

EaD Comprehensive Lesson Plans



or



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<https://TrendingGhana.net>

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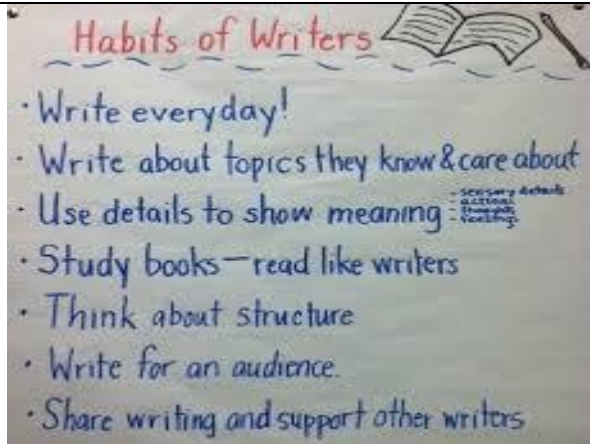
BASIC 8

WEEKLY LESSON PLAN – WEEK 6

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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 B8.3.1.5: Demonstrate mastery of the use of active and passive voice 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) | B8.2.1.2.5. Generate simple themes from a text and apply to different situations B8.3.1.5.1. Use passive sentences for a range of functions B8.4.2. 2.3. Write articles on given issues for publication in school magazines B8.5.1.1.2. Examine the features of different types of poems | | | | |
| Week Ending | 16-02-2024 | | | | |
| 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">• Ability to try new alternatives and different approaches• Develop and exhibit a sense of cultural identity | |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | | | PHASE 3: REFLECTION |
| MONDAY | Strand; Reading Sub-Strand; Comprehension Select a unit reader from the English Reading Textbook for the Learners to read. | <ol style="list-style-type: none">1. A model reader to read to the class a passage from the English Reading Textbook.2. Learners brainstorm to read the passage silently for 10 minutes.3. Assist Learners to read the selected text closely for interpretation.4. Learner in small groups to discuss on the main ideas in the passage. | | | Learners brainstorm to answer comprehension questions. |

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| | | Comprehension skills; 1 - Ability to Identify the Main Idea & Key Details. 2 - Ability to Sequence a Passage into an Ordinal Series. 3 - Ability to Answer Direct Recall Questions. 4 - Ability to Make Inferences and/or Predictions. 5 - Identify Unfamiliar Vocabulary. | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEDNESDAY | Strand; Grammar Usage Sub-Strand; Grammar Discuss the difference between active and Passive sentences. | <ol style="list-style-type: none">1. Assist Learners to describe a process using passive sentences.2. Discuss with Learners on how to use passive form to talk or write about past actions without showing the agent.3. Learners brainstorm to form sentences using passive forms. Passive Voice Structure Examples Here are examples of some of the most common tenses used in the passive voice: <table><tr><td><i>Active Voice</i></td><td><i>Passive Voice</i></td><td><i>Verb Tense</i></td></tr><tr><td>They make Fords in Cologne.</td><td>Fords are made in Cologne.</td><td><u>Present Simple</u></td></tr><tr><td>Susan is cooking dinner.</td><td>Dinner is being cooked by Susan</td><td><u>Present Continuous</u></td></tr><tr><td>James Joyce wrote "Dubliners".</td><td>"Dubliners" was written by James Joyce.</td><td>Past Simple</td></tr><tr><td>They were painting the house when I arrived.</td><td>The house was being painted when I arrived.</td><td>Past Continuous</td></tr><tr><td>They have produced over 20 models in the past two years.</td><td>Over 20 models have been produced in the past two years.</td><td><u>Present Perfect</u></td></tr><tr><td>They are going to build a new factory in Portland.</td><td>A new factory is going to be built in Portland.</td><td>Future Intention with Going to</td></tr><tr><td>I will finish it</td><td>It will be finished</td><td><u>Future Simple</u></td></tr></table> | <i>Active Voice</i> | <i>Passive Voice</i> | <i>Verb Tense</i> | They make Fords in Cologne. | Fords are made in Cologne. | <u>Present Simple</u> | Susan is cooking dinner. | Dinner is being cooked by Susan | <u>Present Continuous</u> | James Joyce wrote "Dubliners". | "Dubliners" was written by James Joyce. | Past Simple | They were painting the house when I arrived. | The house was being painted when I arrived. | Past Continuous | They have produced over 20 models in the past two years. | Over 20 models have been produced in the past two years. | <u>Present Perfect</u> | They are going to build a new factory in Portland. | A new factory is going to be built in Portland. | Future Intention with Going to | I will finish it | It will be finished | <u>Future Simple</u> | Through questions and answers, conclude the lesson. |
| <i>Active Voice</i> | <i>Passive Voice</i> | <i>Verb Tense</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
| They make Fords in Cologne. | Fords are made in Cologne. | <u>Present Simple</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Susan is cooking dinner. | Dinner is being cooked by Susan | <u>Present Continuous</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| James Joyce wrote "Dubliners". | "Dubliners" was written by James Joyce. | Past Simple | | | | | | | | | | | | | | | | | | | | | | | | | |
| They were painting the house when I arrived. | The house was being painted when I arrived. | Past Continuous | | | | | | | | | | | | | | | | | | | | | | | | | |
| They have produced over 20 models in the past two years. | Over 20 models have been produced in the past two years. | <u>Present Perfect</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| They are going to build a new factory in Portland. | A new factory is going to be built in Portland. | Future Intention with Going to | | | | | | | | | | | | | | | | | | | | | | | | | |
| I will finish it | It will be finished | <u>Future Simple</u> | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | tomorrow. tomorrow. | |
| THURSDAY | <p>Strand; Writing</p> <p>Sub-Strand; Production and Distribution of Writing</p> <p>Review Learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Discuss the features of article writing with the Learners. 2. Assist Learners to identify the topic, purpose, and audience for article writing. 3. Learners in small groups to discuss and generate ideas about more challenging topics and identify those most appropriate for the purpose <p>Characteristics of a feature article</p> <ul style="list-style-type: none"> • Explore a topic or issue of current importance. • Follows narratorial conventions (i.e. There is a plot, complication, and conclusion) • Written in short paragraphs. • Combine facts and opinions. • Provide a perspective or angle about the topic or issue. • Includes catchy features | Individual Learners brainstorm to write an article on giving topic or theme. |
| FRIDAY | <p>Strand; Literature</p> <p>Sub-Strand; Narrative, Drama and Poetry</p> <p>Select a poem from the Cockcrow or any novel for the Learners to recite.</p> | <ol style="list-style-type: none"> 1. Learners brainstorm to identify the type of poem the selected poem is. 2. Assist Learners to compose different types of Poems. 3. Assist Learners to perform actions in a Poem. <p>How to write a poem</p> <ol style="list-style-type: none"> 1. Decide what you want to write about. Unless you've been assigned to write a poem about a specific topic, the first step in writing a poem is determining a topic to write about. 2. Determine the best format for your topic. 3. Explore words, rhymes, and rhythm. 4. Write the poem. 5. Edit what you've written. | Reflect on how to compose a poem. |

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| | |  <p><u>Habits of Writers</u></p> <ul style="list-style-type: none">• Write everyday!• Write about topics they know & care about• Use details to show meaning<ul style="list-style-type: none">- sensory details- action- thought- feeling• Study books—read like writers• Think about structure• Write for an audience.• Share writing and support other writers | |
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Name of Teacher:

School:

District: