

EaD Comprehensive Lesson Plans

Strand:	<ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Grammar Usage• Writing	Sub-Strand:	<ul style="list-style-type: none">• Listening Comprehension• Comprehension• Punctuation and Capitalization• Text Types and Purposes
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or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

BASIC 9

WEEKLY LESSON PLAN – WEEK 7

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) B9.4.2. 2:Apply writing skills to specific life situations(Writing)				
Indicator (s)	B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others’ ideas and expressing their own clearly and persuasively (Oral language) B9.2.1.2.7. Interpret use of words/ phases (figurative, symbolic, sensory) in complex texts (Reading) B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context (Grammar Usage) B9.4.2. 2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences(Writing)				
Week Ending	23-02-2024				
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:	<ul style="list-style-type: none"> • Personal development and Leadership • Communication and collaboration 	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION

MONDAY	<p>Strand: Oral Language</p> <p>Sub-Strand: Listening Comprehension</p> <p>Select a model reader to read an argumentative text from the reading textbook to the class.</p>	<ol style="list-style-type: none"> 1. Learners to listen to the argumentative text and brainstorm to identify the key issues in the text. 2. Learners in small groups to discuss and share opinions on the argumentative text. 3. Engage Learners in conferences to discuss ideas noted from the text. <p>Suggestions for Developing Argumentative Essays</p> <p>1. Select an arguable topic, preferably one which interests, puzzles, or appeals to you.</p> <p>Make sure your topic is neither too broad--something which warrants a dissertation--nor too limited. Decide what your goals are for the paper. What is your purpose? What opinion, view, or idea do you want to prove? Try to articulate your purpose clearly before you begin writing. If you cannot state your purpose clearly, try to freewrite about your topic.</p> <p>2. Take a position on your topic, and form a thesis statement.</p> <p>Your thesis must be arguable; it must assert or deny something about your topic. To be arguable, a thesis must have some probability of being true. It should not, however, be generally accepted as true; it must be a statement with which people may disagree. Keep in mind that a thesis contains both an observation and an opinion:</p> <div data-bbox="752 916 1691 1008" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p>observation + opinion (the "why") = thesis</p> </div> <p>A good way to test the strength of your thesis is to see if it yields a strong antithesis.</p> <p>Common thesis pitfalls:</p> <ul style="list-style-type: none"> • A thesis expressed as a fragment. • A thesis which is too broad. • A thesis worded as a question. (Usually the answer to the question yields the thesis) • A thesis which includes extraneous information. 	<p>Individual Learners brainstorm to express their own ideas clearly and persuasively</p>
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- A thesis which begins with I think or in my opinion.
- A thesis which deals with a stale or trite issue.
- A thesis which contains words which lead to faulty generalizations (all, none, always, only, everyone, etc.)

Thesis writing tips:

- A thesis evolves as you work with your topic. Brainstorm, research, talk, and think about your topic before settling on a thesis. If you are having trouble formulating a thesis, begin freewriting about your topic. Your freewrite may suggest a workable thesis.
- During the writing process, consider your thesis a working thesis and be willing to modify and re-focus it as you draft and revise your paper.
- Copy your working thesis on an index card and keep it in front of you as you research and write. Having your thesis in plain view may help focus your writing.

3. Consider your audience.

Plan your paper with a specific audience in mind. Who are your readers? Are they a definable group--disinterested observers, opponents of your point of view, etc.? Perhaps you are writing to your classmates. Ask your professor or GSI who you should consider your target audience. If you are not certain of your audience, direct your argument to a general audience.

4. Present clear and convincing evidence.

Strong essays consist of reasons supported by evidence. Reasons can be thought of as the main points supporting your claim or thesis. Often they are the answers to the question, "Why do you make that claim?" An easy way to think of reasons is to see them as "because phrases." In order to validate your reasons and make your argument successful, support your reasons with ample evidence.

The St. Martin's Guide to Writing (Axelrod & Cooper, 2nd ed., New York: St. Martin's Press, 1988) lists the following forms of evidence:

- facts
- statistics
- authorities
- anecdotes
- scenarios
- cases
- textual evidence

5. Draft your essay.

As is the case with any piece of writing, you should take your argumentative essay through multiple drafts. When writing and revising your drafts, make sure you:

- provide ample evidence, presented logically and fairly
- deal with the opposing point of view
- pay particular attention to the organization of your essay. Make sure its structure suits your topic and audience
- address and correct any fallacies of logic
- include proper transitions to allow your reader to follow your argument

6. Edit your draft.

After you have written a developed draft, take off your writer's hat and put on your reader's hat. Evaluate your essay carefully and critically. Exchange a draft of your essay with classmates to get their feedback. Carefully revise your draft based on your assessment of it and suggestions from your peers.

TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Discuss with the Learners about the meaning of “Figurative Language”.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners about the types of figurative languages. 2. Select a reading text from the English textbook for the Learners to read silently for 10 minutes. 3. Assist Learners to interpret text in simple sentences. 4. Learners brainstorm to identify figurative languages used in the reading text. <div data-bbox="748 308 1697 671"> <p>What is figurative language?</p> <p>Figurative language is the use of descriptive words, phrases and sentences to convey a message that means something without directly saying it. Its creative wording is used to build imagery to deepen the audience's understanding and help provide power to words by using different emotional, visual and sensory connections.</p> <p>Figurative language is used to:</p> </div> <div data-bbox="797 671 1697 963"> <ul style="list-style-type: none"> • Compare two unlike ideas to increase understanding of one • Describe ideas sometimes difficult to understand • Show a deeper emotion or connection • Influence the audience • Help make connections • Make descriptions easier to visualize • Elicit an emotion </div> <div data-bbox="748 963 1697 1256"> <p>Types of figurative language with examples</p> <p>Figurative language is used in literature like poetry, drama, prose and even speeches. Figures of speech are literary devices that are also used throughout our society and help relay important ideas in a meaningful way. Here are 10 common figures of speech and some examples of the same figurative language in use:</p> </div> <div data-bbox="797 1256 1697 1361"> <ol style="list-style-type: none"> 1. Simile 2. Metaphor 3. Personification </div>	<p>Learners brainstorm to answer comprehension questions after reading the text.</p>
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THURSDAY	<p>Strand: Grammar</p> <p>Sub-Strand: Punctuation and Capitalization</p> <p>Demonstrate on forming sentences with slash.</p>	<ul style="list-style-type: none"> 1. Discuss with the Learners about the difference between forward slash and backwards slash. 2. Learners brainstorm to form sentences with forward and backwards slash. 3. Assist learners to explain the meaning of sentences involving slash. <p>Slash</p> <p>Also known as the virgule, and sometimes called the forward slash or slant bar (mainly by computer users), the slash does not have a large role in formal and academic writing;</p> <p>The slash can be used:</p> <ul style="list-style-type: none"> o to avoid gender choice problems [e.g. he/she; him/her; his/her] o to represent per [e.g. \$48/hr; speed is limited to 110 km/h] o as shorthand for and [e.g. There is the option to enrol in a joint degree such as BA/BSc] o to indicate or: where you can make a choice between the words the slash is separating [e.g. use the yes/no option to indicate preference] o Poetry: the slash, with one space either side, indicates a line break in quoted poetry [e.g. ‘Yesterday, upon the stair, / I met a man who wasn’t there / He wasn’t there again today / I wish, I wish he’d go away... ’] NB. for readability purposes, use with a maximum of four lines only o to mean the same thing as the Latin cum, meaning ‘with’ [e.g. ‘engineer cum operations manager’ can be written as ‘engineer/operations manager’]. NB. 	Through questions and answers, conclude the lesson.

		<p>The use of cum (or /) doesn't just mean the engineer does two jobs rather, it implies the engineer was hired for one role and took-on the responsibilities of the second</p> <p>o some abbreviations are formed with the slash [e.g. c/o (care of); N/A (not applicable); w/ (with); w/o (without); b/c (because); *w/c (week commencing); *w/e (week ending) *Not commonly used] o in fractions (to separate the numerator from the denominator) [e.g. 2/3]</p>	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand: Text Types and Purposes</p> <p>Assist Learners to design flyers and posters to convey a message.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners about how to design an invitation card 2. Learners brainstorm to identify the benefits of using flyers, invitation cards and posters. 3. Assist Learners to describe the features of an invitation card. <p>Formal invitation Components</p> <p>Name of host</p> <p>Invitational (requests the pleasure of your company, cordially invites you to)</p> <p>Event type/name/purpose (e.g., luncheon, dinner, reception, lecture)</p> <p>Date</p> <p>Hour</p> <p>Place</p> <p>Reply instructions (e.g., reply card or phone number)</p> <p>Disabled instructions (e.g., fax or email)</p> <p>Attire instructions (e.g., casual, business, formal)</p> <p>Directions</p>	<p>Reflect on the importance of using flyers, invitation cards and Posters.</p>

Name of Teacher:

School:

District:

