

EaD Comprehensive Lesson Plans



or



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<https://www.TeachersAvenue.net>

Strand:	<ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Grammar Usage• Writing	Sub-Strand:	<ul style="list-style-type: none">• Conversation/everyday discourse• Comprehension• Production and Distribution of Writing
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<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 8

WEEKLY LESSON PLAN – WEEK 7

Content Standard:	B8.1.1.1: Demonstrate use of appropriate language orally in specific situations (Oral Language) B8.2.1.1: Demonstrate increasing confidence in independence in reading.(Reading) B8.3.1.1: Apply the knowledge of word classes and their functions in Communication (Grammar Usage) B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts (Writing)				
Indicator (s)	B8.1.1.1.3. Use appropriate language orally to describe familiar places and (Oral Language) B8.2.1.1.3.Generate and answer questions to increase confidence and independent reading of non-fiction texts of various kinds (Reading) B8.3.1.1.4.Use verb forms correctly when talking about future (Grammar Usage) B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events (Writing)				
Week Ending	17-11-2023				
Class	B.S. 8	Class Size:		Duration:	
Subject	English Language				
Reference	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards	Core Competencies:	<ul style="list-style-type: none"> • Creativity and Innovation • Communication and Collaboration • Personal Development and Leadership 		
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	

<p>MONDAY</p>	<p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Discuss with Learners examples of descriptive languages.</p>	<ol style="list-style-type: none"> 1. Assist Learners to use descriptive language orally to describe familiar places and events. 2. Discuss the features of descriptive language with the Learners. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Adjectives as Descriptive Words</p> <p>Adjectives are descriptive words that modify nouns. They're what you need to tell the difference between an acrobatic cat, a delirious cat, and a precious cat (or maybe a cat that's all three).</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>acrobatic</td><td>adorable</td><td>adventurous</td></tr> <tr><td>bitter</td><td>boundless</td><td>bright</td></tr> <tr><td>brilliant</td><td>brittle</td><td>delirious</td></tr> <tr><td>diminutive</td><td>exultant</td><td>filthy</td></tr> <tr><td>foolhardy</td><td>gregarious</td><td>intrepid</td></tr> <tr><td>jocular</td><td>joyful</td><td>jubilant</td></tr> <tr><td>keen</td><td>kooky</td><td>lanky</td></tr> </table>	acrobatic	adorable	adventurous	bitter	boundless	bright	brilliant	brittle	delirious	diminutive	exultant	filthy	foolhardy	gregarious	intrepid	jocular	joyful	jubilant	keen	kooky	lanky	<p>Through questions and answers, conclude the lesson.</p>
acrobatic	adorable	adventurous																						
bitter	boundless	bright																						
brilliant	brittle	delirious																						
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jocular	joyful	jubilant																						
keen	kooky	lanky																						
<p>TUESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Select a unit reader from the English Reading textbook.</p>	<ol style="list-style-type: none"> 1. Discuss the meanings of keywords and vocabularies with the Learners. 2. Learners brainstorm to explain keywords as they are used in the reading text. 3. Assist Learners to form sentences with the keywords in the reading text. <p>Making connections between text and past experiences;</p> <ol style="list-style-type: none"> 1. Visualize. 2. Focus on the characters. 3. Put yourself in the story and think about how would react, and how you reacted when you were in a similar situation. 4. Look at problems. 5. Ask yourself questions as you read. 6. When reading nonfiction, think about ways the 	<p>Learners in small group to discuss and make connections between texts and past experiences.</p>																					

information relates to what you already know.

COMPREHENSION
Making Connections



THURSDAY

Strand: Grammar Usage

Sub-Strand- Grammar

Review Learners knowledge on the previous lesson.

1. Learners brainstorm to identify the various verb forms.
2. Discuss examples of verb forms with the Learners.
3. Assist learners to use verbs that show future tense and aspect in sentences

There are up to five forms for each verb: root, third-person singular, present participle, past, and past participle.

Root form of the verb

The root form of a verb is the base form of the word. Roots have not been conjugated and do not include prefixes or

suffixes.

Here's a tip: Want to make sure your writing shines?

Grammarly can check your spelling and save you from grammar and punctuation mistakes. It even proofreads your text, so your work is extra polished wherever you write.

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Grammarly helps you communicate confidently

WRITE WITH GRAMMARLY

The root form of the verb is the same as the infinitive form with “to” removed. See the examples below:

to see – see

to be – be

to wear – wear

to go – go

The root form of a verb is used to create other forms of the verb when conjugated. This is always true with regular verbs, but may not apply with irregular verbs, depending on the

tense. The examples below illustrate this concept.

I am going to school.

(Root: go)

What did you do yesterday?

(Root: do)

The girl showed her mother the picture she drew in school.

(Root: show)

He had eaten three hamburgers.

(Root: eat)

Third person singular form of a verb

The third person singular (he/she/they/it/one) conjugation is the verb form that tends to be different from other conjugations. For regular verbs, this verb form end in –s (or sometimes –es). Consider the examples below:

i. he sees

ii. she watches

iii. they play

iv. it shrinks

v. one does

Present participle form of a verb

The present participle verb form is created by adding *-ing* to the root word. It's used in the past, present, and future progressive verb tenses. Look at the examples below:

We're coming to the party tonight.

(come – coming)

- simple future tense – I will wash my clothes
- future progressive – I will be washing my clothes
- future perfect – I will have washed my clothes
- future perfect progressive – I will have been washing my clothes

FRIDAY	Strand: Writing Sub-Strand- Production and Distribution Writing Through questions and answers, review Learners on the previous lesson.	<ol style="list-style-type: none"> 1. Assist Learner to explain the meaning of grammatic structure. 2. Learners brainstorm to identify examples of grammatic structures. 3. Discuss with Learners how to use grammatic structure in sentences. <p>The four types of sentence structures are simple, compound, complex, and compound-complex. The quantity and arrangement of clauses determines the makeup of each type of sentence structure. A clause is a grouping of words with both a subject and a verb that can (but doesn't always) form a sentence.</p>	Summarize the lesson.
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Name of Teacher:

School:

District: