

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 8

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
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 analyse 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) B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyze texts(Reading) B9.3.1.3.1. Identify and use subject and predicate in texts(Grammar Usage) B9.4.2.1.2: use different narrative techniques to manipulate time in a story(Writing)		
Week Ending	01-11-2024		
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	<p>Strand: Literature</p> <p>Sub-Strand- Narrative, Drama and Poetry</p> <p>Assist Learners to differentiate between monologues and dialogues.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify examples of monologues. 2. Discuss with the Learners about the kinds of monologues. 3. Demonstrate on how monologues are structured. <p>Assist Learners to practice how to write a monologue for a play.</p> <p>What is a monologue?</p> <p>A monologue is a <u>speech</u> by an individual that expresses their thoughts, feelings, and perspective. Through this expression, the monologue also illustrates the speaker's character. Monologues are often used in <u>theater</u>, but they aren't limited to plays. Characters in books, movies, TV shows, and other mediums express themselves via monologues. Monologues appear in nonfiction settings, too, like stand-up comedy, vlogs, and one-person podcasts. When one person "gets the mic" and uses it to express their thoughts and feelings without having to respond to another character (which would make it a dialogue), it's a monologue. Monologues come in different forms:</p> <ul style="list-style-type: none"> • Soliloquies • Villain speeches • Songs focused on individual characters' thoughts • Poems written as speeches • Dramatic asides <p>Think of scenes where the villain has the hero in their clutches and explains their entire plan. That's a monologue. Or think of a song in a musical where the singer expresses their feelings, like the song "Maybe" in <i>Annie</i>.</p> <p>A monologue isn't always a one-sided conversation between characters. It can also be a one-sided conversation the speaker directs at their audience. Think of online rants, impassioned pleas, and situations where you've listened to a</p>	Learners brainstorm to prepare monologue play scripts.

		<p>friend vent. Those are monologues.</p> <p>With a monologue, you're getting a subjective point of view. That's why academic lectures and <u>presentations</u> typically aren't considered monologues—the speaker isn't discussing their own feelings; they're discussing facts, findings, and theories.</p> <p>How are monologues structured?</p> <p>Monologues are structured like stories so that listeners or readers understand exactly what's happening. A storylike structure, starting with a strong hook and building up to a climax, draws listeners in and prevents the monologue from feeling monotonous, and by extension, it keeps the character from feeling flat and boring.</p> <p>What are the different types of monologues?</p> <p>Soliloquy</p> <p>A soliloquy is a specific type of monologue widely used from the sixteenth to the eighteenth century in theater productions. In a soliloquy, one character expresses their thoughts and feelings to the audience, while other characters remain silent.</p> <p>Interior monologue</p> <p>With an interior monologue, the speaker expresses their perspective and feelings. The key difference between a soliloquy and an interior monologue is that a soliloquy <i>must</i> be spoken aloud, whereas an interior monologue may appear in text.</p> <p>You might also be familiar with the term “inner monologue.” An inner monologue isn't exactly the same thing as an interior monologue—though there are similarities. While someone's inner monologue is an ongoing narration of their thoughts, an interior monologue is a written or spoken expression of this narration inside a character's head. Put another way, if you were a character in a play, you might express your inner monologue to audiences through an interior monologue.</p> <p>Dramatic monologue</p> <p>A dramatic monologue is a <u>poem</u> written as a speech. Like other kinds of monologues, a dramatic monologue reveals its</p>	
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		speaker's inner thoughts and feelings about their situation, indirectly revealing their character through these thoughts.	
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension.</p> <p>Select a reading passage from the English reading textbook for the Learners to read.</p>	<ol style="list-style-type: none"> 1. Discuss meanings of keywords or vocabularies in the passage with the Learners. 2. In turns, assist Learners to read passage aloud to the class. 3. Assist Learners to identify the predicting reading strategies <p>WHAT YOU NEED TO KNOW BEFORE TEACHING THE PREDICTING READING STRATEGY:</p> <p>Predicting requires the reader to do two things:</p> <p>1) use clues the author provides in the text, and 2) use what he/she knows from personal experience or knowledge (schema). When readers combine these two things, they can make relevant, logical predictions.</p> <p>When students make predictions, we want them to be able to justify their thinking. In their predictions, we want to hear students drawing from both the text and their own schema. Asking students to justify their predictions, keeps them accountable for their thinking and helps them take their thinking deeper.</p> <p>Readers should make predictions before, during, and after reading. There are several different kinds of predictions that a reader can make with a text. Readers can:</p> <ul style="list-style-type: none"> • predict what the book will be about 	Learners brainstorm to model on how to make predictions while reading.

		<p>(Reader use titles and cover illustrations, etc.)</p> <ul style="list-style-type: none"> • predict the author's purpose (Is the author trying to convince us of something? Does the author want to teach us something? etc.) • predict future events in the book (Reader bases these predictions on previous events or character words and actions) • predict why an author included a specific text feature (What does it teach us? What information does it help clarify?) • predict what they will learn from the text or section within a text (Reader uses titles, headings, and subheadings to inform predictions) • predict what would happen next at the end of the book if it were to continue 	
THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Review Learners knowledge on subjects and predicates.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify subjects and predicates in sentences. 2. Discuss with the Learners about types of subjects and predicates. 3. Learners brainstorm to form sentences with subjects and predicates. <p>Definition of Subject:</p> <p>According to the Cambridge dictionary, a Subject is defined "as the thing that is being discussed, considered, or studied".</p> <p>According to the definition given by collins dictionary, the subject is, "the subject of a clause is the noun group that</p>	Through questions and answers, conclude the lesson.

		<p>refers to the person or thing that is doing the action expressed by the verb". Traditionally, the subject is the word or phrase which controls the verb in the clause, that is to say with which the verb agrees.</p> <p>Definition of Predicate:</p> <p>According to the Merriam-webster dictionary predicate is defined in English grammar as," the part of a sentence or clause that expresses what is said of the subject and that usually consists of a verb with or without objects, complements, or adverbial modifiers". According to the Cambridge dictionary, a"Predicate is the part of a sentence that contains the verb and gives information about the subject".</p> <p>Identify the subject and the predicate in the following sentences.</p> <ol style="list-style-type: none">1. The sun was shining brightly.2. The dogs were barking loudly.3. The pretty girl was wearing a blue frock.4. My younger brother serves in the army.5. The man and his wife were working in their garden.6. My mother and my aunt are trained, classical dancers.7. You don't have to wait for me.8. We will no longer tolerate this.9. The little tree was covered with needles instead of leaves.10. A rich merchant was passing by the shoemaker's window.	
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		<p>Answers</p> <ul style="list-style-type: none"> • The sun (subject) / was shining brightly (predicate). • The dogs (subject) / were barking loudly (predicate). • The pretty girl (subject) / was wearing a blue frock (predicate). • My younger brother (subject) / serves in the army (predicate). • The man and his wife (subject) / were working in their garden (predicate). • My mother and my aunt (subject) / are trained classical dancers (predicate). • You (subject) / don't have to wait for me (predicate). • We (subject) / will no longer tolerate this (predicate). • The little tree (subject) / was covered with needles instead of leaves (predicate). • A rich merchant (subject) /was passing by the shoemaker's window (predicate) 	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and distribution Writing</p> <p>Learners brainstorm to identify the features of narrative essays.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners about the techniques of narrative essays. 2. Demonstrate writing narrative essay on the chalkboard for the Learners to observe. 3. Assist Learners to practice writing a narrative essay. <div> <p>narrative techniques for writers</p> <p>Here's a list of 26 narrative techniques for writers to consider:</p> <p>1. Use the setting</p> <p>Many writers create settings that reflect a character's mood or circumstances. You can also use a setting to impact a character's decision-making process, making it an active</p> </div>	Reflect on the skills acquisition

		<p>component of a story's conflict. Consider novels in the gothic genre, which sometimes describe gloomy castles and characters with a corresponding dour personality. By defining certain traits of the castle setting, like a hallway that's always cold, you can reveal many aspects of a character's defining traits.</p> <p>2. Create foreshadowing</p> <p>Foreshadowing is a way to provide hints about events in a story before they happen. Writers often use foreshadowing to add an element of tension and emotion to their stories, as readers may recognize the event and continue reading to see if they're correct. You can also include foreshadowing to give a story an ominous tone, depending on its genre.</p> <p>3. Include sensory imagery</p> <p>Writers often use sensory imagery to create all the visuals of a scene using only words. This technique can help a reader understand a scene's varied elements, allowing them to understand a physical environment. For instance, a scene that takes place in a grocery store might include details about voices a character hears on the loudspeaker or the food they smell, taste, see and touch while they shop.</p> <p>4. Provide a "cliffhanger"</p> <p>A cliffhanger describes an ending of a story that withholds information about how a narrative resolves. It often suggests multiple ways a story could resolve, which allows readers to speculate about their preferred ending. Writers sometimes include cliffhangers to generate excitement about the next installment of a story. For instance, a television season might end before a character decides who to marry.</p>	
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School:

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