

EaD Comprehensive Lesson Plans



or



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NAME OF TEACHER:

WEEK ENDING... 19-05-2023.....

NUMBER ON ROLL:

SUBJECT...GHANAIA N LANGUAGE


DURATION:

REFERENCE...SYLLABUS(CRDD,2007), FOR JHS GH A. LANG.

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

WEEK.....7.....

<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 15-05-2023	<p>Aspect; READING AND LITERATURE</p> <p>Topic; Reading Comprehension</p> <p>Sub-Topic; Answering Comprehension questions.</p>	<p>By the end of the lesson the Pupil will be able to;</p> <p>answer more complex comprehension questions.</p> <p>RPK Pupils can read and understand short passages.</p>	<p>Introduction; Select a complex reading text from the reading textbook for the Pupils to read.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. In turns, Pupils brainstorm to read long and complex passage aloud to the class. 2. Pupils brainstorm to answer comprehension questions before, during and after 	Word Chart, Sentence Cards, letter Cards.	<p>Rules for Reading Comprehension</p> <ul style="list-style-type: none"> • Decoding the Reading Comprehension. Decoding is a vital step in the reading process. • Fluency in Reading Comprehension. • Vocabulary. • Sentence Construction and Cohesion. • Reasoning and Conclusion. • Working Memory and Attention <p>Examples of Comprehension questions;</p> <ul style="list-style-type: none"> ○ Where do you think the story takes place? ○ Why do you think that? ○ When do you think the story takes place? ○ Why do you think that? 	<ol style="list-style-type: none"> 1. Reading skills 2. Oral skills 3. Listening skills 4. Vocabulary skills.

			<p>reading the passage.</p> <p>3. Assist Pupils to form a short story from the complex and long passage by summarizing main ideas in the passage.</p> <p>Closure Through questions and answers, conclude the lesson.</p>		<ul style="list-style-type: none"> ○ What is the problem in this story? ○ How is the problem solved? ○ Why do you think the author wrote this story? ○ What did he/she want you to learn? 	
<p>TUESDAY</p> <p>16-05-2023</p>	<p>Aspect; WRITING AND COMPOSITION</p> <p>Topic; Narrative</p> <p>Sub-Topic;</p> <p>Writing short stories for publication</p>	<p>Objective By the end of the lesson the Pupil will be able to;</p> <p>write short stories for publication in class or school magazines</p> <p>RPK Pupils have been telling stories.</p>	<p>Introduction; Select a model reader to read a short story on a given topic from the Ghanaian Language reading textbook.</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Discuss with Pupils on the features of writing a story. 2. Pupils brainstorm to plan the outline of a story on their own magazines. 		<p>Steps to follow to write a good story;</p> <ol style="list-style-type: none"> 1. Determine Your Setting. 2. Make Memorable Characters. 3. Understand the 2 Types of Conflict. 4. Give Your Plot a Twist. 5. Recreate Natural Dialogue. 6. Articulate Voice Through Point of View. <div data-bbox="1447 1015 1917 1358"> <p>Writing Tips: DON'T...</p> <ul style="list-style-type: none"> • Change <u>point of view</u> in the middle of the story. Whether you write in first-person or third person, stay consistent. • Be too <u>wordy</u>. Write clearly and concisely, and combine sentences to avoid repetition. • Use vocabulary you are unfamiliar with.  </div>	<ol style="list-style-type: none"> 1. Writing skills 2. Reading skills 3. Oral skills 4. Listening skills

			<p>3. Assist Pupils to write short stories on given topics.</p> <p>Closure Individual Pupils brainstorm to read stories written to the class.</p>			
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Name of Teacher:

School:

District: