

# EaD Comprehensive Lesson Plans



or



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**NAME OF TEACHER:** .....

**WEEK ENDING...** 14-04-2023.....

**NUMBER ON ROLL:** .....

**SUBJECT...** ENGLISH LANGUAGE

**DURATION:** .....

**REFERENCE...**SYLLABUS(CRDD,2007), **FOR JHS .....** ENG. LANG.

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

**WEEK.....**2.....

<u><b>DAY/DURATION</b></u>	<u><b>TOPIC/SUB- TOPIC/ASPECT</b></u>	<u><b>OBJECTIVES/R.P. K</b></u>	<u><b>TEACHER- LEARNER ACTIVITIES</b></u>	<u><b>T/L MATERIALS</b></u>	<u><b>CORE POINTS</b></u>	<u><b>SKILLS ACQUISITION</b></u>
<b>MONDAY</b>  <b>10-04-2023</b>	<b>TOPIC</b>  <b>GRAMMAR</b>  <b>Sub-Topic</b>  Tense Forms	<b>Objectives</b> By the end of the lesson, pupils will be able to;  use simple past tenses in sentences.  <b>RPK</b> Pupils can use present perfect continuous tenses.	<b>Introduction;</b> Review Pupils knowledge on the previous lesson.  <b>Activities;</b> 1. Ask Pupils to mention examples of simple past tenses of verbs. 2. Assist Pupils to write sentences involving simple past tenses. 3. Through peer-to-peer	1. Cockcrow 2. Sentence cards 3. Word chart. 4. Posters	<b>Simple Past Tense</b> <b>Examples to Show</b> <b>Complete Actions</b> <ul style="list-style-type: none"> <li>Lisa went to the supermarket yesterday.</li> <li>Sam cooked a tasty dinner yesterday.</li> <li>My brother saw a movie yesterday.</li> <li>Last year, I travelled to France.</li> </ul>	1. Vocabulary skills 2. brainstorming 3. Identification

			<p>conversations, Pupils to use simple forms of verbs.</p> <p><b>Closure;</b> Through questions and answers, conclude the lesson.</p>		<ul style="list-style-type: none"> <li>• I washed the dishes.</li> <li>• My mother bought a dress for me.</li> </ul>	
<p><b>TUESDAY</b></p> <p><b>11-04-2023</b></p>	<p><b>TOPIC</b></p> <p><b>WRITING</b></p> <p><b>Sub-Topic</b></p> <p>Writing based on Non-verbal Sources</p>	<p><b>Objectives</b> By the end of the lesson, pupils will be able to;</p> <p>write brief descriptions on given data</p> <p><b>RPK</b> Pupils can already represent information in a table.</p>	<p><b>Introduction;</b> Review Pupils mathematical knowledge on graphs and their interpretation.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>1. Discuss with Pupils ways of representing information on a graph.</li> <li>2. Pupils in small groups to translate information in graphs into words.</li> </ol> <p><b>Closure;</b> Reflect on the ways of representing information on graph.</p>		<p><b>Developing tables and graphs.</b> A table consists of columns and rows. (Explain columns and rows to pupils) The rows show the information relating to each of the items in the table. The top row shows the categories considered important to be represented in the table. (See the top row of tables above). The columns also show the information relating to each of the items in the row. Every table must have a heading/title. The last column shows the totals of each row</p>	<ol style="list-style-type: none"> <li>1. Writing skills</li> <li>2. Interpretation</li> <li>3. Brainstorming</li> <li>4. Vocabulary skills</li> </ol>

					<p>The last row shows the totals of each column.</p> <p>There must be a grand total at the right corner of the last row.</p> <p>Language use: Tenses, adjectives, concord</p>	
<b>WEDNESDAY</b>  <b>12-04-2023</b>	<b>TOPIC</b>  <b>READING</b>  <b>Sub-Topic</b> Reading Comprehension	<b>Objectives</b> By the end of the lesson, pupils will be able to;  show the literary effect a text has on the reader.  <b>RPK</b> Pupils can read.	<b>Introduction;</b> Review Pupils knowledge on the previous lesson.  <b>Activities;</b> <ol style="list-style-type: none"> <li>1. Assist Pupils to identify literary effects on texts.</li> <li>2. Pupils brainstorm to explain appreciative questions.</li> <li>3. Discuss with Pupils on how to use appreciative questions.</li> </ol> <b>Closure;</b> Pupils brainstorm to write their views on texts.		<b>Examples of Appreciative Questions;</b> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did you feel? How would you describe others' emotions?</li> <li>• What factors do you feel made this positive experience possible?</li> <li>• What did you do, feel, or tell yourself that made this a peak experience?</li> <li>• Who else was involved?</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading skills</li> <li>2. Oral skills</li> <li>3. Comprehension skills</li> <li>4. Listening skills</li> <li>5. Vocabulary skills</li> </ol>

<b>FRIDAY</b>  <b>14-04-2023</b>	<b>TOPIC</b>  <b>LITERATURE</b>  <b>Sub-Topic</b> Poetry.	<b>Objectives</b> By the end of the lesson, pupils will be able to;  write own poems around themes identified.  <b>RPK</b> Pupils can identify themes of Poems.	<b>Introduction;</b> Demonstrate reciting a poem about a specific theme.  <b>Activities;</b> <ol style="list-style-type: none"> <li>1. Select a Poem from the Cockcrow and assist Pupils to recite.</li> <li>2. Pupils brainstorm to identify the theme of the Poem.</li> <li>3. Assist Pupils to write their own poem around themes.</li> </ol> <b>Closure;</b> Pupils in groups to discuss the importance of Poems.		<b>How to write a poem</b> <ul style="list-style-type: none"> <li>✚ Decide what you want to write about. Unless you've been assigned to write a poem about a specific topic, the first step in writing a poem is determining a topic to write about.</li> <li>✚ Determine the best format for your topic.</li> <li>✚ Explore words, rhymes, and rhythm.</li> <li>✚ Write the poem.</li> <li>✚ Edit what you've written.</li> </ul>	<ol style="list-style-type: none"> <li>1. Oral skills</li> <li>2. Listening skills</li> <li>3. Recitations</li> <li>4. Vocabulary skills</li> <li>5. Writing skills.</li> <li>6. Brainstorming</li> </ol>
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***School:***

***District:***