

EaD Comprehensive Lesson Plans



or



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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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BASIC 8

WEEKLY LESSON PLAN – WEEK 5

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)	B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topic under discussion (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					
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	

MONDAY	<p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Engage Learners in spellings and dictation.</p>	<ol style="list-style-type: none"> 1. Discuss the meaning of open-ended questions with the Learners. 2. Learners brainstorm to give examples of open-ended questions. 3. Assist Learners to form sentences with Open-ended questions. 4. Engage Learners in conversations using open-ended questions. <p>Open-ended Questions;</p> <p>An open-ended question is a question that cannot be answered with a "yes" or "no" response, or with a static response. Open-ended questions are phrased as a statement which requires a longer response. The response can be compared to information that is already known to the questioner</p> <p>Examples of open-ended questions include:</p> <ul style="list-style-type: none"> • Tell me about your relationship with your supervisor. • How do you see your future? • Tell me about the children in this photograph. • What is the purpose of government? • Why did you choose that answer? 	<p>Learners brainstorm to explain the importance of open ended questions in texts.</p>
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Discuss meaning of keywords and vocabularies in a reading text with the Learners.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to read silently for 10 minutes. 2. Assist Learners to answer comprehension questions about the passage read. 3. Discuss with Learners how to determine textual evidence from a text. 4. Assist Learners to identify examples of questions that helps to determine textual evidence from a reading text. <p>Textual evidence is verified text that has been collected from the original source or document that supports a thesis or an</p>	<p>Individual Learners brainstorm to answer comprehension questions about the passage read.</p>

		<p>argument, often appearing as a quotation or descriptive text.</p> <p>Examples of questions to help you determine evidence from the text</p> <ol style="list-style-type: none"> 1. What questions can you ask about the claims? 2. Which details in the text answer your questions? 3. What are the most important details in the paragraph? 4. What is each one's relationship to the claim? 5. How does the given detail reinforce the claim? 	
THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Learners brainstorm to identify examples of relative Pronouns.</p>	<ol style="list-style-type: none"> 1. Assist Learners to form sentences with relative pronouns. 2. Discuss with Learners on how to join independent clauses using relative pronouns. 3. Demonstrate joining independent clauses with relative pronouns. 4. Individual Learners practice joining independent clauses with relative pronouns. <p>An independent clause is a group of words that contains a subject and verb and expresses a complete thought.</p> <p>Independent Clause Examples</p> <ul style="list-style-type: none"> • I enjoy sitting by the fireplace and reading. • Waiting to have my car's oil changed is boring. • She wants to travel the world and see wonderful sights. • Our planets revolve around the sun. • The professor always comes to class fully prepared. • Hurricanes strengthen over warm waters. 	<p>Reflet on how to join independent clauses in sentences using relative pronouns.</p>

			
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and Distribution Writing</p> <p>Assist Learners to explain the meaning of time clause.</p>	<ol style="list-style-type: none"> 1. Discuss examples of time clauses with the Learners. 2. Individual Learners brainstorm to write sentences involving time clauses. 3. Assist Learners to identify time clauses in sentences. 4. Learners in small groups to discuss and report to the class them importance of time clauses in sentences. <p><i>Examples of time clauses in sentences;</i></p> <ul style="list-style-type: none"> ❖ <i>Let's cross the bridge when we come to it.</i> ❖ <i>When the cat's away, the mice will play.</i> ❖ <i>We'll keep on driving while there's still daylight.</i> ❖ <i>While she's away, I've got the run of her house.</i> ❖ <i>As soon as I was on board, I began to have second thoughts about leaving.</i> ❖ <i>The baby can cry as soon as he is born.</i> ❖ <i>After I had finished my homework, I went to bed.</i> ❖ <i>He will go home after he has finished his work.</i> ❖ <i>Don't count your chickens before they are hatched.</i> ❖ <i>Chew your food up thoroughly before you swallow it.</i> ❖ <i>Cook the lentils for 20 minutes until they swell and soften.</i> ❖ <i>We played cards to kill time until the bus came.</i> ❖ <i>Always lock your car whenever you leave it.</i> 	Summarize the lesson.

Name of Teacher:

School:

District: