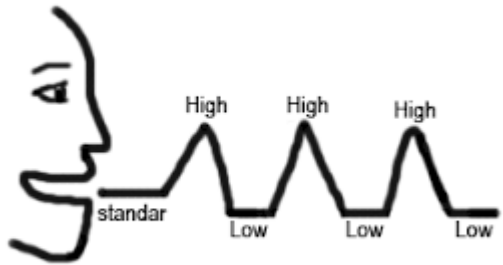





# BASIC 7

## WEEKLY LESSON PLAN – WEEK 3

<b>Learning Indicator(s)</b>	B7.1.3.1 B7.2.2.2 B7.5.1.1 B7.4.2. 2		
<b>Performance Indicator</b>	B7.1.3.1.1. Produce pure vowel sounds in context (short vowels) B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.5.1.1.4. Identify and explain the effect of different literary features within a text B7.4.2. 2.4 Write articles on given issues for publication in class and club magazines.		
<b>Week Ending</b>	30-09-2022		
<b>FORM</b>	B.S.7		
<b>Subject</b>	English Language		
<b>Reference</b>	Teachers Resource Pack, Learners Resource Pack, Textbook.		
<b>Teaching / Learning Resources</b>	Textbook, Word Chart, Sentence Card, Paper, Pictures.		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY 26-09-2022</b>	<b>Strand:</b>  Oral Language  <b>Sub-Strand:</b>  Sounds (vowels, consonants and intonation)  Through questions and answers, introduce the lesson	<ol style="list-style-type: none"> <li>1. Assist Learners to pronounce vowel and consonant sounds in contexts.</li> <li>2. Discuss 3 types of intonations with the Learners.</li> <li>3. Learners brainstorm to identify which sounds has high or low intonations.</li> </ol> 	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Communication and Collaboration</li> <li>2. Critical Thinking and Problem Solving</li> <li>3. Personal Development and Leadership</li> </ol>

		 <p><b>Examples of falling intonation</b></p> <ul style="list-style-type: none"> <li>• 1-  This is the end of the <u>news</u> </li> <li>• 2-  I am absolutely <u>certain</u> </li> <li>• 3-  Stop <u>playing</u> </li> <li>• 4-  I have finished <u>working</u> </li> <li>• 5-  Stop <u>talking</u> </li> </ul>	
<b>TUESDAY</b> <b>27-09-2022</b>	<b>Strand:</b> Reading  <b>Sub-Strand:</b> Summarizing  Learners individually are to guided to read Passages aloud .	<ol style="list-style-type: none"> <li>1. Learners brainstorm to explain importance of summarizing main ideas in contexts.</li> <li>2. Assist Learners to summarize main ideas in texts using their own words.</li> <li>3. Assist Learners to find words that explains phrases, sentences and paragraphs in a context.</li> </ol> <p><b>Importance of Summarizing main ideas in contexts;</b></p> <ol style="list-style-type: none"> <li>1. Summarizing teaches students how to discern the most important ideas in a text</li> <li>2. how to ignore irrelevant information</li> <li>3. how to integrate the central ideas in a meaningful way</li> <li>4. Teaching students to summarize improves their memory for what is read</li> <li>5. Summarization strategies can be used in almost every content area.</li> </ol> <p><b>How do you summarize a paragraph in your own words?</b></p> <ol style="list-style-type: none"> <li>1. To summarize, you must read a passage closely, finding the main ideas and supporting ideas.</li> <li>2. Then you must briefly write down those ideas in a few sentences or a paragraph.</li> </ol> <p>It is important to understand the difference between a summary and a paraphrase. A paraphrase is simply a rewriting of a passage in your own words.</p>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Communication and collaboration</li> <li>2. Personal development and leadership</li> </ol>

THURSDAY  29-09-2022	Strand:	1. Learners in small group to discuss about examples of figures of speech and their meanings.	Core Competencies;  1. Critical Thinking and Problem Solving 2. Personal Development and Leadership 3. Cultural Identity and Global Citizenship 4. Creativity and Innovation 5. Digital Literacy
	Literature	2. Assist Learners to identify and describe figures of speech and rhetorical devices as they appear in Prose.	
	Sub-Strand:		
	Prose, Drama, Poetry		
	Discuss the meaning of Figures of speech and rhetorical devices	A figure of speech that relies primarily on the sound of a word or phrase (or the repetition of sounds) to convey a particular effect is known as a figure of sound. Although figures of sound are often found in poetry, they can also be used effectively in prose.	
	Figures of Speech	Examples	
	Personification	The opportunity knocked at his door	
	Metaphor	It is raining cats and dogs	
	Simile	He is as brave as a lion	
	Alliteration	She sells seashells on the seashore	
Onomatopoeia	The buzzing bee flew over my head		
Hyperbole	She has got a pea-sized brain		
Euphemism	He passed away in his sleep		
Irony	Your hands are as clean as mud		
Anaphora	Dr Martin Luther King Jr: "I Have a Dream" Speech		
Apostrophe	Twinkle, twinkle, little star, How I wonder what you are		
Pun	Everyone thinks my runny nose is funny, but it's snot.		

		<p><b>Paradox</b> "Some of my biggest triumphs have also been failures,"</p> <p><b>Oxymoron</b> You are clearly confused by the situation you have found yourself in</p> <p><b>Assonance</b> How now, brown cow?</p> <p><b>Metonymy</b> "The pen is mightier than the sword"</p>	
<b>FRIDAY</b>  <b>30-09-2022</b>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand:</b> Text (Types and Purposes)</p> <p>Learners brainstorm to explain Article writing.</p>	<ol style="list-style-type: none"> <li>1. Discuss the structure of writing an article for publication in a Magazine.</li> <li>2. Assist Learners to identify the topic, purpose, and audience for article writing.</li> <li>3. Learners in small groups to generate ideas about more challenging topics and identify those most appropriate for the purpose.</li> </ol> <div data-bbox="535 1087 1039 1449">  <p><b>What is an Article</b></p> <ul style="list-style-type: none"> <li>• It is a piece of writing usually intended for publication in a newspaper, magazine or journal.</li> <li>• It is written for a wide audience, so it is essential to attract and retain the readers' attention.</li> <li>• It may include amusing stories, reported speech and descriptions.</li> <li>• It can be formal or informal, depending on the target audience.</li> <li>• It should be written in an interesting or entertaining manner.</li> <li>• It should give opinions and thoughts, as well as facts.</li> <li>• It is in a less formal style than a report.</li> </ul> </div> <div data-bbox="535 1495 1039 1831">  <p><b>MAGAZINE ARTICLE</b></p> <p>A magazine article is a piece of non-fiction writing made for a specific interest group. Writers who have magazine features or articles published in a magazine enjoy the benefit of receiving payment for their work. Magazine publishing is a business, but the first step is how many times to write a magazine or how often to write.</p> <p><b>STRUCTURE</b></p> <p>Introduction Main body Conclusion</p> </div>	<p><b>Core Competencies;</b></p> <ol style="list-style-type: none"> <li>1. Creativity and Innovation</li> <li>2. Communication and Collaboration</li> <li>3. Personal Development and Leadership</li> <li>4. Critical Thinking and Problem Solving</li> <li>5. Cultural Identity and Global Citizenship</li> <li>6. Digital literacy</li> </ol>

		<p><b>How to Publish an Article in a Magazine in 5 Steps;</b></p> <ol style="list-style-type: none"><li>1. Choose a topic you're passionate about. Before you can see your by line in a magazine publication or website, you'll need to come up with a great article idea.</li><li>2. Research and write.</li><li>3. Edit your article.</li><li>4. Determine which publications to submit to.</li><li>5. Submit your article.</li></ol>	
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