

EaD Comprehensive Lesson Plans



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BASIC 9

WEEKLY LESSON PLAN – WEEK 10

Strand:	<ul style="list-style-type: none">LiteratureReadingGrammar UsageWriting			Sub-Strand:	<ul style="list-style-type: none">Narrative, Drama and PoetryComprehensionGrammarProduction 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) B9.3.1.4: 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	15-11-2024						
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>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Engage Learners in identifying monologues and dialogues in texts. 2. Demonstrate on creating dialogues using appropriate punctuations. 3. Assist Learners to create dialogues using appropriate punctuations. <p>Dialogue in Prose</p> <p>In prose writing, which includes fiction and nonfiction, there are certain grammatical and stylistic conventions governing the use of dialogue within a text. We won't cover all of them in detail here (we'll skip over the placement of commas and such), but here are some of the basic rules for organizing dialogue in prose:</p> <ul style="list-style-type: none"> • Punctuation: Generally speaking, lines of dialogue are encased in double quotation marks "such as this," but they may also be encased in single quotation marks, 'such as this.' However, single quotation marks are generally reserved for quotations <i>within</i> a quotation, e.g., "Even when I dared him he said 'No way,' so I dropped the subject." • Dialogue tags: Dialogue tags (such as "he asked" or 	<p>Reflect on the appropriate punctuation used for creating dialogues.</p>
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		<p>"she said") are used to attribute a line of dialogue to a specific speaker. They can be placed before or after a line of dialogue, or even in the middle of a sentence, but some lines of dialogue don't have any tags at all because it's already clear who is speaking. Here are a few examples of lines of dialogue with dialogue tags:</p> <ul style="list-style-type: none"> ○ "Where did you go?" she asked. ○ I said, "Leave me alone." ○ "Answer my question," said Monica, "or I'm leaving." <p>• Line breaks: Lines of dialogue spoken by different speakers are generally separated by line breaks. This is helpful for determining who is speaking when dialogue tags have been omitted.</p>	
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand- Comprehension.</p> <p>Review Learners knowledge on the meaning of text analysis.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners on the use of cases for text analysis. 2. Assist Learners to differentiate between text analysis, text mining and text analytics. 3. Follow up with other strategies to find patterns and relationships between ideas 	Through questions and answers, conclude the lesson.

		<p>Common use cases for Text Analysis</p> <ul style="list-style-type: none">• Healthcare: The industry uses Text Analysis to find patterns in doctors’ reports, identifying patterns in patient data. You can also use it to detect disease outbreaks by discovering cases in social media data.• Research: Researchers use Text Analysis with AI to explore pre-existing literature to identify trends and patterns - or categorize research survey answers by topic or sentiment.• Product development: By analyzing boatloads of customer reviews and trends, Text Analysis helps determine in-demand features. By analyzing customer reviews on Amazon, a young analyst's team, for instance, <u>studied the price</u> customers were happy to pay for a new market they were tapping into.• Customer service and experience: By automatically studying various data such as critical tickets, call notes, surveys, and more, businesses can identify urgent requests to respond to and discover sentiment around their product/service. <p>Text Analysis vs. Text Mining vs. Text Analytics The world of text and unstructured data is... well, an unstructured one. There are dozens of terms that are often (mis-)used - so let's get some clarity on these.</p> <p>Text Analysis and Text Mining These terms are <i>commonly</i> used interchangeably - and rightfully so.</p> <p>If we're getting nitpicky, the roots of Text Analysis lie in social sciences, while Text Mining is delved from computer science. In today's context, however, they both refer to obtaining data through <u>various statistical techniques</u>.</p>	
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		Text Mining uses techniques like Machine Learning and NLP to pull information about sentiment, urgency, emotion, or topical categories and context out of structured data - essentially to understand human language. Text Mining or Text Analysis techniques could therefore identify customers' sentiment towards your product or brand based on survey responses or feedback forms.	
THURSDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand- Grammar</p> <p>Ask Learners to write the passive forms of some sentences in active forms.</p>	<ol style="list-style-type: none"> 1. Discuss the rules of changing from active voice to passive voice with the Learners. 2. Learners in small groups to discuss and report to the class on examples of passive form sentences. 3. Discuss with the Learners on when to use active voice or passive voice in conversations. <p>Active Voice Sentences</p> <ul style="list-style-type: none"> • I knew I couldn't hold that bag anymore; it was way too heavy. • Candace didn't pick up the package yesterday morning. • Candace bought a new laptop. <p>Passive Voice Sentences</p> <ul style="list-style-type: none"> • The task wasn't carried out by the trainees. • Your phone was broken by Candace. • The debt was paid. • This movie was not well received by the audience. • She will be remembered. 	Through Peer-to-Peer conversations, Learners brainstorm to active and passive voice.

FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand- Production and distribution Writing</p> <p>Discuss with the Learners on how to handle the passing of time in storytelling.</p>	<ol style="list-style-type: none"> 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. <p>Ways To Handle The Passing Of Time In Your Story</p> <p>1. Summarise events Many are familiar with the difference between summary and scene writing, but sometimes it's not so easy to identify.</p> <p>Summaries skim through events, not providing enough information for readers to completely visualise the actions in their mind.</p> <p>Scene, on the other hand, is the complete opposite of summary." — Selayna</p> <p>2. State the time Stating the time is a small, necessary step to keep your reader grounded in the story.</p> <p>3. Master flashbacks Rather than summarising backstory, or dropping it into dialogue, some writers reveal it in scenes called flashbacks. This enables the writer to create a more vivid and emotional character backstory</p> <p>4. Trigger Your Time Jumps When you skip a period of time, or go back in time, lead into the jump with a trigger. This trigger can be anything – an object, a sensory item such as a colour or smell, a line of dialogue, or simply something embedded in the narration. It</p>	<p>Through questions and answers, conclude the lesson.</p>
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		<p>serves as a link to the time of the next scene.</p> <p>5. Separate Time Periods</p> <p>When skipping over time, you must insert some sort of break. This break could be the end of a scene, chapter, section or a book.</p>	
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School:

District: