

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 5

Strand:	<ul style="list-style-type: none">• Oral Language• Reading• Grammar Usage• Literature		Sub-Strand:	<ul style="list-style-type: none">• Listening Comprehension• Comprehension• Grammar• Narrative, Drama and Poetry	
Content Standard:	B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information B8.2.1.2: Read, comprehend, interpret texts B8.3.1.4: Demonstrate understanding of the use of conditional tenses in communication B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
Indicator (s)	B8.1.2.1.1. Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts B8.3.1.4.1: Use conditional sentences in communication to indicate an unlikely condition and its probable result B8.5.1.1.2. Examine the features of different types of poems				
Week Ending	09-02-2024				
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">• Look and think about things differently and from different perspectives• Identify and analyze different points of view of speakers.	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Strand; Oral language Sub-Strand; Listening Comprehension Review Learners knowledge on the previous lesson.	1. Select a conversational passage or a dialogue from the English Reading Textbook for Learners to read in pairs. 2. In Pairs, Learners brainstorm to read their parts of the reading text. 3. Assist Learners to listen to and note important issues in a range of level-appropriate dialogues or discussions by more than one speaker 4. Learners brainstorm to identify implicit meaning based on			Through questions and answers, conclude the lesson.

		<p>vocabulary/language used in the selected dialogue or discussion.</p> <p>Dialogic reading involves an adult and child having a dialogue around the text they are reading. Their conversation includes defining new vocabulary, improving verbal fluency, introducing story components, and developing narrative skills.</p> <div data-bbox="879 289 1509 747" data-label="Complex-Block"> <p style="text-align: center;">Conversational Reading – 3 S strategy</p> <ul style="list-style-type: none"> ■ See – point to, name pictures, run a finger under the words ■ Show – Give directions such as “Touch the baby’s blanket,” or “Show me who’s jumping” ■ Say – As you read, ask questions, accept any verbal response  <p style="text-align: right;">17</p> </div>	
WEDNESDAY	<p>Strand; Reading</p> <p>Sub-Strand; Comprehension</p> <p>Select a passage from the English Reading Textbook for the Learners to read.</p> <p>Discuss the meaning of keywords or vocabularies in the selected passage with the Learners.</p>	<ol style="list-style-type: none"> Engage Learners in reading silently the selected passage for 10 minutes. Assist Learners to read closely for interpretations. Discuss how to identify main ideas in texts. Learners brainstorm to identify the main ideas in the reading text. <p>What is Close Reading?</p> <p>Close reading is a strategy for making meaning of complex texts through four critical phases of understanding: literal, analytical, conceptual, and evaluative. All of these phases serve in supporting students’ discovery of the text’s implicit messages, overall significance, and mastery of the CCSS Reading Anchor standards.</p> <p>Significance of Close Reading;</p> <p>A significant body of research links the close reading of complex text – whether the student is a struggling reader or advanced – to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.³ When close reading is a routine practice in elementary, middle, and high school, students build the skills and stamina they need to confidently and successfully meet the literacy demands of college</p>	Learners brainstorm to answer comprehension questions about the passage read.

Review Learners knowledge on the previous lesson.

1. Assist Learners to use if- clauses to construct conditional sentences type 2 to indicate an unlikely condition and its probable result.
2. Learners brainstorm to identify examples of conditional sentences.
3. Discuss with Learners on how to analyze given conditional sentences (type 2) into main clause and subordinate clauses (if- clauses).
4. Learners in small groups to discuss about the difference between main clause and subordinate clause.

Difference between main clause and subordinate clause;

Main clause and subordinate clause are the two main categories of clauses. A main clause can convey a complete meaning; thus, it can stand alone as an independent sentence. However, a subordinate clause always depends on the main clause as it cannot convey a complete thought. This is the basic difference between main clause and subordinate clause.

Main Clause vs Subordinate Clause		
	More Information Online	WWW.DIFFERENCEBETWEEN.COM
	Main Clause	Subordinate Clause
DEFINITION	A group of words that contain a subject and a predicate and can stand alone as an independent sentence.	A group of words that contain a subject and a predicate, which cannot stand alone as an independent sentence.
COMPLETE THOUGHT	Main clause expresses a complete thought.	Subordinate clause cannot express a complete thought.
INDEPENDENT SENTENCE	Main clause can function as an independent sentence.	Subordinate cannot function as an independent sentence.
BEGINNING	Main clause doesn't begin with a subordinate conjunction or a relative pronoun.	Subordinate clause begins with a subordinate conjunction or a relative pronoun.

Through questions and answers, conclude the lesson.

Examples of Conditional Sentences



- **If** you do not win scholarship, your father will be very sad.
- **If** I have enough strawberries, I will bake a strawberry cake for you.
- **If** you don't brush your teeth regularly, your teeth decays.
- **If** you make a cake, you firstly break eggs.
- **If** you throw salt to the water, it boils later.
- **If** I were you, I would want to be a doctor.
- **If** I understood what the teacher said, I could tell you.
- **If** she had found his phone number, she might have called him for the party.
- **If** I could have spoken english very well, I would have talked to the tourists in Paris.
- **If** she had gone on a picnic, she would have had a lot of fun.

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FRIDAY

Strand; Literature

Sub-Strand; narrative, drama and poetry.

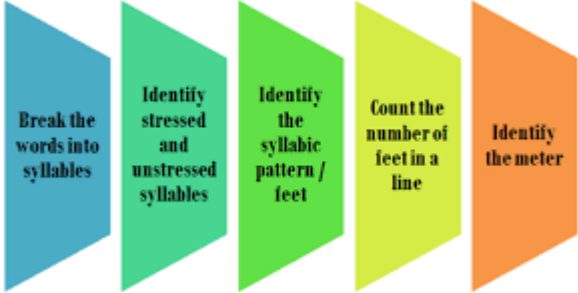
Select a poem from the Cockcrow or any novel for the Learners to recite.

1. Assist Learners to identify and explain keywords or vocabularies used in the poem.
2. In turns, Learners brainstorm to recite the selected Poem.
3. Assist Learners to identify the type of poem is the selected poem.

How to analyse a poem

1. Read the poem aloud.
2. Unpack what the poem is about.
3. Pay attention to the rhythm.

Engage Learners to answer questions on the poem read.

		<p>4. Look for enjambment.</p> <p>5. Look for techniques.</p> <p>6. Consider the poetic form.</p>  <p>The diagram consists of five chevron-shaped boxes pointing to the right, arranged in a horizontal sequence. Each box contains a step in the poetic analysis process:</p> <ul style="list-style-type: none"> Blue chevron: Break the words into syllables Teal chevron: Identify stressed and unstressed syllables Light green chevron: Identify the syllabic pattern / feet Yellow chevron: Count the number of feet in a line Orange chevron: Identify the meter 	
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Name of Teacher:

School:

District: