**JSS1 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Composition**

**Topic: Writing**

**Sub-Topic: Arrangement of ideal in logical sequence**

**Date: 30th January, 2023**

**Time: 8:50 – 9: 30**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define Logical Sequence**
2. **State the method for logical sequence**

**Rationale: For the Students to be able to know the meaning of logical sequence.**

**Previous Knowledge: The Students have been taught elements of composition**

**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 logical sequence** | **Define logical sequence.**  **Logical sequence refers to the presentation of facts and ideas in a clear manner with the points related and well connected to the main idea.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to state the method used to present idea in logical sequence.** | **State the method used to present idea in logical sequence.**   1. **Write the idea or topic you want to write about in the middle of a sheet of paper and circle it. With or without a partner, think of related ideas or words.** 2. **As a group, you can brainstorm a given topic. Each person in the group should make his own contribution. The group secretary writes down the points. After, sort out the main ideas and write them out as topic sentences.** 3. **Use ideas to write an outline. All the ideas obtained from the above methods should be written down clearly as topic sentences.** 4. **Write the first draft: In writing the first draft, ensure that you have the three important elements of a composition that is the introduction, the body and the conclusion. Also ensure that each paragraph in the draft has a main idea which is presented in the topic sentence and that all sentences in a paragraph are related to the topic sentence.** 5. **Use of transitional words/phrases- these help to link the sentences and paragraph to achieve unity and coherence.** 6. **Repeat keywords and phrase- You can make use of pronouns and synonyms to avoid actual repetition that may be boring.** | **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 logical sequence?** 2. **State the method used to present idea in logical sequence.** | **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 an example of idea in logical sequence.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



3rd February 2023

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**JSS1 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Literature-In-English**

**Topic: Personification**

**Sub-Topic: Meaning and Examples**

**Date: 2nd February, 2023**

**Time: 12:30 – 1: 00**

**Duration: 30 minutes**

**Class: JSS1**

**No. In Class: 18**

**Average Age: 11**

**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 know the meaning and examples of personification**

**Previous Knowledge: The Students have a limited knowledge of personification.**

**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 personification** | **Define Personification**  **Personification is a literary device that gives human characteristics to non-human things or inanimate objects. The non-human can be animals, object or even a concept.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of personification.** | **Give examples of personification.**   1. **The sun winked at me** 2. **The trees are waving at us** 3. **Morning arrived early today** 4. **Justice is blind, and at times, deaf.** 5. **The world does not care to hear your stories** 6. **The lorry engine wheezed its death cough 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.**   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 five examples of personification.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



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**JSS1 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: Speech**

**Topic: Phonemes**

**Sub-Topic: The vowel sound /аu/**

**Date: 1st February, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Articulate the vowel sound /аu/**
2. **Give examples of /аu/ sound in words**

**Rationale: For the Students to be able to articulate the vowel sounds /аu/**

**Previous Knowledge: The Students have a limited knowledge of /аu/ sound**

**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 the students how the sound /аu/ is articulated.**  **When you say /аu/, your tongue shifts from the position where you say /а/ and moves in the direction of the position where you pronounce /u/. Your lips change from a relaxed shape to a rounded shape and your jaw moves up a little.** | **Listen attentively to the teacher and articulate the sound after the teacher** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of /аu/sound in words.** | **Give examples of /аu/sound in words gross, hoe, code, ocean, toe, note, home, doe, vote, old, shoe, dote, go, foe, tone, goat, row, dough, boat, low, bow, soul, grow etc.** | **To ensure the Students knowledge of the lesson.** |
| **Summary** | **Summarizes the lesson by articulating the vowel sound /аu/and ask the students to do same** | **Listening attentively to the teacher and asks questions for a better understanding.** | **To create a platform for slow learners.** |
| **Evaluation** | **Asks the Students to:**   1. **Articulate the vowel sound /аu/.** 2. **Give examples of words where the /аu/** | **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 five examples of words with /аu/ sound.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



3rd February 2023

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**JSS1 LESSON PLAN FOR WEEK 4 ENDING 3RD FEBRUARY, 2023.**

**Subject: English Grammar**

**Topic: Verbs**

**Sub-Topic: Meaning and types**

**Date: 3rd March, 2023**

**Time: 9:20 – 9: 55**

**Duration: 35 minutes**

**Class: JSS1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define Verb**
2. **Enumerate the types of verbs**

**Rationale: For the Students to know the meaning and types of a verb**

**Previous Knowledge: The Students have a limited knowledge of a verb**

**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 verbs.** | **Define verbs**  **Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling about what is taking place.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to enumerate the types of verbs.** | **Enumerate the types of verbs.**   1. **Action verbs** 2. **Stative verbs** 3. **Transitive verbs** 4. **Intransitive verbs** 5. **Linking verbs** 6. **Helping verbs (also called auxiliary verbs)** 7. **Modal verbs** 8. **Regular verbs** 9. **Phrasal verbs** 10. **Infinitives** | **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 verb?** 2. **State five types** | **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**  **What is action verb?** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



3rd February 2023

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