

EaD Comprehensive Lesson Plans



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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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BASIC 9

WEEKLY LESSON PLAN – WEEK 13

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	06-12-2024				
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

<p>MONDAY</p>	<p>Strand: Oral Language</p> <p>Sub-Strand: Listening Comprehension</p> <p>Play an audio-visual text while Learners follow along with the handout guiding questions.</p>	<ol style="list-style-type: none"> 1. Assist Learners to take notes and identify main ideas in the audio-visual text. 2. Ask Learners to share their notes and identify any areas of confusion. 3. Use the whiteboard to summarize key points and illustrate concepts with figures (e.g., diagrams, charts). 4. Distribute vocabulary flashcards with new words from the audio-visual text. 5. Learners brainstorm to match words to definitions and provide examples of their usage. <p>Examples of audio-visual texts</p> <ul style="list-style-type: none"> • Paper Handouts: A combination of written and visual information, such as diagrams, charts, and images, used to supplement learning and enhance understanding. • Audio-Visual Essays: Digital texts that incorporate both audio and visual elements, such as narration, music, and images, to convey a message or tell a story. • Described Videos: Videos with audio descriptions of visual information, such as text displayed on screen, to assist individuals who are blind or have low vision. • Accessible Audio and Video Content: Multimedia presentations that incorporate audio descriptions, closed captions, and other accessibility features to make content more inclusive. 	<p>Through questions and answers, conclude the lesson.</p>
<p>TUESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Select complex reading texts from the reading textbook that represent an appropriate level of challenge for Learners. Start with shorter passages (approx. 200-300 words) and gradually increase length over time.</p>	<ol style="list-style-type: none"> 1. Use a text readability analyzer to determine the complexity of the passage and adjust accordingly. 2. Engage Learners in reading the selected text silently for 10minutes. 3. Assist Learners to answer “Think and Search” questions based on recall of facts that can be found directly in the text. <p>Silent Reading: Have Learners read the selected passage silently, following these guidelines:</p>	<p>After silent reading, provide Learners with complex comprehension questions. Encourage them to:</p> <ol style="list-style-type: none"> i. Refer back to the text to find answers. ii. Use deductive reasoning, conclusion making, logical inference, sequential analysis, tonal awareness, and understanding of scope to respond.

		<ul style="list-style-type: none"> ○ Start with small amounts of text and gradually increase length over time. ○ Pause after each section to assess comprehension. ○ Allow Learners to re-read sections as needed. <p>Complex Comprehension Questions: After silent reading, provide Learners with complex comprehension questions. Encourage them to:</p> <ul style="list-style-type: none"> ○ Refer back to the text to find answers. ○ Use deductive reasoning, conclusion making, logical inference, sequential analysis, tonal awareness, and understanding of scope to respond. <p>Written Responses: Have Learners write their answers to the complex comprehension questions. This will help you gauge who is struggling with comprehension and who would benefit from guidance back through the text.</p>	
THURSDAY	<p>Strand: Writing</p> <p>Sub-Strand Punctuation and Capitalization</p> <p>Review Lesson knowledge on the basic functions of dashes, hyphens, and brackets</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify examples of punctuation marks in context, highlighting their uses and differences. 2. Distribute texts featuring dashes, hyphens, and brackets and ask Learners to identify and label each punctuation mark correctly. 3. Assign small groups of Learners to write short assignment that requires the use of dashes, hyphens, and brackets in context (e.g., writing a paragraph about a historical event, using dates and ranges correctly). 	<p>Allow Learners to share their work and discuss any challenges or questions they faced.</p>

PUNCTUATION MARKS	
● Full stop or Period	“ ” Quotation Marks
, Comma	’ Apostrophe
:	... Ellipsis Points
;	! Exclamation Mark
?	<u> </u> Underline
() Round Brackets	a - b Hyphen
[] Square Brackets	a/b Virgule

Punctuation Marks with Rules & Examples

Full Stop (.)

A **full stop**, also known as a period (.) in American English, is one of the most commonly used punctuation marks in the English language. Analysis of texts indicates that approximately half of all punctuation marks used are full stops.

The punctuation rules:

- Mostly used at the end of a declarative sentence, or a statement that is considered to be complete.
- This punctuation mark is also used following an **abbreviation**.
- A full stop can also show the end of a group of words that don't form a typical sentence.

The full stop examples:

- *My name's Beth and I was 18 in July.*
- *Mr. White was talking with Mr. Smith.*

Question Mark (?)

We use a **question mark** (?) after an interrogative sentence in English.

Examples:

- *"Have you a pen I can borrow?" she asked.*
- *Where are you from?*

Quotation Marks/Speech Marks (" ")

We use **quotation marks** (" ") for direct quotations in English.

Examples:

- *"I feel I've really earned this," she said, taking up her mug of tea.*
- *"I told a fib about my age," little Tom said.*
- *"It is a historic moment," he told journalists.*
- *"Fine, thanks," he replied in a cheerful manner.*

Apostrophe (')

An **apostrophe** (') is used to show that certain letters have been omitted from a word. The punctuation symbol can also be used to show the possessive form of a noun, in addition to indicating the plural form of lowercase letters.

The apostrophe rules:

(1) Use an apostrophe in contractions

- *He is = He's*
- *I am = I'm*
- *Do not = Don't*
- *They have = They've*
- *It is = It's*
- *I would = I'd*
- *Let us = Let's*
- *She has = She's*
- *Who is = Who's*

(2) Use an apostrophe to indicate possession

The apostrophe examples:

- *He joined Charles's army in 1642.*
- *Sally's hair was blond and curly.*
- *We have put together an anthology of children's poetry.*
- *The boy's sister traveled by bus to meet us.*

Comma (,)

A **comma (,)** is used to show the difference between two separate ideas or elements within a sentence. Commas have other uses as well, as they can be used to separate numbers, and write dates.

The comma rules and examples:

(1) Add a comma when two separate sentences are combined

Example: *We purchased some cheese, and we purchased some fruit.*

(2) Use commas between words in a series. Notice that a comma does not follow the last word in the series

Example: *He was tall, dark, and handsome.*

(3) Use a comma to separate an introductory element from the rest of the sentence

Example: *As the day came to an end, the firefighters put out the last spark.*

(4) Use the comma to set off the words "yes" and "no".

Example: *No, thank you.*

(5) Use a comma to set off a tag question from the rest of the sentence.

		<p>Example: <i>She is your sister, isn't she?</i></p> <p>(6) Use a comma to indicate a direct address.</p> <p>Example: <i>Is that you, Mary?</i></p>	
<p>FRIDAY</p>	<p>Strand: Literature</p> <p>Sub-Strand: Narrative, Drama and Poetry</p> <p>Select a sample text and model how to identify and sequence events using a graphic organizer.</p>	<ol style="list-style-type: none"> 1. Assist Learners to describe key events, transitions, and connections between events. 2. Divide students into small groups and assign each group a different text. 3. Each group to identify and sequence events using the graphic organizer. 4. Circulate around the groups to provide guidance and support. <p>Types of Graphic Organizers</p> <ol style="list-style-type: none"> 1. T-Charts: Used to compare and contrast two components of an object, concept, or event. 2. Main Idea Web: A visual representation of a central idea and its related ideas and details. 3. Venn Diagrams: Compare and contrast two or more groups of things by displaying similarities and differences in overlapping circles. 4. Flowcharts: Organize thoughts and ideas in a sequence of events, cause-and-effect relationships, or problem-solving steps. 5. Concept Maps: Visualize hierarchical information, identifying main concepts and sub-concepts. <p>Benefits of Using Graphic Organizers</p> <ol style="list-style-type: none"> 1. Improves organization and structure: Helps students arrange information in a logical and coherent manner. 2. Enhances comprehension: Visual representation of information aids in understanding complex concepts and relationships. 3. Supports writing and communication: Graphic 	<p>Learners brainstorm to create their own narrative text (e.g., short story, script) with a clear sequence of events.</p>

		<p>organizers can be used as a pre-writing activity or to structure written projects.</p> <ol style="list-style-type: none"><li data-bbox="940 110 1627 178">4. Differentiates instruction: Can be adapted for various learning styles and abilities.<li data-bbox="940 181 1627 284">5. Encourages critical thinking: Helps students analyze and evaluate information, identify patterns, and make connections.	
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School:

District: