

EaD Comprehensive Lesson Plans



or



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Strand:	<ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Grammar Usage• Literature	Sub-Strand:	<ul style="list-style-type: none">• Listening Comprehension• Comprehension• Punctuation and Capitalization• Narrative, Drama and Poetry
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<https://www.TeachersAvenue.net>
<https://TrendingGhana.net>

BASIC 9

WEEKLY LESSON PLAN – WEEK 12

Content Standard:	B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information (Oral language) B9.2.1.2: Read, comprehend, and analyze varieties of texts (Reading) B9.3.1.1: Demonstrate mastery of capitalization and punctuation in communication (Grammar Usage) B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature)				
Indicator (s)	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures (Oral language) B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages (Reading) B9.3.1.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context (Grammar Usage) B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama (Literature)				
Week Ending	29-11-2024				
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:	Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION

MONDAY	<p>Strand: Oral Language</p> <p>Sub-Strand: Listening Comprehension</p> <p>Briefly explain the principles of active listening to the Learners.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify 5 importance of active listening in communication. 2. Assist learners to describe ways of fostering active listening skills. 3. Demonstrate on the techniques for training active listening skills. <p>Techniques to Train Your Active Listening Skills</p> <table border="1"> <thead> <tr> <th>Technique</th><th>Purpose</th><th>To achieve it</th><th>Examples</th></tr> </thead> <tbody> <tr> <td>Paraphrasing</td><td> <ul style="list-style-type: none"> • Convey interest • Encourage the speaker to keep talking </td><td> <ul style="list-style-type: none"> • Restate the information just received with your own words. </td><td> “So you showed up at the meeting on time.” </td></tr> <tr> <td>Verbalizing emotions</td><td> <ul style="list-style-type: none"> • Show that you understand • Help the speaker to evaluate their own feelings </td><td> <ul style="list-style-type: none"> • Reflect the speaker’s basic feelings and emotions in words. </td><td> “And this made you really angry.” </td></tr> <tr> <td>Asking</td><td> <ul style="list-style-type: none"> • Get more information </td><td> <ul style="list-style-type: none"> • Ask questions. </td><td> “And after that, John did not react?” </td></tr> <tr> <td>Summarizing</td><td> <ul style="list-style-type: none"> • Review progress • Pull together important ideas • Establish a basis for further discussion </td><td> <ul style="list-style-type: none"> • Restate major ideas expressed, including feelings. </td><td> “These seem to be the key ideas you’ve expressed.” </td></tr> <tr> <td>Clarifying</td><td> <ul style="list-style-type: none"> • Clarify what is said • Help the speaker see other points of view </td><td> <ul style="list-style-type: none"> • Ask questions for vague statements. • Restate wrong interpretations to force </td><td> “You said that you reacted immediately. Was this still on the same day?” </td></tr> </tbody> </table>	Technique	Purpose	To achieve it	Examples	Paraphrasing	<ul style="list-style-type: none"> • Convey interest • Encourage the speaker to keep talking 	<ul style="list-style-type: none"> • Restate the information just received with your own words. 	“So you showed up at the meeting on time.”	Verbalizing emotions	<ul style="list-style-type: none"> • Show that you understand • Help the speaker to evaluate their own feelings 	<ul style="list-style-type: none"> • Reflect the speaker’s basic feelings and emotions in words. 	“And this made you really angry.”	Asking	<ul style="list-style-type: none"> • Get more information 	<ul style="list-style-type: none"> • Ask questions. 	“And after that, John did not react?”	Summarizing	<ul style="list-style-type: none"> • Review progress • Pull together important ideas • Establish a basis for further discussion 	<ul style="list-style-type: none"> • Restate major ideas expressed, including feelings. 	“These seem to be the key ideas you’ve expressed.”	Clarifying	<ul style="list-style-type: none"> • Clarify what is said • Help the speaker see other points of view 	<ul style="list-style-type: none"> • Ask questions for vague statements. • Restate wrong interpretations to force 	“You said that you reacted immediately. Was this still on the same day?”	<p>Reflect on examples of active listening skills.</p>
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TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Select a reading text from the reading textbook for the Learners to read.</p>	<ol style="list-style-type: none"> Learners brainstorm to answer open-ended questions before reading the text. Assist Learners to read the reading passage silently for about 10 minutes. Assist Learners to answer open-ended questions during reading. Learners in small groups to discuss and answer open-ended questions after reading the text. <p>Open-Ended Questions to ask Before Reading the Text</p> <ol style="list-style-type: none"> Looking at the cover, what do you predict this book might be about? What detail on the cover supports that prediction? What do you think will happen in the plot? What ideas do you think will be present in this text? Can you please describe what you think the illustration on the front cover is trying to tell us? Why do you think the author used this title? Why do you think the author used this type of font (style of letters) on the cover? What do you already know from reading the title? What connections can you make after reading the blurb? How do you think this story will end? What is a problem that you think could occur in this story? What questions could you ask before reading this text? 	Through questions and answers, conclude the lesson.												

		<p>Open-Ended Questions to Ask During the Reading</p> <ol style="list-style-type: none"> 1. What time of day do you think it is in this story? 2. Why do you think it is that time of day? 3. What connections can you make to this setting? 4. What would you do if you went to this place? 5. Do you think you would enjoy being here? 6. Why do you think the author started the story/text this way? 7. How are you adjusting your predictions after reading this (page, section, chapter)? 8. What sentences sparked your imagination? 9. How do you think the character is feeling? What evidence supports your thinking? 10. What could happen to make this character feel a different way? 11. Which details were the most interesting to you? 12. What questions do you have now? 13. How did the setting change? 14. How does the setting impact the plot for these characters? <p>After the Text</p> <ol style="list-style-type: none"> 1. What do you think the author hoped you would think after reading the text? 2. What do you think about the story/text? 3. Can you summarize the text in just two or three sentences? 4. What was your favorite part? 5. Was the plot/text different than you thought it would be? 6. What would you change in this text if you could write it? 	
THURSDAY	<p>Strand: Writing</p> <p>Sub-Strand Punctuation and Capitalization</p> <p>Learners brainstorm to explain the meaning of Punctuation marks as used in sentences.</p>	<ol style="list-style-type: none"> 1. Discuss with the Learners about how to use dash to mark the beginning and the end of an interruption in a sentence. 2. Assist Learners to form sentences using dash to introduce an explanation of a word or an expression earlier mentioned. 3. Learners brainstorm to use dash to introduce a list of items. <p>The Dash</p> <p>An em dash—inserted by typing Control+Alt+Minus between the words it separates—signals an abrupt break in thought. It can be seen as “surprising” the reader with information. If used judiciously it can mark a longer, more dramatic pause and provide more emphasis than a comma</p>	Through questions and answers, conclude the lesson.

		<p>can. If overused, it creates an impression of haste and carelessness and can diminish cohesion in your paragraphs. Em dashes are useful in early drafts to capture thoughts and afterthoughts, but in revising you may need to delete them in favor of punctuation marks that better express your ideas, such as commas (see our handout on Commas for more information). Think carefully before peppering your papers with them.</p> <p>Tip: When using the em dash in a sentence, you do not place spaces on either side of the punctuation mark, except in some journalistic styles of writing.</p> <p>If you wish to use dashes effectively here are some guidelines:</p> <p>If the main sentence resumes, a second dash is needed. Don't allow a comma to substitute for the second dash, and be sure that your sentence would make sense if the part without the dashes were omitted:</p> <p>Example: The actors bowed—except for the horse—knowing they blew everyone away!</p> <p>If the main sentence resumes, a second dash is needed. Don't allow a comma to substitute for the second dash, and be sure that your sentence would make sense if the part without the dashes were omitted:</p> <p>Example: The actors bowed—except for the horse—knowing they blew everyone away!</p> <p>Don't combine dashes with other punctuation marks:</p> <p>Inappropriate: They acquired several horses at the fair, —a winner, a loser, and a beer-drinking mare.</p> <p>Appropriate: They acquired several horses at the fair—a winner, a loser, and a beer drinking mare.</p> <p>Use dashes to mark the beginning and end of a series, which might otherwise get confused, with the rest of the sentence:</p> <p>Example: The three female characters—the wife, the nun, and the jockey—are the incarnation of excellence.</p> <p>Dashes are also used to mark the interruption of a sentence in dialogue:</p>	
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		<p>Example: “Help! This horse is going too fast,” the actor yelled. “I think I am fall—.”</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Narrative, Drama and Poetry</p> <p>Demonstrate on how to structure a story for the Learners to observe.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the difference between a story and a plot. 2. Discuss with the Learners about how to use narrative structures to identify a plot and tell a story. 3. Discuss with the Learners about the types of narrative structures. <p>Story and Plot</p> <p>Storytelling is the oldest art form there is, so it’s important to recognize it and appreciate its significance. In order to best do that, we can study the difference between a story and a plot. E.M. Forster, an English writer and essayist, provides the clearest explanation between a plot and a story.</p> <p>According to Forster, **a story is a basic sequence of events**. He provides the example, ““The King died and then the Queen died next” is a story. It demonstrates a sequence of events that the audience can follow and watch logically progress. However, Forster goes on to explain that, ““The King died and then the Queen died of grief” is a plot.’</p> <p>This small change in execution has provided a plot to the story. Not only is there a sequence of events, the king dying and then the queen, but **the plot has added causality.** The queen died as a result of grief.</p> <p>Types of narrative structures</p> <p>There are 5 main types of narrative structures that are commonly used in films: **linear, non-linear, the quest, voice-over, and point of view**. These narrative structures drive the audience’s emotional response to a plot and help set expectations for a film.</p> <p>Would it shock you to learn that shrek and the lord of the rings both share a quest narrative structure? While these movies may not share many similarities on the surface, the plot of these films both utilizes the same</p>	<p>Reflect on the difference between a story and a plot.</p>

		<p>structure while making the characters and their motivations unique.</p> <p>Narrative structures function as a tool to be wielded like any other cinematic technique and can be used to analyze a film and identify its strengths and weaknesses</p>	
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School:

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