

EaD Comprehensive Lesson Plans



or



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<https://www.TeachersAvenue.net>

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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<https://TrendingGhana.net>

BASIC 8

WEEKLY LESSON PLAN – WEEK 6

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) B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts (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) B8.2.1.1.3.Generate and answer questions to increase confidence and independent reading of non-fiction texts of various kinds (Reading) B8.3.1.1.3. Demonstrate command of adjectives in discourse (Grammar Usage) B8.4.2.1.1. Write reflective narratives using descriptive details, and well-structured event sequences.(Writing)				
Week Ending	18-10-2024				
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	

MONDAY	<p>Strand: Oral Language – Listening and speaking</p> <p>Sub-Strand- Conversation/Everyday Discourse</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Select a conversation reading passage in the English Reading Textbook for Learners to read. 2. Through Paired reading, Learners to read texts laying emphasis on open-ended questions in the text. 3. Learners brainstorm to form sentences with open-ended questions. <p>Open-Ended Questions to Ask During the Reading</p> <ul style="list-style-type: none"> • What time of day do you think it is in this story? • Why do you think it is that time of day? • What connections can you make to this setting? • What would you do if you went to this place? • Do you think you would enjoy being here? 	Through questions and answers, conclude the lesson.
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension</p> <p>Select a unit reader from the English Reading Textbook.</p>	<ol style="list-style-type: none"> 1. Discuss the meaning of keywords and vocabularies in the reading text with the Learners. 2. Assist Learners to read texts closely for meanings. 3. Ask Learners to explain sentences and paragraph as they read to build on their understanding of text. <p>“Reading for meaning” means students focus on discussing and understanding what they are reading, not just pronouncing the words correctly. Adults can help kids “read for meaning” by asking two main types of questions – literal and inferential.</p> <p>Close Reading: A reading strategy used to comprehend and analyze a text closely. Typically, students will read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.</p>	Individual Learners brainstorm to answer comprehension questions after reading.

THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Learners brainstorm to identify examples of Adjectives.</p>	<ol style="list-style-type: none"> 1. Assist Learners to form sentences with adjectives. 2. Discuss with Learners the descriptive role of adjectives in reading texts. 3. Learners brainstorm to use adjectives to provide vivid descriptions. <p>Examples of adjectives</p> <ul style="list-style-type: none"> • They live in a beautiful house. • Lisa is wearing a sleeveless shirt today. This soup is not edible. • She wore a beautiful dress. • He writes meaningless letters. • This shop is much nicer. • She wore a beautiful dress. • Ben is an adorable baby. • Linda's hair is gorgeous. <div data-bbox="936 667 1514 992"> <p>DESCRIPTIVE ADJECTIVES</p> <table> <tbody> <tr> <td>• Adorable</td><td>• Clumsy</td><td>• Enthusiastic</td><td>• Self-centered</td></tr> <tr> <td>• Adventurous</td><td>• Colorful</td><td>• Envious</td><td>• Short-haired</td></tr> <tr> <td>• Agreeable</td><td>• Comfortable</td><td>• Evil</td><td>• Short-tempered</td></tr> <tr> <td>• Alive</td><td>• Concerning</td><td>• Exciting</td><td>• Sure-footed</td></tr> <tr> <td>• Aloof</td><td>• Condemned</td><td>• Expensive</td><td>• Thick-skinned</td></tr> <tr> <td>• Amused</td><td>• Confusing</td><td>• Exuberant</td><td>• Thought-provoking</td></tr> <tr> <td>• Angry</td><td>• Cooperative</td><td>• Wide</td><td>• Tight-fisted</td></tr> <tr> <td>• Annoying</td><td>• Courageous</td><td>• Wild</td><td>• Well-known</td></tr> <tr> <td>• Anxious</td><td>• Creepy</td><td>• Witty</td><td>• Well-read</td></tr> </tbody> </table> </div>	• Adorable	• Clumsy	• Enthusiastic	• Self-centered	• Adventurous	• Colorful	• Envious	• Short-haired	• Agreeable	• Comfortable	• Evil	• Short-tempered	• Alive	• Concerning	• Exciting	• Sure-footed	• Aloof	• Condemned	• Expensive	• Thick-skinned	• Amused	• Confusing	• Exuberant	• Thought-provoking	• Angry	• Cooperative	• Wide	• Tight-fisted	• Annoying	• Courageous	• Wild	• Well-known	• Anxious	• Creepy	• Witty	• Well-read	<p>Reflect on the use of adjectives in sentences.</p>
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FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and Distribution Writing</p> <p>Discuss with Learners how to use language features in writing of narratives.</p>	<ol style="list-style-type: none"> 1. Assist Learners to write personal experiences or past events showing language features. 2. Ensure Learners describe and arrange events sequentially. 3. Individual Learners brainstorm to describe past events in a narrative writing. <p>Example;</p> <ul style="list-style-type: none"> • Write about an experience where you learned something about yourself. 	<p>Through questions and answers, conclude the lesson.</p>																																				

		<ul style="list-style-type: none">• Write about an achievement you are proud of. What did you accomplish, and how? <p>Since elementary school, I have always favoured subjects like science and math over the humanities. My instinct was always to think of these subjects as more solid and serious than classes like English. If there was no right answer, I thought, why bother? But recently I had an experience that taught me my academic interests are more flexible than I had thought: I took my first philosophy class.</p> <p>Before I entered the classroom, I was sceptical. I waited outside with the other students and wondered what exactly philosophy would involve—I really had no idea. I imagined something pretty abstract: long, stilted conversations pondering the meaning of life. But what I got was something quite different.</p> <p>A young man in jeans, Mr. Jones—“but you can call me Rob”—was far from the white-haired, buttoned-up old man I had half-expected. And rather than pulling us into pedantic arguments about obscure philosophical points, Rob engaged us on our level. To talk free will, we looked at our own choices. To talk ethics, we looked at dilemmas we had faced ourselves. By the end of class, I’d discovered that questions with no right answer can turn out to be the most interesting ones.</p> <p>The experience has taught me to look at things a little more “philosophically”—and not just because it was a philosophy class! I learned that if I let go of my preconceptions, I can actually get a lot out of subjects I was previously dismissive of. The class taught me—in more ways than one—to look at things with an open mind.</p>	
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School:

District: