

# *EaD Comprehensive Lesson Plans*



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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 2**

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Oral language (listening and speaking)</li><li>• Reading</li><li>• Writing</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• English Sounds</li><li>• Summarizing</li><li>• Building and present knowledge</li><li>• Prose, Drama, Poetry</li></ul>		
<b>Content Standard:</b>	B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary B8.4.3.1: Research to build and present knowledge B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
<b>Indicator (s)</b>	B8.1.3.1.1. Produce consonant sounds in context (plosives) B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing B8.5.1.1.1. Analyze the types of characters in texts				
<b>Week Ending</b>	07-0-2023				
<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>	Poster, Chart, Picture, English Reading Textbook.		<b>Core Competencies:</b>	<ul style="list-style-type: none"><li>• Ability to work with all group members to complete a task</li><li>• Ability to combine information nd ideas from several sources to reach a conclusion</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>10-04-2023</b>	<b>Strand: Oral Language</b>  <b>Sub-strand:</b> English sounds  Assist Learners to explain “ plosive consonant sounds”	<ol style="list-style-type: none"><li>1. Learners brainstorm to identify examples of plosive consonant sounds</li><li>2. Using a chart bearing uses of plosive consonants, explain to the Learners on how plosive consonants are used.</li><li>3. Assist Learners to distinguish between Plosives and fricatives.</li><li>4. Learners brainstorm to identify examples fricatives.</li></ol>			Reflect on the uses of plosive consonants.

		<p>A <b>plosive consonant</b> is an abrupt sound made by closing the mouth then releasing a burst of breath. The plosive consonants in English are B, P, T and D. Their effect, especially when used repeatedly is to create a verbal reflection of events, items or emotions which have a harsh feel.</p> <p><b>The difference between fricative and plosive consonants;</b></p> <p>Fricatives are consonants with the characteristic that when they are produced, air escaped through a small passage and make a hissing sound. And plosives are a type of consonant produced by forming a complete obstruction to the flow air out of the mouth [3].</p>	
<b>WEDNESDAY</b>  <b>12-04-2023</b>	<p><b>Strand: Reading</b></p> <p><b>Sub-strand:</b> Summarizing</p> <p>Discuss with Learners on the difference existing between main idea and supporting idea in a reading passage.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of main ideas and supporting ideas in a reading passage.</li> <li>2. Explain to Learners briefly on strategies for identifying main and supporting ideas in reading.</li> <li>3. Learners brainstorm to scan through a reading passage for main and supporting ideas.</li> </ol> <p><b>MAIN IDEAS</b></p> <ul style="list-style-type: none"> <li>• The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.</li> <li>• The main idea may be stated or it may be implied.</li> <li>• When the main idea of a paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph.</li> <li>• The main idea may be stated in the first sentence of a paragraph and then be repeated or restated at the end of the paragraph.</li> <li>• The main idea may be split. The first sentence of a paragraph may present a point of view, while the last sentence presents a contrasting or opposite view.</li> <li>• To find the main idea of any paragraph or passage, ask these questions: <ol style="list-style-type: none"> <li>1. Who or what is the paragraph about?</li> <li>2. What aspect or idea about the 'who' or 'what' is the author concerned with?</li> </ol> </li> </ul> <p><b>Supporting Paragraphs</b></p> <p>"A <b>paragraph</b> is a sentence or group of sentences that develops a main idea. Paragraphs serve as the primary building blocks of</p>	<p>Learners brainstorm to summarize a reading text using the central idea in the reading text.</p>

		<p>essays, reports, memos, and other forms of written composition" (Hult and Huckin, <i>The New Century Handbook</i>, 103).</p> <p><b>Main ideas are often found:</b></p> <ul style="list-style-type: none"> <li>• at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.</li> <li>• in the concluding sentences of a paragraph.</li> </ul>	
<p><b>THURSDAY</b></p> <p><b>13-04-2023</b></p>	<p><b>Strand: Writing</b></p> <p><b>Sub-strand:</b> Building and present knowledge</p> <p>Learners brainstorm to explain "non-textual information"</p>	<ol style="list-style-type: none"> <li>1. Discuss examples of non-textual information on a Poster with the Learners.</li> <li>2. Learners brainstorm to form examples of non-textual information.</li> <li>3. Assist Learners to interpret non-textual elements, such as figures, tables, graphs and maps.</li> <li>4. Discuss 5 importance of non-textual elements with the Learners.</li> </ol> <p><b>Non-textual</b> elements help you highlight important pieces of information without breaking up the narrative flow of your paper. Illustrations, photographs, maps, and the like can be used as a quick reference to information that helps to highlight key issues found in the text.</p> <p><b>Importance of using non-textual elements;</b></p> <ol style="list-style-type: none"> <li>1. <b>A picture is worth a thousand words.</b> Embedding a chart, illustration, table, graph, map, photograph, or other non-textual element into your research paper can bring added clarity to a study because it provides a clean, concise way to report findings that would otherwise take several long [and boring] paragraphs to describe.</li> <li>2. <b>Non-textual elements are useful tools for summarizing information,</b> especially when you have a great deal of data to present. Non-textual elements help the reader grasp a large amount of data quickly and in an orderly fashion.</li> <li>3. <b>Non-textual elements help you highlight important pieces of information without breaking up the narrative flow of your paper.</b> Illustrations, photographs, maps, and the like can be used as a quick reference to information that helps to highlight key issues found in the text. For example,</li> </ol>	<p>Learners in small groups to discuss and write a composition using non-textual sources.</p>

		<p>a street map showing the distribution of health care facilities can be included in a larger study documenting the struggles of poor families to find adequate health care.</p> <ol style="list-style-type: none"> <li>4. <b>Non-textual elements are visually engaging.</b> Using a chart or photograph, for example, can help enhance the overall presentation of your research and provide a way to stimulate a reader's interest in the study.</li> <li>5. <b>Easily compare and contrast findings.</b> Non-textual elements, such as a bar chart or table of statistics, offer a quick way to compare values and track trends or create figures that show side-by-side comparisons of information as an easy way to contrast the data</li> </ol>	
<p><b>FRIDAY</b></p> <p><b>14-04-2023</b></p>	<p><b>Strand: Literature</b></p> <p><b>Sub-strand:</b> Prose, Drama, Poetry</p> <p>Discuss with Learners on the types of characters in a narrative.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify 5 methods of analyzing characters in a text.</li> <li>2. Learners brainstorm to identify characters in a narrative and describe their roles.</li> <li>3. Assist Learners to perform a drama on a given theme.</li> </ol> <p><b>Types of Characters;</b></p> <ul style="list-style-type: none"> <li>▪ <b>Protagonists</b></li> </ul> <p>The protagonist is the main character. The important characteristic of a protagonist is that they must do something; they must make the action happen. If a character simply lets things happen around them, they are not a protagonist.</p> <ul style="list-style-type: none"> <li>▪ <b>Antagonists</b></li> </ul> <p>The opposing side. Antagonists try to keep the protagonist from getting what they want. Look at their motivation.</p> <ul style="list-style-type: none"> <li>▪ <b>Major Characters</b></li> </ul>	<p>Learners brainstorm to perform their roles in the drama as characters.</p>

Major characters will show up a lot, and they may fall into one of the other categories. You may have a protagonist with three best friends; two of them may be major characters. One of them may be a foil or a dummy. You'll have to look at how they interact to figure it out.

- **Dynamic Characters**

Dynamic characters grow and change. Protagonists (and often antagonists) are going to be dynamic characters.

- **Foils**

Foils are there to help compare and contrast with another character. Generally, foils are opposites of the characters they are with, but they may also just be weaker or stronger so that there is something to compare. If you have a master swordsman, having someone who is just learning can help show off that skill.

- **Dummies**

Dummies are there to help give information to the reader. They're the ones who ask, "What is that?" or "How does that work?" They ask the questions for the audience so that the audience can get the information without having to feel like the author has created an "info dump."

- **3-Dimensional Characters**

Characters who are well-rounded and exist. They don't just have a single, one-sided stereotype. They exist, and you might even believe they're real. They're not just a jock; they're also

intelligent and like to volunteer at the food bank because their grandmother runs it. Details make the man (or woman).

Types	Characters' Description
<ul style="list-style-type: none"><li>Protagonist</li></ul>	Often protagonist is the main personage in a story. His or her major roles attracting readers' attention and serving as main story's drivers. They always find themselves in the middle of things and they take active part in all events. One should take this into account when required to write an analysis.

			<ul style="list-style-type: none"><li>Antagonist</li></ul>	Typically, antagonist is opposed to protagonist in a story. Therefore, readers hate them as they make problems due to their conflicting nature. Conflicts in stories are often initiated by antagonists. Analysis of relationships between protagonist and antagonist takes much time when you write an analysis as these are core relationships in a narration.
			<ul style="list-style-type: none"><li>Major</li></ul>	As a rule, major characters play significant roles in narration. For example, protagonists' relatives or friends are major characters. Readers may explore relations and interactions between a protagonist and a major personage to better understand motivations.



			<ul style="list-style-type: none"><li>• Minor</li></ul>	As it follows from the name, minor characters play relatively small roles if compared to major characters. Quite often minor individuality are stereotypes of static ones.
			<ul style="list-style-type: none"><li>• Dynamic</li></ul>	Dynamic characters experience changes throughout the story. Usually, protagonist and antagonist are dynamic characters.
			<ul style="list-style-type: none"><li>• Static</li></ul>	Static characters stay the same during the whole narration. However, this doesn't mean that these personages cannot be analysed. It's possible that the reason to be static is a problem analysed in a narration.

		<div><div><ul style="list-style-type: none"><li>• Stereotypical</li></ul></div><div>Often authors need to fill remaining space with stereotypical characters. In addition, these characters help create environment specific to the time of narration. For example, housewife, beggary or insane person may serve as stereotypical characters. This information may be useful when you write character analysis.</div></div>	
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*Name of Teacher:*

*School:*

*District:*