** | **hasn’t he?** | | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to respond to question tag.** | **Respond to question tag.**   1. **The sun is the centre of solar system, isn’t it?**   **Response: Yes, it is.**   1. **Snow usually falls in Nigeria, doesn’t it?**   **Response: No, it doesn’t.**   1. **Roses aren’t always red, are they?**   **Response: No, they aren’t.**   1. **The earth revolves around the sun, doesn’t it?**   **Response: Yes, it is.**   1. **Human should not live by bread alone, should they?**   **Response: No, they shouldn’t.** | **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. **Give 3 examples of positive tag.** 2. **Give 3 examples of negative tag.** | **Respond to the teacher’s questions one after the other ac went cording 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Give examples of positive and negative tag.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Grammar**

**Topic: Active and Passive Verbs**

**Sub-Topic: Identifying active and passive voice from a passage**

**Date: 30th May, 2023**

**Time: 11:50 – 12: 30**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Read a passage carefully**
2. **Identify active and passive verb in a passage**

**Rationale: For the Students to be able to identify active and passive verb in a passage**

**Previous Knowledge: The student have been taught active and passive verbs**

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

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

**Schools 1 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 a passage in their textbook.** | **Read the passage carefully one after the other under the guide of their teacher.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to identify active and passive verb in a passage.** | **Identify the active and passive verbs in the passage.**   1. **The dog was killed by the robbers.** 2. **The man arrested the robbers 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.**  **Ask the student questions from the passage.** | **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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Give five examples of active and passive verbs.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 5 ENDING 2ND JUNE, 2023.**

**Subject: English Composition**

**Topic: Writing**

**Sub-Topic: A memorable events**

**Date: 29th May, 2023**

**Time: 8:50 – 9: 30**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define memorable**
2. **Write an account on a memorable event in their lives**

**Rationale: For the Students to be able to write a account on a memorable events**

**Previous Knowledge: The student have limited knowledge of memorable event.**

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

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

**Schools 1 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 define memorable** | **Define memorable.**  **The adjective memorable is good for describing something that you can’t forget. It is easily remembered because of how unusual it is.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to write a memorable event.** | **Write a memorable event.**  **My tenth birthday is the most memorable day of my life. It is a day I can never forget and I consider it to be the best birthday yet. The day started just like any other normal day. However, as it kept progressing, a lot of exciting things began to happen. I woke up very early on my birthday because I had to dress up in casual clothes for school. The day before, all my candies were ready that I would distribute in the classroom.**  **My mother prepared breakfast and gave me a big chocolate bar for lunch as well. I went to school and the whole class sang for me and congratulated me. It was the turn to distribute sweets.**  **After School, my mother invited all my friends from school and the colony to the party at our home.**  **I received so many presents and we played a lot of games. We played games like musical chairs, tag, egg-and-spoon races, and more. There were so many songs playing so everyone did a special dance too.**  **The highlight of my birthday party was definitely my huge birthday cake. As I love superheroes, my mother got the cake customized with the superhero theme. It was very tasty too and in my favourite flavor.**  **Therefore, my tenth birthday is the memorable day of my life. It has given me so many happy memories that will remain with me forever. That day makes me feel blessed and lucky to have all those things in my life.** | **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 memorable?** 2. **State the event that took place in your life that you will never forget.** | **Respond to the teacher’s questions one after the other ac went cording 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Write an account of event you will never forget.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



2nd June, 2023

Deputy Head Instructor

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