

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 9

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)			
	B9.3.1.4: Demonstrate mastery of the use of active and passive voice(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)			
	B9.3.1.4.1. Use passive forms appropriately in speech and in writing(Grammar Usage)			
	B9.4.2.1.2: use different narrative techniques to manipulate time in a story(Writing)			
Week Ending	08-11-2024			
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	Strand: Literature Sub-Strand- Narrative, Drama and Poetry Learners brainstorm to identify examples of dialogue narratives.	<ol style="list-style-type: none"> 1. Discuss with the Learners about features of dialogue narratives. 2. Demonstrate on creating a dialogue narrative in play scripts. 3. Assist Learners to create dialogue narratives in play scripts. When writing dialogue, there are several elements that must be		Through questions and answers, conclude the lesson.

		<p>considered:</p> <ol style="list-style-type: none"> 1. Characters – Who are they? What do they want? How do they feel? How do they talk? 2. Tone – Are they sarcastic, loving, angry? 3. Action – Does anything happen while they talk? Do they make references to things that have happened in the past? 4. Conflict – Is there conflict between the characters? 	
<p>TUESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension.</p> <p>Engage Learners in spellings and dictations of keywords and vocabularies in a selected reading passage.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to read silently the selected passage. 2. Call Learners at random to read set texts. 3. Assist Learners to identify main and supporting ideas in the reading text. 4. Discuss with the Learners about strategies to find patterns and relationships between ideas. <p>Examples of Predictions made before, during and after reading;</p> <ul style="list-style-type: none"> • Before Reading- What will the book be about? Who will the main characters be? What big events will happen in the story? Where will the events take place? • During Reading- How will a character respond to the problem? Who might help the character solve the problem? • After Reading- Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect? 	<p>Learners brainstorm to follow up with other strategies to find patterns and relationships between ideas.</p>

THURSDAY

Strand: Grammar Usage

Sub-Strand- Grammar

Learners brainstorm to differentiate between active and passive voice in sentence structure.

1. Assist Learners to mention examples of passive forms of sentences.
2. Discuss with the Learners on how to change from active form to passive form of sentences.
3. Learners in small groups to discuss and report to the class on the composition of subject.
4. Through discussions, assist Learners to change from passive voice to active voice in sentence structure.

Assist Learners to construct opinions using active and passive sentences in speech and in writing.

Passive Voice

Object + Verb + Subject

The book was written by Mary.

Mary's car was serviced by the garage.

The parcel was delivered by the driver.

New workers will be hired by the company.

Active Voice

Subject + Verb + Object

Mary wrote the book.

The garage serviced Mary's car.

The driver delivered the parcel.

The company will hire new workers.

Maintain the sentence tense

active : The cat kills the mice

passive : The mice are killed by the cat

active : Some boys were helping the wounded men.

passive : Wounded men were being helped by some boys

active : Someone will have stolen my purse

passive : My purse will have been stolen by someone.

wiki How to Change a Sentence from Active Voice to Passive Voice

FRIDAY

Strand: Writing
Sub-Strand- Production and distribution Writing
 Assist Learners to tell short stories.

1. Discuss with the Learners on examples of storytelling techniques.
2. Demonstrate on how to apply storytelling techniques in telling stories.
3. Learners brainstorm to write short stories taking into consideration the story telling techniques.

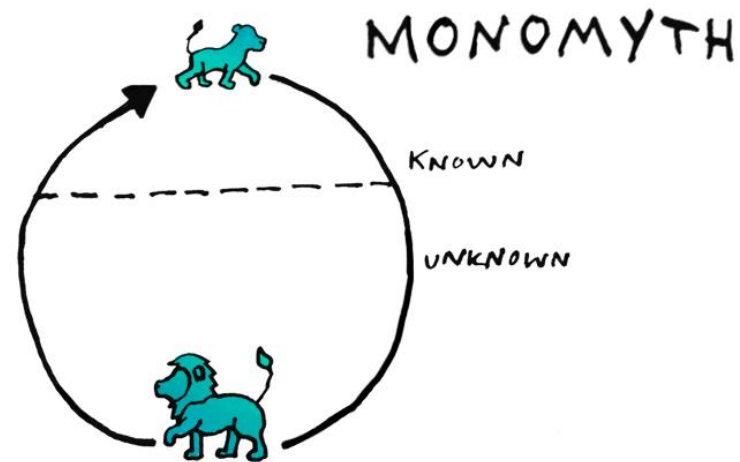
1. Monomyth

The monomyth (also called the hero's journey), is a story structure that is found in many folk tales, myths and religious writings from

Through questions and answers, conclude the lesson.

around the world.

In a monomyth, the hero is called to leave their home and sets out on a difficult journey. They move from somewhere they know into a threatening unknown place.



After overcoming a great trial, they return home with a reward or newfound wisdom – something which will help their community. Lots of modern stories still follow this structure, from the Lion King to Star Wars.

Using the monomyth to shape your presentation can help you to explain what has brought you to the wisdom you want to share. It

can bring your message alive for your audience.

2. The mountain

The mountain structure is a way of mapping the tension and drama in a story. It's similar to the monomyth because it helps us to plot when certain events occur in a story.

It's different because it doesn't necessarily have a happy ending. The first part of the story is given to setting the scene, and is followed by just a series of small challenges and rising action before a climactic conclusion.

It's a bit like a TV series – each episode has its ups and downs, all building up to a big finale at the end of the season.



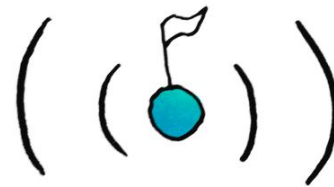
3. Nested loops

Nested loops is a storytelling technique where you layer three or more narratives within each other.

You place your most important story – the core of your message – in the centre, and use the stories around it to elaborate or explain that central principle. The first story you begin is the last story you finish, the second story you start is second to last, etc.

Nested loops works a bit like a friend telling you about a wise person in their life, someone who taught them an important lesson. The first loops are your friend's story, the second loops are the wise person's story. At the centre is the important lesson.

NESTED LOOPS



4. Sparklines

Sparklines are a way of mapping presentation structures. Graphic

designer Nancy Duarte uses sparklines to analyse famous speeches graphically in her book *Resonate*.

She argues that the very best speeches succeed because they contrast our ordinary world with an ideal, improved world.

They compare *what is* with *what could be*.

Name of Teacher:

School:

District: