**LESSON PLAN FOR WEEK THREE ENDING 28th JANUARY,2023.**

**Subject: English Composition**

**Topic: Writing**

**Sub-Topic: Arrangement of ideas in logical sequence**

**Date: 23rd January, 2023**

**Time: 10:30 – 11:10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 12**

**Average Age: 13 – 14**

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

**1. Define Logical Sequence**

**2. State tips on how to present ideas in a logical sequence**

**Rationale: For the Student to know the meaning of logical sequence and present ideas in a logical sequence.**

**Previous Knowledge: The Students had been taught composition**

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

**Reference Material: new Concept English Secondary for Junior Secondary**

**Schools 3 by F Ademola Adeoye 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 sequence** | **Define Logical Sequence.**  **Logical sequence refers to the presentation of facts and ideas in a clear manner with the points related and well connected to the main idea.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to states tips on how to present ideas in a logical sequence.** | **State the tips on how to present ideas in a logical sequence.**   1. **Write the idea or topic or topic you want to write about in the middle of a sheet of paper and circle it. With or without a partner, think of related ideas or words. The more you think, the more ideas flow. Write down the main ideas that come to mind.** 2. **As a group, you can brainstorm a given topic. Each fiction.** 3. **person in the group should make his own contribution. The group secretary writes down the points. After sort out the main ideas and write them out as topic sentences.** 4. **Use ideas to write an outline. All the ideas obtained from the above methods should be written down clearly as topic sentences. To avoid forgetting the details, you can use key words and arrows to link them to each of the topic sentences.** 5. **Write the first draft: In writing the first draft, ensure that you have the three important element of a composition that is – the introduction, the body and a conclusion.** 6. **Use of transitional words/phrase – These help to link the sentences and paragraphs to achieve unity and coherence.** 7. **Repeat keyword and phrase. You can make use of pronouns, nouns, and repetition that may be boring.** | **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 logical sequence?** 2. **State the tips on how to present logical sequence.** | **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**  **State the element of composition** | **Answer question at home with the help of their parents or guardians.** | **To ensure the continuity of the learning process.** |



27th January, 2023

Deputy Head Instructor Admin

NB:

APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 28Th JAUARY, 2023**

**Subject: English Literature**

**Topic: Short Fiction and Novel**

**Sub-Topic: Meaning and elements**

**Date: 27th January, 2023**

**Time: 10:30 – 11: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 12**

**Average Age: 13 – 14**

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

1. **Define short fiction and novel**
2. **State the elements**

**Rationale: For the Student to be able to know the meaning and features of short fiction and novel.**

**Previous Knowledge: The Students have been taught fiction and non-fiction**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 short fiction and novel.** | **Define short fiction and novel. A short story is fictional work of prose that is shorter in length than a novel. A novel is a relatively long work of narrative fiction, typically written in prose and published as a book.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to state the elements of short fiction and novel.** | **State the element of short fiction and novel**   1. **Characters: the characters are the people in a story or play. A novel usually contains more characters, especially more secondary characters than short fiction.** 2. **Plot: the plot of a story or play is everything that happens in it and why it happens. A novel usually has at least two subplots besides the main one.** 3. **Setting: The setting of a story or play is where and when it takes place. A novel usually takes place in different settings.** 4. **Theme: The theme of a story or play is what it is about. Although a novel usually has only one main theme, it may have more than one.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by highlighting the main 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 short fiction and novel?** 2. **State the elements of short fiction and novel.** | **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**  **Who is a main character?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



27th January, 2023

Deputy Head Instructor Admin

NB:

APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 28TH JANUARY, 2023.**

**Subject: English Speech**

**Topic: Consonant Clusters**

**Sub-Topic: Meaning and examples**

**Date: 24th January, 2023**

**Time: 9:30 – 10: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 12**

**Average Age: 13 – 14**

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

1. **Define Consonant Cluster**
2. **Give examples of cluster**

**Rationale: For the Student to be able to know the meaning and examples of consonant cluster.**

**Previous Knowledge: The Students had been taught Consonants**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 give examples of consonant cluster** | **Define Consonant**  **Cluster. Consonant Cluster is a combination or groups of consonant which come together in word and have no novel in between. These consonant clusters are sometimes also called as consonant blend.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give examples of Consonant Cluster.** | **Give examples of consonant clusters.**  **bl – black, blow, blue,**  **cl- clam, clap, close.**  **Fl – flat, flip, flute**  **Gl – glad, glow, glue,**  **Scr – scrap, screw, scrub.**  **Shr – shred, shrub, splash.**  **Str – Strap, stray, strip**  **Thr- three, threw, thread.** | **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 consonant cluster?** 2. **Give examples of consonant cluster.** | **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 words with three consonant cluster.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



27th January, 2023

Deputy Head Instructor Admin

NB:

APPROVED!

**LESSON PLAN FOR WEEK THREE ENDING 28TH JANUARY, 2023.**

**Subject: English Grammar**

**Topic: Tenses**

**Sub-Topic: Present, Past, and Future Tenses**

**Date: 28th January, 2023**

**Time: 8:45 – 9: 10**

**Duration: 35 minutes**

**Class: JSS3**

**No. In Class: 12**

**Average Age: 13 – 14**

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

**1. Define present past and future Tenses**

**2. Give examples of all the above tenses**

**Rationale: For the Student to be able to know the meaning of present, past and future tenses.**

**Previous Knowledge: The Students unconsciously make use of present, past and future tenses.**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Teacher’s Activities** | **Students Acti vities** | **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 present, past and future tense.** | **Define present, past and future tenses.**  **The present tense is a verb tense that describes a current activities or state of being.**  **Past tense is used to express an action that happened in the past.**  **Future tense is the verb form you use to talk about things or action that have not yet happened and that will happen at some point in the future.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of present, past and future tenses.** | **Give examples of present, past and future tenses.**  **Present tense:**   1. **My parrot sings** 2. **I am happy** 3. **I swim in the sea every Saturday**   **Past tense:**   1. **My brother saw a movie yesterday** 2. **I washed the dishes** 3. **Sandra cooked a tasty dinner yesterday**   **Future tense:**   1. **I will give a speech in the party** 2. **I will help you to do the project** 3. **Alice will assist you in this case.** | **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 present, past and future tense?** 2. **Give examples of all the tenses** | **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**  **Give five examples of the three tenses.** | **Answer question at home with the help of their parents or guardians.** | **To ensure continuity of the learning process.** |



27th January, 2023

Deputy Head Instructor Admin

NB:

APPROVED!