EaD Comprehensive Lesson Plans

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BASIC 7

WEEKLY LESSON PLAN – WEEK 4

Strand:	• Oral language (listening and speaking) • Reading • Grammar Usage • Literature		Sub-Strand:	• Listening Comprehension • Comprehension • Punctuation and Capitalization • Narrative, Drama and Poetry
Content Standard:	**B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information (Oral language)** **B9.2.1.2: Read, comprehend, and analyze varieties of texts (Reading)** **B9.3.1.1: Demonstrate mastery of capitalization and punctuation in communication (Grammar Usage)** **B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature)**			
Indicator (s)	**B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures (Oral language)** **B9.2.1.2.6. Show the effect a text has on the reader (Reading)** **B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context (Grammar Usage)** **B9.5.1.1.3.Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama (Literature)**			
Week Ending	**02-02-2024**			
Class	B.S.9	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:	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION

| MONDAY | **Strand: Oral Language**

Sub-Strand: Conversations/everyday discourse.

Assist learners to create audio-visual texts about the message, theme, tone, mood and characters in audio-visual texts. | 1. Learners brainstorm to develop and structure ideas effectively in audio-visual texts.
2. Discuss with the Learners about how to make simple connections to real life and personal experiences in audio-visual texts.
3. Learners brainstorm to identify the importance of using audio-visual texts.

Develop and structure ideas effectively in a visual text.
Use language features appropriate to purpose and audience with control to command
❖ The text must include visual and verbal components. The text must be an original construction by the student. The components may either be original, adapted or taken from other texts or
❖ Visual text types at this level may include posters, graphic or illustrated texts, visual displays , web pages, live or recorded dramatic presentations, videos and other appropriate visual text types. Texts are expected to be stand alone in nature rather than being a component within an oral presentation.
❖ Ideas may include information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or
❖ Develop and structure ideas means building on ideas by adding details or examples, and working towards a planned
❖ Develop and structure ideas convincingly means that the development of the ideas and structure is generally credible and
❖ Develop and structure ideas effectively means that the development of the ideas and structure is compelling and well-organised.
❖ Language features include:• visual (eg images, sequence, costumes, movement)• verbal (eg dialogue, quotations). | Through questions and answers, conclude the lesson. |

		❖ Use language features means to select visual and verbal features that are appropriate to purpose and ❖ Use language features with control means that language features and presentation techniques are selected and linked to the intended purpose and ❖ Use language features to command attention is demonstrated through the delivery of a confident and sustained text.	
TUESDAY	**Strand: Reading** **Sub-Strand: Comprehension** Select a reading text from the reading textbook to be read by the Learners.	1. Drill Learners on the meaning of keywords and vocabularies in the reading text. 2. Learners brainstorm to identify examples of literary devices used in the text. 3. Assist Learners to link the effect of the devices to the meaning of the text. **How do writers create effects on the reader?** **Rhetorical question** – Did you notice that I used a question mark to create a rhetorical question? I was trying to make you think about who could save the dog, and how they might notice him there in the water. I was trying to encourage you to feel *hopeful* that this would happen. **Emotive language** – Perhaps you noticed that I used the adjective 'poor' and the verb 'struggling'. These are examples of emotive word choice, designed to make you	Through questions and answers, conclude the lesson.

		feel *sympathetic* towards the dog. As humans, we generally care about people and animals that are in danger, so these words are designed to tug on your heart strings and feel sorry for this creature. **Alliteration and onomatopoeia** – You might notice, if you read it aloud, that I used a lot of words that begin with the letter 's', including the homophones 'sea' and 'see'. This is a particular type of alliteration that creates the effect of 'sibilance' – a sort of hissing sound that could mimic the sound of the waves splashing as the dog tries to swim. I also used the onomatopoeia word 'splashing' with its powerful 'sh' sound to help you hear the struggle even more clearly.	
THURSDAY	**Strand: Grammar Usage** **Sub-Strand: Grammar** Discuss with the Learners about the difference between dash and hyphen.	1. Learners brainstorm to identify the uses of hyphen in sentences. 2. Assist Learners to form compound words using hyphen. 3. Discuss with the Learners about how to join words in attributive compound. 4. Engage Learners in using hyphen to join prefix to root words. **Hyphen Use** Two words brought together as a compound may be written separately, written as one word, or connected by hyphens. For example, three modern dictionaries all have the same	Through questions and answers, conclude the lesson.

listings for the following compounds:

hair stylist
hairsplitter
hair-raiser

Another modern dictionary, however, lists hairstylist, not hair stylist. Compounding is obviously in a state of flux, and authorities do not always agree in all cases, but the uses of the hyphen offered here are generally agreed upon.

1. Use a hyphen to join two or more words serving as a single adjective before a noun:

    a one-way street

    chocolate-covered peanuts

    well-known author

    However, when compound modifiers come after a noun, they are not hyphenated:

    The peanuts were chocolate covered.

    The author was well known.

2. Use a hyphen with compound numbers:

    forty-six

    sixty-three

		Our much-loved teacher was sixty-three years old.	
		3. Use a hyphen to avoid confusion or an awkward combination of letters:	
		re-sign a petition (vs. resign from a job)	
		semi-independent (but semiconscious)	
		shell-like (but childlike)	
		4. Use a hyphen with the prefixes ex- (meaning former), self-, all-; with the suffix -elect; between a prefix and a capitalized word; and with figures or letters:	
		ex-husband	
		self-assured	
		mid-September	
		all-inclusive	
		mayor-elect	
		anti-American	
		T-shirt	
		pre-Civil War	
		mid-1980s	
		5. Use a hyphen to divide words at the end of a line if necessary, and make the break only between syllables:	

pref-er-ence

sell-ing

in-di-vid-u-al-ist

6. For line breaks, divide already-hyphenated words only at the hyphen:

mass-

produced

self-

conscious

7. For line breaks in words ending in -ing, if a single final consonant in the root word is doubled before the suffix, hyphenate between the consonants; otherwise, hyphenate at the suffix itself:

plan-ning

run-ning

driv-ing

call-ing

8. Never put the first or last letter of a word at the end or beginning of a line, and don't put two-letter suffixes at the beginning of a new line:

lovely (Do not separate in a way which

		leaves *ly* beginning a new line.) eval-u-ate (Separate only on either side of the u; do not leave the initial e- at the end of a line.)	
FRIDAY	**Strand: Literature** **Sub-Strand: Narrative, Drama and Poetry** Discuss with the Learners about the meaning of "Sequencing" as used in stories.	1. Learners brainstorm to identify the importance of sequencing in stories. 2. Assist Learners to identify the sequence of events in a story. 3. Learners in small groups to discuss and compare events across film/media, narratives and play scripts. **What Is Sequencing?** Sequencing is one of the skills that help students understand what they read. It refers to identifying the critical components of a story, that is, the beginning, middle, and end. And the ability to retell the events in the order in which they occurred. **Why Story Sequencing Is Important** The ability to sequence events is a crucial comprehension strategy. Sequencing structures allow students with different abilities to organize ideas and information efficiently. Students who are encouraged to identify parts of a story are able to tell someone else what happened in the narrative. Students can think of the story in pieces – beginning, middle, and end, instead of just one chunk. Sequencing activities	Summarize the lesson.

provide students with the opportunity to examine the story structure, which strengthens their writing skills. The ability to organize events in a logical order is vital across the curriculum.

Identifying the Sequence of Events In A Story

An easy way to identify the sequence of events is to look out for *time-order words* in a narrative. These are words like "then," "first," and "following that." The author might use these signals to indicate the story's progression from start to end, especially when it's a short story.

Every story must follow the elements of a plot. Following the roadmap below, you'll be able to determine the sequence of events in a text.

Introduction: This is the story's beginning, where the main characters are introduced.
Rising Action: This is where the series of events unfold. One event usually piles on another to create the climax. But conflict must arise to cause the action to rise.
Climax: This is where the action comes to a crest. This moment arouses the most emotion in the reader.
Falling Action: Things start to calm down here, following the result of the climax, and the story becomes less chaotic.
Resolution: This is where the story draws a close, either with a tragic or happy ending.

Name of Teacher: School: District: