

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 8

WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none">Language & UsageComposition WritingLiterature		Sub-Strand:	<ul style="list-style-type: none">Integrating grammar inwritten language (use of nouns, pronouns and adjectives)Structure and organize ideas in composition writingProverbs, idioms, prose, drama, poetry	
Content Standard:	B8.4.2.1 Demonstrate knowledge and understanding of verbs, adverb, conjunction (Language & Usage) B8.5.1.1 Demonstrate knowledge and understanding of the ability to write meaningful compositions on the various text types (persuasive/argumentative writing, informative/academic/expository and letter writing).(Composition Writing) B8.6.1.2 Demonstrate knowledge and understanding on the writer’s use of language n a prose, poetry and drama textis.(Literature)				
Indicator (s)	B8.4.2.1.2 Identify and use adverbs appropriately in sentences.(Language & Usage) B8.5.1.1.1 Develop coherent essay using the features of given text types (Composition Writing) B8.6.1.2.1 Discuss how writers use language to create effect in prose, poetry and drama.(Literature)				
Week Ending	16-02-2024				
Class	B.S 8	Class Size:		Duration:	
Subject	Ghanaian Language				
Reference	Ghanaian 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">Communication and CollaborationCultural Identity	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
TUESDAY	Strand: Language & Usage Sub-Strand: Integrating grammar in written language (use of nouns, pronouns and adjectives) Review Learners knowledge on adverbs.	1. Learners brainstorm to identify adverbs in sentences. 2. Demonstrate on constructing compound sentences using adverbs. 3. Assist Learners to construct compound sentences using adverbs. Examples of Conjunctive adverbs The conjunctive adverbs in the following examples are in bold for easy identification. 1. Jeremy kept talking in class; <i>therefore</i> , he got in			Through questions and answers, conclude the lesson.

		<p>trouble.</p> <ol style="list-style-type: none"> 2. She went into the store; however, she didn't find anything she wanted to buy. 3. I like you a lot; in fact, I think we should be best friends. 4. Your dog got into my yard; in addition, he dug up my petunias. 5. You're my friend; nonetheless, I feel like you're taking advantage of me. 6. My car payments are high; on the other hand, I really enjoy driving such a nice vehicle. 	
THURSDAY	<p>Strand: Composition Writing</p> <p>Sub-Strand: Structure and organize ideas in composition writing</p> <p>Discuss the meaning of argumentative writing with the Learners.</p>	<ol style="list-style-type: none"> 1. Assist Learners to differentiate between Persuasive and Argumentative writing. 2. Discuss with Learners about the features of Argumentative Writing. 3. Assist Learners to write compositions on a topic on Argumentative writing. <ul style="list-style-type: none"> ○ Argument and persuasion are two different concepts. An argumentative essay is a piece of writing that attempts to convince the readers that the author's idea is true. This is a genre of writing that is used to defend or prove a point. A writer should do a thorough research; gather accurate facts and figures before writing an argumentative essay. This is more like a debate written on paper. While writing an argumentative essay, a writer should be aware of both pros and cons of the argument, and should try to discredit the opposing view by using evidence. ○ A persuasive essay is a piece of writing that 	Reflect on the feature of Argumentative writing.

attempts to convince the readers to agree with author's ideas. In this type of essay, the writer can use his own ideas, opinions and evoke the emotions in the reader in order to convince them to agree to his opinion. A writer of a persuasive essay needs to do research, gather evidence, but a clever writer can create a successful essay without knowing much. This is because; a persuasive writing appeals more to readers' emotions rather than minds. In persuasive writing, the writer should have certain awareness about the audience. For example, opinions and ideas that could appeal to teenagers may not have the same effect on adults. First person narration and second person narration (***Example: In my opinion, I believe, etc.***) are commonly used as the writer is addressing the audience directly.

- Looking at the purpose of both essays, argumentative essay attempts to convince the readers to accept the writer's idea as true by using statistics, facts and figures, etc. Whereas persuasive essay attempts to convince the readers to agree with the writer, by using emotions, personal ideas, etc.
- In addition, when it comes to audience, for persuasive essay, the writer needs an intended audience to address his request or need to. Who can give him what he wants? but for argumentative essay, the writer doesn't need an intended audience. The writer is satisfied with simply "putting the truth out there."
- Also, argumentative essay acknowledges opposing views, and needs a thorough research before starting while persuasive essay may not

		<p>acknowledge opposing views and can be written without doing much research.</p> <p>○ Although both types of essays are not just descriptive, but prescriptive. On some level they both have a call to action. They both answer objections. They are both essays and follow a pretty typical structure in that regard.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Proverbs, idioms, prose, drama, poetry</p> <p>Learners brainstorm to identify the features of Prose.</p>	<ol style="list-style-type: none">1. Discuss with Learners on how writers use language to create character in prose.2. Learners brainstorm to identify examples of Literary devices.3. Assist Learners to explain the ways writers use language to create settings for different effects in prose <p>The most common literary devices are:</p> <ul style="list-style-type: none">• Simile.• Metaphor.• Imagery.• Symbolism.• Flashbacks.• Foreshadowing.• Motif.• Allegory.	<p>Through questions and answers, conclude the lesson.</p>

Name of Teacher:

School:

District: