

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">• 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 4

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 Usage) B8.4.1.2: Create different paragraphs within a composition on a given topic(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) B8.2.1.1.2.Use prediction to assess and improve engagement and understanding of non-fiction texts(Reading) B8.3.1.1.2 Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing (Grammar Usage) B8.4.1.2.1. Record and use different techniques to capture the reader’s attention in introductory paragraphs(Writing)				
Week Ending	04-10-2024				
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	

<p>MONDAY</p>	<p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Select a unit reader from the English Reading Textbook involving conversations.</p>	<ol style="list-style-type: none"> 1. Select model reader to aloud the reading text to the class. 2. In pairs, Learners brainstorm to read their parts of the conversational reading. 3. Assist Learners to identify formal and informal sentences in the reading text. <p>Informal: The balloon was blown up for the experiment. Formal: The balloon was inflated for the experiment. Informal: The patient got over his illness. Formal: The patient recovered from his illness.</p> <table border="1" data-bbox="936 435 1532 772"> <thead> <tr> <th>Formal</th> <th>Informal</th> </tr> </thead> <tbody> <tr> <td>Full sentences ✓</td> <td>Short sentences ✓</td> </tr> <tr> <td>Correct grammar and vocabulary ✓</td> <td>Lack formal grammar and vocabulary ✓</td> </tr> <tr> <td>No contractions e.g. I would... ✓</td> <td>Contractions e.g. I'd... ✓</td> </tr> <tr> <td>No idioms ✓</td> <td>Idioms e.g. On point (good) ✓</td> </tr> <tr> <td>Passive voice ✓ e.g. The application form is complete.</td> <td>Active voice ✓ e.g. I completed the application form.</td> </tr> <tr> <td>No phrasal verbs e.g. To investigate ✓</td> <td>Phrasal verbs e.g. Look into ✓</td> </tr> <tr> <td>No abbreviations e.g. As soon as possible ✓</td> <td>Abbreviations e.g. ASAP ✓</td> </tr> <tr> <td>No exclamation marks ✓</td> <td>Exclamation marks ✓</td> </tr> <tr> <td>No imperatives. ✓ e.g. You may complete the form.</td> <td>Imperatives (start with a verb) ✓ e.g. Complete the form.</td> </tr> </tbody> </table>	Formal	Informal	Full sentences ✓	Short sentences ✓	Correct grammar and vocabulary ✓	Lack formal grammar and vocabulary ✓	No contractions e.g. I would... ✓	Contractions e.g. I'd... ✓	No idioms ✓	Idioms e.g. On point (good) ✓	Passive voice ✓ e.g. The application form is complete.	Active voice ✓ e.g. I completed the application form.	No phrasal verbs e.g. To investigate ✓	Phrasal verbs e.g. Look into ✓	No abbreviations e.g. As soon as possible ✓	Abbreviations e.g. ASAP ✓	No exclamation marks ✓	Exclamation marks ✓	No imperatives. ✓ e.g. You may complete the form.	Imperatives (start with a verb) ✓ e.g. Complete the form.	<p>Reflect on identifying formal and informal sentences in a reading text.</p>
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<p>TUESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Select a non-fiction text from the English Reading textbook for Leaners to read.</p>	<ol style="list-style-type: none"> 1. Engage Learners in silent reading for 10 minutes. 2. Assist Learners to use predictions and questioning to improve understanding of reading text. 3. Learners brainstorm to re-read or skim portions of the text to better understand or to recall facts about events <p>Strategies to Improve Reading Comprehension</p> <ol style="list-style-type: none"> 1. Have them read aloud. 2. Provide books at the right level. 3. Reread to build fluency. 4. Talk to the teacher. 5. Supplement their class reading. 6. Talk about what they're reading. 	<p>Through q and answers, conclude the lesson</p>																				



THURSDAY

Strand: Grammar Usage

Sub-Strand- Grammar

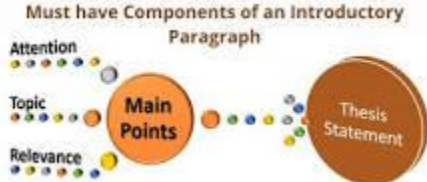
Review Learners knowledge on the previous lesson.1.

- ✚ Demonstrate forming sentences with relative pronouns related to non-human entities.
- ✚ Discuss examples of relative pronouns related to non-human entities.
- ✚ Learners brainstorm to form sentences with related pronouns.

Examples;

- ✚ The car **that** was stolen last month was found in a river.
- ✚ An elephant is an animal **that** lives in hot countries.
- ✚ Let's go to a country **where** the sun always shines.
- ✚ The house was built by a man, **whom** *many consider to be a great architect.*
- ✚ The plant **that is on the table** has died.
- ✚ The dog **whose** ball was in the pool was a golden retriever.
- ✚ The fog, **which** was quite dense, made it hard to drive.
- ✚ The milkshake, **which** was malted, was delicious.
- ✚ The candle **that** was on my table burned out.
- ✚ The computer **that** everyone wants to buy is expensive.

Through questions and answers, conclude the lesson.

FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and Distribution Writing</p> <p>Review Learners knowledge on Paragraph connectors.</p>	<ol style="list-style-type: none"> 1. Assist Learners to explain the meaning of Introductory Paragraph. 2. Learners brainstorm to write paragraphs using different techniques to capture the reader’s attention in introductory paragraphs. 3. Discuss with Learners on how to write introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type <p>Introductory Paragraph; The introductory paragraph, or opening paragraph, is the first paragraph of your essay. It introduces the main idea of your essay, captures the interest of your readers, and tells why your topic is important.</p>  <p>Components of an Introduction Paragraph</p> <ul style="list-style-type: none"> • Opening Statement or Question – Grabs the Attention. • The Topic Statement – Introduces the Topic. • Relevance sentence – Validates the Topic. • The Main Points – Outlines the Essay's body. • Thesis Statement – Gives the Purpose of the essay. 	<p>Summarize the lesson.</p>

		<p>The Basic Elements of an Introductory Paragraph</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <p>Topic Sentence(s) →</p> <p>Outline Sentence(s) →</p> <p>Thesis →</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>In its quest to reduce motor vehicle accidents and casualties, the British Columbia government has introduced stringent requirements for new drivers. While many applaud the new rules as a step toward reducing the carnage on our roads, many others argue that the new rules are unfair and unnecessary. By examining the transportation needs of young people, the issue of individual responsibility, the costs of driving education, and the accident rates for various age groups, we will see that these new driving regulations are indeed unwarranted and need to be modified.</p> </div> </div>	
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School:

District: