

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 8

WEEKLY LESSON PLAN – WEEK 10

| | | | |
|--------------------------------------|--|---|---|
| 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 | 01-09-2023 | | |
| 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. Learners brainstorm to identify examples of nasal and oral sounds. 2. Discuss with Learners on the meaning and examples of “Affricates”. 3. Assist Learners to identify examples of affricates. 4. Learners in small groups to differentiate between affricates and fricatives. | Through questions and answers, conclude the lesson. |

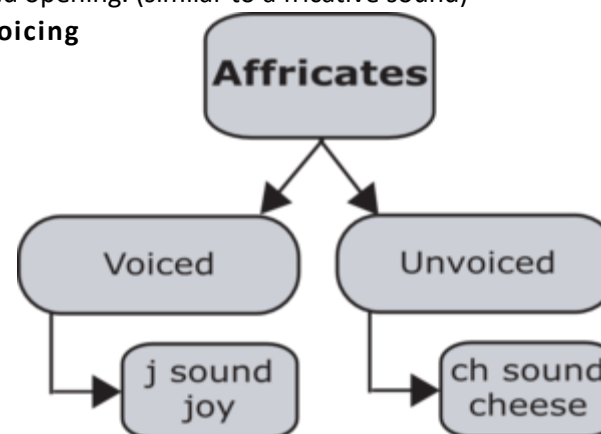
Assist Learners to distinguish between nasal and oral sounds.

affricate sounds in English;

| American English AFFRICATES | | |
|--|------|---------------|
| SOUND | IPA | KEY WORD |
| ch sound | /tʃ/ | check: /tʃɛk/ |
| j sound | /dʒ/ | jump: /dʒʌmp/ |
| Stop the air, then release with friction | | |

The English affricates, the 'ch sound' /tʃ/ and 'j sound' /dʒ/ are two-part consonant sounds. They begin by fully stopping the air from leaving the vocal tract (similar to a stop sound), then releasing it through a constricted opening. (similar to a fricative sound)

sound Voicing



The 'ch sound' /tʃ/ is an unvoiced consonant (the vocal cords **do not** vibrate during its pronunciation) and the 'j sound' /dʒ/ is a voiced consonant (the vocal cords **do** vibrate during its pronunciation).

Vowel Lengthening

The vowel sound before an unvoiced consonant sound has a shorter duration than the vowel sound before its voiced counterpart. This tiny change in vowel duration helps listeners of English determine which

| | | | |
|-----------|--|--|--|
| | | <p>sound was spoken. Some specialized dictionaries will use a colon-like symbol of stacked triangles /:/ to note a vowel with increased duration.</p> <p>Notice the difference in vowel duration in the following minimal pairs. The word with the unvoiced consonant is first.</p> <p>etch /ɛtʃ/ — edge /ɛ:ɟʒ/</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">1. Assist learners to explain the meaning of keywords and vocabularies identified in the reading passage.2. Learners in small groups to discuss and report to the class on summary of the reading text.3. Assist Learners to summarize the ideas in specific details in the reading passage. <div><p>What to include in a summary</p><p>Include the following things in a summary:</p><ul style="list-style-type: none">• Main ideas• Supporting points• Plot points• Important characters or people involved• Important locations• Facts or figures that stand out• Major events that happened</div> | Learners brainstorm to answer comprehension questions. |
| THURSDAY | <p>Strand: Grammar Usage</p> <p>Sub-Strand; Vocabulary</p> <p>Individual Learners brainstorm to give their own examples of 10 words with denotative.</p> | <ol style="list-style-type: none">1. Assist Learners to identify examples of denotative and connotative lexical meaning as different from grammatical meanings.2. Discuss with Learners on examples denotative and connotative. <p>Examples of Connotation and Denotation</p> <p>Each group has a similar denotation, but many of the words have very different connotations. As you read through them, think about if your connotations of the words match what we’ve written. Because</p> | Learners brainstorm to find the connotation and denotation of words. |

| | | | |
|--|--|---|--|
| | | <p>connotation is subjective, you might have a different feeling associated with a word.</p> <p>Word Group 1: Slender, Scrawny, Bony, Gaunt</p> <ul style="list-style-type: none">• Denotation: All of these words are synonyms of thin and are used to describe someone or something without much body fat.• Connotation: Slender is often used as a way to describe someone who is both thin and attractive, while scrawny is often associated with weakness. Bony usually conjures up images of someone who is unattractive and hard-looking, while gaunt is often associated with hunger and malnutrition. <p>Word Group 2: Serene, Laid-Back, Lackadaisical, Dreamy</p> <ul style="list-style-type: none">• Denotation: These are all words to describe someone who is relaxed and not troubled by worries.• Connotation: While serene and laid-back generally have positive connotations of someone who is calm and in control, lackadaisical and dreamy have more negative connotations of someone who is relaxed but unable to get important things done. <p>Word Group 3: Home, House, Shelter</p> <ul style="list-style-type: none">• Denotation: These words all refer to a place where people live.• Connotation: House has a pretty neutral connotation, and most people just associate it with the structure of the building. Shelter has more of a negative connotation of something that only covers basic needs and doesn't provide additional warmth, while home has a much more positive connotation and is often | |
|--|--|---|--|

| | | <p>associated with family and positive memories made in the house.</p> <p>Word Group 4: Grin, Beam, Sneer, Simper</p> <ul style="list-style-type: none">• Denotation: These are all synonyms for smile.• Connotation: Both grin and beam have positive connotations and are generally associated with someone who is genuinely happy. Sneer has a negative connotation and is usually associated with someone being cruel or scornful, while simper also has a negative connotation, but is usually associated with someone weak or unintelligent. | | | | | | | | | | | | | |
|----------------------|---|--|------------|---------------|----------------|----------------------|---|--|-------------------|--|---|------------------|---|---|---|
| FRIDAY | <p>Strand: Writing</p> <p>Sub-Strand; Building and present knowledge</p> <p>Assist Learners to write an essay on a given topic.</p> | <div><div><div><div><div></div><div>1. Learners brainstorm to identify the types of essay.</div></div><div><div></div><div>2. Discuss with Learners on the skills for writing the various types of essay.</div></div><div><div></div><div>3. Assist Learners to use the information retrieved to support ideas or opinions in the essay.</div></div></div><div><table><tr><th>Essay type</th><th>Skills tested</th><th>Example prompt</th></tr><tr><td><u>Argumentative</u></td><td><ul style="list-style-type: none">• Forming an opinion via research• Building an evidence-based argument</td><td>Has the rise of the internet had a positive or negative impact on education?</td></tr><tr><td><u>Expository</u></td><td><ul style="list-style-type: none">• Knowledge of a topic• Communicating information clearly</td><td>Explain how the invention of the printing press changed European society in the 15th century.</td></tr><tr><td><u>Narrative</u></td><td><ul style="list-style-type: none">• Creative language use</td><td>Write about an experience where you learned something about yourself.</td></tr></table></div></div></div> | Essay type | Skills tested | Example prompt | <u>Argumentative</u> | <ul style="list-style-type: none">• Forming an opinion via research• Building an evidence-based argument | Has the rise of the internet had a positive or negative impact on education? | <u>Expository</u> | <ul style="list-style-type: none">• Knowledge of a topic• Communicating information clearly | Explain how the invention of the printing press changed European society in the 15th century. | <u>Narrative</u> | <ul style="list-style-type: none">• Creative language use | Write about an experience where you learned something about yourself. | Through questions and answers, conclude the lesson. |
| Essay type | Skills tested | Example prompt | | | | | | | | | | | | | |
| <u>Argumentative</u> | <ul style="list-style-type: none">• Forming an opinion via research• Building an evidence-based argument | Has the rise of the internet had a positive or negative impact on education? | | | | | | | | | | | | | |
| <u>Expository</u> | <ul style="list-style-type: none">• Knowledge of a topic• Communicating information clearly | Explain how the invention of the printing press changed European society in the 15th century. | | | | | | | | | | | | | |
| <u>Narrative</u> | <ul style="list-style-type: none">• Creative language use | Write about an experience where you learned something about yourself. | | | | | | | | | | | | | |

| | | | | |
|--|--|--------------------|---|--|
| | | | <ul style="list-style-type: none">Presenting a compelling narrative | |
| | | <u>Descriptive</u> | <ul style="list-style-type: none">Creative language Describe an object that has use sentimental value for you.Describing sensory details | |

Name of Teacher:

School:

District: