

# *EaD Comprehensive Lesson Plans*



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**BASIC 8**


**WEEKLY LESSON PLAN – WEEK 3**

<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>	B8.2.1.1: Read, comprehend, interpret texts B8.3.1.2: Demonstrate command of structural and functional use of sentences B8.4.2. 2: Apply writing skills to specific life situations B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
<b>Indicator (s)</b>	B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyze text B8.3.1.2.1. Demonstrate command of use of declarative, interrogative exclamative and imperative sentences B8.4.2. 2.1 Compose formal writing (business letters, email) on given topics using the appropriate format B8.5.1.1.1. Analyze the types of characters in texts				
<b>Week Ending</b>	21-04-2023				
<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 value</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>17-04-2023</b>	<b>Strand;</b> Reading  <b>Sub-Strand;</b> Comprehension	1. In turns, call individual Learners to read text aloud to the class. 2. Assist Learners to use contextual cues to understand the text.			Learners in small groups to discuss about how to use contextual cues to help with meaning of text.

	<p>Select a reading text from the English Reading Textbook for Learners to read.</p> <p>Discuss the meanings of keywords or vocabularies in the text with the Learners.</p>	<p>3. Discuss with Learners on the ways through which cues like date of writing, author and culture influence the writing to help with meaning.</p> <p><b>How to Write a Formal Letter</b></p> <ul style="list-style-type: none"><li>• <b>Sender's Address</b> In Formal Letter Format, it is important that you mention the sender's address in order to avoid any confusion and dispute.</li><li>• <b>Date</b> Mention the accurate date for better understanding of the actual time and date.</li><li>• <b>Name / Designation of Addressee</b> Skipping this part can lead to potential confusion thus it is necessary to include the proper name as well as the designation of the receiver.</li><li>• <b>Address of the Addressee</b> Mentioning the accurate address of the letter will ensure that it reaches the proper destination.</li><li>• <b>Salutation</b> This part is of utmost importance as you need to address the receiver with proper respect.</li><li>• <b>Subject</b> Write a strong subject line which can convey the meaning of the entire formal letter.</li><li>• <b>Body [Introduction, Content, Conclusion]</b> It is important that you write your message in the body with precision and in a concise manner.</li><li>• <b>Complimentary Closing Line</b> Write some complimentary closing line at the end of the body. It will include words like With Regards, Best Wishes, Yours truly etc.</li><li>• <b>Signature / Name of the Sender</b> Don't forget to include the name of the person who is sending the letter. It will clear ambiguity in the message.</li><li>• <b>Designation of the Sender</b> For the final element of the letter, you must include a</li></ul>	
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		<p>proper designation of the sender. It is part and parcel of the formal letter format.</p> <p><b>Formal Letter Format</b></p> <p>The main structure of a formal letter includes:</p> <ol style="list-style-type: none"> <li>1. <b>Sender's Address</b></li> <li>2. <b>Date</b></li> <li>3. <b>Date</b></li> <li>4. <b>Name / Designation of Addressee</b></li> <li>5. <b>Address of the Addressee</b></li> <li>6. <b>Salutation</b></li> <li>7. <b>Subject</b></li> <li>8. <b>Body [Introduction, Content, Conclusion]</b></li> <li>9. <b>Complimentary Closing Line</b></li> <li>10. <b>Signature / Name of the Sender</b></li> <li>11. <b>Designation of the Sender</b></li> </ol> <p>These elements of a formal letter are structured as:</p> <div> <p>Sender's Address  Date: XX/XX/XXXX  Name / Designation of Receiver  Address of the Receiver,  <b>Subject:</b>  Salutation (Mr/Mrs/ MS)</p> <p>Body of the Letter</p> <p>Signature / Name of the Sender  Designation of the Sender</p> </div>	
<b>WEDNESDAY</b>  <b>19-04-2023</b>	<p><b>Strand;</b> Grammar Usage</p> <p><b>Sub-Strand;</b> Grammar</p> <p>Discuss the meaning of “declarative sentence” with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of declarative sentences.</li> <li>2. Learners brainstorm to form examples of declarative sentences.</li> <li>3. Through peer-to-peer interactions, Learners brainstorm to use declarative sentences.</li> </ol>	<p>Through questions and answers, conclude the lesson</p>

<p><b>THURSDAY</b></p> <p><b>20-04-2023</b></p>	<p><b>Strand;</b> Writing</p> <p><b>Sub-Strand;</b> Production and Distribution Writing</p> <p>Review Learners knowledge on the features of Formal Letter.</p>	<ul style="list-style-type: none"> <li>• Write on the chalkboard a sample of formal letter.</li> <li>• Discuss the structure of a formal letter with the Learners.</li> <li>• Assist Learners to write formal letter on a given theme.</li> </ul> <p><b>Example of declarative sentence</b></p> <ul style="list-style-type: none"> <li>• I love my dog.</li> <li>• My new car is black.</li> <li>• George brushes her teeth twice a day.</li> <li>• She doesn't study German on Saturday.</li> <li>• I and my sister don't see each other anymore.</li> <li>• Tomorrow early morning first I go to morning walk.</li> <li>• Chemistry is my favorite subject, but my brother really likes social studies.</li> <li>• The dog is barking.</li> <li>• I am listening to music.</li> <li>• He will be happy if he gets the job.</li> <li>• She loves her family very much.</li> <li>• He loves to play soccer.</li> <li>• My father loves me very much.</li> <li>• I am a good person.</li> <li>• I do not like studying.</li> <li>• The girl is running fast.</li> <li>• The boy will be happy if he gets the job.</li> <li>• The sky is blue.</li> <li>• Dogs bark loudly.</li> <li>• The sun rises in the east.</li> <li>• The Earth revolves around the sun.</li> <li>• The grass is green.</li> <li>• I like pizza.</li> <li>• She is a talented musician.</li> <li>• The ocean is vast and mysterious.</li> <li>• The book on the shelf is red.</li> <li>• The car is parked in the driveway</li> </ul>	<p>Correct errors of formal letters written by the Learners.</p>
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<p><b>FRIDAY</b></p> <p><b>21-04-2023</b></p>	<p><b>Strand;</b> Literature</p> <p><b>Sub-Strand;</b> narrative, drama and poetry.</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify the features of a drama.</li> <li>2. Discuss the settings of a drama with the Learners.</li> <li>3. Assist learners to perform a drama on a given theme.</li> </ol> <p><b>Drama Settings;</b></p> <p>“Drama setting” probably refers to the place or places where the story occurs, which is of course different from the place of the performance, such as a theatre or a gym.</p> <p>“Setting” is not to be confused with “set”, which is the decor ==a living room, a forest, a jail== represented with painted canvas, cardboard or wood.</p> <p><b>Features of a drama;</b></p> <ul style="list-style-type: none"> <li>○ Plot</li> <li>○ Character</li> <li>○ Thought</li> <li>○ Diction</li> <li>○ spectacle,</li> <li>○ song.</li> </ul> 	<p>Reflect on the settings of a drama.</p>
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**Name of Teacher:**

**School:**

**District:**