

## EaD Comprehensive Lesson Plans



or



**0248043888**

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

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

**WEEK ENDING.....28-04-2023.....**

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

**SUBJECT...ENGLISH LANGUAGE**

**DURATION:** .....


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

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

**WEEK.....4.....**

<b><u>DAY/DURATION</u></b>	<b><u>TOPIC/SUB-TOPIC/ASPECT</u></b>	<b><u>OBJECTIVES/R.P.K</u></b>	<b><u>TEACHER-LEARNER ACTIVITIES</u></b>	<b><u>T/L MATERIALS</u></b>	<b><u>CORE POINTS</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<b>MONDAY</b> <b>24-04-2023</b>	<b>TOPIC</b>  <b>LISTENING AND SPEAKING</b>  <b>Sub-Topic</b>  Weak Forms	<b>Objectives</b> By the end of the lesson, pupils will be able to;  Identify stress and weak forms in sentences.  <b>RPK</b> Pupils can already identify weak forms used in sentences.	<b>Introduction;</b> Assist Pupils to form sentences. Write Pupils sentences on the chalkboard.  <b>Activities;</b> 1. Discuss with Pupils stress and weak forms in sentences. 2. Pupils brainstorm to underline	1. Sentence card 2. Word chart 3. Cockcrow	<b>Marking the stress and weak forms in sentences;</b> i. Ask your students to work in pairs. ii. Tell them that they need to go through the sentences on the worksheet and underline the words that are important for meaning and put dots over the grammar words.  a. <b>Where</b> are you <b>from</b> ? b. What do you want for lunch? c. I have left my bag at school. d. I was born in London. e. Manchester is a great city to visit. f. I stayed at my friends house. g. I want to be a footballer.	i. oral skill. ii. Listening skills iii. Identification

			<div>stress and week forms in sentences</div> <div>3.</div> <div>Closure; Through questions and answers, conclude the lesson.</div>		<div>h. Do you want to go to the stadium?</div>							
<div>TUESDAY</div> <div>25-04-2023</div>	<div>TOPIC</div> <div>WRITING</div> <div>Sub-Topic</div> <div>Writing based on Non-verbal Sources</div>	<div>Objectives</div> <div>By the end of the lesson, pupils will be able to;</div> <div>Explain the principles of non-verbal sources of communication.</div> <div>RPK</div> <div>Pupils are familiar to examples of non-verbal sources of communication.</div>	<div>Introduction;</div> <div>Assist Pupils to identify principles of non-verbal sources of communication.</div> <div>Activities;</div> <div><div>1. Discuss with Pupils the meanings of the principles of non-verbal sources of communication.</div><div>2. Demonstrate non-verbal and body language to communicate</div></div>		<div>Vocal and Non-vocal Elements of Communication;</div> <table><tr><td></td><td>Verbal Communication</td><td>Nonverbal Communication</td></tr><tr><td>Vocal</td><td>Spoken words</td><td>Paralanguage (pitch, volume, speaking rate, etc.)</td></tr></table>		Verbal Communication	Nonverbal Communication	Vocal	Spoken words	Paralanguage (pitch, volume, speaking rate, etc.)	
	Verbal Communication	Nonverbal Communication										
Vocal	Spoken words	Paralanguage (pitch, volume, speaking rate, etc.)										

			<div>e with Pupils.</div> <div>3. Pupils brainstorm to use body language and non-verbal source applying the principles .</div> <div>Closure; Through questions and answers, conclude the lesson.</div>		<table><tr><td>Nonvocal</td><td>Writing, sign language</td><td>Body language (gestures, facial expressions, eye contact, etc.)</td></tr></table>	Nonvocal	Writing, sign language	Body language (gestures, facial expressions, eye contact, etc.)	
Nonvocal	Writing, sign language	Body language (gestures, facial expressions, eye contact, etc.)							
<b>WEDNESDAY</b> <b>26-04-2023</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; <div><div>i. Retell stories in reading text.</div><div>ii. Answer comprehension questions.</div></div> <b>RPK</b> Pupils can tell stories.	<b>Introduction;</b>  Select a story from the Reading textbook for Pupils to read.  <b>Activities;</b> <div><div>i. Individual Pupils to read stories silently for 10 minutes</div></div>		<b>Retelling.</b> Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences.  <b>Importance of Retelling Story after reading;</b>  it allows students to learn to organize and describe events,	<div>1. Reading skills</div> <div>2. Oral skills</div> <div>3. Listening skills</div> <div>4. Vocabulary skills</div>			

			<p>ii. Assist Pupils to retell stories story read</p> <p>iii. Ensure Pupils use appropriate language and register to retell story read.</p> <p><b>Closure;</b> Reflect on the use of appropriate language and register.</p>		<p>which enhances reading comprehension.</p> <p>🌈 Story retelling provides English Language Learners (ELLs) an opportunity to analyze stories</p> <p>🌈 build oral language as they acquire related vocabulary</p>	
<b>FRIDAY</b>  <b>28-04-2023</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; <ul style="list-style-type: none"> <li>i. Recite a poem.</li> <li>ii. Identify poetic devices in the poem.</li> </ul>	<b>Introduction;</b> Review Pupils knowledge on the previous lesson  <b>Activities;</b> <ul style="list-style-type: none"> <li>1. Select a poem from the</li> </ul>		<b>Devices That Intensify Mood</b>  The following poetic devices intensify mood, feeling and sound in a poem: <ul style="list-style-type: none"> <li>• Alliteration: The repetition of an initial consonant sound.</li> </ul>	<ul style="list-style-type: none"> <li>1. Vocabulary skills</li> <li>2. Oral skills</li> <li>3. Listening skills</li> <li>4. identification</li> </ul>

		<p><b>RPK</b> Pupils can recite poems laying emphasis on literary devices.</p>	<p>Cockcrow for Pupils to recite.</p> <ol style="list-style-type: none"> <li>2. Pupils in turns to recite the Poem.</li> <li>3. Assist Pupils to identify poetic devices in the poem.</li> </ol> <p><b>Closure;</b> Through questions and answers, conclude the lesson.</p>		<ul style="list-style-type: none"> <li>• Assonance: The repetition of internal vowel sounds in words that are near each other.</li> <li>• Cacophony: The use of nonsense words or certain sounds to create harsh and hard tones.</li> <li>• Consonance: The repetition of the same consonant sound within a group of words.</li> <li>• Euphony: The use of words and phrases to create a smooth, pleasing and melodious effect.</li> <li>• Onomatopoeia: The use of words that imitate the sounds associated with the objects or actions they refer to, such as "buzz," "clap," "bang," "hum," "pop," "tweet," "splash," "murmur," and so on.</li> <li>• Rhyme: The same sound occurring at the end of (or sometimes within) two or more words, such as "day" and "stay."</li> <li>• Rhythm: The use of meter and sound to create a lyrical beat, such as iambic pentameter in the line: "Shall I compare thee to a summer's day?" (Shakespeare)</li> </ul>	
--	--	--	---	--	---	--

**Name of Teacher:**

**School:**

**District:**

