

EaD Comprehensive Lesson Plans



or



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BASIC 8

WEEKLY LESSON PLAN – WEEK 8

Strand:	<ul style="list-style-type: none"> • Language & Usage • Composition Writing • Literature 	Sub-Strand:	<ul style="list-style-type: none"> • Integrating grammar in written language (use of nouns, pronouns and adjectives) • Structure and organize ideas in composition writing • Proverbs, idioms, prose, drama, poetry
Content Standard:	<p>B8.4.2.1 Demonstrate knowledge and understanding of verbs, adverb, conjunction</p> <p>B8.5.1.1 Demonstrate knowledge and understanding of the ability to write meaningful compositions on the various text types (persuasive/argumentative writing, informative/academic/expository and letter writing).</p> <p>B8.6.1.2 Demonstrate knowledge and understanding on the writer's use of language in a prose, poetry and drama texts.</p>		
Indicator (s)	<p>B8.4.2.1.3 Identify and use an increasing range of conjunctions appropriately and correctly in a given text.</p> <p>B8.5.1.1.1 Develop coherent essay using the features of given text types</p> <p>B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.</p>		
Week Ending	26-05-2023		
Class	B.S.7	Class Size:	Duration:
Subject	Ghanaian Language		
Reference	Ghanaian 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"> • Communication and Collaboration • Cultural Identity
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION

TUESDAY

23-05-2023

Strand: Language & Usage

Sub-Strand: Integrating grammar in written language (use of nouns, pronouns and adjectives)

Discuss the meaning of “Conjunction” with the Learners.

1. Assist Learners to identify examples of conjunctions.
2. Learners brainstorm to form sentences with conjunctions.
3. Assist Learners to use appropriate conjunctions to link simple to complex sentences in a text.

Examples of Conjunctions;

 **Because**

Because is used to show reason.

Example Sentence

She usually eats at home, because she likes cooking.

 **Although**

Although is used to show two opposite statements.

Example Sentence

Although he speaks seldom, he says meaningful words.

 **Whereas**

Whereas is used to show contrast.

Example Sentence

She is very funny whereas he is boring.

 **But**

But is used to join two ideas that are opposites.

Example Sentence

I am very hungry, but the fridge is empty.

 **Besides**

Besides means in addition to, also. It is a preposition.

Example Sentence





She speaks three languages besides Spanish.

 **Unlike**

Unlike means different from, not similar to.

Example Sentence

Through questions and answers, conclude the lesson.

		<p>Jack is completely unlike his father.</p> <p> Therefore</p> <p>Therefore is used to show the result /effect of an action.</p> <p>Example Sentence She came first. Therefore she got a good seat.</p> <p> Despite</p> <p>Despite is used to introduce a fact that is in sharp contrast with another fact.</p> <p>Example Sentence Despite all her faults, everybody likes him.</p> <p> Provided</p> <p>Provided means if or only if.</p> <p>Example Sentence They can listen to music provided they disturb nobody.</p> <p> Unless</p> <p>Unless means; except on the condition that</p> <p>Example Sentence You don't need to go unless you want to.</p>	
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<p>THURSDAY 25-05-2023</p>	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss the features of Informative writing with the Learners. 2. Assist Learners to write a composition on a topic on informative writing. 3. Learners in small groups to discuss and write informative writing . 4. A representative from each group to read the groups informative writing to the class. <p>Features of Informative Writing;</p> <ul style="list-style-type: none"> ▪ Headers ▪ bold type ▪ visual representations 	<p>Summarize the lesson.</p>
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		<ul style="list-style-type: none"> ▪ captions. <p>Examples of Informative Writing;</p> <ul style="list-style-type: none"> ✓ newspapers ✓ scholarly journals ✓ encyclopedias. 	
<p>FRIDAY 26-05-2023</p>	<p>Strand: Literature</p> <p>Sub-Strand: Proverbs, idioms, prose, drama, poetry</p> <p>Learners brainstorm to identify the features of a drama.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on how writers use language to create character in drama. 2. Learners brainstorm to identify examples of Literary devices. 3. Assist Learners to explain the ways writers use language to create settings for different effects in drama. <p>How to create a character in drama;</p> <ol style="list-style-type: none"> 1. Get Into It. You should immerse yourself in the role. 2. Be Prepared. Make sure to carefully read through your lines as well as memorize them. 3. Take A Moment. Take a moment to breathe in your scene. 4. Focus. Pay attention to what is going on around you in the scene. <p>Types of Character</p> <hr/> <p>a. Major characters</p> <p>These are the most important characters in the story. There are two types, of which there may be a couple for each.</p> <ul style="list-style-type: none"> ▪ Protagonist – This is the main character, around which the whole story revolves. The decisions made by this character will be affected by a conflict from within, or externally through another character, nature, technology, society, or the fates/God. 	<p>Through questions and answers, conclude the lesson</p>

- **Antagonist** – This character, or group of characters, causes the conflict for the protagonist. However, the antagonist could be the protagonist, who is torn by a problem within. Most times, something external is causing the problem. A group of people causing the conflict would be considered society, perhaps the members of a team, community, or institution. Additionally, the antagonist could be a part of nature, such as an animal, the weather, a mountain or lake. A different kind of antagonist would be an item such as a pen, car, phone, carpet, etc. These are all considered technology, since they are instruments or tools to complete a job. Finally, if the conflict comes from something out of the character’s control, the antagonist is fate or God.

b. Minor characters

These are the other characters in a story. They are not as important as the major characters, but still play a large part in the story. Their actions help drive the story forward. They may impact the decisions the protagonist or antagonist make, either helping or interfering with the conflict.

Characters can have different traits. Major characters will usually be more dynamic, changing and growing through the story while minor characters may be more static.

- **Foil** – A foil is a character that has opposite character traits from another, meant to help highlight or bring out another’s positive or negative side. Many times, the antagonist is the foil for the protagonist.
- **Static** – Characters who are static do not change throughout the story. Their use may simply be to create or relieve tension, or they were not meant to change. A major

character can remain static through the whole story.

- **Dynamic** – Dynamic characters change throughout the story. They may learn a lesson, become bad, or change in complex ways.
- **Flat** – A flat character has one or two main traits, usually only all positive or negative. They are the opposite of a round character. The flaw or strength has its use in the story.
- **Round** – These are the opposite of the flat character. These characters have many different traits, good and bad, making them more interesting.
- **Stock** – These are the stereotypical characters, such as the boy genius, ambitious career person, faithful sidekick, mad scientist

Name of Teacher:

School:

District: