

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 5

Strand:	<ul style="list-style-type: none">• Reading• Grammar Usage• Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Summarizing• Punctuation and Capitalization• Building and present knowledge• Prose, Drama, Poetry		
Content Standard:	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 B8.4.3.1: Research to build and present knowledge B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
Indicator (s)	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 B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing B8.5.1.1.5. Analyze the sequence of events in film/media, narratives and play scripts (drama)				
Week Ending	28-07-2023				
Class	B.S.8	Class Size:		Duration:	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Cockcrow, Poster, Picture, Chart.		Core Competencies:	<ul style="list-style-type: none">• Evaluate the quality and validity of information• Ability to try new alternatives and different approaches	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Strand: Reading Sub-Strand; Summarizing Select a reading passage from the English Reading textbook for the Learners to read.	<ol style="list-style-type: none">1. Learners brainstorm to read passage silently for about 10 minutes.2. Assist Individual Learners to identify main ideas and supporting ideas in the reading passage.3. Discuss with Learners supporting ideas in each paragraph of the reading passage. Writing a Good Summary Whether you’re summarizing an event, novel, play, or newspaper article, being able to write an effective one-paragraph summary is an important skill for every writer to			Assist Learners to summarize the reading passage

	<p>Discuss keywords or vocabularies in the reading passage with the Learners.</p>	<p>possess. For some tips on how to write a good summary, see below:</p> <p>1. Find the main idea. A useful summary distils the source material down to its most important point to inform the reader. Pick the major point you want to communicate to the reader, and use your limited sentences wisely to convey it. Take down a few notes to help outline your thoughts in an organized manner.</p> <p>2. Keep it brief. A summary is not a rewrite—it’s a short summation of the original piece. A summary paragraph is usually around five to eight sentences. Keep it short and to the point. Eliminate redundancies or repetitive text to keep your paragraph clear and concise.</p> <p>3. Write without judgment. If you are summarizing an original text or piece of media, you are gathering and condensing its most relevant information, not writing a review. Write your summary in your own words, and avoid adding your opinion.</p> <p>4. Make sure it flows. Transitions are incredibly helpful when it comes to building momentum in your writing. Connect your sentences with transition words, making sure they flow together and convey your summary clearly.</p>					
WEDNESDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand; Punctuation and Capitalization</p> <p>Assist Learners to identify examples of words that plural in form but singular in meaning.</p>	<div><div><div>1. Discuss with Learners on how to use plural compound nouns in a sentence.</div><div>2. Learners brainstorm to form examples of sentences using plural compound nouns in sentences.</div><div>3. Learners in small groups to discuss and report to the class on forming examples of sentences for singular and plural nouns.</div></div><div><div>compound nouns:</div><table><tr><th>Singular</th><th>Plural</th></tr><tr><td>commander-in-chief</td><td>commanders-in-chief</td></tr></table></div></div>	Singular	Plural	commander-in-chief	commanders-in-chief	Through questions and answers, conclude the lesson.
Singular	Plural						
commander-in-chief	commanders-in-chief						

coat-of-mail	coats-of-mail
son-in-law	son-in-law
step-daughter	step-daughters
maid-servant	maid-servants
man-servant	men-servants
passer-by	passers-by
looker-on	lookers-on
man-of-war	men-of-war
spoonful and handful	spoonfuls and handfuls

Compound nouns normally form the plural by adding -s to the last word of the compound.

a games console	three games consoles
a bookcase	two bookcases
an Indian take-away	two Indian take-aways

There are a few exceptions: A compound noun formed from a noun and an adverb makes the first word plural.

a passer-by	several passers-by
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Compound nouns with woman as the first word make both words plural.

a woman doctor	several women doctors
a woman driver	most women drivers

A compound word which ends in -ful normally adds -s after -ful, but there is an alternative form with the -s following the base noun.

		<table><tr><td>a cupful</td><td>three cupfuls/cupsful</td></tr><tr><td>a spoonful</td><td>two spoonfuls/spoonsful</td></tr></table> <p>Some nouns referring to clothes and tools where two equal parts are joined together, e.g. trousers, binoculars, and tongs, are treated as being plural and are followed by a verb in the plural. <i>My shorts are dirty. The scissors are on the table.</i></p> <p>To talk about one of these items we can use the expression a pair of... <i>John bought a pair of jeans.</i></p> <p>To talk about more than one we talk about however many pairs of... <i>Martina bought five pairs of tights.</i></p> <p>When they are used as ordinary numbers, words such as dozen and million have no plural form.</p> <table><tr><td>nine million stars</td><td>two dozen glasses</td></tr></table> <p>When they are used to mean a large number, they do have a plural form, which can be used as a partitive. <i>There are millions of pebbles on the beach. I saw dozens of children in the playground.</i></p>	a cupful	three cupfuls/cupsful	a spoonful	two spoonfuls/spoonsful	nine million stars	two dozen glasses	
a cupful	three cupfuls/cupsful								
a spoonful	two spoonfuls/spoonsful								
nine million stars	two dozen glasses								
THURSDAY	<p>Strand: Writing</p> <p>Sub-Strand; Building and present knowledge</p> <p>Through questioning strategy, review Learners knowledge on the sources on non-textual information.</p>	<ol style="list-style-type: none">1. Discuss with Learners on examples of non-textual information.2. Assist Learners to explain the elements of non-textual information.3. Learners brainstorm to identify ways of using charts and graphs to present information. <div>Definitions of Common Non-Textual Elements</div> <p>Chart -- see "graph."</p> <p>Diagram -- a drawing that illustrates or visually explains a thing or idea by outlining its component parts and the relationships among them. Also a line drawing, made to accompany and illustrate a geometrical theorem, mathematical demonstration, etc.</p>	Learners in small groups to discuss and report to the class on the factors to consider when using text in data visualization.						

		<p>Drawing -- a graphic illustration of representing a person, place, or object or a technique for outlining the geometry, layout, location, and design of a figure, plan, or sketch by means of lines.</p> <p>Figure -- a form bounded by three or more lines; one or more digits or numerical symbols representing a number.</p> <p>Flowchart -- a pictorial summary [graphical algorithm] of the decisions and flows [movement of information] that make up a procedure or process from beginning to end. Also called flow diagram, flow process chart, or network diagram.</p> <p>Form -- a logically structured document with a fixed arrangement of captioned spaces designed for entering, extracting, or communicating required or requested information.</p> <p>Graph -- a two-dimensional drawing showing a relationship [usually between two set of numbers] by means of a line, curve, a series of bars, or other symbols. Typically, an independent variable is represented on the horizontal line (X-axis) and an dependent variable on the vertical line (Y-axis). The perpendicular axis intersect at a point called origin, and are calibrated in the units of the quantities represented. Though a graph usually has four quadrants representing the positive and negative values of the variables, usually only the north-east quadrant is shown when the negative values do not exist or are of no interest. Often used interchangeably with the term "chart."</p> <p>Histogram -- step-column chart that displays a summary of the variations in (frequency distribution of) quantities [called Classes] that fall within certain lower and upper limits in a set of data. Classes are measured on the horizontal ('X') axis, and the number of times they occur [or the percentages of their occurrences] are measured on the vertical ('Y') axis. To construct a histogram, rectangles or blocks are drawn on the x-axis [without any spaces between them] whose areas are proportional to the classes they represent. Histograms [and histograms] are used commonly where the subject item is discrete (such as the number of students in a school) instead of being continuous [such as the variations in their heights]. Also called frequency diagram, a histogram is usually</p>	
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		<p>preferred over a histogram where the number of classes is less than eight.</p> <p>Illustration -- a visual representation [e.g., picture or diagram] that is used to make a subject in a paper more pleasing or easier to understand.</p> <p>Map -- a visual representation of an area. It is considered to be a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes. Examples of types include climate, economic, resource, physical, political, road, and topographic maps.</p> <p>Pictograph -- visual presentation of data using icons, pictures, symbols, etc., in place of or in addition to common graph elements [bars, lines, points]. Pictographs use relative sizes or repetitions of the same icon, picture, or symbol to show comparison. Also called a pictogram, pictorial chart, pictorial graph, or picture graph.</p> <p>Symbol -- Mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship.</p> <p>Table -- an orderly arrangement of quantitative data in columns and rows. Also called a “matrix.”</p> <p>data visualization</p> <p>Data visualization is the practice of translating information into a visual context, such as a map or graph, to make data easier for the human brain to understand and pull insights from. The main goal of data visualization is to make it easier to identify patterns, trends and outliers in large data sets. The term is often used interchangeably with others, including information graphics, information visualization and statistical graphics.</p> <ul style="list-style-type: none">○ Data visualization is one of the steps of the data science process, which states that after data	
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		<p>has been collected, processed and modeled, it must be visualized for conclusions to be made. Data visualization is also an element of the broader data presentation architecture (DPA) discipline, which aims to identify, locate, manipulate, format and deliver data in the most efficient way possible.</p> <ul style="list-style-type: none">○ Data visualization is important for almost every career. It can be used by teachers to display student test results, by computer scientists exploring advancements in artificial intelligence (AI) or by executives looking to share information with stakeholders. It also plays an important role in big data projects. As businesses accumulated massive collections of data during the early years of the big data trend, they needed a way to get an overview of their data quickly and easily. Visualization tools were a natural fit.○ Visualization is central to advanced analytics for similar reasons. When a data scientist is writing advanced predictive analytics or machine learning (ML) algorithms, it becomes important to visualize the outputs to monitor results and ensure that models are performing as intended. This is because visualizations of	
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		<p>complex algorithms are generally easier to interpret than numerical outputs.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand; Prose, Drama, Poetry</p> <p>Discuss with Learners on the meaning of sequencing in filming.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the stages of filming. 2. Discuss with Learners on the meaning of narrative film. 3. Assist Learners to identify examples of narrative films. 4. Demonstrate on how to narrate a script. <p>NARRATIVE FILM – In the simplest sense, Narrative tells a story, and the subjects in the film “play parts.” The presence of structural devices such as title cards, “cast” lists, intertitles propelling a storyline, or a soundtrack with scripted dialogue may signal a Narrative mode of film making. “Acting” behavior on the part of participants, such as dressing up in costumes, adopting roles or names distinct from their “real” selves, and performing scripted actions also characterize Narrative Home Movies. Perhaps most essential is the sense that events in the film proceed in a deliberate way, having some kind of “narrative arc” – which is to say the action is to a significant degree “plotted.”</p> <p>NON-NARRATIVE FILM – The use of prefix signals that this term is simply defined as the negation of Narrative film. Attempts to define Non-Narrative in an affirmative mode tend to flounder (Is non-narrative film “unstructured,” “raw,” “spontaneous,” “unscripted,” “naturalistic” ...? The objections are immediate and obvious).</p> <p>As with any attempt at definition, interpreting and applying the rubric is challenging. Is a film account of a boat ride, with a beginning (boarding), middle (sailing) and end (disembarking), with everyone “being themselves” a Narrative film? What if there are title cards? What if Jimmy pretends to be a pirate in an isolated sequence? Isn’t anyone aware of being filmed “playing a part” in some sense? Mightn’t some viewers discern a suburban “Narrative” even in the most casual and spontaneous of Home Movies?</p> <p>Still, difficulty of attribution and distinction will be common to many of the Genres outlined below, and the challenge raised by “grey areas” should not discourage us from applying useful terms to the many many films that unambiguously deserve them. And crucially, it is often the very questions that are raised</p>	<p>Learners brainstorm to role play on a narrative film.</p>

		<p>in protest to a Generic term that point the way to fruitful intellectual study and refinement of our understanding of Home Movies. Best to make a start.</p> <p>the process of writing effective narration into the following steps:</p> <ol style="list-style-type: none"> 1. plan ahead; 2. listen; 3. tailor the script; 4. define precise timing; 5. good pacing; 6. use silence as an element; 7. formatting; 8. coaching the voice actors; 	
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Name of Teacher:

School:

District: