

EaD Comprehensive Lesson Plans



or



0248043888

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BASIC 8

WEEKLY LESSON PLAN – WEEK 8

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| Strand: | <ul style="list-style-type: none"> • Reading • Grammar Usage • Writing • Literature | Sub-Strand: | <ul style="list-style-type: none"> • Summarizing • Vocabulary • 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 B8.3.3.1: Demonstrate appropriate use of vocabulary 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 B8.3.3.1.1. Use vocabulary appropriately in speaking and writing 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 | 18-08-2023 | | |
| 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"> • Ability to try new alternatives and different approaches • Evaluate the quality and validity of information |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| MONDAY | Strand: Reading Sub-Strand; Summarizing Learners brainstorm to explain why it is necessary to eliminate unnecessary or repetitive phrases from writing the main idea in reading texts. | <ol style="list-style-type: none"> 1. Assist Learners to identify the main idea in a reading text. 2. Learners brainstorm to identify the supporting ideas in the reading text. 3. Discuss with learners on how to State details in main idea of a text in their own words. <p>Identifying Topics, Main Ideas, and Supporting Details</p> <p>Understanding the <i>topic</i>, the <i>gist</i>, or the larger conceptual framework of a textbook chapter, an article,</p> | Through questions and answers, conclude the lesson. |

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| | | <p>a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The topic is the broad, general theme or message. It is what some call the subject. The main idea is the "key concept" being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.</p> <p>The successful communication of any author's topic is only as good as the organization the author uses to build and define his/her subject matter.</p> <p><i>Grasping the Main Idea:</i></p> <p>A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.</p> <p>When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each</p> | |
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| | | <p>paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.</p> <p>A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph.</p> <p>The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.</p> <p><i>Identifying the Topic:</i></p> <p>The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic – the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub – the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, "What is this about?" Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes</p> | |
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| | | you can spot the topic by looking for a word or two that repeat. | |
| WEDNESDAY | <p>Strand: Grammar Usage</p> <p>Sub-Strand; Vocabulary</p> <p>Discuss with Learners on the meaning of “Word relationship”.</p> | <ol style="list-style-type: none"> 1. Assist Learners to identify examples of word relationships. 2. Discuss with Learners on the types of word relationships. 3. Learners brainstorm to identify the difference between antonyms and synonyms with examples. 4. Assist Learners to rewrite sentences by finding antonyms and synonyms of words used. <p><u>Definition of <i>analogy</i></u></p> <p>as in <i>metaphor</i></p> <p>a way of describing or explaining one thing by means of describing another with which it shares certain points or qualitiesThe teacher used the <i>analogy</i> of a common pipeline to explain bandwidth on the Internet.</p> <p>Synonyms & Similar Words Relevance</p> <ul style="list-style-type: none"> • metaphor • simile • device • euphemism • code word • idiom • circumlocution • conceit • dead metaphor • crank • expression • figure of speech • catachresis | Through questions and answers, conclude the lesson. |

- **mixed metaphor**

as in *equivalent*

resemblance in certain points or qualities between two or more otherwise unlike things. The study made note of *analogies* between human and ape social behavior.

Synonyms & Similar Words

- **equivalent**
- **similarity**
- **counterpart**
- **homology**
- **equal**
- **parallel**
- **resemblance**
- **commonality**
- **common denominator**
- **similitude**
- **correspondence**
- **congruity**

Antonyms & Near Antonyms

- **difference**
- **discrepancy**
- **divergence**
- **variation**
- **modification**
- **change**
- **incongruity**
- **deviance**
- **incongruence**

See More

Synonym Chooser

How is the word *analogy* distinct from other similar nouns?

Some common synonyms of *analogy* are *likeness*, *resemblance*, *similarity*, and *similitude*. While all these words mean "agreement or correspondence in details," *analogy* implies likeness or parallelism in relations rather than in appearance or qualities. pointed out *analogies* to past wars

How do *likeness* and *similarity* relate to one another, in the sense of *analogy*?

Likeness implies a closer correspondence than *similarity* which often implies that things are merely somewhat alike.
a remarkable *likeness* to his late father
some *similarity* between the two cases

When might *resemblance* be a better fit than *analogy*?

In some situations, the words *resemblance* and *analogy* are roughly equivalent. However, *resemblance* implies similarity chiefly in appearance or external qualities. statements that bear little *resemblance* to the truth

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| <p>THURSDAY</p> | <p>Strand: Writing</p> <p>Sub-Strand; Building and present knowledge</p> <p>Assist learners to write a narrative essay on a given topic.</p> | <ol style="list-style-type: none"> 1. Assist Learners to use the information retrieved to support ideas or opinions in writing. 2. Discuss with Learners on how to choose evidence to support opinions in writing. 3. Learners brainstorm to identify supporting evidences in their narrative essays. <p>Adding Supporting Evidence to Body Paragraphs</p> <p>Supporting your ideas effectively is essential to establishing your credibility as a writer, so you should choose your supporting evidence wisely and clearly explain it to your audience.</p> <p>Present your supporting evidence in the form of paraphrases and direct quotations. Quotations should be used sparingly; that said, direct quotations are often handy when you would like to illustrate a particularly well-written passage or draw attention to an author’s use of <u>tone</u>, diction, or syntax that would likely become lost in a paraphrase.</p> <p>Types of support might include the following:</p> <ul style="list-style-type: none"> • Statistics and data • Research studies and scholarship • Hypothetical and real-life examples • Historical facts • Analogies • Precedents • Laws • Case histories • Expert testimonies or opinions • Eye-witness accounts • Applicable personal experiences or anecdotes | <p>Reflect on how to choose evidence to support opinions in writing.</p> |
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| | | <p>Varying your means of support will lend further credibility to your essay and help to maintain your reader's interest. Keep in mind, though, that some types of support are more appropriate for certain academic disciplines than for others.</p> <p>The information contained in your evidence selection might need to be introduced, explained, or defined so that your supporting evidence is perfectly clear to an audience unfamiliar with the source material. For example, your supporting evidence might contain a reference to a concept or term that is not explained or defined in the excerpt or elsewhere in your essay. In this instance, you would need to provide some clarification for your audience.</p> | |
| FRIDAY | <p>Strand: Literature</p> <p>Sub-Strand; Prose, Drama, Poetry</p> <p>Discuss with Learners about the meaning of “drama script”.</p> | <ol style="list-style-type: none"> 1. Assist Learners to explain narrative in films. 2. Learners brainstorm to differentiate between play script and film script. 3. Discuss the types of drama scripts with the Learners. 4. Demonstrate on writing play scripts for Learners to observe. <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.</p> <p>types of drama scripts;</p> <ul style="list-style-type: none"> • Original script. Original scripts include those that you create from your own ideas. • Adapted script. An adapted script re-imagines an existing story or narrative. ... • Screenplay. • Storyboard. • Spec script. • Standalone script. • Pitch script. | Learners brainstorm to write play scripts. |

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| | | <ul style="list-style-type: none">• Shooting script. | |
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Name of Teacher:

School:

District: