

EaD Comprehensive Lesson Plans



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BASIC 8

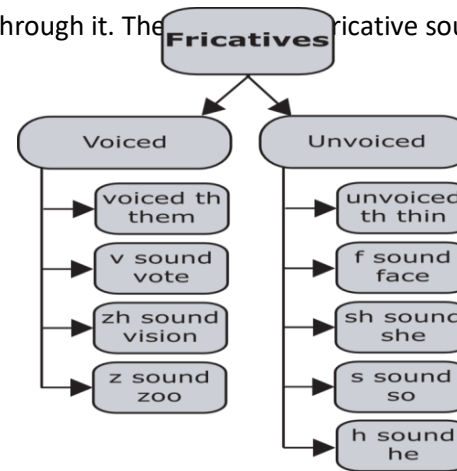
WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none"> • Oral language (listening and speaking) • Reading • Grammar Usage • Writing 	Sub-Strand:	<ul style="list-style-type: none"> • English Sounds • Summarizing • Vocabulary • Building and present knowledge
Content Standard:	<p>B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</p> <p>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</p> <p>B8.3.3.1: Demonstrate appropriate use of vocabulary in communication</p> <p>B8.4.3.1: Research to build and present knowledge</p>		
Indicator (s)	<p>B8.1.3.1.2. Produce consonant sounds (fricatives) in context</p> <p>B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas</p> <p>B8.3.3.1.1. Use vocabulary appropriately in speaking and writing</p> <p>B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing</p>		
Week Ending	04-08-2023		
Class	B.S.8	Class Size:	Duration:
Subject	English Language		
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook		
Teaching / Learning Resources	Poster, Chart, Picture, English Reading Textbook.	Core Competencies:	<ul style="list-style-type: none"> • Use appropriate diction and sentences for narratives, persuasive imaginative and expository purposes • Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those duties
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	<p>Strand: Oral language</p> <p>Sub-Strand; English Sounds</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify examples of Fricative Consonant Sounds. 2. Demonstrate on how fricative consonants are produced. 3. Discuss with Learners on the differences between fricatives and stop sounds 	Learners brainstorm to form words with fricative consonant sounds.

Discuss with Learners about the meaning of Fricative consonant sounds.

Fricatives;

A fricative is a consonant sound that is created by constricting the vocal tract, causing friction as the air passes through it. The Fricative sounds:



1. v sound /v/
2. f sound /f/
3. voiced th sound /ð/
4. unvoiced th sound /θ/
5. z sound /z/
6. s sound /s/
7. zh sound /ʒ/
8. sh sound /ʃ/
9. h sound /h/

often do not correlate exactly with any particular sound in an English as a Second Language/English as a Foreign Language student's native language. This causes substitutions to occur, and those substitutions often

		<p>have significant differences from the intended English sound.</p> <p>There are three major points that beginner ESL/ELL students should understand about fricative sounds:</p> <ol style="list-style-type: none"> 1. To produce fricatives, air travels smoothly through a small, constricted opening in the vocal tract. The friction of the air causes the sound. 2. Fricatives are capable of being formed continuously, with no complete blockage of the vocal tract (unlike stops and affricates). 3. Except for /h/, fricatives occur in voiced/unvoiced pairs. <p>There is one subtle, additional aspect of fricative sounds:</p> <p>The duration of a vowel sound before a voiced fricative is greater than the duration of a vowel sound before an unvoiced fricative.</p>	
<p>WEDNESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand; Summarizing</p> <p>Select a passage from the English Language reading textbook for Learners to read.</p>	<ol style="list-style-type: none"> 1. Assist Learners to read passage silently for 10 minutes. 2. Discuss with Learners on how to use textual evidence support an analysis of the text. 3. Assist Learners to identify the steps for citing text evidence. <ul style="list-style-type: none"> ○ Anecdotal Evidence <p>It is a type of textual evidence that might need clarification. It is just because anecdotes are personal evidence. Thus, they may or may not be factual. But it can be used in literature; for literary effect. Following is</p> 	<p>Through questions and answers, conclude the lesson.</p>

an anecdote about your day-end.

Example

It was a terrific, long day. The day gave me stress and a headache. Even my whole body is aching. Also, I did not have any appetite. I really don't know whether there is any sense in my statements. Whole-day fatigue didn't help me get a good sleep.

○ **Testimonial Evidence**

You must be very well aware of the term "testimonial." You must have even heard that experts provide testimonies on their specialized subjects. Some people might take an expert's testimony in a legal sense. Testimonial evidence is not used only in a legal sense. Rather, you can use it while stating facts based on your expertise.

For example, an experienced data analyst can pinpoint the exact flaws behind why a company is having some data breaches. Likewise, a cardiologist can give you his **main ideas** about your present heart condition. Similarly, a pilot can explain how to handle an airplane's controls as it takes off. All these experts have proven expertise in their fields. Thus, they also have verifiable **factual statements**.

Now, all of them can write a testimony about their experience, which is more **physical evidence**. They can write facts based on their experiences too. So, these testimonies and supporting statistics can provide the complete picture.

Can you now relate **genre conventions** to expert testimony?

○ **Analogical Evidence**

Here, a comparison is made among two different things. Here's an example of analogical evidence:

"Today's weather is as hot as a desert."

Here, you can get a statement about how much heat a particular area where the **author presents** is emitting. But is there any evidence? Where is the temperature source? It is important to have a little research on the facts before believing the given statement. The following are two more examples of analogical evidence:

"As we know that more than 70% of people use a particular type of mobile phone, it has given us an idea

		<p>about what should be the right screen size of a tablet PC.”</p> <p>“The movie we are watching now has a similar plot to the one I saw a month ago. It was really boring. Thus, I think this movie will be boring as well.”</p> <p>Analogical evidence is among the weakest forms of evidence.</p>	
<p>THURSDAY</p>	<p>Strand: Grammar Usage</p> <p>Sub-Strand; Vocabulary</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on how to build vocabulary that can used in speech and writing. 2. Assist learners to explain the concept “ vocabulary expansion”. 3. Learners brainstorm to describe why vocabulary expansion is important. 4. Engage Learners in activities that will develop and expand their vocabulary. <p>Vocabulary Expansion; Vocabulary expansion is an integral part of mastering a language. The more words you learn, the better you are at understanding and explaining complex concepts. It is also linked to sounding fluent in a language</p> <p>Simple and Effective Ways to Expand Your Vocabulary</p> <ol style="list-style-type: none"> 1. Play Word Games. 2. Connect New Words with Familiar Ones. 3. Watch English Movies. 4. Hire a Tutor. 5. Read Every Day. 6. Final Thoughts. 	<p>Reflect on the ways to develop speaking and writing vocabulary.</p>

<p>FRIDAY</p>	<p>Strand: Writing</p> <p>Sub-Strand; Building and present knowledge</p> <p>Assist Learners to use non-textual elements such as figures, tables and graphs to support key findings.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners on the general rules about using non-textual elements in research papers. 2. Learners brainstorm to identify reasons for choosing to include a non-textual element in writing. <p>Use non-textual elements, such as figures, tables, graphs, etc., to support your key findings.</p> <p>Readers should be able to understand non-textual elements on their own without having to refer to the text. They must have neat, legible labels, be simple, and have detailed captions that are written in complete sentences and that fully explain the item without forcing the reader to refer to the text. Conversely, the reader should not have to refer back and forth from the text to the figures to understand the paper.</p> <p>General rules about using non-textual elements in your research paper</p> <ul style="list-style-type: none"> • Each non-textual element must have a caption consisting of a number and a title. • Decide on a suitable caption format and use it consistently throughout your work. • Either place non-textual elements within the text, or include them in the back of the research paper--choose one or the other approach but never both. • If you place non-textual elements at the end of the research paper, make sure they are clearly distinguished from any appendix materials. • The number of the figures, tables, graphs, etc. in the text should explicitly reference the item. Avoid expressions like "in the chart on the following page" or "in the table below." • If you choose to place non-textual elements within the paper, they should be positioned as close as possible to where it is first mentioned in the text. • Each non-textual element within the text must be commented on and, if necessary, clearly explained. • All non-textual elements should have a 	<p>Through questions and answers, conclude the lesson.</p>
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		<p>consistent look about them. This can be achieved by:</p> <ul style="list-style-type: none">○ using a box or frame to surround it.○ using a different text font to that used in the body of the work [e.g., Ariel vs. New Times Roman].○ using small caps when formatting headings.○ avoiding fancy fonts. <ul style="list-style-type: none">● If the non-textual element within the text is not adapted from another source but totally your own creation, say so! Otherwise, you <u>must</u> cite where you found the original.	
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School:

District: