

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 7

Strand:	<ul style="list-style-type: none">• Reading• Grammar Usage• Writing• Literature	Sub-Strand:		<ul style="list-style-type: none">• Comprehension• Grammar• Production and Distribution of Writing• Narrative, Drama and Poetry	
Content Standard:	B8.2.1.2. Read, comprehend, interpret texts B8.3.1.5: Demonstrate mastery of the use of active and passive voice 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				
Indicator (s)	B8.2.1.2.6. Examine the connections between a text and other points of view B8.3.1.5.2. Demonstrate command of the use of reported speech B8.4.2. 2.4. Create dialogues among multiple interlocutors on different themes B8.5.1.1.3.Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)				
Week Ending	19-05-2023				
Class	B.S.8	Class Size:		Duration:	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		Core Competencies:	<ul style="list-style-type: none">• Develop and exhibit a sense of cultural identity• Ability to try new alternatives and different approaches	
DAY/DATE	PHASE 1 : STARTER		PHASE 2: MAIN		PHASE 3: REFLECTION

<p>MONDAY</p> <p>15-05-2023</p>	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Engage Learners in spelling and dictation of keywords or vocabularies in a selected passage .</p>	<ol style="list-style-type: none"> 1. Call individual Learners at random to read the passage aloud. 2. Assist Learners to make connections between the text and different viewpoint. 3. Learners brainstorm to identify relevant answers to question before, during and after reading the passage. <p>Reasons why connecting to text helps reading.</p> <ul style="list-style-type: none"> • It helps readers understand how characters feel and the motivation behind their actions. • It helps readers have a clearer picture in their head as they read thus making the reader more absorbed. • It keeps the reader from becoming tired while reading. • It sets a purpose for reading and keeps the reader focused. • Readers can see how other readers connected to the reading. • It forces readers to become actively participating. • It helps readers remember what they have read and ask questions about the text. 	<p>Learners brainstorm to identify monologues and dialogues in texts.</p>
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WEDNESDAY 17-05-2023	<p>Strand: Grammar Usage</p> <p>Sub-Strand: Grammar</p> <p>Through questions and answers, review learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on how to compose text using reported speech. 2. Assist Learners to identify the reported speech of direct speeches. 3. Learners brainstorm to use reported speech to talk or write about past event. <p>Direct Speech</p> <p>Direct speech shows a person's exact words. Quotation marks ("...") are a sign that the words are the exact words that a person used.</p> <p>Example</p> <p>Hai asked, "Where are you going?"</p> <p>Manny replied, "I'm going home."</p> <p>Reported Speech</p> <p>Reported speech puts the speaker's words or ideas into a sentence without quotation marks. Noun clauses are usually used. In reported speech, the reader does not assume that the words are the speaker's exact words; often, they are a paraphrase of the speaker's words.</p> <p>Example</p> <p>Hai asked Manny where he was going.</p> <p>Manny said he was going home.</p> <p>Note: Use of the word "that" is optional in reported speech. Both of the following sentences are correct:</p> <ul style="list-style-type: none"> • The child said that they were lost. 	<p>Through Peer-to-peer conversations, Learners brainstorm to use reported speeches.</p>

- The child said they were lost.

Verb Tense in Reported Speech

When you report what someone said in the past, you usually shift back a verb tense from the tense the speaker used. These are some examples of verb shifts:

- simple present to simple past
- past to past perfect
- present perfect to past perfect

Quotation

Reported Speech

"I am hungry."

She stated that she was hungry.

"I saw them leave."

Aidan said that he had seen them leave.

"Where have they gone?"

Felicite wondered where they had gone.

"Will you help me?"

I asked Silvio if they would help me.

"I can't remember your name."

Soungyoung said she couldn't remember my name.

"The exam will be next week."

Dr. Park said the exam will be next week.*

*If the reported information is still true, you may use the same tense.

Questions in Reported Speech

		<p>Word order: The word order in a reported question is the same as in a statement. The subject comes before the verb.</p> <ul style="list-style-type: none"> • Question: Are you ready? • Statement: I am ready. • Question in reported speech: She wanted to know if I was ready. <p>Punctuation: If the sentence is a statement, end it with a period even if it contains a reported question.</p> <ul style="list-style-type: none"> • Statement containing a reported question: She asked me what I thought of the book. • Question containing a reported question: Did she ask what you thought of the book? 	
THURSDAY 18-05-2023	<p>Strand: Writing</p> <p>Sub-Strand: Production and Distribution of Writing</p> <p>Review Learners knowledge on writing of dialogues.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners about the features of writing a dialogue 2. Assist learners to write dialogues of different lengths on given topics. 3. Assign topics to small groups of Learners to write a dialogue on them. <p>Dialogue is the exchange of spoken words between two or more characters in a book, play, or other written work. In prose writing, lines of dialogue are typically identified by the use of quotation marks and a dialogue tag, such as "she said." In plays, lines of dialogue are preceded by the name of the person speaking.</p> <p>Features of a good dialogue;</p> <p>1. Reveals character and plot in every line.</p>	<p>Reflect on the features of writing dialogues.</p>

This is rule #1. Write dialogue with purpose. If each line doesn't move the plot forward or say something about the character saying it, throw it out!

2. Doesn't rely on itself as a crutch.

Dialogue shouldn't be a crutch used in place of quality storytelling. Explain the minimum, draw in the audience, and trust in their brains' ability to fill in the rest. Max Max: Fury Road and Interstellar are two recent great examples.

3. Distinguishes each character.

Every character should be recognizable and distinguishable by their dialogue alone, using cadence, vocabulary, and communication style to make it clear who is speaking without having a character name attached. When this rule is followed, the reader's brain will fill in the character names for them, especially when reading stage and screenplays.

4. Isn't redundant.

Don't repeat information we've already heard or can see for ourselves. Don't tell us about the action; *show it to us*. Cut down redundant beats and never say the same thing twice unless the tactic, subtext or context has changed.

5. Is appropriate to tone, setting, and time period.

Comedy dialogue should be funny. Thriller dialogue should be terse. Emotional dialogue should be heartfelt and passionate.

		When writing in a certain time period or language, be sure to do thorough research to ensure the dialogue feels authentic.	
FRIDAY 19-05-2023	Strand: Literature Sub-Strand: Narrative, Drama and Poetry Through questions and answers, conclude the lesson.	<ol style="list-style-type: none"> 1. Discuss the difference between monologues and dialogues. 2. Assist learners to identify examples of monologues and dialogues. 3. Learners in small groups to form sentences using monologues and dialogues and present to the class. <p>Difference Between Monologue and Dialogue</p> <ul style="list-style-type: none"> • Definition Monologue refers to a speech delivered by a character in order to express his thoughts and feelings to other characters or the audience. Dialogue refers to a conversation between two or more characters in a work of literature • Characters Monologue involves only one character. Dialogue involves two or more character. • Type Monologue is a speech given by a character. Dialogue is a conversation between characters. • Usage Monologues are less commonly used than dialogues. Dialogues are more commonly used than monologues. 	Through questions and answers, conclude the lesson.

Name of Teacher:

School:

District: