**JSS3 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Literature -In - English**

**Topic: Figures of Speech (Oxymoron)**

**Sub-Topic: Meaning and Examples**

**Date: 3rd February, 2023**

**Time: 10:30 – 11: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13-14**

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

1. **Define Oxymoron**
2. **Give examples of Oxymoron**

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

**Previous Knowledge: The Students have a limited knowledge of oxymoron**

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

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

**Schools 3 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 pupils to define Oxymoron.** | **Define Oxymoron e.g**  **An Oxymoron is a literary device that combines words with contradictory definitions to form a new word or phrase.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the pupils to give examples of oxymoron** | **Give examples of Oxymoron.**   1. **Pretty ugly: I feel these patterns are pretty ugly and not up to the mark.** 2. **True fiction- Sam likes reading works of true fiction.** 3. **Original copy- They asked us to submit the original copy.** 4. **Whole Piece: Chester demanded that he wanted the whole piece of cake.** 5. **Cruel Kindness: Euthanizing their pet dog was considered as an act of cruel kindness.** 6. **Small Crowd: There was only a small crowd in front of the grocery store 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 Oxymoron?** 2. **Give three examples of Oxymoron.** | **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 Oxymoron.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS3 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Composition**

**Topic: Letters (Informal)**

**Sub-Topic: Meaning and Features**

**Date: January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13-14**

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

1. **Define informal Letter**
2. **State the features of informal letter**

**Rationale: For the Students to be able to know the meaning of informal letter and features**

**Previous Knowledge: The Students are familiar with letters but don’t know the feature of**

**informal letters.**

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

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

**Schools 3 by Ayo Banjo et. al.**

**Lesson development**

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| **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 informal letter.** | **Informal letters are letters you write to your friends, your parents, your brothers and sisters, aunties and uncles, cousins and nephews, or generally to any relation of friend.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the features of informal letter.** | **State the features of informal letter.**   1. **Writer’s address and date at the top right hand corner of the letter.** 2. **Greeting/Salutation: It is written at the left side just below the date.** 3. **Introduction: This is usually for exchange of pleasantries. This is because of close relationship with the receiver.** 4. **The body of the letter is subdivided into paragraphs.** 5. **Conclusion: As in other types of compositions, the conclusion should be snappy and you try to create a lasting impression.** 6. **Language: The language is informal. It is the kind of language you use in your everyday conversation.** 7. **Closure: close with yours sincerely followed by the writer’s name.** | **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 informal letter?** 2. **State the features of informal letter.** | **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 letter to your friend telling him/her how you spent your last holiday.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS3 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Speech**

**Topic: Intonation, Stress and Rhythm**

**Sub-Topic: Meaning and examples**

**Date: 31st February, 2023**

**Time: 9:30 – 10: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13-14**

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

1. **Define Intonation, Stress and rhyme**
2. **Give examples of intonation, stress and rhyme**

**Rationale: For the Students to be able to know the meaning of intonation, stress and rhyme**

**Previous Knowledge: The Students have limited knowledge of the topic**

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

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

**Schools 3 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **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 stress, intonation and rhyme.** | **Define intonation, stress and rhyme.**  **Intonation: Is the rising and falling of the voice in speech.**  **Stress is the extra force used in pronouncing word of syllable. It has to do with the force or emphasis placed on particular syllables or words in speech.**  **A rhyme is a repetition of similar sounding words, occurring at the end of lines in poem or songs.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state give examples of stress, intonation and rhyme.** | **Give examples of intonation, stress and rhyme.**  **Examples of intonation**   1. **Nice to meet you** 2. **I’ll be back in a minute** 3. **Do you like your new teacher?** 4. **Do you sell stamps?** 5. **Write your name here.**   **Examples of Stress**  **TA-ble**  **SCI-ssors**  **Pre-SENT**  **OR-der-ly**  **QUI-et-ly etc.**  **Examples of rhyme**  **Twinkle Twinkle little star. A**  **How I wonder what you are. A**  **Up above the world so high, B**  **Like a diamond in the sky. B.** | **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, intonation and rhyme?** 2. **Give examples of intonation, stress and rhyme.** | **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 5 examples each for stress, intonation and rhyme.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS3 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Preposition**

**Sub-Topic: Meaning and types**

**Date: 3rd February, 2023**

**Time: 8:45 – 9: 20**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13-14**

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

1. **Define a preposition**
2. **State the types of preposition**

**Rationale: For the Students to be able to know the meaning and examples of preposition**

**Previous Knowledge: The Students daily make use of preposition unconsciously in their conversations.**

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

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

**Schools 3 by Ayo Banjo et. al.**

**Lesson development**

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| --- | --- | --- | --- |
| **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 defines preposition.** | **Define preposition**  **A preposition is a word placed before a noun to show its relation to some other word in the sentence.**  **Examples:**   1. **I am going to Canada.** 2. **The present is inside the box** 3. **They have gone out of town** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the types of prepositions.** | **State the types of prepositions**   1. **Simple prepositions: Are not formed by any method and common to a language. E.g on, over, to, since, for, with, down etc.** 2. **Double prepositions: Are preposition which contain two words . e.g out of, close to, due to, from among, from under etc.** 3. **Compound prepositions: Are Preposition formed by prefixing e.g outside, beneath, beside, around, despite, until, above etc.** 4. **Participial Prepositions: Are present participles which are used as preposition. E.g concerning, considering, during, according, following, including etc.** 5. **Phrase Prepositions: Groups of words which are used as preposition are known as phrase preposition. E.g away from, by reason of, by away of, on behalf of, along with, by means of, for the sake of, in course of 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 a preposition?** 2. **State the types of 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**  **Construct simple sentences using the following prepositions: away from, beside, since, during, to.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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