

## **EaD Comprehensive Lesson Plans**



or



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














### **BASIC 8**

### **WEEKLY LESSON PLAN – WEEK 2**

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Grammar Usage</li><li>• Writing</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Grammar</li><li>• Production and Distribution of Writing</li><li>• Narrative, Drama and Poetry</li></ul>		
<b>Content Standard:</b>	B8.2.1.2: Read, comprehend, interpret texts B8.3.1.1: Apply the knowledge of word classes and their functions in Communication B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
<b>Indicator (s)</b>	B8.2.1.2.1. Identify the main text features of non-fiction texts B8.3.1.1.7. Demonstrate command of use of prepositions in speaking and writing B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion B8.5.1.1.1. Analyze the types of characters in texts				
<b>Week Ending</b>	19-01-2024				
<b>Class</b>	B.S.8	<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>	English Language				
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		<b>Core Competencies:</b>	<ul style="list-style-type: none"><li>• Ability to set and maintain personal standards and values</li><li>• Ability to work with all group members to complete a task</li></ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>			<b>PHASE 3: REFLECTION</b>
<b>MONDAY</b>	<b>Strand;</b> Reading  <b>Sub-Strand;</b> Comprehension  Select a model reader to read passage	1. Individual Learners read passage silently for 10 minutes 2. Assist learners to interpret the text. 3. Learners brainstorm to make connections between the text and their prior experiences.  <b>Interpreting texts;</b>  Step 1: Read the text and identify literary devices.			Learners brainstorm to answers comprehension questions.

	from the English Textbook to the class.	<p>Step 2: Create your thesis.</p> <p>Step 3: Write your title and introduction.</p> <p>Step 4: Write your body.</p> <p>Step 5: Write your conclusion</p>	
<b>WEDNESDAY</b>	<p><b>Strand;</b> Grammar Usage</p> <p><b>Sub-Strand;</b> Grammar</p> <p>Review Learners knowledge on Prepositions.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify examples of Prepositions used in sentences.</li> <li>2. Assist Learners to form sentences with Prepositions to convey varieties of meanings.</li> <li>3. Discuss the types of Prepositions with the Learners.</li> </ol> <p><b>Examples of Prepositions;</b></p> <ul style="list-style-type: none"> <li>▪ In</li> <li>▪ On</li> <li>▪ At</li> <li>▪ Through</li> <li>▪ Across</li> <li>▪ Above</li> <li>▪ Over</li> <li>▪ Up</li> <li>▪ Down</li> <li>▪ To</li> <li>▪ With</li> <li>▪ By</li> <li>▪ Beside</li> <li>▪ Beneath</li> <li>▪ in front of</li> <li>▪ between</li> <li>▪ among</li> </ul>	Reflect on identifying prepositions in sentences.

		<div><h3>What is a Preposition?</h3><p>A preposition is one of the parts of speech that correlates between two different words or phrases usually about the time or place.</p><table><tr><td>• aboard</td><td>• at</td><td>• despite</td><td>• near</td><td>• Since</td></tr><tr><td>• about</td><td>• before</td><td>• down</td><td>• of</td><td>• toward</td></tr><tr><td>• above</td><td>• behind</td><td>• during</td><td>• off</td><td>• sunder</td></tr><tr><td>• across</td><td>• below</td><td>• except</td><td>• on</td><td>• unlike</td></tr><tr><td>• after</td><td>• beside</td><td>• for</td><td>• onto</td><td>• until</td></tr><tr><td>• against</td><td>• besides</td><td>• from</td><td>• outside</td><td>• up</td></tr><tr><td>• along</td><td>• between</td><td>• in</td><td>• per</td><td>• upon</td></tr><tr><td>• among</td><td>• beyond</td><td>• inside</td><td>• plus</td><td>• versus</td></tr><tr><td>• around</td><td>• but</td><td>• into</td><td>• round</td><td>• via</td></tr><tr><td>• as</td><td>• by</td><td>• like</td><td>• save</td><td>• with</td></tr></table><p>www.onlymyenglish.com</p></div>	• aboard	• at	• despite	• near	• Since	• about	• before	• down	• of	• toward	• above	• behind	• during	• off	• sunder	• across	• below	• except	• on	• unlike	• after	• beside	• for	• onto	• until	• against	• besides	• from	• outside	• up	• along	• between	• in	• per	• upon	• among	• beyond	• inside	• plus	• versus	• around	• but	• into	• round	• via	• as	• by	• like	• save	• with	
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THURSDAY	<p><b>Strand;</b> Writing</p> <p><b>Sub-Strand;</b> Production and Distribution Writing</p> <p>Show Learners samples of advertisement posters, invitation cards, dairy entries and postcards.</p>	<div><ol style="list-style-type: none"><li>1. Demonstrate on how to use process approach to compose texts on advertisement dairy entries, postcards and invitation cards.</li><li>2. Discuss the features of transactional texts with the Learners.</li><li>3. Assist Learners to create examples of transactional texts.</li></ol><div><p>Process Approach: Processes are Connected</p><pre>graph LR; A((Creative Ideas)) --&gt; B[Design Specifications]; B --&gt; C[Select Properties, Costs, etc.]; C --&gt; D[Assembly, Setup, etc.]; D --&gt; E((Final Product));</pre></div><p><b>Implementing a Process Approach (Step by Step)</b></p><ol style="list-style-type: none"><li>1. determine required process inputs and expected outputs.</li><li>2. assign responsibilities and authorities for processes.</li><li>3. identify risks and opportunities for processes, and plan to address these.</li></ol><p>The process approach is a management strategy which places emphasis on viewing your organization's processes as an integrated system. In other words, you need to understand what each core process is and how it works, but also how they interrelate to each other.</p></div>	<p>Through questions and answers, conclude the lesson.</p>																																																		

FRIDAY	<p><b>Strand;</b> Literature</p> <p><b>Sub-Strand;</b> narrative, drama and poetry</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<p>1. Discuss with Learners about the types of narrative Characters.</p> <p>2. Assist Learners to compare different types of characters in two texts.</p> <p>3. Learners brainstorm to identify types of characters in drama.</p> <p><b>Types of Characters in Narratives;</b></p> <ul style="list-style-type: none"><li>Protagonist – This is the main character, around which the whole story revolves.</li><li>Antagonist – This character, or group of characters, causes the conflict for the protagonist.</li></ul> <table><tr><th>Character Types</th><th>Definition</th><th>Example</th></tr><tr><td>The Hero</td><td>The Hero is the character that is often looking for something, who's on some sort of a quest or mission, to solve something. It can be either gender. A good example could be Simba.</td><td> Simba is the one who saves his father from the evil Scar, and he is the one who becomes the king.</td></tr><tr><td>The Villian</td><td>The Villain is the character who stops the hero from succeeding. The villain will do whatever it takes to stop the hero's quest. For example Prince Charming in "Shrek" who tries to get Fiona, and take her away from Shrek and make her his.</td><td> Lord Farquaad is obviously the villain as he is the one who wants all of Fiona to be his.</td></tr><tr><td>The Donor</td><td>The Donor is the one who gives the hero something like a special power to help the hero. They help to complete the hero's quest.</td><td> The Donor is the one who gives the hero something like a special power to help the hero. They help to complete the hero's quest.</td></tr><tr><td>The Princess</td><td>The Princess is used as a prize of reward for the hero. The typical story is that the hero is on a mission to try getting the princess to marry him.</td><td> Fiona is obviously the princess, as she gets married and lives with the hero.</td></tr><tr><td>The Princess's Father</td><td>The Princess's Father is an authority figure, and often forced to be. The animal might be a prince or queen.</td><td> He is obviously the princess's father and this is not his kingdom. It is obviously Shrek's kingdom.</td></tr><tr><td>The Helper</td><td>The Helper is the one who helps the hero. The helper will often work along side the hero helping with their mission or helping in a different way but in the end, it is the hero who saves the day.</td><td> Donkey is the one who helps the hero. He is by the hero's side the whole time and helps him with everything.</td></tr><tr><td>The False Hero</td><td>The False Hero is the one that takes the credit for the hero's actions, and tries to marry the princess. Expect to make out as a good guy but in the end, they are not.</td><td> Prince Charming is the false hero as he is the one who tries to marry the princess. He makes himself "seem good".</td></tr></table> <p><b>Propp's theory in 'Shrek'.</b></p>	Character Types	Definition	Example	The Hero	The Hero is the character that is often looking for something, who's on some sort of a quest or mission, to solve something. It can be either gender. A good example could be Simba.	 Simba is the one who saves his father from the evil Scar, and he is the one who becomes the king.	The Villian	The Villain is the character who stops the hero from succeeding. The villain will do whatever it takes to stop the hero's quest. For example Prince Charming in "Shrek" who tries to get Fiona, and take her away from Shrek and make her his.	 Lord Farquaad is obviously the villain as he is the one who wants all of Fiona to be his.	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School:

District: