**JSS1 LESSON PLAN FOR WEEK 1 ENDING 5TH May, 2023.**

**Subject: English Grammar**

**Topic: Future Tense**

**Sub-Topic: Meaning and Examples**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define Future Tense**
2. **Give Examples of Future Tense**

**Rationale: For the students to be able to know the meaning and examples of future tense**

**Previous Knowledge: The students have limited knowledge on the topic**

**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 Acti vities** | **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** | **Guide the Students to define future tense** | **Future tense is the verb form you use to talk about things that haven’t happened yet but will happen in the future.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the students to give examples of future tense.** | **Examples of future tenses.**   1. **She’ll write the e-mail after lunch.** 2. **Don’t lift that. You’ll hurt yourself.** 3. **I’ll see you tomorrow.** 4. **Dan is going to take the order over to the customer.** 5. **I’ll drive you to your lesson at 4pm.** | **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 future tense?** 2. **Give 5 examples of future tense.** | **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 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 future tense.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



5th May, 2023

Deputy Head Instructor

APPROVED!

**JSS1 LESSON PLAN FOR WEEK 1 ENDING 5TH May, 2023.**

**Subject: Speech**

**Topic: Word Boundaries**

**Sub-Topic: Meaning and Examples**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **Define word boundaries**
2. **Give examples of word boundaries**

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

**Previous Knowledge: The student have limited knowledge on the topic**

**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 Acti vities** | **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 word boundaries.** | **Define word boundaries**  **A word boundary is the part or area of a sentence where one word ends and another one begins. The white spaces between words let us know where one word ends and another one begins.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to give examples of word boundaries.** | **Examples of word boundaries.**  **Go away**  **Butter and bread**  **Order of merit**  **Fear of God**  **Matter of fact**  **Sentences**   1. **As a matter of fact, I will go away.** 2. **It is just because I have the fear of God that I will allow them to travel in their order of merit.** 3. **The leader of the team shared butter and bread.** | **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 word boundaries?** 2. **2. Give examples of word boundaries.** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Give examples of boundaries.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



5th May, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 1 ENDING 5TH May, 2023.**

**Subject: English Composition**

**Topic: Main and Supporting Ideas**

**Sub-Topic: Meaning and Examples**

**Date: 20th January, 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 to :**

1. **Define Main and Supporting Ideas**
2. **Give examples of Main Ideas**

**Rationale: For the Students to be able to know the meaning and examples of main and supporting ideas.**

**Previous Knowledge: The student have limited knowledge on the topic**

**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 main and supporting idea.** | **Define main and supporting idea.**  **The main idea of a paragraph or essay is what the entire piece is about. The main idea can be directly expressed in the form of a topic sentence or thesis statement or it can be implied. The supporting details help to validate or expand on the main idea.**  **Supporting details in fiction essays generally expand on the main idea and serve to point a clearer picture of what the essay is all about.** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to give examples of main ideas.** | **Give examples of main ideas.**  **Summer is a wonderful time to spend at West Beach. It is a beach with light-coloured, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the visible at low tide. This is a fun beach for people of all ages.**  **In this paragraph;**   1. **The topic is West Beach.** 2. **The main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach.** | **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 main idea?** 2. **What is supporting idea?** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Write a paragraph and bring out the main idea.** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



5th May, 2023

Deputy Head Instructor

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**JSS1 LESSON PLAN FOR WEEK 1 ENDING 5TH May, 2023.**

**Subject: Literature-In-English**

**Topic: Types of Drama**

**Sub-Topic: Comedy and Tragedy**

**Date: 20th January, 2023**

**Time: 8:10 – 8: 50**

**Duration: 40 minutes**

**Class: JSS 1**

**No. In Class: 18**

**Average Age: 11**

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

1. **State the types of drama**
2. **Define comedy and tragedy**

**Rationale: For the Students to be able to know the meaning of comedy and tragedy.**

**Previous Knowledge: The student have read stories of comedy and tragedy.**

**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 state the types of drama** | **State the types of drama**   1. **Comedy** 2. **Tragedy** 3. **Farce** 4. **Tragic-comedy** 5. **Melodrama** 6. **Opera** 7. **Musical** | **To enhance the students knowledge of the lesson** |
| **Step 2** | **Guides the Students to define comedy and tragedy** | **Define comedy and tragedy.**  **Comedy is a type or genre of drama that is intended to make people laugh. However, humour is not the only quality that signifies a comedy.**  **Tragedy: focuses on human suffering and, mainly, the terrible or sorrowful events that befall a main character.** | **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. **State the types of drama.** 2. **Define comedy and tragedy.** | **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 y make corrections.** | **Identify their mistakes and make corrections.** | **To ensure that the right things are put down.** |
| **Assignment** | **Give homework**  **Differenciate between comedy and tragedy** | **Answer question at home with the help of their parents or guardians.** | **To encourage learning at home.** |



5th May, 2023

Deputy Head Instructor

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