

EaD Comprehensive Lesson Plans



or



0248043888

NAME OF TEACHER:

WEEK ENDING.....03-02-2023.....

NUMBER ON ROLL:

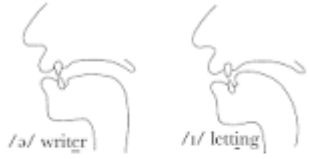
SUBJECT... ENGLISH LANGUAGE

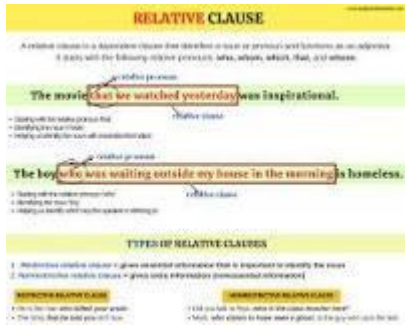
DURATION:

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

FORM.....BASIC 9.....

WEEK.....4.....

<u>DAY/DURATION</u>	<u>TOPIC/SUB-TOPIC/ASPECT</u>	<u>OBJECTIVES/R.P.K</u>	<u>TEACHER-LEARNER ACTIVITIES</u>	<u>T/L MATERIALS</u>	<u>CORE POINTS</u>	<u>SKILLS ACQUISITION</u>
MONDAY 9:15AM - 10:25AM 70min	TOPIC 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; - Demonstrate how weak form are used in utterances. - Discuss with Pupils the meaning of content words. - 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 - I, 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 Sub-Topic Relative Clauses	Objectives By the end of the lesson, pupils will be able to; construct sentences containing relative clauses RPK Pupils have already been taught how to identify relative clauses in sentences.	Introduction; Through questions and answers, review 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		 Relative Clauses usually begin with that, who, whom, which. Relative clauses usually come immediately after the nouns they relate to. They qualify or describe the nouns they relate to. Examples are; The girl who won the prize is my sister. The dog which guards the house is very fearful. that, which, who, whom, and whose—and three relative adverbs—where, when, and	1. Vocabulary skills 2. Oral skills 3. Critical thinking 4. Reading skills 5. Listening skills.

					why. Deciding when to use “that” and “which” can be puzzling. “That” refers to things and never refers to people.																					
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. Closure:		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 <table><tr><td>1. Shall he not come in?</td><td>11.How many times do you smoke?</td></tr><tr><td>2. Shall we not eat dinner here?</td><td>12.Who knows the answers to these questions?</td></tr><tr><td>3. Do not smoke in your room.</td><td>13.Whom did you see yesterday?</td></tr><tr><td>4. You wash your hand first and then eat.</td><td>14.Why are you not interested?</td></tr><tr><td>5. Clean your room.</td><td>15.Whose pants are these?</td></tr><tr><td>6. Stop talking and open your book.</td><td>16.A brownie is being baked by Michael.</td></tr><tr><td>7. Take the dog for a walk, please.</td><td>17.A mistake was made.</td></tr><tr><td>8. Stop biting your fingernails.</td><td>18.He is being hired to work at Burger King.</td></tr><tr><td>9. Nobody move!</td><td>19.Choose your friends wisely.</td></tr><tr><td>10.Do not walk fastly.</td><td>20.Shall we not eat dinner here?</td></tr></table> englishstudyhere.com	1. Shall he not come in?	11.How many times do you smoke?	2. Shall we not eat dinner here?	12.Who knows the answers to these questions?	3. Do not smoke in your room.	13.Whom did you see yesterday?	4. You wash your hand first and then eat.	14.Why are you not interested?	5. Clean your room.	15.Whose pants are these?	6. Stop talking and open your book.	16.A brownie is being baked by Michael.	7. Take the dog for a walk, please.	17.A mistake was made.	8. Stop biting your fingernails.	18.He is being hired to work at Burger King.	9. Nobody move!	19.Choose your friends wisely.	10.Do not walk fastly.	20.Shall we not eat dinner here?	1. Writing skills 2. Vocabulary skills 3. Communication skills.
1. Shall he not come in?	11.How many times do you smoke?																									
2. Shall we not eat dinner here?	12.Who knows the answers to these questions?																									
3. Do not smoke in your room.	13.Whom did you see yesterday?																									
4. You wash your hand first and then eat.	14.Why are you not interested?																									
5. Clean your room.	15.Whose pants are these?																									
6. Stop talking and open your book.	16.A brownie is being baked by Michael.																									
7. Take the dog for a walk, please.	17.A mistake was made.																									
8. Stop biting your fingernails.	18.He is being hired to work at Burger King.																									
9. Nobody move!	19.Choose your friends wisely.																									
10.Do not walk fastly.	20.Shall we not eat dinner here?																									

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

			Engage Pupils in answering comprehension questions.			
--	--	--	--	--	--	--

Name of Teacher:

School:

District: