

# *EaD Comprehensive Lesson Plans*



or



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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 2**




<b>Strand:</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Grammar Usage</li><li>• Writing</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Grammar</li><li>• Production and Distribution of Writing</li><li>• Narrative, Drama and Poetry</li></ul>
<b>Content Standard:</b>	B8.2.1.2: Read, comprehend, interpret texts B8.3.1.1: Apply the knowledge of word classes and their functions in Communication B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		
<b>Indicator (s)</b>	B8.2.1.2.1. Identify the main text features of non-fiction texts B8.3.1.1.7. Demonstrate command of use of prepositions in speaking and writing B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion B8.5.1.1.1. Analyze the types of characters in texts		
<b>Week Ending</b>	14-04-2023		
<b>Class</b>	B.S.8	<b>Class Size:</b>	<b>Duration:</b>
<b>Subject</b>	English Language		
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook		
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards	<b>Core Competencies:</b>	<ul style="list-style-type: none"><li>• Ability to set and maintain personal standards and values</li><li>• Ability to work with all group members to complete a task</li></ul>
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY</b> <b>10-04-2023</b>	<b>Strand;</b> Reading  <b>Sub-Strand;</b> Comprehension	<ol style="list-style-type: none"><li>1. Individual Learners read passage silently for 10 minutes</li><li>2. Assist learners to interpret the text.</li><li>3. Learners brainstorm to make connections between the text and their prior experiences.</li></ol>	Learners brainstorm to answers comprehension questions.
























	Select a model reader to read passage from the English Textbook to the class.	<b>Interpreting texts;</b>  Step 1: Read the text and identify literary devices. Step 2: Create your thesis. Step 3: Write your title and introduction. Step 4: Write your body. Step 5: Write your conclusion	
<b>WEDNESDAY</b>  <b>12-04-2023</b>	<b>Strand;</b> Grammar Usage  <b>Sub-Strand;</b> Grammar  Review Learners knowledge on Prepositions.	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify examples of Prepositions used in sentences.</li> <li>2. Assist Learners to form sentences with Prepositions to convey varieties of meanings.</li> <li>3. Discuss the types of Prepositions with the Learners.</li> </ol> <b>Examples of Prepositions;</b> <ul style="list-style-type: none"> <li>▪ In</li> <li>▪ On</li> <li>▪ At</li> <li>▪ Through</li> <li>▪ Across</li> <li>▪ Above</li> <li>▪ Over</li> <li>▪ Up</li> <li>▪ Down</li> <li>▪ To</li> <li>▪ With</li> <li>▪ By</li> <li>▪ Beside</li> <li>▪ Beneath</li> <li>▪ in front of</li> <li>▪ between</li> <li>▪ among</li> </ul>	Reflect on identifying prepositions in sentences.



		<div><h3>What is a Preposition?</h3><p>A preposition is one of the parts of speech that correlates between two different words or phrases usually about the time or place.</p><table><tr><td>• aboard</td><td>• at</td><td>• despite</td><td>• near</td><td>• Since</td></tr><tr><td>• about</td><td>• before</td><td>• down</td><td>• of</td><td>• toward</td></tr><tr><td>• above</td><td>• behind</td><td>• during</td><td>• off</td><td>• sunder</td></tr><tr><td>• across</td><td>• below</td><td>• except</td><td>• on</td><td>• unlike</td></tr><tr><td>• after</td><td>• beside</td><td>• for</td><td>• onto</td><td>• until</td></tr><tr><td>• against</td><td>• besides</td><td>• from</td><td>• outside</td><td>• up</td></tr><tr><td>• along</td><td>• between</td><td>• in</td><td>• per</td><td>• upon</td></tr><tr><td>• among</td><td>• beyond</td><td>• inside</td><td>• plus</td><td>• versus</td></tr><tr><td>• around</td><td>• but</td><td>• into</td><td>• round</td><td>• via</td></tr><tr><td>• as</td><td>• by</td><td>• like</td><td>• save</td><td>• with</td></tr></table><p>www.onlymyenglish.com</p></div>	• aboard	• at	• despite	• near	• Since	• about	• before	• down	• of	• toward	• above	• behind	• during	• off	• sunder	• across	• below	• except	• on	• unlike	• after	• beside	• for	• onto	• until	• against	• besides	• from	• outside	• up	• along	• between	• in	• per	• upon	• among	• beyond	• inside	• plus	• versus	• around	• but	• into	• round	• via	• as	• by	• like	• save	• with	
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<b>THURSDAY</b> <b>13-04-2023</b>	<p><b>Strand;</b> Writing</p> <p><b>Sub-Strand;</b> Production and Distribution Writing</p> <p>Show Learners samples of advertisement posters, invitation cards, dairy entries and postcards.</p>	<div><ol style="list-style-type: none"><li>1. Demonstrate on how to use process approach to compose texts on advertisement dairy entries, postcards and invitation cards.</li><li>2. Discuss the features of transactional texts with the Learners.</li><li>3. Assist Learners to create examples of transactional texts.</li></ol><div><p>Process Approach: Processes are Connected</p></div><p><b>Implementing a Process Approach (Step by Step)</b></p><ol style="list-style-type: none"><li>1. determine required process inputs and expected outputs.</li><li>2. assign responsibilities and authorities for processes.</li><li>3. identify risks and opportunities for processes, and plan to address these.</li></ol><p>The process approach is a management strategy which places emphasis on viewing your organization's processes as an integrated system. In other words, you need to understand what each core process is and how it works, but also how they interrelate to each other.</p></div>	<p>Through questions and answers, conclude the lesson.</p>																																																		



<div>FRIDAY</div> <div>14-04-2023</div>	<div>Strand; Literature</div> <div>Sub-Strand; narrative, drama and poetry</div> <div>Through questions and answers, review Learners knowledge on the previous lesson.</div>	<div><div><div>1. Discuss with Learners about the types of narrative Characters.</div><div>2. Assist Learners to compare different types of characters in two texts.</div><div>3. Learners brainstorm to identify types of characters in drama.</div></div><div>Types of Characters in Narratives;</div><div><div>• Protagonist – This is the main character, around which the whole story revolves.</div><div>• Antagonist – This character, or group of characters, causes the conflict for the protagonist.</div></div><div><table><tr><th>Character Types</th><th>Definition</th><th>Example</th></tr><tr><td>The Hero</td><td>The Hero is the character that is often looking for something, who's on some sort of a quest or mission, to solve something. It can be either gender. A good example could be Simba.</td><td> Shrek is the one who saves his wife from the princess Fiona. This prince he is the Hero in the film.</td></tr><tr><td>The Villian</td><td>The Villain is the character who stops the hero from succeeding. The villain will do whatever it takes to not let the hero win. For example Prince Charming in 'Shrek' who tries to get Fiona, and take her away from Shrek and make her his.</td><td> Lord Farquaad is obviously the villain as he is the one who wants all of them to the swamp.</td></tr><tr><td>The Donor</td><td>The Donor is the one who gives the hero something like a special power to help the hero. They help to complete the hero's quest.</td><td> The Donkey was definitely the Donor as he creates a love prophesied man to break through the swamp.</td></tr><tr><td>The Princess</td><td>The Princess is used as a prize of reward for the hero. The typical story is that the hero is on a mission to try getting the princess to marry him.</td><td> Fiona is obviously the princess, as she gets married and falls in love with the hero.</td></tr><tr><td>The Princess's Father</td><td>The Princess's Father is an authority figure, and often, forced to have the animal caught for a prince or queen one.</td><td> He is definitely the princess's father and this is not half joking. It is obviously shown throughout.</td></tr><tr><td>The Helper</td><td>The helper is the one that helps the hero. The helper will either work along side the hero helping with their mission or be helping in a different way but in the end, it helps the hero.</td><td> Donkey is like Shrek's assistant. He is by Shrek's side the whole time and helps him with everything.</td></tr><tr><td>The False Hero</td><td>The False Hero is the one that takes the credit for the hero's actions, and tries to marry the princess. Try to make out as a good guy but at the same time, they are not good.</td><td> Prince Charming is the false hero as he is the one who tries to marry the princess. He makes himself "seem" good.</td></tr></table></div><div>Propp's theory in 'Shrek'.</div></div>	Character Types	Definition	Example	The Hero	The Hero is the character that is often looking for something, who's on some sort of a quest or mission, to solve something. It can be either gender. A good example could be Simba.	 Shrek is the one who saves his wife from the princess Fiona. This prince he is the Hero in the film.	The Villian	The Villain is the character who stops the hero from succeeding. The villain will do whatever it takes to not let the hero win. For example Prince Charming in 'Shrek' who tries to get Fiona, and take her away from Shrek and make her his.	 Lord Farquaad is obviously the villain as he is the one who wants all of them to the swamp.	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**School:**

**District:**