EaD Comprehensive Lesson Plans

Strand:	• Oral language (listening and speaking) • Reading • Grammar Usage • Writing	Sub-Strand:	• Conversation/everyday discourse • Comprehension • Grammar • Production and Distribution of Writing

BASIC 8

WEEKLY LESSON PLAN – WEEK 2

Content Standard:	B8.1.1.1: Demonstrate use of appropriate language orally in specific situations **(Oral Language)** B8.2.1.1: Demonstrate increasing confidence in independence in reading.**(Reading)** B8.3.1.1: Apply the knowledge of word classes and their functions in Communication (**Grammar)** B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing **(Writing)**
Indicator (s)	B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues.**(Oral Language)** B8.2.1.1.1. Use Monitoring and mental visualization to engage and understand non-fictional texts **(Reading)** B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences**(Grammar)** B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures).
Week Ending	20-09-2024

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:**	• Communication and collaboration • Personal development and leadership

DAY/DATE	**PHASE 1 : STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**

MONDAY	**Strand: Oral Language – Listening and speaking**	1. Learners brainstorm to differentiate between formal and informal language register.	Through questions and answers, conclude the lesson.
	Sub-Strand- Conversation/Everyday Discourse	2. Assist learners to identify examples of informal register.	
	Discuss the meaning of informal language register with the Learners.	3. Discuss the characteristics of informal register with the Learners.	
		4. Through Peer-to-peer conversations, Learners in pairs to converse using informal registers.	
		Informal Language Register;	
		Informal language is a style of speech and writing used when addressing someone we know or someone we would like to get to know. Informal language is used in conversations with friends, family, classmates and colleagues.	
		### difference between informal and formal register;	
		o Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments.	
		o Formal language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'. Informal language is more casual and spontaneous.	
		Example;	
		Informal: I'm so sorry to hear that! I hope your dog gets well soon! Have you taken him to the vet yet? If you need any help with that or with anything else, just let me know, okay?	
		Formal: This is bad news indeed. I was told that in such dire circumstances, a pet must be taken to a veterinary clinic. Would you consider doing this? Should you need assistance, do not hesitate to contact me	

TUESDAY	**Strand: Reading** **Sub-Strand- Comprehension.** Select a narrative text from the English Reading Textbook.	1. Discuss the meaning of keywords and vocabularies in the passage with the Learners. 2. Learners brainstorm to read text silently and create mental pictures to aid understanding of the text. 3. Individual Learners brainstorm to answer comprehension question about the text read. **Creating Mental Images** 1. Use background knowledge and make connections. Many of the books kids like to read are about other kids who experience many of the same issues. 2. Ask questions. Have your kids ask questions about what the author describes. 3. Use all the senses. 4. Draw a picture. 5. About this blog series. 	Reflect on the technique used to aid understanding of text
THURSDAY	**Strand: Grammar Usage** **Sub-Strand- Grammar** Learners brainstorm to explain compound nouns.	1. Assist Learners to identify examples of compound nouns. 2. Discuss with Learners the plural forms of compound nouns. 3. Learners in small groups to discuss and form sentences with plural forms of Compound nouns. 4. A Representative from each group to present to the	Through questions and answers, conclude the lesson.

class their discussions and read sentences formed.

Compound nouns

Words can be combined to form compound nouns. These are very common, and new combinations are invented almost daily. They normally have two parts. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question. Compound nouns often have a meaning that is different, or more specific, than the two separate words.

First part: type or purpose	Second part: what or who	Compound noun
police	man	policeman
boy	friend	boyfriend
water	tank	water tank
dining	table	dining-table

FRIDAY	**Strand: Writing**	1. Using a Poster bearing examples of logical connectors, explain logical connectors.	Individual Learners brainstorm to identify logical connectors in Paragraphs.
	Sub-Strand- Production and distribution Writing	2. Demonstrate creating Paragraphs with logical connectors.	
	Discuss with Learners the meaning of Cohesive Paragraphs.	3. Learners in small groups practice using logical connectors to create Paragraphs.	
		Logical connectors are used to join or connect two ideas that have a particular relationship.	
		These relationships can be: sequential (time), reason and purpose, adversative (opposition, contrast and/or unexpected result), condition.	

Name of Teacher: School: District: