

# EaD Comprehensive Lesson Plans



or



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<b>Strand:</b>	<ul style="list-style-type: none"><li>• Oral language (listening and speaking)</li><li>• Reading</li><li>• Grammar Usage</li><li>• Writing</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Conversation/everyday discourse</li><li>• Comprehension</li><li>• Production and Distribution of Writing</li></ul>
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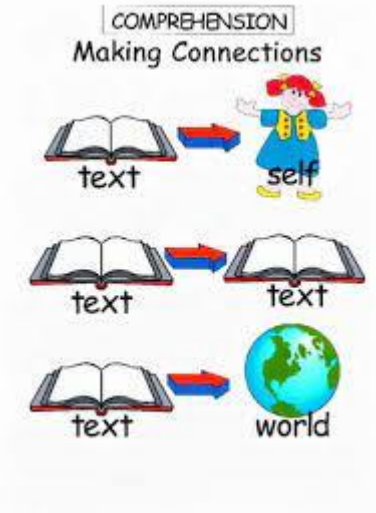
<https://TrendingGhana.net>

**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 7**

<b>Content Standard:</b>	B8.1.1.1: Demonstrate use of appropriate language orally in specific situations ( <b>Oral Language</b> ) B8.2.1.1: Demonstrate increasing confidence in independence in reading.( <b>Reading</b> ) B8.3.1.1: Apply the knowledge of word classes and their functions in Communication ( <b>Grammar Usage</b> ) B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts ( <b>Writing</b> )				
<b>Indicator (s)</b>	B8.1.1.1.3. Use appropriate language orally to describe familiar places and ( <b>Oral Language</b> ) B8.2.1.1.3.Generate and answer questions to increase confidence and independent reading of non-fiction texts of various kinds ( <b>Reading</b> ) B8.3.1.1.4.Use verb forms correctly when talking about future ( <b>Grammar Usage</b> ) B8.4.2.1.2. Use precise words phrases and sensory language to convey a vivid mental picture of places and events ( <b>Writing</b> )				
<b>Week Ending</b>	25-10-2024				
<b>Class</b>	B.S. 8	<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>	English Language				
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		<b>Core Competencies:</b>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication and Collaboration</li> <li>• Personal Development and Leadership</li> </ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	

MONDAY	<p><b>Strand: Oral Language – Listening and speaking</b></p> <p><b>Sub-Strand- Conversation/Everyday Discourse</b></p> <p>Discuss with Learners examples of descriptive languages.</p>	<ol style="list-style-type: none"><li>1. Assist Learners to use descriptive language orally to describe familiar places and events.</li><li>2. Discuss the features of descriptive language with the Learners.</li></ol> <div><p><b>Adjectives as Descriptive Words</b></p><p><u>Adjectives</u> are descriptive words that modify nouns. They’re what you need to tell the difference between an <b>acrobatic</b> cat, <b>a delirious</b> cat, and a <b>precious</b> cat (or maybe a cat that’s all three).</p><table><tr><td>acrobatic</td><td>adorable</td><td>adventurous</td></tr><tr><td>bitter</td><td>boundless</td><td>bright</td></tr><tr><td>brilliant</td><td>brittle</td><td>delirious</td></tr><tr><td>diminutive</td><td>exultant</td><td>filthy</td></tr><tr><td>foolhardy</td><td>gregarious</td><td>intrepid</td></tr><tr><td>jocular</td><td>joyful</td><td>jubilant</td></tr><tr><td>keen</td><td>kooky</td><td>lanky</td></tr></table></div>	acrobatic	adorable	adventurous	bitter	boundless	bright	brilliant	brittle	delirious	diminutive	exultant	filthy	foolhardy	gregarious	intrepid	jocular	joyful	jubilant	keen	kooky	lanky	<p>Through questions and answers, conclude the lesson.</p>
acrobatic	adorable	adventurous																						
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TUESDAY	<p><b>Strand: Reading</b></p> <p><b>Sub-Strand- Comprehension</b></p> <p>Select a unit reader from the English Reading textbook.</p>	<ol style="list-style-type: none"><li>1. Discuss the meanings of keywords and vocabularies with the Learners.</li><li>2. Learners brainstorm to explain keywords as they are used in the reading text.</li><li>3. Assist Learners to form sentences with the keywords in the reading text.</li></ol> <p><b>Making connections between text and past experiences;</b></p> <ol style="list-style-type: none"><li>1. Visualize.</li><li>2. Focus on the characters.</li><li>3. Put yourself in the story and think about how would react, and how you reacted when you were in a similar situation.</li><li>4. Look at problems.</li><li>5. Ask yourself questions as you read.</li><li>6. When reading nonfiction, think about ways the</li></ol>	<p>Learners in small group to discuss and make connections between texts and past experiences.</p>																					

		<p>information relates to what you already know.</p> 	
<b>THURSDAY</b>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand- Grammar</b></p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to identify the various verb forms.</li> <li>2. Discuss examples of verb forms with the Learners.</li> <li>3. Assist learners to use verbs that show future tense and aspect in sentences</li> </ol> <p>There are up to five forms for each verb: root, third-person singular, present participle, past, and past participle.</p> <p>Root form of the verb</p> <p>The root form of a verb is the base form of the word. Roots have not been conjugated and do not include prefixes or</p>	

suffixes.

**Here's a tip:** Want to make sure your writing shines?

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The root form of the verb is the same as the infinitive form with “to” removed. See the examples below:

*to see – see*

to be – be

to wear – wear

to go – go

The root form of a verb is used to create other forms of the verb when conjugated. This is always true with regular verbs, but may not apply with irregular verbs, depending on the

		<p>tense. The examples below illustrate this concept.</p> <p>I am going to school.</p> <p>(Root: go)</p> <p>What did you do yesterday?</p> <p>(Root: do)</p> <p>The girl showed her mother the picture she drew in school.</p> <p>(Root: show)</p> <p>He had eaten three hamburgers.</p> <p>(Root: eat)</p> <p>Third person singular form of a verb</p> <p>The third person singular (he/she/they/it/one) conjugation is the verb form that tends to be different from other conjugations. For regular verbs, this verb form end in –s (or sometimes –es). Consider the examples below:</p> <p>i.        he sees</p>	
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ii. she watches

iii. they play

iv. it shrinks

v. one does

Present participle form of a verb

The present participle verb form is created by adding *–ing* to the root word. It's used in the past, present, and future progressive verb tenses. Look at the examples below:

We're coming to the party tonight.

(come – coming)

- simple future tense – I will wash my clothes
- future progressive – I will be washing my clothes
- future perfect – I will have washed my clothes
- future perfect progressive – I will have been washing my clothes

<b>FRIDAY</b>	<b>Strand: Writing</b>  <b>Sub-Strand- Production and Distribution Writing</b>  Through questions and answers, review Learners on the previous lesson.	<ol style="list-style-type: none"><li>1. Assist Learner to explain the meaning of grammatic structure.</li><li>2. Learners brainstorm to identify examples of grammatic structures.</li><li>3. Discuss with Learners how to use grammatic structure in sentences.</li></ol> The four types of sentence structures are simple, compound, complex, and compound-complex. The quantity and arrangement of clauses determines the makeup of each type of sentence structure. A clause is a grouping of words with both a subject and a verb that can (but doesn't always) form a sentence.	Summarize the lesson.
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Name of Teacher:

School:

District: