**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: Fiction and Nonfiction**

**Sub-Topic: Meaning and Types**

**Date: 12th January, 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 Fiction and Nonfiction**
2. **State the types of Fiction and Nonfiction**

**Rationale: For the Student to be able to know the differences between fiction and nonfiction**

**Previous Knowledge: The Students are familiar with things that are real and not real**

**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**

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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 fiction and nonfiction.** | **Define fiction and nonfiction.**  **Fiction is fabricated and based on the author’s imagination. Short stories, novels myths, legends and feiry tales are all considered fiction. Fiction can be understood as the literary work created as**  **as per one’s imagination, i.e the author’s creative thought or made-up stories and characters. Nonfiction is the widest form of literature which contains informative, educational and factual writings.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to states the types of fiction and nonfiction.** | **State the types of fiction and nonfiction.**  **Fiction: Science fiction, mystery, Historical fiction, Thriller, Young adult, Realistic fiction, Romance, Horror, Fantasy.**  **Nonfiction: Essays, Compositions, Memo’s, Self-help, documentaries, newspaper report and books on history, Politics, Science, Technology, Business and Economics.** | **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 Fiction and Nonfiction?** 2. **State the types of fiction and nonfiction.** | **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 differences between fiction and nonfiction.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Composition**

**Sub-Topic: Writing**

**Date: 9th January, 2023**

**Time: 10:30 – 11: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

**1. Define Summary**

**2. State the essentials of Summary writings**

**Rationale: For the Student to be able to give a good summary**

**Previous Knowledge: The Students have read Summary before**

**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**

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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 Summary.** | **Define summary**  **A Summary is anything that reduces the original work into a condensed form. A Summary is used for various purposes, an academic assignment or business project. A summary is meant to inform your reader who has not read the text or seen the presentation of what the text is about. It describes its purpose or main idea, and summarizes the supporting arguments that develop their idea. Readers will then know if they will then know if they will find it useful and want to read it.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to states the essentials of Summary Writing.** | **State the essentials of Summary Writing.**   1. **Read the whole materials. Go over the high points of the work to get an understanding of its over-all idea. If the work is a long piece of literature then you should divide it into different sections before creating the summary.** 2. **Come up with a suitable thesis statement for your summary . Develop the thesis statement suggesting the main theme of the work. This must serve as a guiding factor for your summary.** 3. **Divide the piece into main section or events. Summarize these sections into a few sentences, describing the core points of each, keep your focus on the main point while discussing each section.** 4. **Stress on the highlights of the work with the excerpts from the piece. This will reinforce the arguments in your writing and will make them stand out.** 5. **Aligning the main events of the work, start writing its first draft. Organize the main events in order. Write the information in a proper layout i.e Introduction, Body and conclusion. Keep the summary to limited word count, usually no more than one paragraph.** 6. **Finally edit your Summary for accuracy. Look out errors for spelling, grammar and punctuation and proof-read them. Check your writing for consistency and ensure that the summary is clear, concise and coherent.** | **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 flow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **What is Summary Writing?** 2. **State the essentials of summary writing.** | **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**  **What is the purpose of Summary writing** | **Answer question at home with the help of their parents or guardians.** | **To ensure continuity of the learning process.** |



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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Phonics**

**Topic: Phonemes**

**Sub-Topic: Long and Short Vowels /i:/ I/ei/au/ai/**

**Date: 10th January, 2023**

**Time: 9:30 – 10: 10**

**Duration: 40 minutes**

**Class: JSS3**

**No. In Class: 13**

**Average Age: 13 – 14**

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

1. **Articulate the vowel sounds /i/I/ei/au/ai/**
2. **Give examples of words where the sounds occurs**

**Rationale: For the Student to be able to know the differences between fiction and nonfiction**

**Previous Knowledge: The Students are familiar with things that are real and not real**

**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 articulates the given sounds** | **Articulate the given sounds.**  **/i:/ is a long sound. To say /i/, you make your mouth wide, like a smile and your tongue touches the sides of your teeth.**  **/I/ is a short sound. To say /I/ you make your mouth a bit less wide than for /i:/ and put your tongue a bit further back in your mouth than for /i:/. When you say /ei/, your tongue makes from the position where you say /e/ to the position where you say /I/. /ei/ is a long vowel sound. Same thing with /ai/ and /au/.** | **To enhance the students articulation.** |
| **Step 2** | **Guides the student to give examples of each sounds** | **/I/ - kit, swim flit, chip, did, chick, prophet profit, fill etc.**  **/i/ - fleet, cheap, deep, cheek, yield, breed, bead, dream, please etc.**  **/ei/ - Shame, tame, lame, chain, saint, obey, day, able etc.**  **/ai/- bite, lie, sigh, lime, die, fly, night, mine, light, kind etc.**  **/au/ - loud, out, house, found, now, plow, how, south, tout, count etc.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by articulating the sounds and asks the students to do same.** | **Articulate the sounds carefully one after the other after the teacher** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **Articulate the above sounds** 2. **Give examples of the sounds in words** | **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**  **Page 23 of the Students textbook** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



13th January, 2023

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**LESSON PLAN FOR WEEK ONE ENDING 13TH JANUARY, 2023**

**Subject: English Grammar**

**Topic: Weak form**

**Sub-Topic: Meaning and Examples**

**Date: 13th January, 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 weak form**

**2. Give examples of weak forms**

**Rationale: For the Student to be able to know the meaning of weak forms and examples.**

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

**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**

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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 weak form** | **Define weak form. Grammatical words are words that help us construct the sentence but they don’t mean anything. These words have no stress and so they are weakened. That weakness form is called “Weak form” as opposed to a “strong form”, which is the fall form of the word pronounced with stress. Weak forms occur on small, less important words ( like prepositions and articles) that link the operative, key content words of a sentence together (things like verbs, adverbs adjectives or nouns).** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the student to give examples of weak form** | **Give examples of weak forms.**  **These weak form words are what we call function words, and typically they are words such as :**   1. **Auxiliary verbs – am, are, be, seen, can, could, do, does, has, had, shall, should, was, were,would.** 2. **Prepositions- at, for, from, of , to.** 3. **Pronouns- he, her, him, his, me, she, them, us, we, you.** 4. **Conjunction- for, and, but, or, than, that.** 5. **Particles – to** 6. **Articles – a, the, an.** | **To enhance 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 flow learners.** |
| **Evaluation** | **Asks the Pupils questions.**   1. **What is weak form?** 2. **Give examples of weak form** | **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 that the right things are put down.** |
| **Assignment** | **Give homework**  **Give five examples of weak form in sentences.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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