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

Subject English Language

Topic: Word Groupings and Usage

Sub Topic: Prefixes

Date: 9th January, 2023

Duration: 40 Minutes

Period: 11:10am -11.50am

Class: SSS 2

Number in Class: 5

Average Age: 15

Sex: Mixed

**Learning Objectives:** By the end of the lesson, the students should be able to;

1. Define Prefix.
2. Give examples of prefix.
3. Identify prefix in any given word.

**Rationale/Importance:** To enable students know the meaning of prefix and its attendant importance and usage in word formation process.

**Previous Knowledge:** They have been taught word formation before now.

**Instructional Resources**: Chart illustrating word formation through the use of prefix.

**Reference Materials:** Contemporary English grammar by J D Murthy

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **LEARNING POINT** |
| Introduction | The teacher asks the students if they can form new word from an existing root word. | Responds to the question by attempting to form a new word from an existing one. | To ascertain if they have knowledge of the topic before now. |
| Step 1 | The teacher begins the lesson by stating that the topic for the day is word groupings and usage but however, we shall be narrowing our focus to Prefix. | They listen to the teacher with rapt attention. | To enable the students know the scope of coverage of the lesson for the time being. |
| Step 2 | The teacher defines prefix to be;  An affix placed before a word base or another prefix to modify a term’s meaning, as by making the term negative as un- in unkind, by signalling repetition, as re- in reinvent, or by indicating support , as pro- in proabolition.  A letter or group of letters added to the beginning of a word to make a new word. | The students listen to the teacher as he defines the term prefix. | To enable the students understand the meaning of the word prefix. |
| Step 3 | The teacher lists some common prefixes and their meanings to include;  A-, anti-, bi-, counter-, de-, dis-, extra-, fore-, in-, inter-, mal-,mis-, neo-, non-, over-, post-, pre-, proto-, re- sub-, tele-, trans-,tri-, uni-, | The students take note of the examples of prefixes enumerated by the teacher. | To give the students a clearer picture of what is prefix. |
| Step 4 | The teacher uses the above listed prefixes to form new words for the students to see the process of formation of new words using prefixes;   1. Anti+facist= antifascist 2. Bi +annual= biannual 3. Counter+ terrorism= counterterrorism 4. De=mob= demob 5. Dis+ agreement= disagreement 6. Mal+practice = malpractice 7. Mis+behave= misbehave 8. Neo+colonialism= neocolonialism 9. Over+throw=overthrow 10. Sub+marine=submarine | They take note of the formation pattern and the various examples given by the teacher. | To guide the students in the word formation process. |
| Summary | The teacher gives a chalkboard summary of the lesson for the students to copy into their notebooks. | They copy the summary into their notebooks | To create a reference point and to enhance further study. |
| Evaluation | The teacher asks the students the following question:   1. What is a prefix? 2. Give two examples of prefixes. 3. What is the position of a prefixes in any given word? | The students respond to the questions base on their level of comprehension of the lesson. | To assess their level of comprehension of the lesson taught. |
| Conclusion | The teacher concludes the lesson by going round to inspect their notes, mark and also make corrections where need be. | They effect the corrections made and ask questions for further clarification | To conclude the lesson and also to ensure that the students are complying to standard. |
| Assignment | The teacher asks the students to go home and read more about word groupings and usage. | They take note of the instruction given by the teacher. | To create in them the spirit of research and to enhance more study of the topic. |



16/2/2023

Head Instructor