

EaD Comprehensive Lesson Plans



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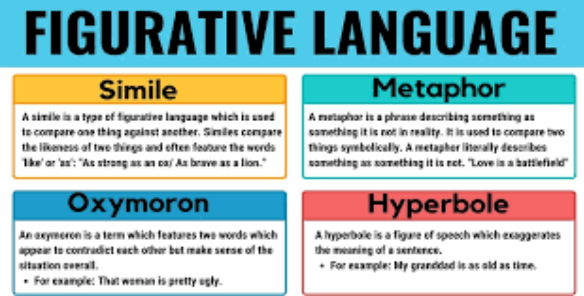
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Strand:	<ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Grammar Usage• Writing	Sub-Strand:	<ul style="list-style-type: none">• Conversation/everyday discourse• Comprehension• Production and Distribution of Writing
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BASIC 8

WEEKLY LESSON PLAN – WEEK 8

Content Standard:	B8.1.1.1: Demonstrate use of appropriate language orally in specific situations (Oral Language) B8.2.1.1: Read, comprehend, interpret texts (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) B8.2.1.2.1. Identify the main text features of non-fiction texts (Reading) B8.3.1.1.5. Demonstrate command of the knowledge of adverbs (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	24-11-2023				
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"> • Communication and Collaboration • Critical Thinking and Problem Solving 	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	

MONDAY	<p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Ask Learners to describe places and events using descriptive words</p>	<ol style="list-style-type: none"> 1. Discuss the meaning of Figurative language with the Learners. 2. Assist Learners to identify type of figurative language used in a descriptive text. 3. Learners brainstorm to use figurative language to describe places and events. <p>Types of Figurative Language</p> <ul style="list-style-type: none"> • Metaphor. A metaphor makes a direct comparison between two things to point out how they are similar. • Simile. • Idiom. • Metonymy. • Synecdoche. • Hyperbole. • Personification. • Assonance.  <p>The infographic is titled "FIGURATIVE LANGUAGE" in a blue header. It contains four colored boxes with definitions: <ul style="list-style-type: none"> Simile (orange box): A simile is a type of figurative language which is used to compare one thing against another. Similes compare the likeness of two things and often feature the words 'like' or 'as'. Example: "As strong as an ox/ As brave as a lion." Metaphor (teal box): A metaphor is a phrase describing something as something it is not in reality. It is used to compare two things symbolically. A metaphor literally describes something as something it is not. Example: "Love is a battlefield" Oxymoron (blue box): An oxymoron is a term which features two words which appear to contradict each other but make sense of the situation overall. Example: "That woman is pretty ugly." Hyperbole (red box): A hyperbole is a figure of speech which exaggerates the meaning of a sentence. Example: "My granddaddy is as old as time." </p>	<p>Through questions and answers, conclude the lesson.</p>
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Select a unit reader text for reading.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to read silently for 10 minutes. 2. Ask Learners questions about the passage before reading the text, pause along the line during reading and ask question. 3. Assist learners to answer comprehension questions after reading. <p>How to answer comprehension questions – Step-by-step</p>	<p>Summarize the lesson.</p>

		<ul style="list-style-type: none"> • Identify and restate the keywords in the question. • Present your answer. • Incorporate your evidence. • Explain your example. • Conclude your response. 	
THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Learners brainstorm to explain the meaning of adverb.</p>	<ol style="list-style-type: none"> 1. Using a poster displaying the examples of adverbs, assist Learners to identify more examples of adverbs. 2. Assist Learners to use examples of adverbs to modify adjectives in writing. 3. Discuss with Learners on how to use adverbs to pre-modify another adverb. <p>An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in <i>-ly</i>, but some (such as fast) look exactly the same as their adjective counterparts.</p> <p>  Tom Longboat did not run badly.  Tom is very tall.  The race finished too quickly.  Fortunately, Lucy recorded Tom's win.  It's easy to identify adverbs in these sentences. </p> <p>Examples of Adverbs Modifying Other Adverbs</p> <p>Some examples of adverbs modifying other adverbs would be the following:</p>	Learners are to be assisted to use adverbs to pre-modify another adverb.

		<p>Abdullah finished his test somewhat <i>hastily</i>. (To what extent did Abdullah finish his test hastily?)</p> <p>The restaurant is almost <i>fully</i> booked. (To what extent is the restaurant fully booked?)</p> <p>Isadora jogs quite <i>frequently</i>. (To what extent does Isadora jog frequently?)</p> <p>Cheyenne is often <i>sharply</i> dressed. (To what extent is Cheyenne sharply dressed?)</p>	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and Distribution Writing</p> <p>Discuss the meaning of proofreading with the Learners.</p>	<ol style="list-style-type: none"> 1. Assist Learners to describe the steps of proofreading. 2. Demonstrate on how to proofread a given text applying the step involved. 3. Assist Learners to proofread a given text. <p>Proofreading tips;</p> <ul style="list-style-type: none"> • Read your work aloud. • Print out a hardcopy. • Pay attention to commonly mistaken words. • Change the way you read. • Check the spelling of proper nouns. • Stick to the style guide. • Don't rely on grammar and spell-checking applications. • Give yourself ample time. 	Reflect on the steps involved in proofreading.

Name of Teacher:

School:

District: