**JSS1 LESSON PLAN FOR WEEK 7 ENDING 16TH JUNE, 2023.**

**Subject: Literature-In-English**

**Topic: Idiomatic Expression**

**Sub-Topic: Meaning and Example**

**Date: 15th June, 2023**

**Time: 12:30 – 1: 00**

**Duration: 30 minutes**

**Class: JSS 1**

**No. In Class: 17**

**Average Age: 11**

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

1. **Define Idioms**

**2. Give examples of idiomatic expressions**

**Rationale: For the Students to be able to know the meaning of idiomatic expression.**

**Previous Knowledge: The students have a limited knowledge of idiomatic expressions.**

**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 idioms.** | **Define idioms.**  **Idioms are groups of words in a specific order that form an expression whose meaning is different from that of the usual meaning of its constituent parts or words.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to give examples of idiomatic expressions.** | **Give examples of idiomatic expressions**   1. **To let the cat out of the bag (to reveal secret).** 2. **To give a person a cold shoulder (to ignore a person).** 3. **To kick the bucket (to have died).** 4. **A big gun (a person of great importance).** 5. **Crocodile tears (false tears).** | **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. **Define idioms** 2. **Give three examples of idioms.** | **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 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 idiomatic expression.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



16th June, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 7 ENDING 16TH JUNE, 2023.**

**Subject: English Grammar**

**Topic: Conjunction**

**Sub-Topic: Identification of conjunctions from a given passage**

**Date: 10th June, 2023**

**Time: 9:20 – 9: 55**

**Duration: 35 minutes**

**Class: JSS 1**

**No. In Class: 17**

**Average Age: 11**

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

1. **Read a passage carefully**
2. **Identify the conjunctions in the passage**

**Rationale: For the Students to be able to write a letter of congratulation**

**Previous Knowledge: For the student to be able to identify conjunctions in a passage**

**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 read a given passage in their textbook.** | **Read the passage one after the other under the guide of the teacher.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to identify the conjunctions in the passage.** | **Identify the conjunctions with the help of the teacher. Because, and, but, or, although, after, while, even, so, 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 Students questions.**  **Asks the Students question from the passage.** | **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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Use the following conjunction to construct simple sentences. Or, unless, and, although, even.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



16th June, 2023

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**JSS1 LESSON PLAN FOR WEEK 7 ENDING 16TH JUNE, 2023.**

**Subject: English Composition**

**Topic: Expository Essay**

**Sub-Topic: My favorite dish**

**Date: 12th June, 2023**

**Time: 08:50 – 9: 30**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 17**

**Average Age: 11**

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

1. **Define an expository essay**
2. **Write an expository essay on my favorite dish**

**Rationale: For the Students to know how to write an expository essay**

**Previous Knowledge: The students have a limited knowledge of how to write an expository essay.**

**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 expository essay.** | **Define expository essay:**  **An expository essay is one in which the writer is expected to expose or explain a given topic.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to write an expository essay on my favorite dish.** | **Write an essay on my favorite dish.**  **My favorite dish**  **The food I like best is rice. There are many reasons why rice is the food I like best. In the first place, I like rice very much because it is very nourishing. Our teacher has told us that it contains vitamin B and starch.**  **It is not always good to take heavy food like garri and plantain.**  **Secondary, rice is the easiest food to cook. You can cook rice for only ten minutes while you cannot cook yam and plantain for ten minutes.**  **Thirdly, is that you can take rice with plenty of other things which have vitamin in them. When you take rice at least three or four times in a week, your body must be very strong and smooth.**  **Everyone who takes rice must enjoy it very well. This is the reason why I like rice best among other foods.** | **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 expository essay?** 2. **What is your favorite dish.** | **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 and make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Write an essay on “my favorite dish”.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



16th June, 2023

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**JSS1 LESSON PLAN FOR WEEK 7 ENDING 16TH JUNE, 2023.**

**Subject: English Phonics**

**Topic: Aural Discrimination**

**Sub-Topic: The vowel sounds /ᴂ/ and /a:/**

**Date: 14th June, 2023**

**Time: 11:10 – 11: 50**

**Duration: 30 minutes**

**Class: JSS 1**

**No. In Class: 17**

**Average Age: 11**

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

1. **Articulate the vowel sounds /ᴂ/ and /a:/**

**2. Distinguish between the vowel sounds /ᴂ/ and /a:/**

**Rationale: For the Students to be able to articulate and distinguish between the vowel sounds /ᴂ/ and /a:/**

**Previous Knowledge: The students have a limited knowledge of the vowel sounds /ᴂ/ and /a:/.**

**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** | **Demonstrates to students how the vowel sounds /ᴂ/ and /a:/ are articulated.**  **When you say/ᴂ/ and /a:/, the back of your tongue and your jaw are down. But /ᴂ/ is a short vowel sound, while /a:/ is a long vowel sound.** | **Articulate the two sounds after the teacher and give examples of words where the sounds occurs.**  **/ᴂ/ - dam, land, chat, maths, jack, sat etc.**  **/a:/- father, fart, farm, arm, far, alm etc.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to differentiates between vowel sound /ᴂ/ and /a:/.** | **Differentiate between vowel sound/ᴂ/ and /a:/.**   |  |  | | --- | --- | | **/ᴂ/** | **/a:/** | | **Cat** | **Cart** | | **Back** | **Bark** | | **Lack** | **Lark** | | **Ant** | **Aunt** | | **Bad** | **Bart** | | **Sat** | **Sart** | | **Fat** | **Fart** | | **Ban** | **Barn** | | **Pat** | **part** | | **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. **Articulate the two sounds.** 2. **Give three examples each for the two sounds.** | **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 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 /ᴂ/ and /a:/ sounds in minimal pairs.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



16th June, 2023

Deputy Head Instructor

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