

EaD Comprehensive Lesson Plans



or



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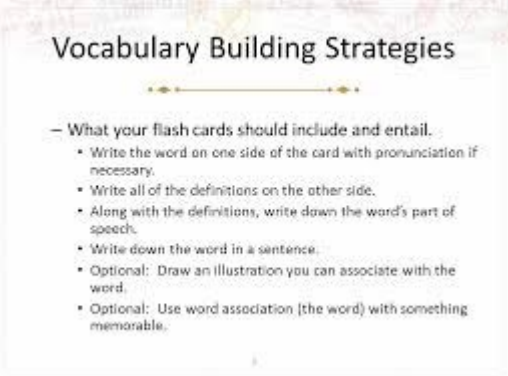
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BASIC 8

WEEKLY LESSON PLAN – WEEK 8

Strand:	<ul style="list-style-type: none">• Oral Language• Reading• Grammar Usage• Writing		Sub-Strand:		<ul style="list-style-type: none">• Listening Comprehension• Comprehension• Grammar• Production and Distribution of Writing	
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					
	B8.3.1.6: Show understanding and use of question tags in communication					
	B8.4.2. 2: Apply writing skills to specific life situations					
Indicator (s)	B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text					
	B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)					
	B8.3.1.6.1. Demonstrate command of question tags					
	B8.4.2. 2.5. Compose speeches for different purposes and occasions.					
Week Ending	26-05-2023					
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">• Identify and analyze different points of view of speaker.• Look and think about things differently and from different perspectives	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION	

MONDAY 22-05-2023	Strand: Oral Language Sub-Strand: Listening Comprehension Read a short text to the class whilst learners listen attentively.	<ol style="list-style-type: none"> 1. Learners brainstorm to listen and write down key information from text. 2. Discuss with Learners on key information from the texts read. 3. Ask Learners to brainstorm to add their opinions to the key information identified from the text. <p>The Big 3 Guiding Questions to identify key information from texts;</p> <ul style="list-style-type: none"> • <i>What is the title or heading?</i> • <i>What is this chapter/section mostly about?</i> • <i>What words do I see repeated throughout the chapter/section?</i> 	Reflect on writing key information from texts.
WEDNESDAY 24-05-2023	Strand: Reading Sub-Strand: Comprehension Through questions and answers, review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Assist Learners to identify 5 word formation strategies. 2. Demonstrate on using word formation strategies to expand vocabulary. 3. Learners brainstorm to expand examples of vocabularies using word formation strategies. <p>Ways of expanding vocabularies using Word Formation strategies;</p> <ol style="list-style-type: none"> 1. Read widely to assimilate the word. 2. Look up more than the meaning in a dictionary. 3. But don't look up every unfamiliar word. 4. Consider using graded readers. 5. Supplement reading with listening. 6. Practise using your new vocabulary as often as possible. 	Through questions and answers, conclude the lesson.

		 <p>Vocabulary Building Strategies</p> <ul style="list-style-type: none"> – What your flash cards should include and entail. <ul style="list-style-type: none"> • Write the word on one side of the card with pronunciation if necessary. • Write all of the definitions on the other side. • Along with the definitions, write down the word's part of speech. • Write down the word in a sentence. • Optional: Draw an illustration you can associate with the word. • Optional: Use word association (the word) with something memorable. 	
THURSDAY 25-05-2023	<p>Strand: Grammar Usage</p> <p>Sub-Strand: Grammar</p> <p>Learners brainstorm to identify examples of question tags.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on how to form sentences with question tags. 2. Assist Learners to identify and explain the types of question tags. 3. Learners brainstorm to identify question tags used in sentences. <p>Examples of Question tags;</p> <ul style="list-style-type: none"> • You haven't seen this film, have you? Your sister lives in Spain, doesn't she? • She's a doctor, isn't she? • He isn't here, is he? • I don't need to finish this today, do I? • Jenni eats cheese, doesn't she? • The bus stop's over there, isn't it? • They could hear me, couldn't they? • I'm never on time, am I? 	<p>Reflect on how to use question tags in sentences.</p>

		<div>Question Tag in English</div> <table><thead><tr><th>Verb Tense</th><th>Sentence → Tag</th><th>← Sentence → Tag</th></tr></thead><tbody><tr><td>Present Simple</td><td>She reads books, doesn't she?</td><td>She doesn't read books, does she?</td></tr><tr><td>Present be</td><td>He is playing a cricket, isn't he?</td><td>He isn't playing a cricket, is he?</td></tr><tr><td>Past Simple</td><td>She played Cricket, didn't she?</td><td>She didn't played Cricket, did she?</td></tr><tr><td>Past Continuous</td><td>He was reading a book, wasn't he?</td><td>He wasn't reading a book, was he?</td></tr><tr><td>Present Perfect</td><td>He has written an email, hasn't he?</td><td>He hasn't written an email, has he?</td></tr><tr><td>Past Perfect</td><td>He had written an email, hadn't he?</td><td>He hadn't written an email, had he?</td></tr><tr><td>Simple Future</td><td>I will go to the market, won't I?</td><td>I won't go to the market, will I?</td></tr><tr><td>Modal Verbs</td><td>He can run a mile, can't he?</td><td>He can't run a mile, can he?</td></tr></tbody></table> <div>onlymyenglish.com</div>	Verb Tense	Sentence → Tag	← Sentence → Tag	Present Simple	She reads books, doesn't she?	She doesn't read books, does she?	Present be	He is playing a cricket, isn't he?	He isn't playing a cricket, is he?	Past Simple	She played Cricket, didn't she?	She didn't played Cricket, did she?	Past Continuous	He was reading a book, wasn't he?	He wasn't reading a book, was he?	Present Perfect	He has written an email, hasn't he?	He hasn't written an email, has he?	Past Perfect	He had written an email, hadn't he?	He hadn't written an email, had he?	Simple Future	I will go to the market, won't I?	I won't go to the market, will I?	Modal Verbs	He can run a mile, can't he?	He can't run a mile, can he?	
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<div>FRIDAY</div> <div>26-05-2023</div>	<div>Strand: Writing</div> <div>Sub-Strand: Production and Distribution of Writing</div> <div>Discuss the structure of speech writing with the Learners.</div>	<div><div><div>1. Learners brainstorm to identify 5 importance of speech writing .</div><div>2. Assist Learners to write speeches by applying skills of writing narratives.</div><div>3. Discuss with Learners on how to combine descriptive, explanatory and persuasive skills to make both logical and emotional appeals.</div></div><div>Features of Writing a Speech;</div><div><div>a highly engaging and motivational opening.</div><div>a well-structured argument with several main points that include objection handling.</div><div>a dynamic and memorable conclusion.</div><div>Clarity. Clarity is an essential feature of a good speech.</div><div>Definiteness of Message.</div><div>Conciseness.</div><div>Interesting.</div><div>Informal Touch.</div><div>Considering the Audience.</div><div>Speaking Slowly.</div><div>Free from Emotions.</div></div></div>	<div>Ask Learners questions and answers Learners questions.</div>																											

Name of Teacher:

School:

District: