**JSS1 LESSON PLAN FOR WEEK 2 ENDING 12TH May, 2023.**

**Subject: English Grammar**

**Topic: Adverbials**

**Sub-Topic: Identify feature of adverbial in a passage**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Read a passage carefully**
2. **Know the categories of adverbs**
3. **Identify adverbs used in the passage**

**Rationale: To enable the students to know the function of adverbs, its position in sentences and passage.**

**Previous Knowledge: The student have a limited knowledge of the topic.**

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

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

**Schools 1 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 a passage on “The Thief” page 15. And mention the categories of adverb.** | **Mention the categories of adverb:**  **Adverbs of time**  **Adverbs of place**  **Adverbs of manner**  **Adverbs of reasons**  **Adverbs of frequency** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Identifying categories of adverb in a passage.** | **Identify the adverbs in the passage.**   1. **Ferociously** 2. **Constantly** 3. **Rarely** 4. **Always** 5. **Fastly** 6. **usually** | **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 an adverbial?** 2. **State the categories of adverbial.** | **Respond to the teacher’s questions one after the other went cording 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 3 examples of adverbial place of place.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

APPROVED

**JSS1 LESSON PLAN FOR WEEK 2 ENDING 12TH May, 2023.**

**Subject: Drama**

**Topic: Features of Drama**

**Sub-Topic: Comedy and Tragedy**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define drama**

**2. State the features of drama**

**Rationale: For the Students to be able to know the features of drama**

**Previous Knowledge: The student has been taught types of drama**

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

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

**Schools 1 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 drama** | **Define drama**  **Drama is the genre of literature which is meant to be acted on the stage, television or heard on radio. The term drama is derived from a greek word which means “action”. Drama is the only genre of literature that is associated with stage performance.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to state the features of drama** | **State the features of drama.**   1. **Theatre** 2. **Stage** 3. **Actors and actresses** 4. **Audience** 5. **Costumes** 6. **Language** 7. **Plot** 8. **Dialogue** 9. **Monologue** 10. **Soliloquy** 11. **Acts and Scenes** 12. **Play director** 13. **Stage manager** | **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 drama** 2. **State 5 features of drama** | **Respond to the teacher’s questions one after the other ac went cording 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**  **Read the play on page 198 and identify some of the features of drama.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 1 ENDING 5TH May, 2023.**

**Subject: English Composition**

**Topic: Main Idea**

**Sub-Topic: Meaning and Examples**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define main Idea**
2. **Give examples of Main Idea in a paragraph**

**Rationale: For the Students to be able to know the meaning of main idea**

**Previous Knowledge: The student have a limited knowledge of the topic**

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

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

**Schools 1 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 main idea.** | **Define main idea.**  **The main idea is a sentence that provides the subject for discussion, it is the topic sentence. It is usually supported by a list of details.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Leads the Students to give examples of main idea in a paragraph.** | **Give examples of main idea in a paragraph.**  **Summer is a wonderful time to spend at West Beach. It is a beach with light-coloured soft sand. The coast line goes on for a long way and many people enjoy walking along it. Children like to play in the surface and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.**  **In this paragraph:**   1. **The topic is West Beach.** 2. **The main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach.** | **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 main idea?** 2. **Give examples of main idea.** | **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 paragraph and bring out the main idea.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

APPROVED

**JSS1 LESSON PLAN FOR WEEK 2 ENDING 12TH May, 2023.**

**Subject: Drama**

**Topic: Features of Drama**

**Sub-Topic: Comedy and Tragedy**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define drama**

**2. State the features of drama**

**Rationale: For the Students to be able to know the features of drama**

**Previous Knowledge: The student has been taught types of drama**

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

**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** | **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 drama** | **Define drama**  **Drama is the genre of literature which is meant to be acted on the stage, television or heard on radio. The term drama is derived from a greek word which means “action”. Drama is the only genre of literature that is associated with stage performance.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to state the features of drama** | **State the features of drama.**   1. **Theatre** 2. **Stage** 3. **Actors and actresses** 4. **Audience** 5. **Costumes** 6. **Language** 7. **Plot** 8. **Dialogue** 9. **Monologue** 10. **Soliloquy** 11. **Acts and Scenes** 12. **Play director** 13. **Stage manager** | **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 drama** 2. **State 5 features of drama** | **Respond to the teacher’s questions one after the other ac went cording 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**  **Read the play on page 198 and identify some of the features of drama.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



12th May, 2023

Deputy Head Instructor

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