**JSS1 LESSON PLAN FOR WEEK 3 ENDING 27TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Listening and Speaking**

**Sub-Topic: Diphthongs /eI/**

**Date: 25th January, 2023**

**Time: 11:10 – 11: 50**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

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

1. **Define**
2. **Identify words with /eI/ in sentences**
3. **Know the description of /eI/ sounds**

**Rationale: The Students can know the difference between /eI/ and other dipthongs.**

**Previous Knowledge: The Students have learnt about monothongs and dipthongs**

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

**Reference Material: Student course book, the internet, supplementary textbook (complete Eng. Course by Ukamaka), Audio.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Introduces his lesson by asking the student to mention 5 kinds of dipthong.** | **The students identify the kind of diphthongs as аI, аu, ue, etc.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The Teacher leads them to identify diphthongs** | **Defines diphthong as sequence of two vowels. This means that in order to produce a diphthongs, the tongue moves or glides from the position of one simple vowel into the position of another vowel.** | **To Understand definition of terms.** |
| **Step 2** | **The teacher further explain diphthongs and encourage the scholars to mention words where the /ei/ can be heared.** | **The /ei/ can be heard in the following. Play, stay, rate, train, crate, rain, display, weight, make,cake,etc.** | **To ensure that the student are able to know where /ei/ occurs in words** |
| **Step 3** | **The teacher describes how the /ei/ is perceived to pronounce /ei/. The movement or glide is from /e/ to /I/. /ei/ is heard and showed in underlined in the following utterances e.g. Ngozi is late today.** | **The student pay attention. They observe the position of the lips in the course of the articulation of /ei/.** | **For continuity 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**  **Identify where /ei/ can be heard in the following.**   1. **Eight other girls were waiting at the gate.** 2. **It’s too late for sailing.** 3. **The teacher told us to stay away from the rain.** | **Students underline where /ei/sound is heard in the sentences above.** | **To measure the students level of assimilation.** |
| **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**  **States ten /ei/ words** | **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 3 ENDING 27TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Genres of Literature (Poetry)**

**Sub-Topic: Types of Poetry**

**Date: 26th January, 2023**

**Time: 12:30 – 1:00**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

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

1. **Say what Poetry is?**
2. **Mention types of Poetry and explain briefly**

**Rationale: To ensure that the students know the differences between poetry and other genres of literature.**

**Previous Knowledge: The Students have read poems from their anthology**

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

**Reference Material: Total studies edition series by C. Okoye, the mastery of literature by Felix SA. Abiam.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher instructs the students to recite the poem, “there are two little black birds”.** | **In chorus, the students recite the poem.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Having learnt about the 3 genres of literature, the teacher encourages them to define Poetry.** | **Poetry is a piece of writing where deep feelings or experience is expressed in beautiful language. It is also defined as a piece of writing more elevated and special in style and language than prose. It can also be perceived as an emotional outburst or powerful expression of emotions and feelings which concerns itself with truth and beauty.** | **To ensure that the students have a perfect understanding of term** |
| **Step 2** | **The teacher reviews the students explanation, mention and explains the various types of poetry.**   1. **Epic: It is a long narrative poem dealing with heroic figures and heroic deeds.** 2. **Elegy: This is a poem written to mourn the death of someone. It expresses sorrow, grief and sympathy.** 3. **Ballad: A song-like long narrative poem, based on popular stories of legends of great deeds of love, action, battle, or sports between individual.** 4. **Ode: A poem written or spoken in the form of an address to somebody or something.** | **Students note the types of poetry listed and their meaning.** | **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. **Define Poetry** 2. **Explain Elegy and Ode** | **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**  **List and explain the various types of poetry.** | **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 3 ENDING 27TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Reading Comprehension**

**Sub-Topic: Selected Passage for developing retention**

**Date: 24th January, 2023**

**Time: 12:30 – 1:00**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

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

1. **Disect what the passage is all about**
2. **Identify important points for retention**

**Rationale: The passage will enable the students to identify salient points in the passage.**

**Previous Knowledge: The Students have read a passage on “reading for maximum retention”.**

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

**Reference Material: Total studies edition series by C. Okoye, the mastery of literature by Felix SA. Abiam.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher introduces his lesson as “reading for developing retention”, and writes the topic on the board. He reminds them on the work done in their previous lesson.** | **Student’s pay attention .They reflects on the work done in their previous lesson.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher leads the students to open their textbook to pages 18 and 19 and encourages them to read the passage and state what the passage is all about.** | **The student read the passage and identify the following as the content of the passage.**   1. **The importance of food to man.** 2. **The varieties of food items that the human body requires.** 3. **The need for balanced diet.** | **To ensure that the students have a perfect understanding of term** |
| **Step 2** | **The teacher re-reads the passage and explains some salient point raised in the passage. He then leads the students to identify important point useful for retention.** | 1. **A good diet cannot be obtained by just eating a variety of foods.** 2. **Vegetables are high in vitamin, hence, should be consumed often.** 3. **Avoid some food which does not add value to the body.** | **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 meaning of balanced diet?** 2. **What food combination can be considered a balanced diet?** | **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 are the classes of food?** 2. **Why is food important to man?** | **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 3 ENDING 27TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Writing Composition**

**Sub-Topic: Importance of Writing Composition**

**Date: 23rd January, 2023**

**Time: 8:50 – 9:30**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

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

1. **State the general importance of composition writing**
2. **Know the five basic reason why composition is important**

**Rationale: This will enable the students to write a well structured composition**

**Previous Knowledge: The Students have written composition on various topic**

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

**Reference Material: Supplementary textbook, Internet.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher asked the students to define composition and state 5 composition topic** | **Students define composition and write five composition topic.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher guides the student to explain why composition writing is important.** | **Composition writing is an essential tool in literacy, education, and most importantly communication.**  **Composition writing allows people to convey ideas, feelings, emotions, opinions, political views, arguments, and many other forms of communication.** | **To ensure that the students know the importance of communication.** |
| **Step 2** | **The teacher lists the five basic reason why writing composition is essential.**   1. **It is an essential form of communication in all works of life** 2. **Most jobs require one to do it in some capacity.** 3. **It utilizes one’s intelligence, education, and critical thinking skills.** 4. **Those who write well are good for business.** 5. **Language-Oriented People make other’s jobs easier.** | **Students observed the points listed above. It will serve as a guide to them in the course of writing a composition.** | **The aforementioned points will help them to know how important a composition is.** |
| **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. **Explain what a writing composition is.** 2. **Explain briefly two of the five essential steps in writing 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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**   1. **Mention five importance of writing composition.** 2. **Write a composition on your favourite pet.** | **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 3 ENDING 27TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Positions and functions of Conjunctions and Preposition**

**Date: 27th January, 2023**

**Time: 9:20 – 9:55**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 11**

**Average Age: 11**

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

1. **State the position and functions in sentences**
2. **State the position and functions of prepositions in a sentences**

**Rationale: To ensures that the students are able to appropriately use prepositions and conjunction.**

**Previous Knowledge: The Students have learnt about prepositions and conjunctions in their previous term.**

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

**Reference Material: Total studies edition series by C. Okoye, the mastery of literature by Felix SA. Abiam.**

**Lesson development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher asks the students to identify prepositions in the following**   1. **The thief was kept behind bars** 2. **The book is on the table** 3. **He looked at me** 4. **We shall stop before three 0’clock.** | **Students identify the prepositions as: on, at, before etc.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher reminds them of what the preposition is and explains it functions and positions.**  **Functions of Preposition**   1. **A preposition is always placed at the end of the sentence when the object is relative pronoun ‘that’.** 2. **It is the bus that I am waiting for.** 3. **This is the novel that I been talking about** 4. **The preposition must be placed at the end when the object is an interrogative pronoun.** 5. **What are you thinking about?** 6. **Who are you waiting for?** 7. **The preposition must be placed at the end when the relative pronoun is understood.** 8. **I want to know the person you borrowed the book from.** 9. **Do you know the things she is interested in?** | **The Student do listening.** | **To ensure that the students have a perfect understanding of term** |
| **Step 2** | **Functions and positions of Conjunction**   1. **Coordinating Conjunction: Are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses. E.g** 2. **Jack and Jane went up the hill.** 3. **The water was warm, but I didn’t go swimming.** 4. **Subordinating Conjunction: Are used to join a subordinate dependent clause to a main clause. E. g I went swimming, although it was cold.** | **The students pay proper attention.** | **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. **Give 5 examples of Preposition** 2. **What is Preposition** | **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**  **State there functions of Prepositions and Conjunctions** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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