## EaD Comprehensive Lesson Flans



https://www.TeachersAvenue.net https://TrendingGhana.net https://www.mcgregorinriis.com

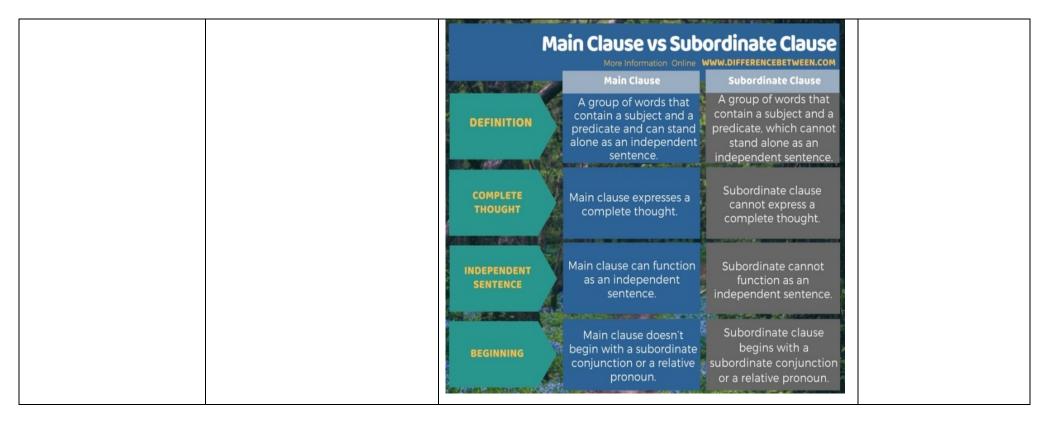
BASIC 8

## **WEEKLY LESSON PLAN – WEEK 5**

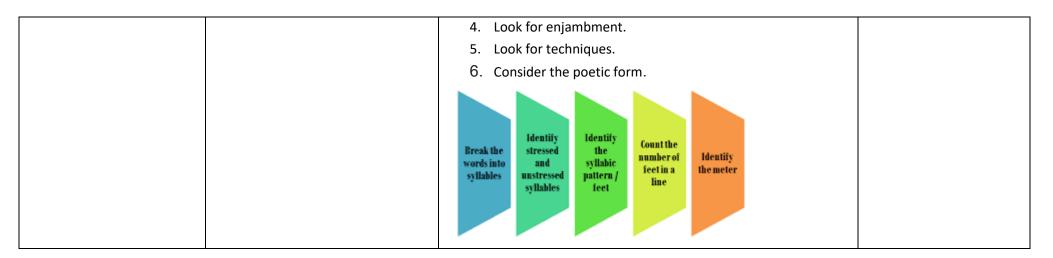
Strand:	<ul><li>Oral Language</li><li>Reading</li><li>Grammar Usage</li><li>Literature</li></ul>	Sub	-Strand:	<ul><li>Comprehen</li><li>Grammar</li></ul>	Comprehension asion Drama and Poetry
Content Standard:	B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information B8.2.1.2: Read, comprehend, interpret texts B8.3.1.4: Demonstrate understanding of the use of conditional tenses in communication B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
Indicator (s)	B8.1.2.1.1. Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts B8.3.1.4.1: Use conditional sentences in communication to indicate an unlikely condition and its probable result B8.5.1.1.2. Examine the features of different types of poems				
Week Ending	05-05-2023				
Class	B.S.8	Class Size:		Duration:	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	differently perspective  Identify a			k and think about things erently and from different pectives tify and analyze different points iew of speakers.	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		<u>'</u>	PHASE 3: REFLECTION
MONDAY 01-05-2023	Strand; Oral language  Sub-Strand; Listening Comprehension	English Reading 2. In Pairs, Learner reading text. 3. Assist Learners range of level-a	<ol> <li>Select a conversational passage or a dialogue from the English Reading Textbook for Learners to read in pairs.</li> <li>In Pairs, Learners brainstorm to read their parts of the reading text.</li> <li>Assist Learners to listen to and note important issues in a range of level-appropriate dialogues or discussions by more than one speaker</li> </ol>		

	Review Learners knowledge on the previous lesson.  4. Learners brainstorm to identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion.		
		<b>Dialogic reading</b> involves an adult and child having a dialogue around the text they are reading. Their conversation includes defining new vocabulary, improving verbal fluency, introducing story components, and developing narrative skills.	
		Conversational Reading —  3 S strategy  See – point to, name pictures, run a finger under the words Show – Give directions such as "Touch	
		the baby's blanket," or "Show me who's jumping"  Say – As you read, ask questions, accept any verbal response	
WEDNESDAY	Strand; Reading	Engage Learners in reading silently the selected passage for	Learners brainstorm to
03-05-2023	Sub-Strand; Comprehension	<ol> <li>10 minutes.</li> <li>Assist Learners to read closely for interpretations.</li> <li>Discuss how to identify main ideas in texts.</li> <li>Learners brainstorm to identify the main ideas in the reading text.</li> </ol>	answer comprehension questions about the passage read.
	Select a passage from the English	What is Close Reading?	
	Reading Textbook for the Learners to read.	Close reading is a strategy for making meaning of complex texts through four critical phases of understanding: literal, analytical,	
	Discuss the meaning of keywords or vocabularies in the selected passage with the Learners.	conceptual, and evaluative. All of these phases serve in supporting students' discovery of the text's implicit messages, overall significance, and mastery of the CCSS Reading Anchor standards.	
		Significance of Close Reading;	
		A significant body of research links the close reading of complex text – whether the student is a struggling reader or advanced – to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.3 When close reading is a routine practice in elementary, middle, and high school,	

		students build the skills and stamina they need to confidently and successfully meet the literacy demands of college	
THURSDAY 04-05-2023	Strand; Grammar Usage  Sub-Strand; Grammar  Review Learners knowledge on the previous lesson.	<ol> <li>Assist Learners to use if- clauses to construct conditional sentences type 2 to indicate an unlikely condition and its probable result.</li> <li>Learners brainstorm to identify examples of conditional sentences.</li> <li>Discuss with Learners on how to analyze given conditional sentences (type 2) into main clause and subordinate clauses (if- clauses).</li> <li>Learners in small groups to discuss about the difference between main clause and subordinate clause.</li> <li>Difference between main clause and subordinate clause;</li> <li>Main clause and subordinate clause are the two main categories of clauses. A main clause can convey a complete meaning; thus, it can stand alone as an independent sentence. However, a subordinate clause always depends on the main clause as it cannot convey a complete thought. This is the basic difference between main clause and subordinate clause.</li> </ol>	Through questions and answers, conclude the lesson.



		Examples of Conditional Sentences	
		<ul> <li>If you do not win scholarship, your father will be very sad.</li> <li>If I have enough strawberries, I will bake a strawberry cake for you.</li> <li>If you don't brush your teeth regularly, your teeth decays.</li> <li>If you make a cake, you firstly break eggs.</li> <li>If I were you, I would want to be a doctor.</li> <li>If I understood what the teacher said, I could tell you.</li> <li>If she had found his phone number, she might have called him for the party.</li> <li>If I could have spoken english very well, I would have talked to the tourists in Paris.</li> <li>If she had gone on a picnic, she would have had a lot of fun.</li> </ul>	
		www.englishgrammarhere.com	
FRIDAY	Strand; Literature	Assist Learners to identify and explain keywords or vocabularies used in the poem.	Engage Learners to answer questions on the
05-05-2023	<b>Sub-Strand;</b> narrative, drama and poetry.	<ol> <li>In turns, Learners brainstorm to recite the selected Poem.</li> <li>Assist Learners to identify the type of poem is the selected poem.</li> <li>How to analyse a poem</li> </ol>	poem read.
	Select a poem from the Cockcrow or any novel for the Learners to recite.	<ol> <li>Read the poem aloud.</li> <li>Unpack what the poem is about.</li> <li>Pay attention to the rhythm.</li> </ol>	



Name of Teacher: School: District: