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| Name of teacher | Anyanwu, Amarachi Cynthia |
| Date | 30/9/2024 – 4/10/2024 |
| Class | JSS1 |
| Subject | English Language | No of contacts/week | 4 |
| Topic | 1. Grammar: Determiners
2. Writing: Writing to highlight main and supporting ideas. The elements of composition
 | Current contact for the week | 1/4 |
| Objectives | By the end of the lesson, the students should be able to: | Evaluation |  | Yes | No |
| 1. | define determiner; | 1. What is a determiner?
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|  2. | Use determiners correctly; | 1. Fill in the gaps in the short story below with *a, an,* or *the* in the appropriate place.

\_\_\_\_boy with \_\_\_\_ piece of bread and \_\_\_\_ orange was running across \_\_\_\_ road. Looking back, he saw \_\_\_\_ shadow of \_\_\_\_ huge person. Thinking that \_\_\_\_ shadow was that of \_\_\_\_ woman from whom he had stolen \_\_\_\_bread and orange, he increased his speed but soon ran into \_\_\_\_ oncoming car. \_\_\_\_ piece of bread and \_\_\_\_orange fell into \_\_\_\_near-by gutter. Sadly, he realized what \_\_\_\_ idiot he had been. He had learned \_\_\_\_ lesson never to take what did not belong to him.  |  |  |
|  3. | Read through a topic and jot down main and supporting ideas as they occur; | Identify the main idea and one supporting idea of each paragraph of the reading passage *Automobiles.*  |  |  |
|  4. | Write good compositions on given topics. | Write a paragraph on *Myself* using the information provided in the box below as a guide.name, sex, age, parents’ names, class, ethnic group, nationality, best subject, favorite food, future career, dislikes, height, complexion, your role model  dislikedm |  |  |
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| Previous Knowledge |  |  |
| The students have learnt to read for maximum retention and recall using the reading strategy (SQ3R). |  |
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| Entry Behavior |  | Time | 2 mks |
| The teacher asks the students to submit their homework for marking and corrections. |
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| Set Induction |  |  |
| The teacher asks the students to explain the reading strategy (SQ3R). | 3 mks |
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| **Exploration** | Teacher’s role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| Step 1: The teacher explains what a determiner is, citing accurate examples. She answers the students’ questions accordingly. | The students listen to the teacher and ask questions. | * Questioning
* Explanation
* Use of examples
* Repetition
* Questioning
 | PPT Slides explaining all about determiners.Text book - New Concept English for Junior Secondary School 1PPT Slides highlighting main and supporting ideasPPT Slides explaining how to write good compositions. | 15 mks |  |  |
| Step 2: The teacher explains how to use the determiners. She answers the students’ questions accordingly then asks the students to copy the note. | The students listen to the teacher and ask questions. They copy the note. |  |  |  |  |  |
| Step 3: The teacher asks the students to read the passage on page 18 titled *Automobiles.* She corrects them where necessary. She discusses the passage with them. | The students read the passage and discusses the passage with the teacher. |  |  |  |  |  |
| Step 4: The teacher leads the students to identify main and supporting ideas. | The students write down the main and supporting ideas. |  |  |  |  |  |
|  | Step 5: The teacher explains to the students how to write good compositions. She answers the students’ questions accordingly then writes the note. | The students listen to the teacher and ask questions where necessary. The copy the note. |  |  |  |  |  |
| **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. | The students answer the question. | * Discussion
* Questioning
* Reinforcement
 | PPT Slides explaining all about determiners.PPT Slides highlighting main and supporting ideasPPT Slides explaining how to write good compositions. | 15 mins. |  |  |
|  | Step 2: The teacher re-emphasizes the areas in the topic where the students responded poorly in their feedback. | The students listen as the teacher explains again. |  |  |  |  |  |
| Application | The teacher plays a 3-minute PPT Slide explaining what determiners are. | The students watch the videos and ask questions. |  |  | 20 mins. |  |  |
|  | The teacher plays a 3- minutes PPT Slides of the explanation of how to identify main and supporting ideas in passages. | The students watch the videos and ask questions. |  |  |  |  |  |
|  | Teacher plays a 3- minutes PPT Slides of the explanation of how to write good compositions. | The students watch the videos and ask questions. |  |  |  |  |  |
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