

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none">Language and UsageComposition WritingLiterature	Sub-Strand:	<ul style="list-style-type: none">Integrating grammar inwritten language (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	04-08-2023				
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 CollaborationCan vary the level of detail and the language use when presenting to make it appropriate to the audience	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION

MONDAY	<p>Strand: Language and Usage</p> <p>Sub-Strand: Integrating grammar inwritten language (nouns, pronouns and adjectives)</p> <p>Write texts of about two paragraphs without punctuations on the chalkboard.</p>	<div><div><div>1. Learners brainstorm to rewrite the text by involving punctuations to complete the text.</div><div>2. Assist Learners to use conjunctions appropriately in sentences.</div><div>3. Discuss with Learners on the functions of conjunctions in sentences.</div></div><table><tr><th colspan="2">Conjunction Types</th></tr><tr><td>1. coordinating conjunctions</td><td>and, but, or, yet</td></tr><tr><td>2. correlative conjunctions</td><td>as...as, both...and, either...or</td></tr><tr><td>3.1 subordinating conjunctions</td><td>although, if, though, whether</td></tr><tr><td>3.2 temporal conjunctions</td><td>after, as long as, by the time</td></tr><tr><td>3.3 complementisers</td><td>if, that, whether</td></tr><tr><td>4? conjunctive adverbs</td><td>conversely, meanwhile, therefore</td></tr></table></div>	Conjunction Types		1. coordinating conjunctions	and, but, or, yet	2. correlative conjunctions	as...as, both...and, either...or	3.1 subordinating conjunctions	although, if, though, whether	3.2 temporal conjunctions	after, as long as, by the time	3.3 complementisers	if, that, whether	4? conjunctive adverbs	conversely, meanwhile, therefore	Through questions and answers, conclude the lesson.
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THURSDAY	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Discuss with learners on the steps to follow to write coherent paragraphs.</p>	<div><div><div>1. Demonstrate on writing coherent paragraphs.</div><div>2. Assist Learners to write coherent paragraphs using the features of an argumentative writing.</div></div><div>Elements of an Argumentative Essay Explained<ul style="list-style-type: none">Thesis Statement. A thesis in an argument highlights the main claim of a subject.Audience. The audience is your reader or a group of people you need to convince that your position on an issue is more viable.Exigence.Support.Reasoning.Counterclaims and Rebuttals.</div></div>	Reflect on the steps to follow to write coherent paragraphs.														
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Folktales, songs, prose, drama, poetry</p>	<div><div><div>1. Discuss with Learners on how writers use language to create mood and tone in prose, poetry and drama.</div><div>2. Demonstrate on creating mood and tone in prose, poetry and drama</div><div>3. Assist learners to role play o how to create mood and tone in prose, poetry and drama.</div></div><div>Ways To Establish Mood<p>Using all of these tools together will help you create a consistent atmosphere or mood:</p></div></div>	Through questions and answers, conclude the lesson.														

Learners brainstorm to identify examples of literary devices used in poetry and drama.

Word choice. Your word choice is the number one tool at your disposal for setting the mood. Two writers looking at the exact same scene might approach it with different words (and therefore different tones). To understand what mood your word choice evokes, print a page and highlight key adjective and verbs. Are you creating a cohesive picture?

Tone. Your tone is created by your word choice. Think of tone in the same way that you think of “tone of voice.” The tone you use, the words you speak, all contribute to the mood or atmosphere.

Setting. You’re probably already aware that setting can affect mood: Is it a “dark and stormy night” or a bright, sunny day? The key to using setting to create mood is to pay attention to the way your characters interact with what’s going on around them. Are they challenged by the setting or comforted? Often this interaction enhances the mood.

Dialogue. Lighthearted banter contributes to mood much differently than heated accusation. Of course, you can (and sometimes should) offer moments of levity in even the most serious conversation (or vice versa). But for the most part, be sure your dialogue supports the atmosphere you hope to create.

Internal monologue. The same guidelines apply to a character’s internal monologue: As long as your character is consciously in tune with the atmosphere around him or her, you can use thoughts and observations to drive your scene’s mood home.

Name of Teacher:

School:

District: