

EaD Comprehensive Lesson Plans

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| Strand: | <ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Grammar Usage• Writing | Sub-Strand: | <ul style="list-style-type: none">• Conversation/everyday discourse• Comprehension• Grammar• Production and Distribution of Writing |
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or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

BASIC 8

WEEKLY LESSON PLAN – WEEK 3

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| 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) B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing (Grammar Usage) B8.4.1.1.2. Organise different parts (topic sentence, supporting details, including closing sentence) of a paragraph (Writing) | | | | |
| Week Ending | 27-09-2024 | | | | |
| 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: | <ul style="list-style-type: none"> • Communication and collaboration • Personal development and leadership | |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | | | PHASE 3: REFLECTION |

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| MONDAY | <p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Through questions and answers, review Learners knowledge on informal language register</p> | <ol style="list-style-type: none"> 1. Learners brainstorm to explain formal Language register in conversations. 2. Assist Learners to identify examples of formal Language registers used in everyday life conversations. 3. Through Peer-to-peer conversations, Learners are to use formal language register in conversing with peers. <p>Informal: <i>The improvements can't be introduced due to funding restrictions.</i></p> <p>Formal: <i>Improvements cannot be introduced due to funding restrictions.</i></p> <p>Informal: <i>I don't believe that the results are accurate.</i></p> <p>Formal: <i>The results are not believed to be accurate.</i></p> <p>Informal: <i>The research project won't continue next year.</i></p> <p>Formal: <i>The research project will not continue next year.</i></p> | <p>Summarize the lesson.</p> |
| TUESDAY | <p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Learners brainstorm to explain main ideas of a reading text.</p> | <ol style="list-style-type: none"> 1. Discuss with Learners on how to identify main ideas in a reading text. 2. Ask Learners to read a Unit reader in the English Reading textbook silently for 10 minutes. 3. Learners brainstorm to identify the main ideas in the reading text. 4. Give Learners texts to underline the main ideas. <p>Main ideas are often found:</p> <ol style="list-style-type: none"> 1. at the beginning of paragraphs. The first sentence often explains the subject being discussed in the | <p>Reflect on identifying main ideas in reading texts.</p> |

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| | | <p>passage.</p> <p>2. in the concluding sentences of a paragraph.</p> <p>How to Find the Main Idea</p> <ol style="list-style-type: none"> 1) Identify the Topic. 2) Summarize the Passage. 3) Look at the First and Last Sentences of the Passage. 4) Look for Repetition of Ideas. | |
| THURSDAY | <p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Review Learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Discuss the meaning of relative pronoun with the Learners. 2. Demonstrate forming sentences with relative pronouns related to human beings. 3. Assist Learners to form sentences with relative pronounce that are related to human beings. <p>A relative pronoun is a pronoun that marks a relative clause. It serves the purpose of conjoining modifying information about an antecedent referent. An example is the word which in the sentence "This is the house which Jack built."</p> <p>Examples of Relative Pronouns;</p> <p>who, whoever, whom, whomever, that, which, when, where, and whose.</p> | Through questions and answers, conclude the lesson. |
| FRIDAY | <p>Strand: Writing</p> <p>Sub-Strand- Production and Distribution Writing</p> <p>Assist Learners to form Paragraphs with more than 5 sentences.</p> | <ol style="list-style-type: none"> 1. Discuss the difference between minor and major supporting sentences. 2. Assist Learners to write sentences with time clauses showing topic sentences, minor and major supporting sentences. 3. Learners brainstorm to use time clause appropriately in sentences. <p>The supporting sentences of a paragraph develop the main</p> | Individual Learners are to write paragraphs of more than 5 sentences showing topic sentences, minor and major supporting sentences with time clauses. |

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| | | <p>idea you presented in the topic sentence. When writing supporting sentences, you should be giving <i>examples, reasons, or descriptions</i> to support your topic sentence.</p> <p>Supporting details are the evidence—such as <i>reasons, examples, facts, and steps</i>—that backs up main ideas. Those details help you understand main ideas.</p> <p>Minor supporting sentence explain the topic indirectly (by <i>supporting</i> a major <i>supporting sentence</i>).</p> <p>There are <i>two categories</i> of <i>supporting details</i>—major and minor. A major supporting detail provides essential information to help the reader understand the main idea. Whereas a major detail offers primary <i>support</i> of the main idea, a minor supporting detail offers more explanation of the <i>major detail</i>.</p> <p>A major sentence is a regular sentence; it has a subject and a predicate. A minor sentence is an irregular type of sentence. It does not contain a finite verb. This can also include sentences which do not contain verbs (e.g. <i>The more, the merrier.</i>)</p> | |
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Name of Teacher:

School:

District: