

EaD Comprehensive Lesson Plans



or



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Strand:	<ul style="list-style-type: none">• Literature• Reading• Grammar Usage• Writing	Sub-Strand:	<ul style="list-style-type: none">• Narrative, Drama and Poetry• Comprehension• Grammar• Production and Distribution of Writing
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BASIC 9

WEEKLY LESSON PLAN – WEEK 7

Content Standard:	B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature) B9.2.1.2: Read, comprehend, and analyze varieties of texts(Reading) B9.3.1.3: Demonstrate command of structural and functional use of sentences(Grammar Usage) B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts (Writing)				
Indicator (s)	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts (Literature) B9.2.1.2.1. Read given text, within a specific time, for specific information(Reading) B9.3.1.3.1. Identify and use subject and predicate in texts(Grammar Usage) B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood.(Writing)				
Week Ending	25-10-2024				
Class	B.S.9	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 Presentation. 	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION	
MONDAY	Strand: Literature Sub-Strand- Narrative, Drama and Poetry Learners brainstorm to explain a “Play Script”.	1. Discuss with the Learners about the features of a Play Script. 2. Write an example of a Play Script on the chalkboard for the Learners to read. 3. Assist Learners to identify monologues and dialogues in the Play script writing on the chalkboard. 4. Discuss with the Learners on how to create dialogue using appropriate punctuations.		Through questions and answers, conclude the lesson. Skills Acquisition; <ul style="list-style-type: none"> i. Brainstorming ii. Oral Skills iii. Listening Skills 	



features of a play script;

- Play scripts are formatted differently from other forms of writing like novels and short stories as it contains stage directions, a list of characters and dialogue.
- It is also divided into acts that are then divided into scenes. Each scene will have a description of the setting at the start and then the characters' dialogue.

iv. Reading Skills

TUESDAY

Strand: Reading

Sub-Strand- Comprehension.

Briefly explain the difference between skimming and scanning in reading.

1. Engage Learners in silence reading of a selected unit in the reading textbook.
2. Assist Learners to read within given time for specific information.
3. Learners brainstorm to answer simple questions on the reading text.
4. Discuss with the Learners on how to scan through a reading text for specific information.

Through questions and answers, conclude the lesson.

Skills Acquisition;

- i. Oral skills
- ii. Reading skills
- iii. Listening skills

		<p>What Is Scanning?</p> <p>Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look <i>only</i> for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.</p> <p>How to scan</p> <p>Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.</p> <p>The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.</p> <p>Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.</p> <p>Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material. Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name</p>	iv. Brainstorming
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your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Suppose you are looking for the time a train leaves from New York City for Washington, D.C. The key words to keep in mind are “from New York City” and “to Washington, D.C.” If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is “PX-710.”

When to scan

You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

Because you may be used to reading every word and may be uncomfortable leaving some words out, you need to give yourself permission to overlook some words by skimming, scanning, and skipping material according to your reading purpose. I give you permission to NOT read everything!

THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Review Learners knowledge on parts of a sentence.</p>	<ol style="list-style-type: none"> 1. Discuss the meaning of subjects and predicates with the Learners. 2. Learners brainstorm to identify subjects and predicates in sentences. 3. Assist Learners to distinguish between elements of a sentence. 4. Learners in small groups to discuss about the compositions of subjects and predicates of a sentence. <p>The Subject of a Sentence;</p> <p>The subject is the who or what of a sentence. It is the person, place, or thing that is doing an action. In other words, the subject is what the sentence is about.</p> <p>Let’s look at a few easy examples so we can better understand what a subject is.</p> <p>The subject is in bold in the following sentences:</p> <ul style="list-style-type: none"> • Maria loves dogs. • The boy climbed a tree. • The chicken crossed the road. <p>In each of these examples, we can ask who or what the sentence is about to find the subject.</p> <p>A <u>simple subject</u> is just the most basic <u>noun</u> or <u>pronoun</u> in the sentence. The examples above all feature simple subjects. There is no excess information.</p> <p>A complete subject includes any additional descriptors or modifiers to the subject. It includes all the words that are not part of the predicate.</p> <p>What do these look like in action? Let’s study an example.</p> <ul style="list-style-type: none"> • The little boy with a toothless grin fearlessly climbed the big, old oak tree. <p>The simple subject includes no extra information. If we trim all the fat,</p>	<p>Learners brainstorm form sentences and underline the subjects and predicates used in the sentence.</p> <p>Skills Acquisition;</p> <ol style="list-style-type: none"> i. Oral Skills ii. Listening Skills iii. Writing Skills
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		<p>we are left with “the boy.” Who climbed the tree? The boy.</p> <p>For the same example, the complete subject is “the little boy with a toothless grin.”</p> <p>The complete subject includes the extra details to tell us which boy we are talking about. Who climbed the tree? The little boy with a toothless grin.</p>	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and distribution Writing</p> <p>Discuss the meaning of “Mood” in Literature with the Learners.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify how to develop the mood of a story. 2. Learners brainstorm to write their own stories and use setting to build the mood of the story. 3. Assist Learners to proofread the writing stories to self-correct or peer-correct. <p>1: Use setting to build your story’s mood</p> <p>Setting is a core ingredient of mood in storytelling. Where your story is set and how each scene looks, smells and sounds builds a specific atmosphere.</p> <p>In Charles Dickens’ <i>Great Expectations</i>, for example, Dickens conveys a mood of despair and decay in how he describes the eccentric Miss Havisham’s home.</p> <p>Example of using setting in a story to build mood: Miss Havisham’s house in <i>Great Expectations</i></p> <p>We first encounter Havisham’s home as a rumour, when the narrator says:</p> <p>I had heard of Miss Havisham up town — everybody for miles round had heard of Miss Havisham up town — as an immensely rich and grim lady who lived in a large and dismal house barricaded against robbers, and who led a life of seclusion.</p>	<p>Through questions and answers, conclude the lesson.</p> <p>Skills Acquisition;</p> <ol style="list-style-type: none"> i. Writing Skills ii. Reading Skills iii. Brainstorming

Charles Dickens, *Great Expectations*, [available in full text here](#).

The description of a single 'grim' lady living in a 'large and dismal house barricaded against robbers' establishes the mood. It is a bleak, lonely place where Miss H's seclusion fosters paranoia.

Later on, when Pip first arrives at Miss Havisham's house, he describes it as 'of old brick, and dismal', saying it 'had a great many iron bars to it.' Pip continues:

Some of the windows had been walled up; of those that remained, all the lower were rustily barred [...] While we waited at the gate, I peeped [...] and saw that at the side of the house there was a large brewery. No brewing was going on in it, and none seemed to have gone on for a long long time.

Dickens steadily creates a dark mood of decay and disuse. It is almost haunted in atmosphere. This continues when Pip gets inside:

The first thing I noticed was, that the passages were all dark, and that she had left a candle burning there. She took it up, and we went through more passages and up a staircase, and still it was all dark, and only the candle lighted us.

By describing both the outside and interior of the house in terms of ghostly, shadowy abandonment, Dickens creates a gothic mood and atmosphere.

Dickens' description of Havisham's house is a good example of mood in literature and how you can use mood effectively in your own writing

2: Use effective mood words

What are 'mood words'? They're descriptive words such as adjectives and descriptive verbs that help establish atmosphere.

For example, compare the mood created by the nondescript word 'walk' versus the word 'tiptoe':

A **walking** character could be moving in countless ways.

A **tiptoeing** character immediately conjures the idea of stealth. It conveys a sense of sound – how loudly your character is walking. It also conveys your character’s mental state and the overarching mood of your setting (the hush of a house where everyone has gone to bed, for example).

Your character could tiptoe because:

They’re being cautious/considerate (e.g. they don’t want to wake a sleeping adult or child by treading loudly)

They’re being sneaky/fearful (they’re trying to leave without rousing the alarm of anyone who’d have good reason to stop them)

A good mood word casts a spell over an entire scene. A character starts to ‘tiptoe’ instead of ‘walk’ and suddenly the reader’s attention is laser-focused on each movement and sound description.

3. Make a mood word list

If you want to create a heightened sense of suspense or fear in a scene, make a mood word list you can use. For example, you can create a creepy mood in an old, dilapidated house by describing sounds that suggest eerie presence. For example:

Creaking
Rattling
Thumping
Whistling (of the wind)
Moaning
Humming

Similarly, making a character tiptoe, creep or inch through a house immediately casts a mood over the setting. We anticipate another person or a situation that necessitates cautious movement. Mood is thus created as much as by how a character *responds* to their surrounds as by details in the setting itself.

4: Intensify your story's mood using dialogue

Dialogue between characters is another story device you can use to create a stronger mood. In *Great Expectations*, Dickens continues the dark and Gothic mood of Havisham's house when Pip finally encounters the eccentric herself:

"Look at me," said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"

I regret to state that I was not afraid of telling the enormous lie comprehended in the answer "No."

"Do you know what I touch here?" she said, laying her hands, one upon the other, on her left side.

"Yes, ma'am." (It made me think of the young man.)

"What do I touch?"

"Your heart."

"Broken!"

She uttered the word with an eager look, and with strong emphasis, and with a weird smile that had a kind of boast in it.

Dickens' dialogue conveys eerie mood and a sense of Miss Havisham's theatrical despair. The dialogue is a natural continuation of the mood evoked through setting description.

Think of how setting, dialogue and mood relate to each other. For example, if your characters are in a loud, crowded nightclub, it will alter the way they speak.

If the mood of your setting is vibrant, pulsing with life, think of ways your characters' dialogue can add to and enhance this atmosphere. Are there interruptions? Moments where they have to shout above the din? Places where the world outside goes quiet?

5: Build your story's mood using pace

How you pace your narrative also affects your story's mood.

In a scene of high suspense or tension, shorter sentences make

		everything move faster.	
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Name of Teacher:

School:

District: