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| Name of teacher | | | Ms. Anyanwu, Amarachi Cynthia | | |
| Date | | | 16/9/2024 – 20/9/2024 | | |
| Class | | | JSS1 | | |
| Subject | | | English Language | | | No of contacts/week | | 3 |
| Topic | | | 1. Reading Comprehension: Intensive Reading 2. Grammar: Parts of Speech - Nouns | | | Current contact for the week | | 1/3 |
| Objectives | | | By the end of the lesson, the students should be able to: | | | | | Evaluation | |  | | | | | Yes | No |
| 1 | preview and read carefully a given passage; | | | | | | | Preview and read the passage *Diet and Nutrition* on page 45 correctly; | | | | | | |  |  |
| 2 | recall salient points in a given passage; | | | | | | | Recall salient points in the passage *Diet and Nutrition* on page 45; | | | | | | |  |  |
| 3 | review the passage. | | | | | | | Review the passage *Diet and Nutrition* on page 45; | | | | | | |  |  |
| 4 | Identify different types of nouns. | | | | | | | Identify the proper and common nouns in these sentences by underlining the proper nouns and circling the common nouns.   1. The girl went to Cross River State to see the Obudu cattle ranch. 2. Dan Maraya Jos is a famous musician. 3. Kanu Nwankwo is from Abia State. 4. Ibadan is the largest city in Nigeria. 5. *Things Fall Apart* is a book written by Chinua Achebe. | | | | | | |  |  |
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| Previous Knowledge | | | | |  | | | | | | | | | | |  |
| The students have been taught the basic reading skills, such as decoding and comprehension. | | | | | | | | | | | | | | | |  |
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| Entry Behavior | | | | TA | | | | | | | | | Time | | | 2 mins |
| The teacher introduces herself and asks the students to introduce themselves as well. | | | | | | | | | | | | | | | | |
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| Set Induction | | | |  | | | | | | | | | | | |  |
| The teacher asks the students a thought-provoking question such as ‘’How do you think reading can help you in life?’’ | | | | | | | | | | | | | | | | 3 mins |
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| **Exploration** | | Teachers role | | | | | Students’ role | | Teaching technique | | Teaching aid | Time | | Yes | | No |
| Step 1: The teacher explains the need for, and the value of a flexible reading strategy, which allows for previewing, intensive reading, repeated reading and active recall of essential information.  Step 2: The teacher reads the passage carefully to the students. She guides them on how to identify and record the salient or main points.  Step 3: The teacher shows the students how to apply the reading strategies (SPQ3R).  Step 4: The teacher asks the students to re-read the passage for maximum retention and recall.  Step 5: The teacher defines noun as a part of speech.  Step 6: The teacher explains the various types of nouns, citing appropriate examples of each type. She answers the students’ questions accordingly  Step 7: The teacher explains how nouns function in English Language. She answers the students’ questions accordingly then gives them note to copy. | | | | | The students previews the passage *Diet and Nutrition* on page 45 by reading the main ideas.  The students listen as the teacher reads the passage to understand the points raised in the passage.  They also read the passage and record notes on the salient points or the main ideas.  The students listen as the teacher explains.  The students re-read the passage.  The students listen to the teacher’s explanation positively and ask questions.  The students listen positively to the teacher’s explanation and ask questions.  The students listen to the teacher’s explanation positively and ask questions. They copy the note afterwards. | | * Questioning * Explanation * Use of examples * Repetition * Questioning | | PPT Slides explaining how to read for maximum retention using the reading technique (SQ3R).  PPT Slides of students reading.  Text book - New Concept English for Junior Secondary School 1  PPT Slides of persons, animals, places, things etc. (Nouns) | 15 mins | |  | |  |
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| **Engagement** | | Teacher’s role | | | | | Students’ role | | Teaching technique | | Teaching aid | Time | | Yes | | No |
| Discussion | | Step 1: The teacher engages in a discussion session with the students to verify how well they have understood the topic using the evaluation questions as guide.  Step 2: The teacher re-emphasizes the areas in the topic where the students responded poorly in their feedback. | | | | | The students answer the question.  The students listen as the teacher explains again. | | * Discussion * Questioning * Reinforcement | | PPT Slides explaining how to read for maximum retention using the reading technique (SQ3R).  PPT Slides of students reading.  Text book - New Concept English for Junior Secondary School 1  PPT Slides of persons, animals, places, things etc. (Explaining Nouns) | 15 mins | |  | |  |
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| Application | | Teacher plays a 3-minute PPT Slide of students reading and pictures of different types of food grouped into classes.  Teacher plays a 3- minutes PPT Slides of the explanation of noun and the different types with pictures of persons, animals, places, things etc. | | | | | The students watch the videos and ask questions. | |  | |  | 10 mins | |  | |  |
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