**JSS1 LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Grammatical Accuracy**

**Sub-Topic: Conjunction**

**Date: 13th January, 2023**

**Time: 9:20 – 9: 55**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 12**

**Average Age: 12**

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

1. **Know the meaning of Conjunction**
2. **Identify the features/functions of conjunction**
3. **Identify Conjunctions in a Sentence**

**Rationale: This will help the scholars to appropriately position conjunctions in any given sentences.**

**Previous Knowledge: The Students are not very familiar with the meaning of conjunctions**

**Instructional Resources: Students course book, white board, pictorial depiction of conjunction.**

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

**Schools 1 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The Teacher asks the student to mention the various parts of speech.** | **They mention the parts of speech as ; Noun, Pronoun, Verb, Adverb etc.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The Teacher commence the lesson by stating the meaning of Conjunction. He defines conjunction as a word used to connect words, phrases or clauses. He explains further that conjunctions are used to give phrases and clauses (dependent and independent) together.** | **The students listen to the teacher explanation of conjunction.** | **To know the definition of term.** |
| **Step 2** | **The teacher further explains the features of a conjunction.**   1. **Conjunctions do not enable their partner verb to be in the same sentence as another one** 2. **They show how both verb meanings are related** 3. **Its major features is to link words** 4. **It serves to combine whole sentences.** | **They pay total attention** | **For continuity of lesson** |
| **Step 3** | **Buttre’s further that conjunctions are connectors that are crucial part of the Eng. Language, as they are used in almost every written** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Summary** | **Briefly reviews the lesson and make corrections** | **They grasp any oversight information** | **To asset them on the lesson** |
| **Evaluation** | **Asks the Pupils questions.**   1. **What is conjunction?** 2. **Give five examples of a conjunction** 3. **State two features of a conjunction** | **Define conjunction just as stated by the teacher.** | **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 Conjunction** 2. **Give 5 examples of Conjunction.** | **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 1 ENDING 13TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Writing**

**Sub-Topic: Elements of Composition (Introduction)**

**Date: 9th January, 2023**

**Time: 8:50 – 9: 30**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 12**

**Average Age: 12**

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

1. **Explain what a letter is**
2. **Mention the types of letters**
3. **Explain briefly the types of letters mention above**

**Rationale: The knowledge of letter writing will help the scholars to perfectly write any type of letter**

**Previous Knowledge: The Students have written letters to their parents, schoolmates etc.**

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

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

**Schools 1 by Ayo Banjo, supplementary textbook.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **Learning Point** |
| **Introduction** | **Explains that all spoken languages has its method and form of communication on paper** | **Listen attentively to the teacher and answer questions.** | **To arouse the students interest in the lesson.** |
| **Step 1** | **Guides the student on the meaning letter writing.** | **Letters are written messages, requests, account of events, etc. sent by one person to another. By this, we can communicate with people who either far away from us or busy with some other business.** | **To prepare them for the lesson.** |
| **Step 2** | **Teacher leads the students to mention the type of letters and explain briefly.** | **Letters are classified into:**   1. **Informal letter: Are letter you write to people you know very well such as relations, friends and close acquaintances. As such , the language you use is conversational, chatty.** 2. **Formal: This is a business letter. It is sent to holders of posts and not a particular person. Such includes application letter, letter’s in answer to advertisement letters of reference and testimonial.** 3. **Semi formal: This is a letter to an adult friend, perhaps, a friend of your formal class teacher, a friend of your parents or to an adult who is not known personally to you, but a well known person.** | **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 letter writing?** 2. **How many types of letters do we have?** | **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. **Explain the meaning of formal letter.** 2. **Who are the categories of people semi formal letter is addressed to?** | **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 1 ENDING 13TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Consonant sound**

**Sub-Topic: Consonant Cluster**

**Date: 15th January, 2023**

**Time: 11:10 – 12: 30**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 12**

**Average Age: 12**

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

1. **Define Consonant Cluster**
2. **Identify words in minimal pairs**
3. **Play language/Word games**

**Rationale: To ensure the student are able to identify word cluster**

**Previous Knowledge: The Students don’t have requisite knowledge on the topic**

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

**Reference Material: pictorial depiction of sound, supplementary course book**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **Reminds them of the definition of consonant sound. He asks them to mention some consonant sound.** | **Student mention some consonant sound** | **To arouse the students interest in the lesson.** |
| **Step 1** | **The teacher defines consonant cluster.**  **In linguistic, a consonant sequence or consonant compound is a group of consonants which have no intervening vowel. A consonant cluster is 2, 3 or 4 consonants sound in a row e.g /bl/ in black, /sk/ in desk, /pt/ at the end of helped.** | **Students observe the examples given by the teacher** | **To understand what a consonant cluster is.** |
| **Step 2** | **Having explained the term in detail, he leads them to identify words in minimal pairs** | **Desks, asks, sick, plants, planks, subjects, respect, sprinkle, attacked, strings, trick, throw, please, principle, strive, truth, apple, splash, spread, struggle, stream, strong, etc.** | **To identify some examples of consonant cluster.** |
| **Step 3** | **The teacher grouped them. He educates them on how the language/word game is played** | **The student observe the game presented to them** | **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.**   1. **What is consonant cluster?** 2. **Mention five, 2 letters consonant cluster** | **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**  **Mention ten words each: of 2, 3, and 4 consonant clusters.** | **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 1 ENDING 13TH JANUARY, 2023.**

**Subject: English Studies**

**Topic: Features of Literature**

**Sub-Topic: Theme, Style, Setting etc.**

**Date: 12th January, 2023**

**Time: 12:30 – 1: 00**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 12**

**Average Age: 12**

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

1. **Compose a song**
2. **Explain the features of literature**

**Rationale: To make sure that the student compose songs that have artistic value**

**Previous Knowledge: The Students have adequate knowledge on the topic**

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

**Reference Material: Internet, Audio record etc.**

**Lesson development**

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| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Activities** | **Learning Point** |
| **Introduction** | **The teacher guides the students to sing songs in their local dialet.** | **Student take turn to sing songs in their local dialet** | **To prepare them for the daily lesson** |
| **Step 1** | **After listening to the scholars, the teacher sang a song to them and explains the concept of the song. He stressed that songs are comprised for various purposes.** | **The students enjoy the teacher song. The sang alone.** | **To ensure that the students are fully involved in the lesson.** |
| **Step 2** | **The teacher leads the students to list and explain some literary features.** | **Students mention the features:**   1. **Theme: In contemporary literary studies, a theme is a central topic, subject or a message within a narrative. A work thematic concept is what readers think theme is about. Thematic statement being what the work says about the subject. A story may have several themes.** 2. **Style: This is the literary element that describes the ways that the author uses words. The author choice, structure, figurative language and sentence arrangement. All work together to establish mood images and meaning in context.** 3. **Setting: Is the time and place ( or when and where) of the story.** | **This will help the scholars to properly dissect any work of art presented to them.** |
| **Summary** | **Emphasis more on the features of literature** | **Pay attention to grasp any missing information** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**  **Explain the features of literature** | **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**  **Mention three features of literature and explain any two.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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