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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? | | | | | | | |  |  |
| 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 1  PPT Slides highlighting main and supporting ideas  PPT 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 ideas  PPT 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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