**JSS1 LESSON PLAN FOR WEEK 9 ENDING 30TH JUNE, 2023.**

**Subject: English Grammar**

**Topic: Reflexive and demonstrative pronouns**

**Sub-Topic: Meaning and Examples**

**Date: 30th 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. **Define Reflexive and demonstrative pronoun**

**2. Give examples of reflexive and demonstrative pronoun**

**Rationale: For the Students to be able to know the meaning and examples of reflexive and demonstrative pronouns.**

**Previous Knowledge: The students have a limited knowledge of reflexive and demonstrative pronoun.**

**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 reflexive and demonstrative pronouns.** | **Define reflexive and demonstrative pronouns. A reflexive pronoun is a type of pronoun that is when another noun or pronoun does something to itself.**  **A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to give examples of reflexive and demonstrate pronouns.** | **Give examples of reflexive and demonstrative pronouns.**  **Examples of reflexive pronouns: myself, himself, herself, yourself, oneself etc.**  **Examples of demonstrative pronouns : This, that, these, those.** | **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 reflexive and demonstrative pronoun.** 2. **Give examples of demonstrative and reflexive pronoun.** | **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 reflexive and demonstrative pronouns each.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



30th June, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 9 ENDING 30TH JUNE, 2023.**

**Subject: Literature-In-English**

**Topic: Poem**

**Sub-Topic: Reading Poem**

**Date: 29th 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. **Read a poem fluently**
2. **Answer questions from the poem**

**Rationale: For the Students to be able to read a poem fluently and answer questions from it.**

**Previous Knowledge: The students have a limited knowledge of how to read a poem fluently.**

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

**Reference Material: Early Birds Poems for Junior Secondary Schools by Niyi Osundare**

**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 the given poem :”My Pen”.** | **Read the given poem carefully one after the other under the guide of the teacher.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to appreciate the poem.** | **Appreciates the given poem one after the other under the guide of the teacher.** | **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. **How many stanzas are in the poem?** 2. **State the figure of speech in the poem.** | **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**  **Read the poem and analyse the poem again.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



30th June, 2023

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**JSS1 LESSON PLAN FOR WEEK 9 ENDING 30TH JUNE, 2023.**

**Subject: English Phonics**

**Topic: Aural Discrimination**

**Sub-Topic: The vowel sounds /e/ and /**

**Date: 28th June, 2023**

**Time: 11:10 – 11: 50**

**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. **Articulate sounds /e/ and /**
2. **Differentiate between the vowel sounds /e/ and /**

**Rationale: For the Students to be able to articulate and differentiate between the vowel sounds/e/ and /**

**Previous Knowledge: The students have a limited knowledge of how to articulate the vowel sounds /e/ and /**

**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** | **Demonstrates to the Students how the vowel sounds /e/ and are articulated.**  **When you say /e/ and , the back of your tongue is down and your mouth is wide open. Both /e/ and are short vowel sounds but your jaw is down a little when you say /e/, while it is just relaxed when you say**  **/ / .** | **Articulate /e/ and / / after the teacher and give examples of words where the sounds occur.**  **/e/ - letter, red, bed, sentence. pence, leg, check, teddy, lead, bread, spread etc.**  **/ / - number, under, butter, plumber, thumb, love, dove, month, come, London, colour, country etc.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to differentiate between the two vowel sounds in minimal pairs.** | **Differentiate between the two vowel sounds.**   |  |  | | --- | --- | | **/e/** | **/ / .** | | **Bet** | **But** | | **Bed** | **Bud** | | **Fled** | **Flood** | | **Steady** | **Study** | | **Bled** | **blood** | | **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 vowel sounds.** 2. **Give examples.** | **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**  **Differentiate between vowel sounds /e/ and / / in minimal pair.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



30th June, 2023

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**JSS1 LESSON PLAN FOR WEEK 9 ENDING 30TH JUNE, 2023.**

**Subject: English Composition**

**Topic: Writing**

**Sub-Topic: Introductory Paragraph**

**Date: 26th June, 2023**

**Time: 8:50 – 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 a paragraph**
2. **Write an introductory paragraph on “My School”.**

**Rationale: For the Students to be able to write an introductory paragraph .**

**Previous Knowledge: The students are familiar with paragraph in passages.**

**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 paragraph.** | **Define paragraph. A paragraph is a series of sentence that are organized and coherent, and are all related to a single topic. A paragraph is a series of sentence that are organized and coherent, and are all related to a single topic. A paragraph is a self contained unit of discourse in writing dealing with a particular point or idea.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to write an introductory paragraph on my School.** | **Write an introductory paragraph on my School.**  **My School**  **The name of my School is Emerald Royal In’t School. It is located at plot No. 437, Cad Zone, Mpape , Abuja.** | **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 a paragraph?** 2. **What is a School?** | **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 introductory paragraph on and topic of your choice.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



30th June, 2023

Deputy Head Instructor

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