

## EaD Comprehensive Lesson Plans



or



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

**WEEK ENDING...** 12-05-2023.....

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

**SUBJECT...** ENGLISH LANGUAGE

**DURATION:** .....

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

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

**WEEK.....**6.....

<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>08-05-2023</b>	<b>Aspect:</b>  Grammar  <b>Topic;</b>  Subject-Verb Agreement  <b>Sub-Topic;</b>	By the end of the lesson the Pupil will be able;  i. identify the relationship between the subject and its verb in a sentence.  ii. Explain the concept of subject-verb agreement.  <b>RPK</b> Pupils can already explain the meaning of nouns and verbs.	<b>Introduction;</b> Review Pupils knowledge on the previous lesson on nouns and verbs.  <b>Activities;</b> 1. Assist Pupils to identify the relationship between the	1. Word chart 2. Poster 3. Sentence Card	<b>Basic Rule.</b> A singular subject (she, Bill, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb.  <b>Example:</b> The <u>list</u> of items <u>is</u> /are on the desk.  If you know that list is the subject, then you will choose is for the verb.  <b>Exceptions to the Basic rule:</b>  <b>a.</b> The first-person pronoun I takes a plural	1. Oral skills 2. Identification 3. Listening skills 4. Vocabulary skills.

			<p>subject and its verb in a sentence</p> <p>.</p> <p>2. Discuss the concept of Subject-verb agreement.</p> <p>3. Pupils brainstorm to state the rule for subject-verb agreement.</p> <p><b>Closure;</b> Pupils in small groups to discuss and report to the class on identifying subjects and verbs in sentences.</p>		<p>verb (I go, I drive).</p> <p><b>b.</b> The basic form of the verb is used after certain main verbs such as watch, see, hear, feel, help, let, and make. (He watched Ronaldo score the winning goal).</p> <p><b>Rule 1.</b> A subject will come before a phrase beginning with of. This is a key rule for understanding subjects. The word of is the culprit in many, perhaps most, subject-verb mistakes.</p> <p>Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:</p> <p><b>Incorrect:</b> A bouquet of yellow roses lend color and fragrance to the room.</p> <p><b>Correct:</b> A <u>bouquet</u> of yellow roses <u>lends</u> . . . (bouquet lends, not roses lend)</p>	
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					<p><b>Rule 2.</b> Two singular subjects connected by or, either/or, or neither/nor require a singular verb.</p> <p><b>Examples:</b></p> <p>My <u>aunt</u> or my <u>uncle</u> <b>is</b> arriving by train today.</p> <p>Neither <u>Juan</u> nor <u>Carmen</u> <b>is</b> available.</p> <p>Either <u>Kiana</u> or <u>Casey</u> <b>is</b> helping today with stage decorations.</p> <p><b>Rule 3.</b> The verb in an or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.</p> <p><b>Examples:</b></p> <p>Neither the <u>plates</u> nor the serving <u>bowl</u> <b>goes</b> on that shelf.</p> <p>Neither the serving <u>bowl</u> nor the <u>plates</u> <b>go</b> on that shelf.</p>	
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					<p>This rule can lead to bumps in the road. For example, if I is one of two (or more) subjects, it could lead to this odd sentence:</p> <p><b>Awkward:</b> Neither she, my friends, nor I am going to the festival.</p> <p>If possible, it's best to reword such grammatically correct but awkward sentences.</p> <p><b>Better:</b></p> <p>Neither she, I, nor my friends are going to the festival.</p> <p><b>OR</b></p> <p>She, my friends, and I are not going to the festival.</p> <p><b>Rule 4.</b> As a general rule, use a plural verb with two or more subjects when they are connected by and.</p> <p><b>Example:</b> A <u>car</u> and a <u>bike</u> <u>are</u> my means of transportation.</p>	
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					<p>But note these exceptions:</p> <p><b>Exceptions:</b></p> <p><u>Breaking and entering</u> <u>is</u> against the law.</p> <p>The <u>bed and breakfast</u> <u>was</u> charming.</p> <p>In those sentences, breaking and entering and bed and breakfast are compound nouns</p>	
<p><b>TUESDAY</b></p> <p><b>09-05-2023</b></p>	<p><b>Aspect:</b> Literature</p> <p><b>Topic;</b> Poetry</p> <p><b>Sub-Topic;</b> Features of a Poem.</p>	<p><b>Objective</b> By the end of the lesson the Pupil will be able to;</p> <p>identify features that make poems successful</p> <p><b>RPK</b> Pupils can recite a Poem.</p>	<p><b>Introduction</b> Through questions and answers, review Learners knowledge on the previous lesson.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>1. Assist Pupils to identify 5 features of a makes a Poem successful.</li> </ol>		<p><b>Features of a Poem;</b></p> <ul style="list-style-type: none"> <li>• Statement (Subject matter and theme)</li> <li>• Setting (explicit or suggested)</li> <li>• Voice.</li> <li>• Rhythm.</li> <li>• Rhyme.</li> <li>• Imagery and other language usage.</li> <li>• Sound patterns.</li> </ul> <p><b>Features that makes a Poem successful;</b></p> <ul style="list-style-type: none"> <li>○ Strong</li> <li>○ Accurate</li> <li>○ interesting words,</li> <li>○ well-placed</li> <li>○ make the reader feel the writer's emotion and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Skills</li> <li>• Vocabulary Skills</li> <li>• Listening skills</li> </ul>

			<p>2. Pupils brainstorm to explain the features of a successful Poem.</p> <p><b>Closure</b> Through questions and answers, conclude the lesson.</p>			
<p><b>WEDNESDAY</b></p> <p><b>10-05-2023</b></p>	<p><b>Aspect:</b> Reading</p> <p><b>Topic;</b> Reading Comprehension</p> <p><b>Sub-Topic;</b> Answering Comprehension Questions.</p> <p><b>Short Story –</b> “The Old man and His Children” by Jean Watson.</p>	<p><b>Objective;</b> By the end of the lesson the Pupil will be able to;</p> <ol style="list-style-type: none"> <li>i. Read passage fluently.</li> <li>ii. Answer comprehension questions.</li> </ol> <p><b>RPK</b> Pupils can read passages silently.</p>	<p><b>Introduction</b> Assist Pupils to identify keywords or vocabularies in the short story.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>1. Pupils to read silently for 5 minutes.</li> <li>2. Call individual to read</li> </ol>		<p><b>Title of Short Story;</b> The old man and His children. <b>Writer;</b> Jean Watson <b>Source;</b> Cockcrow</p>	<ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Oral skills</li> <li>• Vocabulary skills</li> <li>• Listening skills</li> </ul>

	Cockcrow		<p>aloud to the class.</p> <p>3. Ask questions before, during and after reading the short story.</p> <p><b>Closure</b> Through questions and answers, conclude the lesson.</p>		<p style="text-align: center;"><b>2.3</b> <b>The Old Man and His Children</b> <i>Short Story</i> Retold by Jean Watson</p> <p><b>Characters</b></p> <ul style="list-style-type: none"> <li>• <b>Kamau:</b> the main character; grandfather of Mwangi and Njoroge</li> <li>• <b>Mwangi and Njoroge:</b> brothers who are constantly fighting</li> <li>• <b>Mother</b> of Mwangi and Njoroge</li> </ul> <p><b>Summary</b> Grandfather Kamau was trying to sleep when he was disturbed by his two grandsons quarrelling. The two grandsons, Mwangi and Njoroge, were arguing about doing chores. It was Mwangi's turn to move the cattle. And he told Njoroge to help him, but Njoroge claimed that he was busy. So Mwangi got angry and the two engaged in a fist fight until their mother came and separated them.</p> <p>She warned them that she would tell their father. After they had become sober, their grandfather, Kamau, gathered them together and told them a story. After the story, Kamau told them that if they fought and quarrelled all the time, their</p> <p style="text-align: center;">51</p>	
<b>FRIDAY</b> <b>12-05-2023</b>	<p><b>Aspect:</b> Writing</p> <p><b>Topic;</b> Writing Minutes</p> <p><b>Sub-Topic;</b> Features of Minutes</p>	<p>By the end of the lesson the Pupil will be able;</p> <ol style="list-style-type: none"> <li>Identify features of minutes</li> <li>write minutes of club/society meetings</li> </ol> <p><b>RPK</b> Pupils can explain the meaning of Minutes.</p>	<p><b>Introduction;</b> Review Pupils knowledge on the previous lesson.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>Discuss the features of Minutes</li> </ol>		<p><b>Features of Minutes;</b></p> <ul style="list-style-type: none"> <li>• Date and time of meeting.</li> <li>• Names of the participants.</li> <li>• Purpose of the meeting.</li> <li>• Agenda items and topics to be discussed.</li> <li>• Action items.</li> <li>• Next meeting date and place.</li> <li>• Documents to be included in the meeting report.</li> </ul>	<ol style="list-style-type: none"> <li>Writing Skills</li> <li>Vocabulary Skills</li> <li>brainstorming</li> <li>Identification</li> </ol>

			<div>with the Pupils.</div> <div>2. Model writing minutes of meetings .</div> <div>3. Assist Pupils to write minutes of school club meetings .</div> <div>Closure; Through questions and answers, conclude the lesson.</div>			
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*Name of Teacher:*

*School:*

*District:*



