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BASIC 8

WEEKLY LESSON PLAN – WEEK 8

Strand:	• Language and Usage • Composition Writing • Literature		Sub-Strand:	• Integrating grammar inwritten language (nouns, pronouns and adjectives) • Structure and organize ideas in composition writing • Folktales, 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	18-08-2023			
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:	• Communication and Collaboration • Can 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
 	
22-05-2023
	Strand: Language and Usage
	
	Sub-Strand: Integrating grammar inwritten language (nouns, pronouns and adjectives)
	
	Review Learners knowledge on the previous lesson.
		1. Learners brainstorm to identify the types of conjunction.
		2. Assist Learners to use conjunctions appropriately in sentences.
		3. Discuss with Learners on the functions of conjunctions in sentences.
		
		Paired Conjunctions
		
		Paired conjunctions consist of two words or phrases that help make a point or establish alternatives. Although paired conjunctions can be helpful in structuring a sentence, they can also make sentences wordier than necessary, so use these conjunctions sparingly.
		
		- both…and
		  - The project will require significant investments of **both** time **and** money.
		  - **Both** the students **and** the teachers were satisfied with the pilot program.
		    - Note: When two subjects are connected by "both…and," use a plural verb (such as "are" or "were").
		- not only…but also
		  - Students who did not complete the assignment received **not only** a poor grade **but also** a warning from the teacher.
		  - **Not only** did the student include full sentences from the source without using quotation marks, **but** he **also** failed to properly cite paraphrased material.
		- either…or
		  - **Either** the students were unprepared **or** the assessment was poorly written.
		  - Participants in the survey could **either** choose from a list of possible answers **or** write in their own responses.
		- neither…nor
			Through questions and answers, conclude the lesson.

- o Students who did not complete the project
  received **neither** praise **nor** rewards.
- o The staff **neither** followed the new
  policy **nor** asked for clarification.

Subordinating Conjunctions

Subordinating conjunctions join a subordinate clause to a main clause and establishes a relationship between the two. There are many subordinating clauses, but here are some of the most common:

- after
- although
- as much as/as soon as/as long as
- as though
- because
- before
- how
- if
- in order to/in order that
- once
- since
- than
- that
- though
- unless
- until
- when/whenever
- where/wherever
- whether
- while

There are two ways to structure a sentence using a subordinating conjunction:

1. Main clause + subordinate clause
   - o The teacher administered the test after giving instructions.
   - o The author must avoid bias if she wants to maintain a scholarly tone.

		○ I will turn in this assignment at midnight whether or not I complete it.	
		2. Subordinate clause + , + main clause	
		○ After giving instructions, the teacher administered the test.	
		○ If she wants to maintain a scholarly tone, the author must avoid bias.	
		○ Whether or not I complete this assignment, I will turn it in at midnight.	
THURSDAY **25-05-2023**	**Strand:** Composition Writing **Sub-Strand:** Structure and organize ideas in composition writing Discuss with learners on the steps to follow to write coherent paragraphs.	1. Demonstrate on writing coherent paragraphs. 2. Assist Learners to write coherent paragraphs using the features of an academic writing. **Elements of an Academic Writing** • **Unity.** What differs between academic writing and other forms is that it is formal and logical. The argument presented should unify the writing under a singular idea, and that idea acts as the focus of the essay. While outside sources should be used, they should work to advance the logical argument presented, and they should be cited using a recognized style system. • **Tone.** The tone of an academic piece of writing should be professional and objective. You should avoid first or second person because they are not objective perspectives; third person forces you to work in facts, which is imperative in academic writing. You should also refrain from appearing ignorant of your topic. Your work should be authoritative and show that you are an expert in what you are talking about. Therefore, instead of using phrases like "I believe" or "I think," simply state whatever the thing is as a fact. • **Clear organization.** Academic writing can sometimes cover complex and difficult-to-understand material, so it is important to make clear to the reader the meaning behind the information presented. This is done through the	Reflect on the steps to follow to write coherent paragraphs.

		use of topic and concluding sentences, evidence commentary, and thesis statements. Although research must include empirical facts, without an overarching argument or theme, those facts have no meaning. It is up to the writer to put the information presented into context by explaining its meaning to the larger point of the paper.	
FRIDAY **26-05-2023**	**Strand:** Literature **Sub-Strand:** Folktales, songs, prose, drama, poetry Learners brainstorm to identify examples of literary devices used in poetry and drama.	1. Discuss with Learners on how writers use language to create mood and tone in prose, poetry and drama. 2. Demonstrate on creating mood and tone in prose, poetry and drama 3. Assist learners to role play o how to create mood and tone in prose, poetry and drama. **Ways To Establish Mood** Using all of these tools together will help you create a consistent atmosphere or mood: **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	Through questions and answers, conclude the lesson.

| | | 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. | |
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Name of Teacher: *School:*   *District:*