

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 8

Strand:	<ul style="list-style-type: none">Oral language (listening and speaking)ReadingWritingLiterature			Sub-Strand:	<ul style="list-style-type: none">Listening ComprehensionComprehensionText Types and PurposesNarrative, Drama and Poetry		
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) B9.4.2. 2:Apply writing skills to specific life situations(Writing) B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning(Literature)						
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) B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context (Reading) B9.4.2. 2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences(Writing) B9.5.1.1.5. Use literary devices (imagery) in texts (Literature)						
Week Ending	01-03-2024						
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">Communication and PresentationAbility to find and utilize digital content	
DAY/DATE	PHASE 1 : STARTER		PHASE 2: MAIN			PHASE 3: REFLECTION	

MONDAY	<p>Strand: Oral Language</p> <p>Sub-Strand: Listening Comprehension</p> <p>Play recorded news for the Learners to listen attentively.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the key issues in the news. 2. Learners brainstorm to share their ideas and opinions on the information conveyed in the news. 3. Organize a debate competition among small groups of Learners about the information in the news. <p>Identify key issues</p> <p>Identifying the major issues and their causes is vital to proposing appropriate solutions later.</p> <p>From your annotation and note-taking you should have an understanding of what the problems are.</p> <p>Summarize or list the issues in your own words</p> <p>Make sure you:</p> <ul style="list-style-type: none"> • sort the major problems from the minor problems • identify evidence from the case which relates to each of the problems • identify underlying causes of the problems. <p>A useful strategy to start with is to represent the problems and their relationships as a mind map.</p>	<p>Through questions and answers, conclude the lesson.</p>
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Engage Learners in spelling and dictation of</p>	<ol style="list-style-type: none"> 1. Select a reading text from the reading textbook for the Learners to read. 2. Assist Learners to identify the use of different registers for the text. 3. Learners brainstorm to read text silently for 10 minutes. 	<p>Learners brainstorm to answer comprehension questions.</p>

	<p>keywords or vocabularies.</p>	<p>The main registers in English</p> <p>Register in linguistics is divided into six levels describing different types of register or formality definitions in writing and speaking.</p> <p>The main registers in English are high formal, formal, neutral, informal, vulgar, and static.</p> <p>These are also sometimes called address registers because we use them to address people in different situations in life as a speaker or writer.</p> <p>They work to increase the variety of a language as well as the appropriateness of writing and speaking.</p> <p>The term register also defines the differences between when, why, and how we use formal or informal language in our day-to-day life.</p> <p>Writers adapt their language to suit the purpose and their audience. A writer can use a high register (formal) or low register (informal) language, depending on the situation.</p> <p>The choice of register affects the tone of the writing and how the reader perceives it.</p> <p>Examples of high register language might include academic papers, legal documents, and business reports.</p> <p>Low register language includes text messages, social media posts, and casual emails to friends.</p>	
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THURSDAY	<p>Strand: Writing</p> <p>Sub-Strand: Text Types and Purposes</p> <p>Show Learners samples of Posters and flyers of different kinds.</p>	<ol style="list-style-type: none"> 1. Give Learners a theme or topic to design a poster or flyer about. 2. Assist Learners to design a poster, invitation card or flyer to portray a message. 3. Discuss with Learners about the importance of flyers and Posters. <p>Why you need to use flyers</p> <p>Flyers are an easy and effective way to tell people on the street about your services and products. They may have never seen your website, or may not be on social media. Even if they are online, they may take more notice of a flyer that is handed to them rather than scrolling through their news feed. Our attention spans are sadly getting shorter, so a flyer is a quick way of grabbing that potential customer's attention.</p> <p>You need to take time and plan your flyer. A professionally designed and printed flyer will make a much better first impression than a handwritten one, and first impressions really do matter. Using an online print design service will not only make the process effortless with its step by step guide and online checks, but it will also save you a lot of time.</p> <p>Choose the main points</p> <p>It's vital that you get your main points across, and that this</p>	<p>Reflect on the importance of flyers and Posters.</p>
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		<p>information is quick and easy to read. We are more likely to read a flyer when it features bold and large type, as opposed to small font. Keep to the main facts, keep it simple and always use your company logo.</p> <p>Always print in colour</p> <p>You cannot underestimate the importance of colour on your flyer. Always try to avoid printing in black and white unless your design requires. Try to limit your colour choice to two or three and that it makes the print easy to read. Using too many colours can appear messy and make the information more difficult to process.</p> <p>.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Narrative, Drama and Poetry</p> <p>Review Learners knowledge on the examples of literary devices.</p>	<ol style="list-style-type: none"> 1. Assist Learners to form sentences using literary devices. 2. Learners brainstorm to explain the meaning of literary devices as used in sentences. 3. Assist Learners to use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. <p>1. METAPHOR</p> <p>Metaphors, also known as direct comparisons, are one of the most common literary devices. A metaphor is a statement in which two objects, often unrelated, are</p>	Through questions and answers, conclude the lesson.

		<p>compared to each other.</p> <p>Example of metaphor: This tree is the god of the forest.</p> <p>Obviously, the tree is not a god—it is, in fact, a tree. However, by stating that the tree <i>is</i> the god, the reader is given the image of something strong, large, and immovable. Additionally, using “god” to describe the tree, rather than a word like “giant” or “gargantuan,” makes the tree feel like a spiritual center of the forest.</p> <p>Metaphors allow the writer to pack multiple descriptions and images into one short sentence. The metaphor has much more weight and value than a direct description. If the writer chose to describe the tree as “the large, spiritual center of the forest,” the reader won’t understand the full importance of the tree’s size and scope.</p> <p>2. SIMILE</p> <p>Similes, also known as indirect comparisons, are similar in construction to metaphors, but they imply a different meaning. Like metaphors, two unrelated objects are being compared to each other. Unlike a metaphor, the comparison relies on the words “like” or “as.”</p> <p>Example of simile: This tree is like the god of the forest. OR: This tree acts as the god of the forest.</p> <p><i>WHAT IS THE DIFFERENCE BETWEEN A SIMILE AND A METAPHOR?</i></p> <p>The obvious difference between these two common literary devices is that a simile uses “like” or “as,” whereas a metaphor never uses these comparison words.</p> <p>Additionally, in reference to the above examples, the insertion of “like” or “as” creates a degree of separation between both elements of the device. In a simile, the reader</p>	
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	<p>understands that, although the tree is certainly large, it isn't large enough to be a god; the tree's "godhood" is simply a description, not a relevant piece of information to the poem or story.</p> <p>Simply put, metaphors are better to use as a central device within the poem/story, encompassing the core of what you are trying to say. Similes are better as a supporting device.</p> <p>Does that mean metaphors are better than similes? Absolutely not. Consider Louise Gluck's poem "<u>The Past</u>." Gluck uses both a simile and a metaphor to describe the sound of the wind: it is like shadows moving, but is her mother's voice. Both devices are equally haunting, and ending the poem on the mother's voice tells us the central emotion of the poem.</p> <p>Learn more about the difference between similes and metaphors here:</p> <p><i>SIMILE AND METAPHOR WRITING EXERCISE: TENORS AND VEHICLES</i></p> <p>Most metaphors and similes have two parts: the tenor and the vehicle. The tenor refers to the subject being described, and the vehicle refers to the image that describes the tenor.</p> <p>So, in the metaphor "the tree is a god of the forest," the tenor is the tree and the vehicle is "god of the forest."</p> <p>To practice writing metaphors and similes, let's create some literary device lists. grab a sheet of paper and write down two lists. In the first list, write down "concept words"—words that cannot be physically touched. Love, hate, peace, war, happiness, and anger are all concepts because they can all be described but are not physical objects in themselves.</p> <p>In the second list, write down <i>only</i> concrete objects—trees, clouds, the moon, Jupiter, New York brownstones, uncut</p>	
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		<p>sapphires, etc.</p> <p>Your concepts are your tenors, and your concrete objects are your vehicles. Now, randomly draw a one between each tenor and each vehicle, then write an explanation for your metaphor/simile. You might write, say:</p> <p>“Peace, like an uncut sapphire, gleams with labor.”</p> <p>Have fun, write interesting literary devices, and try to incorporate them into a future poem or story!</p> <p>3. ANALOGY</p> <p>An analogy is an <i>argumentative</i> comparison: it compares two unlike things to advance an argument. Specifically, it argues that two things have equal weight, whether that weight be emotional, philosophical, or even literal. Because analogical literary devices operate on comparison, it can be considered a form of metaphor.</p> <p>For example:</p> <p>Making pasta is as easy as one, two, three.</p> <p>This analogy argues that making pasta and counting upwards are <i>equally</i> easy things. This format, “A is as B” or “A is to B”, is a common analogy structure.</p> <p>Another common structure for analogy literary devices is “A is to B as C is to D.” For example:</p> <p>Gordon Ramsay is to cooking as Meryl Streep is to acting.</p> <p>The above constructions work best in argumentative works. Lawyers and essayists will often use analogies. In other forms of creative writing, analogies aren’t as formulaic, but can still prove to be powerful literary devices. In fact, you probably know this one:</p> <p>“That which we call a rose / By any other name would smell</p>	
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		<p>as sweet” —<i>Romeo & Juliet</i> by William Shakespeare</p> <p>To put this into the modern language of an analogy, Shakespeare is saying “a rose with no name smells as a rose with a name does.” The name “rose” does not affect whether or not the flower smells good.</p> <p><i>ANALOGY WRITING EXERCISE</i></p> <p>Analogies are some of the most common literary devices, alongside similes and metaphors. Here’s an exercise for writing one yourself.</p> <p>On a blank sheet of paper: write down the first four nouns that come to mind. Try to use concrete, visual nouns. Then, write down a verb. If you struggle to come up with any of these, any old word generator on the internet will help.</p> <p>The only requirement is that two of your four nouns should be able to perform the verb. A dog can swim, for example, but it can’t fly an airplane.</p> <p>Your list might look like this:</p> <p>Verb: Fall Nouns: Rain, dirt, pavement, shadow</p> <p>An analogy you create from this list might be: “his shadow falls on the pavement how rain falls on the dirt in May.</p> <p>Your analogy might end up being silly or poetic, strange or evocative. But, by forcing yourself to make connections between seemingly disparate items, you’re using these literary devices to hone the skills of effective, interesting writing.</p> <p>4. IMAGERY</p> <p>Is imagery a literary device? Absolutely! Imagery can be both literal and figurative, and it relies on the interplay of</p>	
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		<p>language and sensation to create a sharper image in your brain.</p> <p>Imagery is what it sounds like—the use of figurative language to describe something.</p> <p>Imagery is what it sounds like—the use of figurative language to describe something. In fact, we’ve already seen imagery in action through the previous literary devices: by describing the tree as a “god”, the tree looks large and sturdy in the reader’s mind.</p> <p>However, imagery doesn’t <i>just</i> involve visual descriptions; the best writers use imagery to appeal to all five senses. By appealing to the reader’s sense of sight, sound, touch, taste, and smell, your writing will create a vibrant world for readers to live and breathe in.</p> <p>The best writers use imagery to appeal to all five senses. Let’s use imagery to describe that same tree. (I promise I can write about more than just trees, but it’s a very convenient image for these common literary devices, don’t you think?)</p> <p>Sight imagery: The tree spread its gigantic, sun-flecked shoulders.</p> <p>Sound imagery: The forest was hushed, resounding with echoes of the tree’s stoic silence.</p> <p>Touch imagery: The tree felt smooth as sandstone.</p> <p>Taste imagery: The tree’s leaves tasted bitter, like unroasted coffee beans.</p> <p>Smell imagery: As we approached the tree, the air around it smelled crisp and precise.</p>	
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School:

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