

EaD Comprehensive Lesson Plans

Strand:	<ul style="list-style-type: none">• Language and Usage• Composition Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Integrating grammar in written language (use of nouns, pronouns and adjectives)• Structure and organize ideas in composition writing• Proverbs, idioms, prose, drama, poetry
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BASIC 8

WEEKLY LESSON PLAN – WEEK 3

Content Standard:	<p>B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives. (Language and Usage)</p> <p>B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types (persuasive/ argumentative writing, informative/ academic/ expository and letter writing). (Composition Writing)</p> <p>B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms. (Literature)</p>			
Indicator (s)	<p>B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them.(Language and Usage)</p> <p>B8.5.1.1.1 Develop coherent essays using the features of given text types. (Composition Writing)</p> <p>B8.6.1.1.1 Discuss the features of proverbs and idioms (Literature)</p>			
Week Ending	27-09-2024			
Class	B.S.8	Class Size:		Duration:
Subject	Ghanaian Language			
Reference	Ghanaian 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	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION

<p>MONDAY</p>	<p>Strand: Language & Usage Sub-strand: Integrating grammar in written language (use of nouns, pronouns and adjectives) Review Learners knowledge on the definition of Noun.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the types of Nouns. 2. Discuss with Learners the meanings of the types of Nouns. 3. Learners are to be assisted to give examples of each type of Noun. <p>What is a Noun?</p> <p>A noun is a word that generally functions as the name of a specific object or set of objects, such as living creatures, places, actions, qualities, states of existence, or ideas. Lexical categories are defined in terms of the ways in which their members combine with other kinds of expressions.</p> <p>Types of Nouns;</p> <ul style="list-style-type: none"> • Abstract Nouns. • Common Noun. • Collective Nouns. • Compound Nouns. • Possessive Nouns. • Proper Nouns. • Singular Nouns. • Plural Nouns. <p><u>Types of Nouns</u></p> <p>Nouns can be broadly classified into:</p> <ol style="list-style-type: none"> 1. <u>Proper Nouns:</u> Nouns that are used to name a person, place or thing specifically are called a proper noun. Proper nouns always begin with a capital letter. <p>Examples;</p> <ul style="list-style-type: none"> • My name is Rose. (Name of a particular person) • This is my dog, Bruno. (Name of a specific pet animal owned by someone) • David came back from Minsk. (Name of a specific place) 	<p>Learners brainstorm to form sentences with the examples of the types of Nouns.</p>
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- **Louis Philippe** is a famous brand of men's clothing.
(Name of a particular clothing brand)

2. **Common nouns:** Common nouns are those nouns that refer to a generic item, group or place. This means that, unlike proper nouns, they are not used to identify specific people, places or objects. Common nouns are not capitalised unless they appear at the beginning of a sentence.

Examples

- I bought a **pen** yesterday. (Common object)
- I am going to **school**. (Common place)
- Only ten **employees** showed up to work today.
(Common group)
- The **car** is out of **fuel**. (Common items)

3. **Singular nouns:** These are words that are used to name a single person, place, animal, bird or object.

Examples

- There is a little **boy** in front of our house. (Single person)
- That is my **daughter**. (Single person)
- I found a wounded **sparrow** in the bush. (Single bird)
- A red **van** has been following us for a long time.
(Single object)

4. **Plural nouns:** Plural nouns refer to a number of people, places, animals or things. Nouns are made plural by adding an 's' or 'es' or 'ies' or 'ves' to the existing root word. Nouns that end with an 's' remain the same. Some nouns remain the same in both their singular and plural forms, and some others have totally different spelling.

Examples:

- I need some **apples**.

- Did you find the **boxes** you were looking for?
- I bought **mangoes** from the market.
- We took photos of some **deer** on our way.

5. **Countable nouns** are those nouns that can be counted or measured.

Examples:

- Tom brought **ten packets of lays** for the trip.
(specific number – ten)
- Mom asked me to buy **a dozen eggs**. (specific – dozen means twelve)
- I saw **an aeroplane** around seven in the morning.
(specific – an means one)

6. **Uncountable nouns** are those nouns that cannot be counted. This category of nouns includes both concrete and abstract nouns.

Examples:

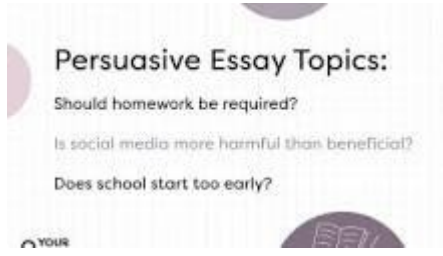
- I have **a lot of homework** to do. (Not specific)
- I have a **cup of tea**. (Cannot count)
- We are facing terrible **weather** today. (Cannot count)

7. **Collective Nouns:** A collective noun is a naming word that is used to denote a group of objects, animals or people.

Examples:

- Collective nouns for groups of animals
 - A **pride** of lions
 - A **flock** of sheep
 - A **swarm** of bees
 - A **herd** of elephants

		<ul style="list-style-type: none"> • Collective nouns for groups of people <ul style="list-style-type: none"> • A band of musicians • A board of directors • A crew of sailors • A company of actors • Collective nouns for a number of things/objects <ul style="list-style-type: none"> • A pair of shoes • A chain of mountains • A fleet of ships • A bunch of grapes <p>8. Concrete Nouns: A concrete noun refers to objects that are material and can be perceived by the human senses.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The book is on the table. • I had a cup of coffee. • Sharon opened the windows. • Hardy goes to school by bus. 	
THURSDAY	<p>Strand: Composition Writing Sub-strand: Structure and organize ideas in composition writing</p> <p>Discuss the meaning of persuasive/argumentative writing with the Learners.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify and explain the features of argumentative writing. 2. Discuss the procedure to follow to write argumentative writing with the Learners. 3. Demonstrate writing an argumentative essay. 4. Learners brainstorm to write argumentative essay. <p>Examples of Persuasive/Argumentative Essay topics;</p>	Inspect and comment on Learners argumentative essay.

		<ul style="list-style-type: none"> • What should the punishment for cheating be? • Should students be allowed to have phones at school? • What's the most interesting subject to learn? • Should homework be required? • Does your school handle bullying well? • Are dress codes a good idea for schools? • Is the school day too long? 	
FRIDAY	<p>Strand: Literature</p> <p>Sub-strand: Proverbs, idioms, prose, drama, poetry</p> <p>Learners brainstorm to explain the meaning of Proverbs.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners the features of Proverbs. 2. Tell Learners some examples of Proverbs and their meanings. 3. Assist Learners to give tell examples of proverbs and explain their meanings. 4. Discuss with Learners the moral significance of Proverbs. <p>Proverbs; A proverb is a simple and insightful, traditional saying that expresses a perceived truth based on common sense or experience. Proverbs are often metaphorical and use formulaic language.</p> <p>Examples of Proverbs;</p> <ul style="list-style-type: none"> • A Bad Workman Always Blames His Tools. • A Bird in the Hand is Worth Two in the Bush. • Absence Makes the Heart Grow Fonder. • A Cat Has Nine Lives. • A Chain is Only as Strong as Its Weakest Link. • Actions Speak Louder Than Words. • A Drowning Man Will Clutch at a Straw. 	<p>Reflect on the moral significance of Proverbs.</p>

PROVERBS

"A picture is worth a thousand words."

"A journey of a thousand miles begins with a single step."

"Laughter is the best medicine."

"Appearances can be deceptive."

"Every cloud has a silver lining."

"Honesty is the best policy."

"Actions speak louder than words."

"A friend in need is a friend indeed."

"Practice makes perfect."

Name of Teacher:

School:

District: