

# *EaD Comprehensive Lesson Plans*



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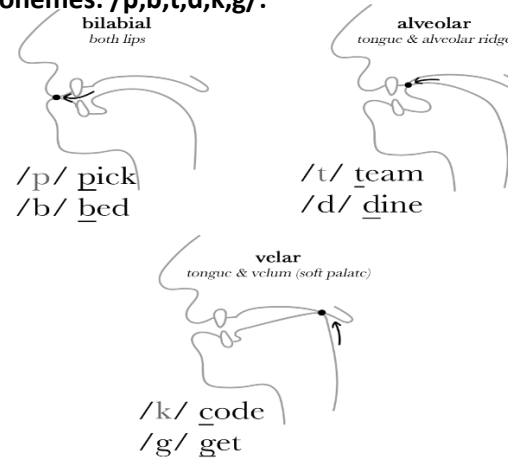
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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 3**

<b>Strand:</b>	<ul style="list-style-type: none"> <li>• Oral language (listening and speaking)</li> <li>• Reading</li> <li>• Grammar Usage</li> <li>• Literature</li> </ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"> <li>• English Sounds</li> <li>• Summarizing</li> <li>• Punctuation and Capitalization</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 B8.3.1.1: Apply the knowledge of word classes and their functions in Communication 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 B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts		
<b>Week Ending</b>	14-07-2023		
<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, Cockcrow.	<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>• Ability to try new alternatives and different approaches</li> <li>• Evaluate the quality and validity of information</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>Strand: Oral Language</b>  <b>Sub-strand:</b> English Sounds  Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> <li>1. Assist Learners to distinguish between voiced and voiceless plosives in context.</li> <li>2. Discuss with Learners on the features of connected speeches.</li> <li>3. Learners brainstorm to use plosives in connected speeches.</li> </ol> <b>Plosive Consonant Sounds</b>	Reflect on the features of connected speeches.

**Plosive consonants are made by** completely blocking the flow of air as it leaves the body, **normally followed by releasing the air. English pronunciation contains 6 plosive phonemes: /p,b,t,d,k,g/:**



The sounds /b,d,g/ are voiced; they are pronounced with vibration in the vocal cords. /p,t,k/ are voiceless; they are produced with air only. The voiceless plosives are often aspirated (produced with a puff of air) in English pronunciation.

#### **Plosive Spellings**

Common spellings for each plosive are underlined below:

/p/: purse

/b/: bell

/t/: talk, stopped


/d/: done, played

/k/: kite, cone, queen, chronic, excited

/g/: gone, exhaust

#### **Glottal Stop [ʔ]**

The voiceless alveolar plosive sound /t/ is often replaced with a **voiceless glottal plosive** in connected speech. This most frequently occurs when /t/ appears at the end of a syllable and the following sound is a consonant:

			
<b>WEDNESDAY</b>	<p><b>Strand: Reading</b></p> <p><b>Sub-strand:</b> Summarizing</p> <p>Select a reading passage from the English reading textbook for the Learners to read silently.</p>	<ol style="list-style-type: none"><li>1. Assist Learners to identify the central idea in the reading passage.</li><li>2. Discuss with the Learners on the supporting details the author used to develop the central idea.</li><li>3. Assist Learners to use close reading and hint to help answer questions.</li></ol> <p><b>Close Reading Definition</b></p> <p>Close reading is a reading strategy in which readers focus on specific details and elements such as sentence structure and word choice. The process requires strong concentration and is the opposite of skimming a text. It is typically accomplished with short passages.</p> <p><b>Importance of Close Reading</b></p> <p>Close reading is important because it helps readers understand a text in-depth. The strategy helps readers comprehend how an author purposefully used certain words and literary techniques to elucidate overarching ideas. Understanding the text on such a detailed level informs critical analysis.</p> <p>For example, imagine students have to write an essay analyzing William Wordsworth's use of imagery in his poem "I Wandered Lonely as a Cloud" (1807). The students could skim the poem and note important images, but they would not understand how Wordsworth created those images and what</p>	<p>Learners brainstorm to answers comprehension questions.</p>

		<p>meaning they convey. If the students closely read certain stanzas in the poem, they will begin to see how the poet used particular words, word order, and sentence structures to create impactful imagery.</p> <p><b>Steps in Close Reading</b></p> <p>There are three main steps in the close reading process.</p> <p>Step 1: Read the Text for the First Time</p> <p>The first-time readers review a text, they should try to understand its most important ideas and elements. For instance, they should ask themselves the following questions:</p> <ul style="list-style-type: none"> <li>• What is the main topic or idea of this passage?</li> <li>• Are there characters or people in this passage? If so, who are they and how do they relate?</li> <li>• What is happening in this passage? Do characters exchange dialogue? Is there internal dialogue? Is there action?</li> <li>• How does this passage relate to the rest of the text? (If the reader has read the passage's full text).</li> </ul> <p>Readers should annotate the passage while they read. Annotating a text includes highlighting main ideas, noting questions, and looking up unfamiliar words.</p>	
<b>THURSDAY</b>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-strand:</b> Punctuation and Capitalization</p> <p>Discuss with Learners on examples of sentences involving plural nouns.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to form sentences with plural compound nouns.</li> <li>2. Learners brainstorm to identify examples of words that are singular in form but plural in meaning.</li> <li>3. Using Poster displaying types of plural nouns, explain to the Learners on the rule, types and examples of plural nouns.</li> </ol>	Learners in small groups to use plural forms of compound nouns correctly in peer-to-peer conversations.

### **Definition of a Plural Noun**

The word plural is defined as ‘relating to or constituting a class of grammatical forms usually used to denote more than one or in some languages more than two’ and ‘relating to, consisting of, or containing more than one or more than one kind or class’, according to the Merriam-Webster dictionary. So a noun that consists or relates to more than one person, place or thing can be defined as a plural noun.

### **Changing a Singular Noun to a Plural Noun**

A common noun can be made plural by adding an ‘s’, ‘es’, ‘ies’, ‘ves’; by changing ‘us’ to ‘i’, ‘is’ to ‘es’, ‘on’ to ‘a’ and so on. There are some common nouns that remain the same in the singular and plural forms. A few others do not fall under any other category of plural nouns. They are termed irregular nouns. These common nouns can be made plural by a change in the spelling or by the addition of a suffix to the root word.

Check out the following examples of plural nouns for a better understanding.

#### **Examples:**

- - Adding ‘s’
    - Dog – dogs
    - Pen – pens
    - Chair – chairs
- - Adding ‘es’
    - Box – boxes

		<ul style="list-style-type: none"> <li>▪ Tax – taxes</li> <li>▪ Bus – buses</li> <li>•</li> <li>○ Adding ‘ves’ for nouns ending with an ‘f’ or ‘fe’ <ul style="list-style-type: none"> <li>▪ Wolf – wolves</li> <li>▪ Calf – calves</li> <li>▪ Knife – knives</li> <li>▪ Wife – wives</li> </ul> </li> <li>•</li> <li>○ Adding ‘es’ to nouns ending with an ‘o’ <ul style="list-style-type: none"> <li>▪ Mango – mangoes</li> <li>▪ Potato – potatoes</li> <li>▪ Tomato – tomatoes</li> <li>▪ Mosquito – mosquitoes</li> <li>▪ Volcano – volcanoes</li> </ul> </li> <li>•</li> <li>○ Adding ‘ies’ to words ending with a ‘y’ preceded by a consonant <ul style="list-style-type: none"> <li>▪ City – cities</li> <li>▪ Strawberry – strawberries</li> <li>▪ Puppy – puppies</li> </ul> </li> <li>•</li> <li>○ Adding ‘s’ to words ending with a ‘y’ preceded by a vowel <ul style="list-style-type: none"> <li>▪ Ray – rays</li> <li>▪ Toy – toys</li> <li>▪ Boy – boys</li> </ul> </li> <li>•</li> <li>○ Changing ‘us’ to ‘i’ <ul style="list-style-type: none"> <li>▪ Alumnus – alumni</li> <li>▪ Syllabus – syllabi</li> <li>▪ Cactus – cacti</li> <li>▪ Fungus – fungi</li> <li>▪ Nucleus – nuclei</li> </ul> </li> </ul>	
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- - Changing 'is' to 'es'
    - Crisis – crises
    - Analysis – analyses
    - Diagnosis – diagnoses
    - Thesis – theses
- - Changing 'on' to 'a'
    - Criterion – criteria
    - Phenomenon – phenomena
- - Nouns with a common singular and plural form
    - News – news
    - Scissors – scissors
    - Furniture – furniture
    - Deer – deer
    - Fish – fish
    - Police – police
    - Sheep – sheep
- - Irregular nouns
    - Man – men
    - Woman – women
    - Ox – oxen
    - Goose – geese
    - Child – children
    - Tooth – teeth
    - Foot – feet
    - Mouse – mice
- - Plural form for hyphenated nouns and relationships
    - Mother-in-law – Mothers-in-law
    - Father-in-law – Fathers-in-law



- Brother-in-law – Brothers-in-law
- Daughter-in-law – Daughters-in-law
- Son-in-law – Sons-in-law
- Grandmother – grandmothers
- Grandfather – grandfathers
- Grandson – grandsons
- Granddaughter – granddaughters
- Cousin – cousins
- Brother – brothers
- Sister – sisters
- Uncle – uncles
- Aunty – Aunties
- Aunt – Aunts

#### **Plural Noun Examples**

- Plural noun of child – children
- Plural noun of fox – foxes
- Plural noun of loaf – loaves
- Plural noun of ship – ships
- Plural noun of school – schools
- Plural noun of door – doors
- Plural noun of sister-in-law – sisters-in-law
- Plural form of baby – babies

#### **The Golden Rule of Using Plural Nouns in Sentences –**

##### **Subject-Verb Agreement**

When using plural nouns, take care to change the verb accordingly so that the sentences do not look grammatically incorrect. The verbs forms used along with a plural noun include, are (simple present tense), were (simple past tense), are+verb+ing, were+verb+ing, have+past

		<p>participle, have+been+past participle, will+have+verb+ing and will+have+past participle.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• None of the <b>students</b> <i>has completed</i> their homework. (Group of people)</li> <li>• All the rescued <b>animals</b> <i>have been returned</i> to their natural habitats safely. (Group of different animals)</li> <li>• The <b>textbooks and notebooks</b> <i>are kept</i> on the shelves. (Objects)</li> <li>• <b>All schools in the city</b> <i>are shut down</i> due to the political protests carried out in and around the city.</li> </ul>	
<b>FRIDAY</b>	<p><b>Strand:</b> Literature</p> <p><b>Sub-strand:</b> Prose, Drama, Poetry</p> <p>Learners brainstorm to identify examples of literary devices.</p>	<ol style="list-style-type: none"> <li>1. Write on the chalkboard some examples of sentences involving literary devices.</li> <li>2. Assist learners to identify literary devices used in the sentences.</li> <li>3. Discuss with Learners on how to identify the use of euphemism, hyperbole, onomatopoeia etc. in selected narrative, poetry and drama.</li> </ol> <p><b>Dramatic devices</b> are essential tools in theatre. They serve as stand-ins for reality, enabling the audience to perceive the performance as authentic within its staged context.</p> <p><b>Dramatic techniques</b>, or dramatic methods, are specific strategies or methods used by playwrights and directors to tell stories on stage and create an emotional response. These techniques can involve elements of the script, like dialogue and characterisation, as well as theatrical components like lighting, sound, costuming, and set design. Effective use of these techniques can help to deepen audience engagement, create suspense, and bring a play's themes and characters to life. These techniques transmit information about characters or the plot that could not be conveyed by action alone.</p>	Through questions and answers, conclude the lesson.

**Dramatic methods** can also include how the themes and messages of a play are communicated through dialogue, action, symbolism, and metaphor.

**Types of dramatic device**

There is a multitude of conventions that can be used for different effects or purposes. Some types of dramatic devices include dramatic irony, soliloquy, aside, and paradox.

Types of Dramatic Devices	
Dramatic Device	Short Description
<u>Dialogue</u>	The conversation between characters which can reveal their thoughts, feelings, motivations, and relationships.
Stage Directions	Instructions in the script that guide actors' movements and behavior, and inform set design, props, lighting, and sound.
Monologue	A long speech by a single character, often used to express their inner thoughts or feelings.

		<u>Soliloquy</u>	Similar to a monologue, but it's a speech where a character talks to themselves or to the audience, revealing their innermost thoughts.	
		Aside	A remark by a character intended to be heard by the audience but not by other characters on stage.	
		<u>Flashback</u>	A scene that interrupts the present action to depict an event from the past.	
		<u>Foreshadowing</u>	The use of hints or clues to suggest events that will occur later in the plot.	
		<u>Symbolism</u>	The use of objects, actions, or characters to represent an idea or concept greater than themselves.	
		<u>Irony</u>	A situation where the outcome is the opposite of what was expected, often used to create dramatic tension.	

***Name of Teacher:***

***School:***

***District:***