EaD Comprehensive Lesson Plans

| NAME OF TEACHER: | or <u>0248043888</u> WEEK ENDING03-02-2023 |
|------------------|---|
| NUMBER ON ROLL: | SUBJECT ENGLISH LANGUAGE |

DURATION: REFERENCE...SYLLABUS(CRDD,2007), FOR JHS

FORM......BASIC 9...... WEEK......4......

| DAY/DURATION | TOPIC/SUB-TOP IC/ASPECT | OBJECTIVES/R.P.K | TEACHER-LEARNE R ACTIVITIES | T/L MATERIALS | CORE POINTS | SKILLS ACQUISITION |
|-------------------------------|--|--|---|--|--|--|
| MONDAY 9:15AM - 10:25AM 70min | LISTENING AND SPEAKING Sub-Topic Revision of Vowels and Consonants | Objectives By the end of the lesson, pupils will be able to; identify weak forms and pronounce them correctly RPK Pupils have already been taught prepositions, articles and conjunction. | Introduction; Review Pupils knowledge on Prepositions, articles and conjunctions. Activities; 1. Demonstrate how weak form are used in utterances. 2. Discuss with Pupils the meaning of content words. 3. Assist Pupils to distinguish between | Word chart, Poster showing vowels and consonants, Power Point presentation | Weak forms are generally words that are normally unstressed e.g. Prepositions - to, on, in, by, at, etc. Articles - a, an, the. Conjunctions - and, but, for. Auxiliary Verbs (primary and modal) – do, have, be, can, might, etc. Personal Pronouns - 1, you, he, she, it, we, etc. | Oral skills listening skills communication skills vocabulary skills |

| | | | Content words and function words. Closure; Reflect on the use of content words and function words in utterances. | | |
|----------------------------|-------------------------------|--|--|---|---|
| TUESDAY 8:05AM – 9:15AM | TOPIC GRAMMAR | Objectives By the end of the lesson, pupils will be able to; | Introduction; Through questions and answers, review | RELATIVE CLAUSE A related missacine a determinent transmitten describes on man or product year factorisms as an adjustment of many with the fallowing solding registery factorisms, serger, adjust, class, and adjustment of many register personal. The morable has the constitution of product dampiness inaughtrationnal. - many and an other personal. | Vocabulary skills Oral skills |
| | Sub-Topic Relative Clauses | able to; construct sentences containing relative clauses RPK Pupils have already been taught how to identify relative clauses in sentences. | Pupils knowledge on the previous lesson. Activities; 1. Assist Pupils to identify examples of relative clauses and their functions. 2. Discuss with Pupils on how relative clauses are used in sentences. 3. Pupils brainstorm to mention examples of collective nouns Closure; Summarize the lesson | The local process of the control of | 3. Critical thinking4. Reading skills5. Listening skills. |

| THURSDAY 9:15AM - 10:25AM 70mins | TOPIC WRITING Sub-Topic Consolidation | Objectives By the end of the lesson, pupils will be able to; write a composition of two paragraphs each of five sentences using the colon and exclamation marks appropriately. RPK Pupils can write simple sentences. | Introduction; Pupils brainstorm to mention 5 examples of punctuation marks. Activities; 1. Discuss with Pupils examples of sentences involving punctuation marks. 2. Assist Pupils to write composition of two paragraphs with five sentences making each paragraph. | why. Deciding when to use "that" and "which" can be puzzling. "That" refers to things and never refers to people. Using the colon and exclamation marks. Colon: The colon is a punctuation mark used for explaining or giving details of a statement listing items. Exclamation mark: It is used to express anger, surprise or command. 20 Sentences of Punctuation 1. Shall he not come in? 2. Shall we not eat dinner here? 3. Do not smoke in your room. 4. You wash your hand first and then eat. 5. Clean your room. 6. Stop talking and open your book. 7. Take the dog for a walk, please. 8. Stop biting your fingernails. 9. Nobody move! 10.Do not walk fastly. 11. How many times do you smoke? 12. Who knows the answers to these questions? 13. Whom did you see yesterday? 14. Why are you not interested? 15. Whose pants are these? 16. A brownie is being baked by Michael. 17. A mistake was made. 18. He is being hired to work at Burger King. 19. Choose your friends wisely. 20. Shall we not eat dinner here? englishstudyhere.com | Writing skills Vocabulary skills Communicatio n skills. |
|----------------------------------|--|--|---|---|---|
| | | | paragrapn. Closure; | | |

| FRIDAY 12:00PM – 1:10PM | TOPIC READING Sub-Topic Reading Comprehension | Objectives By the end of the lesson, pupils will be able to; i. read the passage fluently. ii. answer correctly, questions on the passage. | Through questions and answers, conclude the lesson. Introduction; Drill Pupils on the correct pronunciation of keywords in the passage. Activities; 1. Select a model reader to read passage to the class. 2. Pupils brainstorm read silently the reading passage. | How to answer comprehension questions – Step-by-step 1. Identify and restate the keywords in the question. 2. Present your answer. 3. Incorporate your evidence. 4. Explain your example. 5. Conclude your response. The "Super Six" comprehension strategies 1. Making Connections. 2. Predicting. 3. Questioning. 4. Monitoring. |
|--------------------------|--|---|---|--|
| | | RPK Pupils can read with correct pronunciation of words. | 3. Assist Pupils to punctuate short passages and discuss the appropriatenes s of punctuation marks and capital letters used. | 6. Summarising. |

| questions. |
|------------|
|------------|

Name of Teacher: School: District: