

# EaD Comprehensive Lesson Plans

 or  **0248043888**

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

**WEEK ENDING.....10-02-2023.....**

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

**SUBJECT... ENGLISH LANGUAGE**

**DURATION:** .....

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

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

**WEEK.....5.....**

<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>
<b>MONDAY</b> <b>9:15AM - 10:25AM</b> <b>70min</b>	<b>TOPIC</b> <b>LISTENING AND SPEAKING</b>  <b>Sub-Topic</b>  Revision of Vowels and Consonants	<b>Objectives</b> By the end of the lesson, pupils will be able to;  Use Auxiliary Verbs in sentences  <b>RPK</b> Pupils can identify the types of verbs.	<b>Introduction;</b> Discuss the meaning of Auxiliary verbs with the pupils.  <b>Activities;</b> <ol style="list-style-type: none"> <li>Assist Pupils to differentiate between Primary and Modal Auxiliary verbs.</li> <li>Pupils brainstorm to mention examples each of Primary and Modal Auxiliary verbs.</li> </ol>	<ol style="list-style-type: none"> <li>Reading textbook</li> <li>Wordchart</li> <li>Sentence cards</li> <li>Cockcrow</li> </ol>	<b>Primary Auxiliary Verb;</b> The primary auxiliary verbs are 'be', 'have' and 'do'. These verbs modify other verbs in a full verb phrase, e.g. 'is going', 'has gone', or 'did go'   The main difference between modal verbs and auxiliary verbs is that modal verbs do not change their appearance while auxiliary verbs change according to certain factors in the sentence.  <b>Modal Auxiliary Verbs;</b>	<ol style="list-style-type: none"> <li>Oral skills</li> <li>Listening skills</li> <li>Vocabulary skills</li> </ol>

			<p><b>3.</b> Individual Pupils to form sentences with Auxiliary verbs.</p> <p><b>Closure;</b> Through questions and answers, conclude the lesson.</p>		<p>The principal English modal verbs are <b>can, could, may, might, shall, should, will, would, and must</b>. Certain other verbs are sometimes classed as modals; these include ought, had better, and (in certain uses) dare and need</p>	
<p><b>TUESDAY</b>  <b>8:05AM – 9:15AM</b></p>	<p><b>TOPIC</b>  <b>GRAMMAR</b>  <b>Sub-Topic</b>  Relative Clauses</p>	<p><b>Objectives</b> By the end of the lesson, pupils will be able to;</p> <p>i. identify defining relative clauses in sentences.</p> <p>ii. use defining/non-defining relative clauses appropriately in speech and writing</p> <p><b>RPK</b> Pupils can differentiate between defining and non-defining relative clauses.</p>	<p><b>Introduction;</b> Review Learners knowledge on the previous lesson.</p> <p><b>Activities;</b> i. Assist learners to distinguish between defining and non-defining relative clauses. ii. Have learners identify and explain defining and non-defining relative clauses in given passages. iii. Ask learners to form sentences using defining and non-defining relative clauses.</p> <p><b>Closure;</b></p>		<p><b>Defining Relative Clause;</b> A defining relative clause is not separated from the main sentence by commas.</p> <p>It forms an important part of the sentence. e.g. The boys who came late were punished. (Defining: “who came late” defines the type of boys who were punished).</p> <p><b>A non-defining relative clause</b> is usually separated from the noun it relates to by commas, brackets or dashes. e.g. My sister, who bakes bread, is out of town. Mr. Odum, who teaches in the school, has been promoted.</p> <p>Non-defining relative clauses can be left out of sentences without affecting the meaning of the sentences e.g. The policeman, who arrested the thief, was given a prize.</p>	<ol style="list-style-type: none"> <li>1. Identification</li> <li>2. Critical thinking</li> <li>3. Vocabulary skills</li> <li>4. Oral skills.</li> </ol>

			Reflect on the difference between defining and non-defining relative clauses.			
<b>THURSDAY</b> <b>9:15AM – 10:25AM</b> <b>70mins</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;  i. read the passage fluently. ii. explain and use keywords in sentences. iii. answer correctly, questions on the passage.  <b>RPK</b> Pupils have been reading.	<b>Introduction;</b> Select a unit reader from the English Language Reading Textbook for Pupils to read.  <b>Activities;</b> i. Drill learners on the correct pronunciation of keywords. ii. Ask learners to find meaning to the keywords and use them in sentences. iii. Teacher does model reading and learners listen attentively. iv. Ask learners to read in turns. v. Ask learners to do a whole-class reading.  <b>Closure;</b> Assist Pupils to answer comprehension questions		How to answer comprehension questions;   Read the passage ONCE  Read each question carefully  Go back to the passage  Check the options  Confirm your answer	1. Reading skills 2. Oral skills 3. Listening skills 4. Vocabulary skills

<p><b>FRIDAY</b></p> <p><b>12:00PM – 1:10PM</b></p>	<p><b>TOPIC</b></p> <p><b>LITERATURE</b></p> <p><b>Sub-Topic</b></p> <p>Novels</p>	<p><b>Objectives</b> By the end of the lesson, pupils will be able to;</p> <p>i. identify the theme of the poem.</p> <p>ii. state the literary devices used in the poem.</p> <p><b>RPK</b> Pupils can recite Poems.</p>	<p><b>Introduction;</b> Engage Pupils in spellings and dictations.</p> <p><b>Activities;</b> i. Ask Pupils to read the poem aloud. ii. Assit Pupils to identify themes, characters and roles in the play. iii. Pupils in small groups to discuss and identify the various literary devices used in the poem.</p> <p><b>Closure;</b> Reflect on the literary devices used in the Poem</p>		<p>The <b>theme</b> of a drama is the <b>subject matter</b> of discussion in the <b>play</b>. It tells the basic idea conveyed in the <b>drama</b>.</p> <p><i>Literary devices</i> refer to the typical structures used by writers in their works to convey his or her messages in a simple manner to the readers.</p>	<ol style="list-style-type: none"> <li>1. Explanatory</li> <li>2. Oral skills</li> <li>3. Listening skills</li> <li>4. brainstorming</li> </ol>
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**Name of Teacher:**

**School:**

**District:**