**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

**Subject: English Phonics**

**Topic: Phonemes**

**Sub-Topic: The Vowel sounds /ae/, /ai/, and / ^/**

**Date: 17th January, 2023**

**Time: 9:30 – 10: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

1. **Articulate the vowel sounds /ae/ a:/ and / ^/**
2. **Give examples of words where the sounds occur.**

**Rationale: For the Student to be able to articulate the vowel sounds /ae/ ai/ and / ^/ and**

**give examples of words where the sounds occur.**

**Previous Knowledge: The Students are familiar with vowel sounds**

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

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

**Schools 3 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 articulate the vowel sounds /ae/a:/ and / ^/.** | **Articulate the vowel sounds /ae/a:/ and / ^/. When you say /ae/ and /a:/ , the back of your tongue and your jaw are down. But /ae/ is a short vowel sound, while /a:/ is a long vowel sound.**  **When you say / ^/, the back of your tongue is down and your mouth is wide open and your jaw is relaxed. / ^/. Is a short vowel sound.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give examples of words where the sounds occur.** | **Give examples of words where the sounds occur.**  **/ae/ - tap, apple, rattle, shack, battle, axe, statue, pantry, practical, lantern etc.**  **/a:/ - class, vase, fast, father, dance, after, grass, brass, card, park, bar, calm ,calf ,palm.**  **/ ^/- under, number, butter, tumbler, love, dove, front, month, come, Monday, London, nothing, color, tough, country, southern, couple, enough, rough, blood, flood, does, money etc.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by articulating the vowel sounds and asks the students to do same.** | **Articulate the vowel sounds after the teacher one after the other.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **Articulate the above vowel sounds.** 2. **Give five examples each for all the sounds** | **Respond to the teacher’s questions one after the other according to the best of their knowledge.** | **To ascertain the students achievement 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**  **Differentiates between the three sounds in minimal pairs.** | **Answer question at home with the help of their parents or guardians.** | **To ensure continuity of the learning process.** |



20th January, 2023

Deputy Head Instructor Admin

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**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

**Subject: English Literature**

**Topic: Non- African Folktale**

**Sub-Topic: Features and Meaning**

**Date: 19th January, 2023**

**Time: 10:30 – 11: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

1. **State the features of Non-African folktale**
2. **Give the meaning of the features**

**Rationale: For the Student to be able to state the features of Non-African folktale and their**

**Meanings**

**Previous Knowledge: The Students have been taught stories of different kinds.**

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

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

**Schools 3 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 state the features of Non- African folktale** | **State the features of Non-African folktale.**  **1. Didactic**  **2. Entertainment**  **3. Archaic** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give the meaning of the features of Non-African Folktale** | **Give the meaning of Non-African Folktale.**   1. **Didactic: When people are didactic, theyr’e teaching or instructing. This word is often used negatively for when someone is acting too much like a teacher. When you’re didactic, you’re trying to teach something. Just about everything teachers do is didactic.** 2. **Entertainment: Is a form of activities that holds the attention and interest of an audience or gives pleasure and delight.** 3. **Archaic: An archaic word is a word that was once commonly used but is now rarely or never used. Archaic language not only includes old words but old grammatical forms and definitions as well.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by highlighting the key 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. **State the feature of Non-African Folktale** 2. **Define Non-African folktale.** | **Respond to the teacher’s questions one after the other according to the best of their knowledge.** | **To ascertain the students achievement 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 proper understanding of the lesson.** |
| **Assignment** | **Give homework**  **Give five examples of archaic words.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



20th January, 2023

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**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

**Subject: English Composition**

**Topic: Writing**

**Sub-Topic: Types of Composition**

**Date: 16 January, 2023**

**Time: 10:30 – 11: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

1. **Define Composition**
2. **State the types of Composition**

**Rationale: For the Student to be able to know the meaning of composition and the types.**

**Previous Knowledge: The Students had been taught essay before.**

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

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

**Schools 3 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 Composition** | **Define Composition.**  **In the literary sense, a composition ( from the latin “to put together) is the way a writer assembles words and sentences to create s coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to states the features of composition.** | **State the features of composition.**   1. **Descriptive** 2. **Exposition** 3. **Narration** 4. **Argumentation** 5. **A description is a piece of writing that makes a clear statement about its subject. A description doesn’t speculate or offer up opinions or interpretation. It simply states the facts.** 6. **Exposition is an interpretation of the facts. It expands a description by introducing additional facts that shed light on how the subject fits into a larger discussion. It might explore related facts what they imply and/or pilot to related topics through thoughtful transition sentences and extrapolation it’s still grounded in fact; an exposition doesn’t include its author’s opinions on the subject.** 7. **Narration: Is the mode of writing that presents the author point of view. The writing is still about its subject rather than its author, but it discusses and explores the subject through the author’s description of their experience.** 8. **Argumentation isn’t really argumentation composition; rather, it’s similar to a persuasive essay. In an argumentation composition, the writer presents two or more positions on an issue and through a logical exploration of each, demonstrates why one position is the best choice.** | **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 student questions.**   1. **What is a composition?** 2. **State the types of Composition.** | **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**  **Write a narrative composition** | **Answer question at home with the help of their parents or guardians.** | **To ensure continuity of the learning process** |



20th January, 2023

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**LESSON PLAN FOR WEEK TWO ENDING 20TH JANUARY, 2023**

**Subject: English Grammar**

**Topic: Adverbials**

**Sub-Topic: Meaning and Types**

**Date: 20th January, 2023**

**Time: 8:45 – 9:00**

**Duration: 35 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

1. **Define Adverbials**
2. **State the types of Adverbials**

**Rationale: For the Student to be able to know the meaning of adverbials and types**

**Previous Knowledge: The Students had been taught adverbs.**

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

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

**Schools 3 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 Adverbial** | **Define Adverbial.**  **An adverbial is a word that functions as a major clause constituent that typically expresses/gives information about place (in my living room), time(in April), or manner(in a strange way).**  **Adverbials are used to explain how, where, or when something happened. They are like adverbs that are typically made up of more than one word.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to states the types of Adverbial** | **State the types of adverbial.**   1. **Adverbial clause of reaction: It is introduced by the following conjunction e.g. that, since, because, seeing that. Example: The teacher could not talk because he was bumb.** 2. **Adverbial clause of purpose: It introduced by the following conjunctions, in order to , so that, in order that. An example: , my mother slept early so that she would meet up with the appointment.** 3. **Adverbial clause of Time: This is introduced by the following conjunction before, whenever, while, since, when, until, after. Example: I will not eat until he comes back.** 4. **Adverbial clause of place: It is introduced by the following conjunction, whenever, where. Example: My uncle left the money where it could be seen.** 5. **Adverbial clause of manner: It is introduced with the conjunction such as ; as, if etc. Example: Bola passed her examination as we expected her to do.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by highlighting the key 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 Adverbial?** 2. **State the types of Adverbial.** | **Respond to the teacher’s questions one after the other according to the best of their knowledge.** | **To ascertain the students achievement 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**  **Use the following to construct sentences:**  **Whenever, since, because, until, so that.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



20th January, 2023

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