**JSS2 LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: Speech**

**Topic: Stress Pattern**

**Sub-Topic: Number Stressing**

**Date: 9th 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. **Identify where to stress a number**
2. **Give examples number stressing**

**Rationale: To the students to be able to identify where to stress a number**

**Previous Knowledge: The Students have been taught three syllable words**

**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 identify where to stress a number.** | **Identify where to stress a number.**  **When counting teen numbers, we put stress on the first syllable. So we say:**  **THIR-teen**  **When counting the “tens”: 20, 30, 40…90, stress the first syllable. Stress the number word, not the “ty”.**  **For the first change in stress, when we count above 20, we put the stress on the second syllable. So we say twenty-ONE.**  **The second and hardest change is stress – when we state teen numbers for money, amounts, time etc. The stress is on the second syllable. So we say**  **thir-teen**  **four-teen**   * **That costs seven-TEEN dollars.** * **I need six-TEEN apples please.** * **Meet me at nine-fifTEEN tomorrow morning.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of number stressing.** | **Give example of number stressing.**  **FIF-teen**  **SIX-teen**  **SEVEN-teen**  **NINE-ty**  **TWEN-ty**  **FOUR-ty**  **twenty-ONE**  **thirty-SIX**  **seventy-NINE**  **seventy-THREE 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 Pupils questions.**   1. **What is number stressing?** 2. **Give examples of number stress.** | **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**  **Give five examples of stress in number.** | **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 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: Literature-In-English**

**Topic: Prose**

**Sub-Topic: Reading a Literature Text**

**Date: 10th February, 2023**

**Time: 12:00 – 12: 30**

**Duration: 30 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 literature text fluently**
2. **Discuss the storyline and characterization**

**Rationale: For the students to be able to read literature text and discuss characterization**

**With understanding.**

**Previous Knowledge: The Students read a literature text 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**

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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** | **Leads the students to read the literature text “The Thief”.** | **The students discuss the storyline and characterization carefully with the help of the teacher.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to discuss the storyline and characterization.** | **The students discuss the storyline and characterization carefully 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 Pupils questions from the story.**   1. **What time was it when Edun woke up?** 2. **What noise did the thief probably make that possibly woke Edun up?** | **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**  **Give exercise on page 17 of the students course book.** | **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 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Adjective**

**Sub-Topic: Comparison of Adjectives**

**Date: 10th 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 Comparison of Adjectives**
2. **State the degrees of Comparison of Adjectives**

**Rationale: To the students to be able to compare adjectives appropriately.**

**Previous Knowledge: The Students have been taught adjectives**

**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 define Comparison of Adjectives.** | **Define Comparison of Adjectives.**  **When adjectives change in form to show comparison, they are called the degrees of comparison.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the degrees of comparison of adjective.** | **State the degrees of comparison of adjective.**  **There are three degrees of comparison of adjectives:**   1. **Positive Comparison: This is when only one noun or pronoun is being described. E.g This is a long ruler.** 2. **Comparative comparison: This is when two nouns or pronouns are being compared. E.g This ruler is longer than that one.** 3. **Superlative Comparison: This is when one noun is compared with many others. E.g This ruler is the longest among the five.**   **Examples**   |  |  |  | | --- | --- | --- | | **Positive** | **Comparative** | **Superlative** | | **Sharp** | **Sharper** | **Sharpest** | | **High** | **Higher** | **Highest** | | **Neat** | **Neater** | **Neatest** | | **Fast** | **Faster** | **Fastest** | | **Short** | **Shorter** | **Shortest** | | **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 Pupils questions.**   1. **What is the Comparison of Adjectives** 2. **Give three examples** | **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**  **Give five examples of comparison of adjective.** | **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 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: English Composition**

**Topic: Writing Outline**

**Sub-Topic: Meaning and Features**

**Date: 7th 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 an Outline**
2. **State the features of an outline**

**Rationale: To the students to be able to know the meaning and features of an outline.**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 an outline.** | **Define an outline.**  **An outline is a list of the main ideas or facts about something without the details. It is very important that you form an outline before writing a composition or any other type of writing.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the features of an outline.** | **State the format of an outline.**   1. **It is arranged to show hierarchical relationship: this means dividing, arranging or organizing your main points into levels of importance or according to what happens first or what should come first.** 2. **It is usually written in sentences.** 3. **It contains keywords or main points of what you want to write about.** 4. **It can also contain key-words or examples that will help you remember what you want to write about.** 5. **It serves as a rough draft or a summary of the content of a piece of writing or composition.** | **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 an outline?** 2. **State three features of an outline.** | **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**  **Write an outline on any topic of your choice.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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