

EaD Comprehensive Lesson Plans



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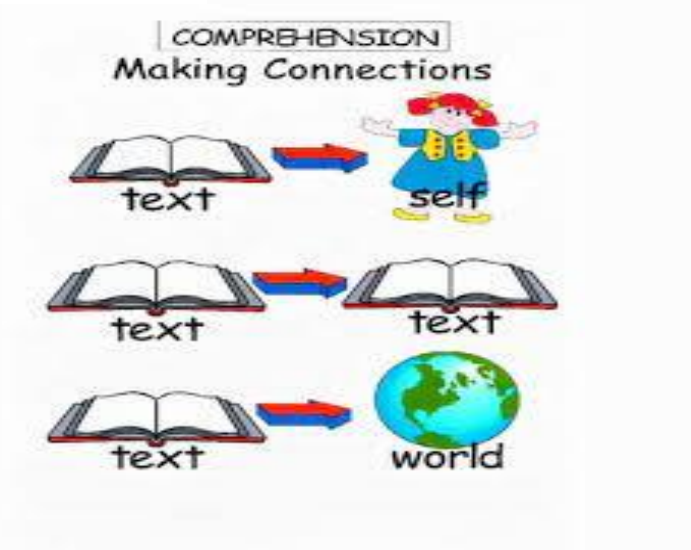
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BASIC 8

WEEKLY LESSON PLAN – WEEK 4

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| Strand: | <ul style="list-style-type: none">• Reading• Grammar Usage• Writing• Literature | Sub-Strand: | <ul style="list-style-type: none">• Comprehension• Grammar• Production and Distribution of Writing• Narrative, Drama and Poetry | | |
| Content Standard: | B8.2.1.2: Read, comprehend, interpret texts B8.3.1.3: Apply knowledge of the structure of sentences in communication. B8.4.2. 2: Apply writing skills to specific life situations B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | | |
| Indicator (s) | B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages B8.3.1.3.1: Use compound and complex sentences appropriately in communication. B8.4.2. 2.2 Compose notes, brochures and flyers for different purposes and audiences B8.5.1.1.2. Examine the features of different types of poems | | | | |
| Week Ending | 02-02-2024 | | | | |
| 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">• Evaluate the quality and validity of information• Explain ideas in a clear order with relevant detail, using correct construction and structure of speech | |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | | | PHASE 3: REFLECTION |
| MONDAY | Strand; Reading Sub-Strand; Comprehension | 1. Call individual learners at random to read the selected passage. 2. Assist learners to make connections between texts and prior experience. 3. Ask Learners to read silently to comprehend the text. | | | Assist Learners to answer comprehension questions appropriately. |

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| | <p>Select a model reader to read passage from the English Reading textbook aloud to the class.</p> | <p>Examples of connecting texts to prior experiences;</p> <ul style="list-style-type: none"> • What does this remind me of in another book I've read? • How is this text similar to other things I've read? • How is this different from other books I've read? • Have I read about something like this before?  | |
| WEDNESDAY | <p>Strand; Grammar Usage</p> <p>Sub-Strand; Grammar</p> <p>Through questions and answers, review Learners knowledge on the difference between compound and complex sentences.</p> | <ol style="list-style-type: none"> 1. Demonstrate using coordinating conjunctions to construct compound sentence. 2. Assist learners to form examples of compound sentences by using coordinating conjunctions. 3. Discuss with Learners on how to use subordinating conjunctions to construct complex sentences. 4. Assist Learners to identify examples of subordinating conjunctions. <p>What is a Compound Sentence?</p> <p>A compound sentence contains two independent clauses—groups of words that can function as complete</p> | <p>Learners brainstorm to for complex sentences using subordinating conjunctions.</p> |

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| | | <p>sentences. The independent clauses in a compound sentence must be separated by a semicolon or by a comma and a coordinating conjunction.</p> <p>Coordinating conjunctions;</p> <p>The coordinating conjunctions can be remembered by the acronym FANBOYS:</p> <ul style="list-style-type: none"> • For • And • Nor • But • Or • Yet • So <p>The coordinating conjunction used in a compound sentence defines the relationship between the two clauses.</p> <ul style="list-style-type: none"> • Example: I did my best. My teacher gave me a B+. • Example: I did my best, and my teacher gave me a B+. • Example: I did my best, but my teacher gave me a B+. • Example: I did my best, so my teacher gave me a B+. | |
| THURSDAY | <p>Strand; Writing</p> <p>Sub-Strand; Production and Distribution Writing</p> <p>Discuss the meaning of a “flyer” with the</p> | <ol style="list-style-type: none"> 1. Display examples of flyers in front of the classroom for the Learners to observe. 2. Assist Learners to identify the features of a flyer. 3. Discuss with the Learners on the procedures to follow to compose a flyer. 4. Learners in small groups to practice composing flyers. <p>Flyers;</p> | Inspect each groups flyer for appreciation. |

Learners.

A flyer is a form of paper advertisement intended for wide distribution and typically posted or distributed in a public place, handed out to individuals or sent through the mail. In the 2010s, flyers range from inexpensively photocopied leaflets to expensive, glossy, full-color circulars

Types of Flyers;

1. Business Flyer



2. Event Flyers



3. Real Estate Flyer



Flyer Uses, Purpose, Importance

Before using flyers, it is important to know how to use them, what they are for, and why their use is important.

Marketing

The three most common uses of flyers are to advertise products, promote services, and recruit people, and this is done by posting or handing out copies of flyers in a public location with heavy foot traffic.

Affordable Promotion

The use of flyers is a cost-effective way to spread your brand message. Not only is it inexpensive to print but the distribution can be cheap as well.

Customer Impact

The importance of flyers is they help create a lasting impression, connect you to new customers, and provide

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| | | prospects with details about your brand. | |
| FRIDAY | <p>Strand; Literature</p> <p>Sub-Strand; narrative, drama and poetry.</p> <p>Ask Individual Learners to recite an example of a poem each.</p> | <ol style="list-style-type: none"> 1. Assist Learners to identify the types of Poems. 2. Discuss the meanings of the types of Poems with the Learners. 3. Assist Learners to compose an example each of the various types of Poems. <p>Types of Poems;</p> <p>Free verse</p> <p>Free verse is a popular style of modern poetry, and as its name suggests there is a fair amount of freedom when it comes to writing a poem like this.</p> <p>Sonnet</p> <p>This very old form of poetry was made famous by none other than <u>William Shakespeare</u>, but the sonnet actually originated in 13th century Italy where it was perfected by the poet Petrarch</p> <p>Acrostic</p> <p>Like haikus, you're likely to encounter acrostic poems at school! But that doesn't mean they're boring – in fact, far from it! This type of poetry spells out a name, word, phrase or message with the first letter of each line of the poem.</p> <p>Villanelle</p> <p>The villanelle is another very old form of poetry that came from France and has lots of rules. It is made up of 19 lines; five stanzas of three lines (tercet) each and a final stanza of four lines (quatrain). As you can see from the rhyme scheme; ABA ABA ABA ABA ABA ABAA, this type of poem only has two rhyming sounds.</p> | Engage Learners in performing various types of Poems. |

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| | | <p>Limerick</p> <p>Limericks are funny (and sometimes rude!) poems which were made popular by <u>Edward Lear</u> in the 19th century. They have a set rhyme scheme of AABBA, with lines one, two and five all being longer in length than lines three and four. The last line is often the punchline.</p> <p>Ode</p> <p>The ode is one of the oldest forms of poetry and believed to have come from ancient Greece. Yep – yonks ago! The word ‘ode’ is derived from the Greek word ‘aeidein’ which means ‘to sing or chant’, and these poems were originally performed with a musical instrument.</p> <p>Elegy</p> <p>An elegy doesn’t have rules like some of the other forms of poetry but it does have a set subject: death – eek! They are usually written about a loved one who has passed away, but can also be written about a group of people, too.</p> <p>Ballad</p> <p>The ballad is another old and traditional form of poetry that typically tells a dramatic or emotional story. They came from Europe in the late Middle Ages and were initially passed down from one generation to another, and often with music.</p> | |
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Name of Teacher:

School:

District: