

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 9

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:	B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 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		
Indicator (s)	B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context 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		
Week Ending	25-08-2023		
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, Cockcrow.	Core Competencies:	<ul style="list-style-type: none"> • Explain ideas in a clear order with relevant details, using correct construction and structure of speech • Actively assist group to 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	Strand: Oral Language Sub-Strand; English Sounds	1. Demonstrate on how nasal sounds are produced. 2. Assist Learners to practice producing nasal sounds. 3. Discuss with Learners about the types of nasal sounds.	Through questions and answers, conclude the lesson.

	<p>Learners brainstorm to identify examples of nasal sounds.</p>	<p>nasal, in phonetics, speech sound in which the airstream passes through the nose as a result of the lowering of the soft palate (velum) at the back of the mouth. In the case of nasal consonants, such as English <i>m</i>, <i>n</i>, and <i>ng</i> (the final sound in “sing”), the mouth is occluded at some point by the lips or tongue and the airstream is expelled entirely through the nose. Sounds in which the airstream is expelled partly through the nose and partly through the mouth are classified as nasalized. Nasalized vowels are common in French (e.g., in <i>vin</i> “wine,” <i>bon</i> “good,” and <i>enfant</i> “child”), Portuguese, and a number of other languages. There are also instances of nasalized consonants in which the feature of nasalization carries over to a typically nonnasal consonant (e.g., the <i>l</i> in French <i>branlant</i>, “shaky”).</p> <p>How are Nasal Sounds in English Pronunciation Made?</p> <p>The nasal sounds <i>m</i>, <i>n</i>, and <i>ng</i> are made by blocking sounds from the mouth with the lips or tongue. Air is then expelled entirely through the nose.</p> <p>Sounds in which the air is expelled through both the mouth and nose are classified as nasal sounds. Nasalised vowels are common in French, (e.g. <i>bon</i>), Portuguese, and various other languages. In English, the nasal sounds are all consonants.</p> <p>Let's Explain Each of the Three Nasal Sounds in English</p> <p>The /m/ nasal sound</p>	
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Lips together.
Voices on.

The M nasal sound is made by pressing the lips together lightly and vibrating the vocal chords. Air moves through the nose.

- Words that use the /m/ nasal sound:
mum, Mary, name, mine, mouth moon,
summer, dimmer, and comb.

Dr Suess's classic *Green Eggs and Ham* is the perfect book to read to support children with the /n/ sound. Ask them to repeat the words out loud:

"I do not like them, Sam I am.

I do not like green eggs and ham."

(GREEN EGGS AND HAM, by Doctor Seuss)

The /n/ nasal sound



Tongue up.
Voices on.
Noses tickle.

The N nasal sound is also made by moving air through the nasal passage. This time the lips are slightly parted. The tongue rests at the roof of your mouth just behind your teeth, and you should feel a slight nose tickle as the air moves through the nasal passage.

- Words that use the /n/ nasal sound: nine, name, no, golden, nose, think, noon, when, and now.

Get your kids to use this fun bit of wordplay to practise the /n/ sound:

How, now, brown, cow.

The /ng/ nasal sound



Back of the tongue up.
Voices on.
Noses tickle.

The third and last sound to focus on is the consonant NG nasal sound. It is also created by sending air through the nasal passage, but the tongue is raised higher and curls

		<p>further back into the mouth. You should also feel a slight nose tickle. Another thing to note about the /ng/ sound is that it never occurs at the start of a word, and will always be found at the end.</p> <ul style="list-style-type: none"> Words that use the /ng/ nasal sound: ring, sing, long, song, bring, and belong. <p>You may want to watch this handy video to get a more visual representation of how the nasal sounds are created.</p>	
WEDNESDAY	<p>Strand: Reading</p> <p>Sub-Strand; Summarizing</p> <p>Select a reading passage from the English reading textbook for Learners to read silently.</p>	<ol style="list-style-type: none"> Assist Learners to summarize each paragraph of the reading passage. Demonstrate on how to summarize ideas and information from reading. Learners brainstorm to summarize ideas and information about the passage read. <p>How to Write a Summary</p> <p>Proficient students understand that <i>summarizing</i>, identifying what is most important and restating the text (or other media) in your own words, is an important tool for college success.</p> <p>After all, if you really know a subject, you will be able to summarize it. If you cannot summarize a subject, even if you have memorized all the facts about it, you can be absolutely sure that you have not learned it. And, if you truly learn the subject, you will still be able to summarize it months or years from now.</p> <p>Proficient students may monitor their understanding of a text by summarizing as they read. They understand that if they can write a one- or two-sentence summary of each paragraph after reading it, then that is a good sign that they have correctly understood it. If they can not summarize the main idea of the paragraph, they know</p>	Learners brainstorm to answer comprehension questions.

that comprehension has broken down and they need to use fix-up strategies to repair understanding.

Summary Writing Format

- When writing a summary, remember that it should be in the form of a paragraph.
- A summary begins with an introductory sentence that states the text's title, author and main point of the text as you see it.
- A summary is written in your own words.
- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
- Identify in order the significant sub-claims the author uses to defend the main point.
- Copy word-for-word three separate passages from the essay that you think support and/or defend the main point of the essay as you see it.
- Cite each passage by first signaling the work and the author, put "quotation marks" around the passage you chose, and put the number of the paragraph where the passages can be found immediately after the passage.
- Using source material from the essay is important. Why? Because defending claims with source material is what you will be asked to do when writing papers for your college professors.
- Write a last sentence that "wraps" up your summary; often a simple rephrasing of the main point.

THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand; Vocabulary</p> <p>Discuss examples of denotations and connotations on a Poster with the Learners.</p>	<ol style="list-style-type: none"> 1. Learners in small groups to generate words with similar denotation on cards by connotation. 2. Assist Learners to use thesaurus or phones to find synonyms (annoyed, furious, enraged, nuclear) 3. Discuss with Learners on how to Use connotations (associations) of words with similar denotations <p>A <i>connotation</i> is the baggage a word or idea drags around. The word "baggage" often has a negative <i>connotation</i>. If you say someone has baggage, unless they're at the airport, you mean the person is lugging around some drama. Some words, like "awesome birthday cake," have a positive <i>connotation</i>. Here are some other examples:</p> <p>"Long before the Christian era, people celebrated the winter equinox. Let's remove religious connotations and call it the winter equinox break." (<i>Washington Post</i>)</p> <p>"I kind of hate that word 'collector' because it has such a financial investment connotation." (<i>Los Angeles Times</i>)</p> <p>"Bryan has instead always opted for baseball caps, a fashion item that carries few connotations other than a sense of casualness and youth." (<i>The Guardian</i>)</p> <p><i>Denotation</i> is literally the word for a word! It's the literal meaning of a word, a gesture, or any mark, without emotion. No strings attached. The root of <i>denotation</i> means, "make a note of." Let's make a note of these examples:</p> <p>"In fact, the 'Parks and Recreation' alum said he didn't know the word's medical denotation." (<i>Los Angeles Times</i>)</p>	Through questions and answers, conclude the lesson.
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		<p>"Mr. McDougall gave a strange charge to a gesture that, in Baroque dance, probably has a simple denotation." (<i>New York Times</i>)</p> <p>People love to read between the lines, so <i>connotation</i> is more popular, but it's often held up against its more rigid friend <i>denotation</i>.</p>	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand; Building and present knowledge</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Assist Learners to use non-textual elements such as figures, tables and graphs to support key findings. 2. Discuss with Learners on the general rules about using non-textual elements in research papers. 3. Learners brainstorm to identify reasons for choosing to include a non-textual element in writing. <p>There are a variety of reasons for choosing to include a non-textual element in your paper. Among them are:</p> <ol style="list-style-type: none"> 1. A picture is worth a thousand words. Embedding a chart, illustration, table, graph, map, photograph, or other non-textual element into your research paper can bring added clarity to a study because it provides a clean, concise way to report findings that would otherwise take several long [and boring] paragraphs to describe. 2. Non-textual elements are useful tools for summarizing information, especially when you have a great deal of data to present. Non-textual elements help the reader grasp a large amount of data quickly and in an orderly fashion. 3. Non-textual elements help you highlight important pieces of information without breaking up the narrative flow of your paper. Illustrations, photographs, maps, and the like can be used as a quick reference to information that helps to highlight key issues found in the text. For example, a street map can be used to show the distribution of health care 	Reflect on examples of non-textual elements.

		<p>facilities in a larger study documenting the struggles of poor families to find adequate health care.</p> <p>4. Non-textual elements are visually engaging. Using a chart or photograph, for example, can help enhance the overall presentation of your research and provide a way to stimulate a reader's interest in the study.</p>	
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School:

District: