

## EaD Comprehensive Lesson Plans



or



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

**WEEK ENDING...**26-05-2023.....

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

**SUBJECT...** ENGLISH LANGUAGE

**DURATION:** .....

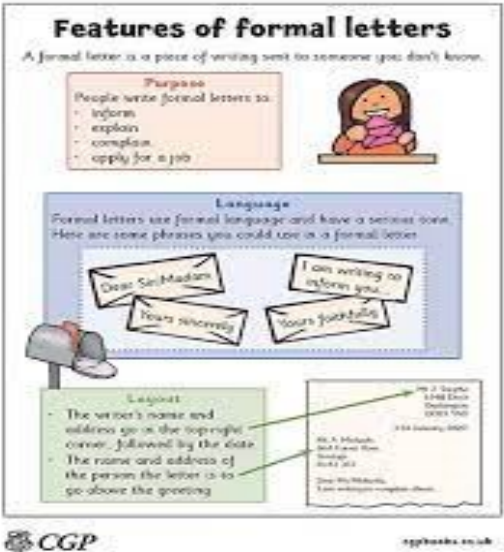
**REFERENCE...**SYLLABUS(CRDD,2007), **FOR JHS .....**ENG. LANG.


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

**WEEK.....**8.....

<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>22-05-2023</b>	<b>Aspect:</b>  Grammar  <b>Topic;</b> Conditional Clauses – Type Three  <b>Sub-Topic;</b>	By the end of the lesson the Pupil will be able;  i. Identify types of conditional clauses.  ii. Use conditional clauses in sentences          <b>RPK</b>	<b>Introduction;</b> Discuss the meaning of Clause with the Pupils,  <b>Activities;</b>  1. Assist pupils to identify 3 types of clauses.  2. Pupils brainstorm to describe the functions of clauses used in a sentence.		<b>Types of Clauses;</b> <pre> graph TD     A[TYPES OF CLAUSES] --&gt; B[MAIN OR INDEPENDENT CLAUSE]     A --&gt; C[SUBORDINATE OR DEPENDENT CLAUSE]     C --&gt; D[NOUN CLAUSE]     C --&gt; E[ADJECTIVE CLAUSE]     C --&gt; F[ADVERB CLAUSE] </pre> i. declaratives (statements) ii. interrogatives (questions) iii. imperatives (orders/instructions) iv. exclamative (used for exclamations).	i. Identification ii. Brainstorming iii. Discussion iv. Explanatory.

		Pupils have already been taught lessons on meaning of Clause	<p>3. Ask Pupils to form sentences using examples of Clauses</p> <p><b>Closure;</b> Through questions and answers, conclude the lesson.</p>			
<b>TUESDAY</b>  <b>23-05-2023</b>	<p><b>Aspect:</b>  Writing</p> <p><b>Topic;</b>  Functional Writing</p> <p><b>Sub-Topic;</b> Formal Letter Writing.</p>	<p><b>Objective</b> By the end of the lesson the Pupil will be able to;</p> <p>write formal letters using appropriate features and language.</p> <p><b>RPK</b> Pupils were taught how to write formal letters in basic 8.</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>1. Discuss the features and structure of a formal letter with the Pupils .</li> <li>2. Demonstrate writing a formal letter.</li> <li>3. Assist Pupils to write a formal letter.</li> </ol> <p><b>Closure</b></p>		<p><b>Characteristics of formal writing style</b></p> <ul style="list-style-type: none"> <li>• Use proper grammar and terminology. Stay away from slang, figures of speech, abbreviated words.</li> <li>• Take an objective approach.</li> <li>• Use full words instead of contractions or acronyms.</li> </ul> <p><b>Type of Formal Letter;</b></p> <ul style="list-style-type: none"> <li>• business writing</li> <li>• formal letters</li> <li>• academic writing.</li> </ul>	

			Pupils brainstorm to read their aloud to the class for appropriate corrections.			
<b>WEDNESDAY</b>  <b>24-05-2023</b>	<b>Aspect:</b>  Reading  <b>Topic;</b> Summary Writing of Texts  <b>Sub-Topic;</b>	<b>Objective</b> By the end of the lesson, the Pupil will be able to;  i. Identify main ideas in a reading text.  ii. Summarize a given text using the main ideas  <b>RPK</b>	<b>Introduction</b> Engage Learners in a silent reading for 5 minutes.  <b>Activities;</b> i. Assist Pupils to identify main ideas in every paragraph of a reading text.		<b>Finding the main idea</b> <ul style="list-style-type: none"> <li>at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.</li> <li>in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.</li> </ul>	1. Reading skills 2. Oral skills 3. Vocabulary skills 4

		Pupils can read text fluently.	<p>ii. Pupils brainstorm to summarize a given text with the main ideas in the reading context.</p> <p><b>Closure</b> Through questions and answers, conclude the lesson.</p>	 <p><b>Steps to follow to summarize a reading text;</b></p> <ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Step 2: Break the text down into sections.</li> <li>3. Step 3: Identify the key points in each section.</li> <li>4. Step 4: Write the summary.</li> <li>5. Step 5: Check the summary against the article</li> </ol>	
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<p><b>FRIDAY</b></p> <p><b>26-05-2023</b></p>	<p><b>Aspect:</b> Literature</p> <p><b>Topic;</b>  Drama</p> <p><b>Sub-Topic;</b>  Themes of a Play</p>	<p>By the end of the lesson the Pupil will be able;</p> <ol style="list-style-type: none"> <li>identify the theme(s) of a play</li> <li>determine the roles of characters.</li> </ol> <p><b>RPK</b> Pupils can already identify the features of drama.</p>	<p><b>Introduction;</b> Assist Pupils to explain the meaning of drama.</p> <p><b>Activities;</b></p> <ol style="list-style-type: none"> <li>Pupils brainstorm identify and explain the features of drama.</li> <li>Assist Pupils to identify the theme of a play.</li> <li>Discuss the roles of characters in a Play.</li> </ol> <p><b>Closure;</b> Pupils brainstorm to read a selected play in the Cockcrow or any novel.</p>		<p><b>Drama;</b> Drama is the specific mode of fiction represented in performance: a play, opera, mime, ballet, etc., performed in a theatre, or on radio or television.</p> <p><b>Roles of Characters in a drama;</b></p> <ul style="list-style-type: none"> <li>The character helps to further the plot</li> <li>to express idea and contribute to spectacle.</li> <li>Thoughts, words and deeds of character help in understanding the character in a better way.</li> <li>bring to life in performance.</li> <li>A playwright creates character</li> </ul>	<ol style="list-style-type: none"> <li>Listening skills</li> <li>Oral skills</li> <li>Reading skills</li> </ol>
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					appropriate to the play and therefore character varies with different kinds.	
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***Name of Teacher:***

***School:***

***District:***