**JSS2 LESSON PLAN FOR WEEK THREE ENDING 27TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Stress Pattern**

**Date: 26th January, 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. **Define Stress**
2. **Identify two syllable (s) word with stress on the first syllable**
3. **Identify two syllable word with stress on the second syllable**

**Rationale: To ensure that the scholars know the degree of energy that can be applied to**

**Certain words.**

**Previous Knowledge: The Students are familiar with the topic**

**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 stress** | **Define Stress**  **Stress can be defined as the degree or force that the speaker places on the sentences or words.**  **Stress can also be seen as the relative emphasis that may be given to certain syllables in a word, or to a certain words in a phrase or sentence.**  **Words of two syllables stressed on the first: Simple, surface.**  **Noun 1st – verbs : 2nd syllable.**  **PRESent Present**  **Repeat rePEAT**  **INcrease inCREASE**  **REcord reCORD**  **REfund reFUND** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Explain the types of stress** | **Explain the types of stress**  **Stress is divided into monosyllabic, dysyllabic and polysyllabic.**  **List two syllabic word stressed on the second syllable.**  **Nar’rate, bal’lon, be’gin, ins’truct, spe’cie, de’port, in’sure, ins’pect 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 stress?** 2. **Mention five words stressed on the second syllable.** | **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**   1. **Explain the types of stress** 2. **Mention ten words stressed on the second syllable.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



27th January, 2023

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**LESSON PLAN FOR THREE ENDING 27TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Writing Composition**

**Sub-Topic: Element of Composition**

**Date: 24th January, 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. **List the elements of composition**
2. **See samples of a written composition**
3. **Write out the body of a composition**

**Rationale: The element of composition will help the scholars in the logical arrangement of**

**Ideas.**

**Previous Knowledge: The Students have written various kinds 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 explain the element of composition.** | **The element of composition are:**   1. **The Title** 2. **Introduction** 3. **Body** 4. **Conclusion** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Write a short composition for the scholars and encourage them to write what the body of the composition contains.** | **Present a short composition**  **One sunny day, a man walking in the park when he tripped over a stone. Fortunately, a young man was jogging in the park. He quickly ran to help him. He asked whether he was badly injured. The man said that he was alright. He had only one minor cut on his right knee. The young man was relieved on hearing that.**  **He helped him up and led him to a bench. The young man then applied a piece of medicated plaster over the cut. After that, he continue jogging, and was happy that he had done his best to help the old man.** | **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.**  **Mention the elements of a 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**   1. **What is composition** 2. **Explain the differences between a composition and a letter.** | **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 THREE ENDING 27TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Grammatical Structure**

**Sub-Topic: Active and Passive verb**

**Date: 27th January, 2023**

**Time: 10:15 – 10:50**

**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**

1. **To know the meaning of an active verb and examples**
2. **To know the meaning of passive verb and examples**

**Rationale: This will further help to polish the students spoken English**

**Previous Knowledge: The Students have been taught a ‘verb’ 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 explain the meaning of active verb.** | **Meaning of active verb:**  **The voice in the verb shows the subject is active or passive. Active verb is active if the subject performs an action i.e the subject is the door of the action e.g.**   1. **The lawyer accused him of theft.** 2. **The driver drove the car.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to explain the meaning of passive verb.** | **Meaning of passive verb:**  **The verb is passive if the subject receives an action i.e the subject is the sufferer of the action i.e the passive voice is made by combining the past tense of the verb with the suitable tense. E.g**   1. **The boy kicked the ball.** 2. **John broke the glass.** 3. **The ball was kicked by the boy.** 4. **The food was eaten by John.** | **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 an active voice** 2. **Give 3 examples of an active 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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**   1. **What is passive voice?** 2. **Give 5 examples of passive voice.** | **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 THREE ENDING 27TH JANUARY, 2023**

**Subject: English Studies**

**Topic: Literature (Drama) Dramatizing folktales**

**Sub-Topic: Read Selected Drama Text**

**Date: 27th January, 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**

1. **Know meaning of folktales**
2. **Read a passage on folktales**

**Rationale: The Students can learn how to stage a short play**

**Previous Knowledge: The Students had participated in the short play 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 explain the meaning of folktales** | **Explain the meaning of folktales:**  **Folktales story that is part of the oral tradition of a people or a place.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to read a passage on folktales** | **Reading passage on folktales.**   1. **The Blue Bird and Mom.** 2. **Why the Parrot has a curved beak.** 3. **Why the Monkey lives on tree.** | **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/are folktales?** 2. **Tell a story of a popular folktales** | **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**  **Explain the meaning of folktales.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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