

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 4

Strand:	<ul style="list-style-type: none">Language and UsageComposition WritingLiterature		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 writingFolktales, 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. B8.6.1.2.1Discuss how writers use language to create effect in prose, poetry and drama.				
Week Ending	21-07-2023				
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:	<ul style="list-style-type: none">Communication and CollaborationCultural Identity	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Strand: Language and Usage Sub-strand: Integrating grammar in written language (use of nouns, pronouns and adjectives) Assist Learners to from examples of complex sentences.	<ol style="list-style-type: none">Discuss with Learners on examples of conjunctions used in simple and complex sentences.Assist individual Learners to write complex sentences using conjunctions.Discuss the various types of conjunctions with the Learners. Coordinating Conjunctions <hr/> Coordinating conjunctions connect words or phrases that serve the same grammatical purpose in a sentence.			Summarize the lesson

		<p>There are seven main coordinating conjunctions in English, which form the acronym FANBOYS:</p> <p>F: for: The teachers were frustrated, for the school had cut funding for all enrichment programs.*</p> <p>A: and: In this course, I will write a literature review, a case study, and a final paper.**</p> <p>N: nor: The students did not complete their homework, nor did they pass the test.</p> <p>B: but: The study is several years old but still valuable to this study.</p> <p>O: or: At the end of the class, the students can choose to write an essay or take a test.</p> <p>Y: yet: The patient complained of chronic pain, yet she refused treatment.</p> <p>S: so: I have only been a nurse for one year, so I have little experience with paper charting.</p> <p>* "For" is rarely used as a conjunction in modern English.</p> <p>** When the conjunctions "and" and "or" connect three or more words or phrases, use a <u>serial comma</u> to separate items in the series.</p> <p><u>Transitional words</u> such as "however" and "therefore" can also function as conjunctions:</p> <ul style="list-style-type: none"> • The authors agreed on the prevalence of the problem; however, they disagreed on the problem's cause. • Several employees complained about the new policies, and therefore, the manager held an all-staff meeting to address their concerns. 	
<p>THURSDAY</p> <p>27-04-2023</p>	<p>Strand: Composition Writing</p> <p>Sub-strand: Structure and organize ideas in composition writing</p>	<ol style="list-style-type: none"> 1. Assist Learners to Learners to write paragraphs and topic sentences about a given topic. 2. Learners brainstorm to write a composition on a topic through informative writing. <p>Paragraphs & Topic Sentences</p>	<p>Reflect on writing an informative composition.</p>

Discuss the types of text compositions with the Learners.

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

TOPIC SENTENCES

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a

		series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.	
FRIDAY 28-04-2023	Strand: Literature Sub-strand: Folktales, songs, prose, drama, poetry Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Assist learners to identify the features of proverbs and idioms. 2. Learners brainstorm to give examples of proverbs and idioms. 3. Discuss the functions of proverbs and idioms with the learners. <p>Some Common Features of Proverbs</p> <ul style="list-style-type: none"> •Proverbs are passed down through time with little change in form. •Proverbs are often used metaphorically and it is in understanding their metaphorical nature that we can unravel their meaning. While “a stitch in time saves nine,” “don’t count your chickens before they’ve hatched,” and “don’t throw the baby out with the bathwater” are common proverbs, few of us stitch clothes, count chickens, or throw out bathwater. •Proverbs often make use of grammatical and rhetorical devices that help make them memorable, including alliteration, rhyme, parallel structure, repetition of key words or phrases, and strong imagery. Some Common Proverbs Look before you leap. Don’t throw out the baby with the bathwater. Where there’s a will, there’s a way. All’s well that ends well. Don’t count your chickens before they’ve hatched. If it looks like a duck, walks like a duck, and quacks like a duck, it is a duck. A stitch in time saves nine. 	Through questions and answers, conclude the lesson.

Name of Teacher:

School:

District: