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BASIC 8

WEEKLY LESSON PLAN – WEEK 2

Strand:	• Language and Usage • Composition Writing • Literature		Sub-Strand:		• Integrating grammar in written language (use of nouns, pronouns and adjectives) • Structure and organize ideas in composition writing • Folktales, songs, prose, drama, poetry
Content Standard:	B8.4.2.1 Demonstrate knowledge and understanding of verbs, adverb, conjunctions 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). B8.6.1.2 Demonstrate knowledge and understanding on the writer's use of language in a prose, poetry and drama texts.				
Indicator (s)	B8.4.2.1.3 Identify and use an increasing range of conjunctions appropriately and correctly in a given text B8.5.1.1.1 Develop coherent essay using the features of given text types. B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.				
Week Ending	07-07-2023				
Class	B.S.8		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:		• Communication and Collaboration • Cultural Identity
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY 10-04-2023	**Strand:** Language and Usage **Sub-strand:** Integrating grammar in written language (use of nouns, pronouns and adjectives) Learners brainstorm to explain the meaning of "Conjunctions".	1. Discuss with Learners on examples of conjunctions. 2. Assist Learners to form sentences with conjunctions. 3. Learners brainstorm to identify conjunctions used in a sentence. Examples of Conjunctions In the following examples, the conjunctions are in bold for easy recognition:			Through questions and answers, conclude the lesson.

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    - I tried to hit the nail *but* hit my thumb instead.
    - I have two goldfish *and* a cat.
    - I bought a new bag ***for*** my upcoming trip.
    - You can have peach ice cream *or* a brownie sundae.
    - Neither the black dress *nor* the gray one looks right on me.
    - My dad always worked hard *so* we could afford the things we wanted.
    - I try very hard in school *yet* I am not receiving good grades.

Conjunction Exercises

The following exercises will help you gain greater understanding about how conjunctions work. Choose the best answer to complete each sentence.

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    1. My brother loves animals. He just brought a puppy _____ a kitten home with him.
       1. But
       2. Or
       3. Yet
       4. And

Answer: 4. My brother loves animals. He just brought a puppy *and* a kitten home with him.

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1. Meera does not like to swim, _____ she does enjoy cycling.

    1. Or
    2. But
    3. And
    4. Yet

Answer: 2. Meera does not like to swim, but she does enjoy cycling.

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1. I want to go for a hike _____ I have to go to work today.

    1. But
    2. Yet
    3. Or
    4. For

Answer: 1. I want to go for a hike *but* I have to go to work today.

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1. They do not smoke, _____ do they play cards.

    1. And
    2. Or
    3. Nor
    4. Yet

Answer: 3. They do not smoke, *nor* do they play cards.

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  o

		1. I'm getting good grades
		
		_____ I study every day.
		
		    1. Or
		
		    2. Yet
		
		    3. But
		
		    4. Because
		
		Answer: 4. I'm getting good grades because I study every day.	

THURSDAY **13-04-2023**	**Strand:** Composition Writing **Sub-strand:** Structure and organize ideas in composition writing Discuss with Learners on the meaning of " Coherent texts".	1. Demonstrate on writing an example of a coherent essay. 2. Assist Learners to identify the features of persuasive writing. 3. Engage Learners in writing examples o persuasive writings. Coherence encompassed six main features, most of which will be discussed below. These are conventions, consistency, cohesion, logical ordering, inference, and formatting. The main example I will use is a recipe for boiling an egg. A coherent recipe for boiling an egg (consistent, well formatted, ordered logically, relies on a degree of inference, cohesive, and adheres to the conventions of a recipe) may look like: 1. Ensure egg is at room temperature 2. Heat water until it boils 3. Place egg in water 4. Wait 4 and a half minutes 5. Remove the egg and serve immediately For the record, this is actually the best way to boil a large egg if you're interested. Bonus cooking tips now come with my articles now it seems.	Learners brainstorm to read their persuasive writings to the class.

Consistency:

This is quite self-explanatory. This primarily relates to the register, topic, tone, etc. remaining consistent throughout the text. The above is consistent as everything relates to the topic of boiling an egg. If it looked something like the one below, then the lack of consistency clearly inhibits its coherence.

1. Ensure egg is at room temperature
2. Heat water
3. Place egg in water
4. Wait until octopus boils
5. Wait 4 and a half minutes
6. Remove egg and serve immediately

Conventions:

This is strongly related to formatting. Coherent texts usually adhere to the conventions that we expect of texts of that type. For example, a letter has a greeting and a sign off, doctor's notes are set out in a certain way, and the above recipe breaks the process down into simple and manageable steps, which is what readers expect of a recipe.

Logical ordering:

Hold onto your hats. If a text is structured in an order than makes sense and flows well, it is easier to read and is more coherent. When you are analysing a text and you wish to discuss logical ordering (and it is one of the easier elements of coherence to identify and discuss), you need to first explain how the order is logical (briefly), before going onto (also briefly) explain how it enhances coherence, usually by allowing ideas to develop in a way that makes sense and is easy to follow. For example, the above text is ordered logically as the sequence of the text is the order in which the process of boiling an egg occurs, so it is easier for readers to follow and

understand. An illogically ordered version of the above may look like this:

1. Ensure Egg is at room temperature
2. Heat water
3. Remove egg and serve immediately
4. Wait until water boils
5. Wait 4 and a half minutes
6. Place egg in water

Or even worse (also a major issue with the formatting):

1. Ensure egg is at room temperature
2. Heat water
3. Remove egg and serve immediately
4. Wait until water boils
5. Wait 4 and a half minutes
6. Place egg in water

Inference:

Texts rely on inference, rather than expressly using it (I mean, the very definition of inferring is to draw on external knowledge to interpret and read a text). The above example relies on people inferring that a stove and saucepan are also useful tools for boiling an egg (and hopefully to not use one's bare hands to lower an egg into boiling water), and people's understanding of this helps them to understand and follow the recipe.

I feel inference ought to receive a little bit more information. There can be textual inferences, which is where readers are asked to, 'read between the lines,' where an inference is created within the text. For example, "She was wearing a ring. Next time I saw her, her hand was bare."

Moreover, inference can also be social or cultural, requiring a social or cultural understanding. This is common for idioms and puns. For example, the idiom, 'doing a Bradbury,' requires people to draw on their knowledge of Steven Bradbury's famous gold medal in

		Salt Lake City (2002 winter Olympics), to infer that someone succeeded, despite not being in a position to, prior to those in a better position squandering their opportunity and leaving the proverbial door wide open. Formatting: Another that is quite easy to explain and analyse. Essentially, does the way that the text is set out help to make it easier to read and follow. Think bolded or underlined headings, numbered steps (like the above recipe), or any other formatting that impacts the way that the text is read. For example, the recipe would be much less coherent if it had no numbers, and was just a paragraph, as it is harder to read and follow due to its formatting. When analysing a text, ensure that you discuss how the features of coherence SPECIFICALLY contribute to the text's coherence. Specificity gets marks, generality does not. Wow this got long quickly, I hope it helps you understand coherence, and I will be back with more for you in June.	
FRIDAY **14-04-2023**	**Strand:** Literature **Sub-strand:** Folktales, songs, prose, drama, poetry Select a prose from the Ghanaian Language Textbook to be read by the Learners.	1. Discuss with Learners about the effective use of language in the prose read. 2. Learners brainstorm to identify examples of literary devices used in the prose. 3. Assist Learners to describe the ways that the writer use a wide range of literary devices (simile, metaphor, repetition, idioms and proverbs) in the prose. **Common Types of Prose** Prose can vary depending according to style and purpose. There are four distinct types of prose that writers use: 1. 1. **Nonfictional prose**. Prose that is a true story or factual account of events or information is	Through questions and answers, conclude the lesson.

nonfiction. Textbooks, newspaper articles, and instruction manuals all fall into this category. Anne Frank's *Diary of a Young Girl*, composed entirely of journal excerpts, recounts the young teen's experience of hiding with her family in Nazi-occupied Netherlands during World War II.

2. 2. **Fictional prose**. A literary work of fiction. This is the most popular type of literary prose, used in novels and short stories, and generally has <u>characters</u>, <u>plot</u>, <u>setting</u>, and <u>dialogue</u>.

3. 3. **Heroic prose**. A literary work that is either written down or preserved through oral tradition, but is meant to be recited. Heroic prose is usually a legend or fable. The twelfth-century Irish tales revolving around the mythical warrior Finn McCool are an example of heroic prose.

4. 4. **Prose poetry**. Poetry written in prose form. This literary hybrid can sometimes have rhythmic and rhyming patterns. French poet Charles Baudelaire wrote prose poems, including "Be Drunk" which starts off: "And if sometimes, on the steps of a palace or the green grass of a ditch, in the mournful solitude of your room."

What Is the Function of Prose in Writing?
George Orwell was known for his attitude toward plain language. He once said: "Never use a long word where a short one will do." Prose can also:

- **Fulfill a story's promise**. In literature, the basic purpose of prose in writing is to convey an idea, deliver information, or tell a story. Prose is the way a writer fulfills her basic promise to a reader to deliver a story with characters, setting, conflict, a plot, and a final payoff.
- **Create a voice**. Each writer has their own way of using language, called a writer's voice. Using prose in different ways helps writers craft and show off this voice. Take Charles Dickens' voice in *David Copperfield* as an example: "New thoughts and hopes were whirling through my

		mind, and all the colors of my life were changing." - **Builds rapport through familiarity**. Prose is often conversational in tone. This familiarity helps connect readers to a story and its characters. Jane Austen was known for her straightforward, accessible prose. Take this line from *Emma*: "Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her." **What Is the Difference Between Prose and Poetry?** Prose and poetry both have unique qualities that distinguish one from the other. **Prose** - Follows natural patterns of speech and communication - Has a grammatical structure with sentences and paragraphs - Uses everyday language - Sentences and thoughts continue across lines	

Name of Teacher: *School:*   *District:*