**JSS2 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Composition**

**Topic: Concluding Paragraph**

**Sub-Topic: Meaning and Examples**

**Date: 31st 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. **Define a Conclusion Paragraph**
2. **Write a Conclusion Paragraph**

**Rationale: For the Students to be able to write a Conclusion paragraph**

**Previous Knowledge: The Students have a limited knowledge of how to write a conclusion Paragraph**

**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 conclusion Paragraph.** | **Conclusion Paragraph is the last Paragraph of an academic paper. Its purpose is to effectively summarize the work and restate the thesis statement. The thesis statement is the main idea of the essay.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to write a Conclusion Paragraph.** | **Write a Conclusion Paragraph.**  **Brushing your teeth is an important daily task that needs to be completed to prevent the deterioration of a person’s general teeth. Dentists agree that brushing three times a day greatly reduces gingivitis as well as dental cavities. Helicobacter pylori, the same bacteria that causes stomach ulcers, has been known to hide in the gums and make its way into the stomach lining if not removed. The American Heart Association has expressed a strong, correlation between heart diseases and bad oral hygiene. By spending less than ten minutes a day brushing your teeth, you can greatly reduce your chances of developing secondary complication caused by poor oral hygiene.** | **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 a Conclusion Paragraph?** 2. **What is the Conclusion Paragraph centered on?** | **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 a Conclusion paragraph 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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**JSS2 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Adverbial Phrase**

**Sub-Topic: Meaning and examples**

**Date: 3rd February, 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 to:**

1. **Define Adverbial Phrase**
2. **Give examples of Adverbial Phrase**

**Rationale: For the students to be able to know the meaning of adverbial phrase and examples**

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

**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 define adverbial phrase.** | **An adverbial phrase or Adverb Phrase is a word or group of related words that has an adverb as its key or main word. Like an adverb, an adverb phrase performs the function of modifying a verb.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give examples of Adverbial Phrase.** | **Give examples of adverbial phrase. Very soon, very recently, soon enough, quite often, quite frequently, quite bravely, very quickly, very close, very warmly 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 an adverbial phrase?** 2. **Give examples of adverbial phrase.** | **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**   1. **What is an adverbial phrase?** 2. **Give examples of adverbial phrase.** | **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 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Literature-In-English**

**Topic: Poetry**

**Sub-Topic: Reading Poem**

**Date: 3rd 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 poem fluently**
2. **Discuss meaning, theme and language.**

**Rationale: For the Students to be able to read a poem fluently and discuss the theme.**

**Previous Knowledge: The Students do read poems but don’t know how to discuss the theme**

**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 poem “Take care of me”.** | **Read the given Poem 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 discuss the meaning and language of the Poem.** | **Discuss the theme, meaning and language of the poem 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 Pupils questions.**   1. **What is the theme of the poem?** 2. **What is the theme of the poem?** | **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 a short poem of your choice.** | **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 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Speech**

**Topic: Stress**

**Sub-Topic: Three Syllable Words**

**Date: 31st January, 2023**

**Time: 9:30 – 10: 10**

**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 three syllable words**
2. **Give examples of three syllable words**

**Rationale: To the students to be able to know the meaning and examples of three syllable**

**Words.**

**Previous Knowledge: The Students have been taught two 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 define three syllables words.** | **Define three syllables words.**  **Three syllables words means a word that has three units of pronunciation or which is pronounced in three steps.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give three syllable words.** | **Give example of three syllable words.**   1. **Con-di-tion** 2. **Beau-ti-ful** 3. **Con-du-sive** 4. **Pa-ra-graph** 5. **In-for-mal** 6. **Pre-sen-ted** 7. **Im-por-tant** 8. **Im-pa-tient 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 three syllable words?** 2. **Give five examples of three syllables words.** | **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 three syllable words.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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