**JSS3 LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: English Literature**

**Topic: Personification**

**Sub-Topic: Meaning and examples**

**Date: 9th 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 Personification**
2. **Give examples of personification**

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

**Previous Knowledge: The Students make us of personification unconsciously in their daily conversation.**

**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 students to define personification** | **Define Personification**  **Personification is a literary device that gives human characteristic to non-human things or inanimate objects. The nonhuman things can be animals, object or even a concept. The human characteristics given to these things can be emotions, behaviours, or actions that bring non-human things to life.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of personification** | **Give examples of personification.**   1. **Justice is blind and, at times, deaf.** 2. **Money is the only friend I can count on.** 3. **The world does not care to hear your sad stories.** 4. **The sorry engine wheezed its death cough.** 5. **Drugs dragged him to this place and they wouldn’t let him leave alive.** 6. **The buses can be impatient around here** 7. **He sang a lonely song to the moonlight.** | **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 Personification?** 2. **Give five examples of personification.** | **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 of Personification.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



10TH February 2023

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NB: APPROVED!

**JSS3 LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Conjunctions**

**Sub-Topic: Meaning and examples**

**Date: 10th February, 2023**

**Time: 8:45 – 9: 20**

**Duration: 35 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 Conjunction**
2. **State the major kinds of Conjunctions**

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

**Previous Knowledge: The Students are familiar with some Conjunctions**

**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 students to define Conjunction.** | **Define Conjunctions.**  **A Conjunction is a word which joins two words, phrases, clauses or sentences together to complete their meaning.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the three major kinds of Conjunctions.** | **State the three major kinds of Conjunctions.**   1. **Coordinating Conjunctions: This conjunction is used to join two words, statements or clauses of equal status together. This conjunction include: and, or, but.** 2. **Subordinating conjunction: This is a conjunction that is used to join two unequal statements, clauses, or phrases together. One part depends on the other for its full meaning. Examples are before, after, since, because, when, although, though, if, who, and, which.** 3. **Correlative Conjunctions: this conjunction is used in pairs. Examples are either……or, both…….and, not only……but also, and whether…….or.** | **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 Conjunction?** 2. **State the kinds of Conjunctions and examples.** | **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 Sentences with the following: either…..or, both……and, although, or, since.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



3rd February 2023

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

**Subject: English Composition**

**Topic: Formal Letter**

**Sub-Topic: Meaning and Features**

**Date: 6TH 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 Formal Letter**
2. **State the features of a formal letter**

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

**Previous Knowledge: The Scholars have been taught informal letter.**

**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 students to define formal letter.** | **Define formal letter.**  **A formal letter is an official letter written to the higher authority.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the features of formal letter.** | **State the features of formal letter.**   1. **Address of the writer and date at the top right hand side of the letter.** 2. **Designation and address of the recipient at the left-hand side of the letter below the date.** 3. **Salutation: Dear Sir/Dear Madam.** 4. **Title: this should be brief and is written after the salutation.** 5. **Introduction: There is no exchange of pleasantries. Go straight to your main points.** 6. **The body: As informal letter, your main purpose should be developed and written in paragraphs in the body of the letter.** 7. **Language: the language is formal. You should be very polite. Do not use slang, contracted forms or exclamation marks.** 8. **Closure: close with yours faithfully, followed by your signature and your 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 a formal letter?** 2. **State the features of a formal 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 the principal telling her how the senior students are maltreating the junior students.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



3rd February 2023

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NB: APPROVED!

**LESSON PLAN FOR WEEK 5 ENDING 10TH FEBRUARY, 2023**

**Subject: Speech**

**Topic: Diphthongs**

**Sub-Topic: The /а**u/, /**/ᴐ**I/.

**Date: 7th February, 2023**

**Time: 9:30 – 10: 10**

**Duration: 40 minutes**

**Class: JSS2**

**No. In Class: 13**

**Average Age: 13**

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

1. **Articulate the vowels /а**u/, /**/ᴐ**I/. sounds
2. **Give examples of the two sounds in words**

**Rationale: For the Students to be able to know how to articulate the vowel sounds /а**u/, **/ᴐ**I/.

**Previous Knowledge: The Students have a limited knowledge of how to articulate the vowel sounds /а**u/, /**/ᴐ**I/.

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 the students how the two sounds are articulated. To say the /ᴐ**I/, sound, the front of your tongue starts down from the position of saying **/ᴐ**I/ and then moves up to the position of saying **/**I/. Your lips change from open rounded to neutral spread when you say **/ᴐ**I/.  To say the **/а**u/ sound, the back of your tongue starts down in the position where you say /a/ and then moves upwards and slightly backwards towards the position where you say **/а**u/. When you say **/а**u/, your lips change from a neutrally open shape to a slightly rounded shape. | **Listening attentively to the teacher’s explanation and articulate the sounds after the teacher** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to give examples of the two sounds in words.** | **Give examples of words where the two sounds occure.**  **/ᴐ**I/- toil, boil, coil, noise, soil, foil, coin, boy, coy, roy etc.  **/а**u/- pound, shout, ground, bound, announce, crowd, loud, fowl, bow, drown, 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. **Articulate the two sounds.** 2. **Give examples of words where the two sounds occur.** | **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**  **Translate the following words: loud, crowd, toil, coin, ground.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



10th February 2023

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NB: APPROVED BUT WORK ON THE HIGHLIGHTED SPOTS.