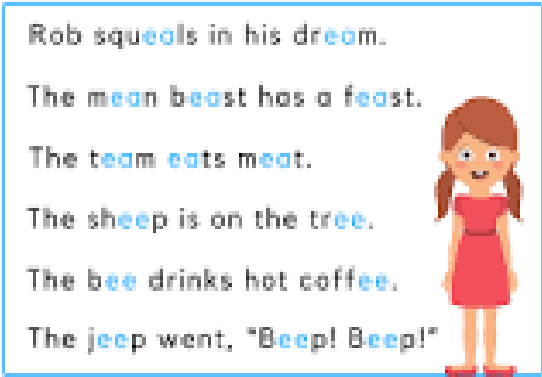


# BASIC 7

## WEEKLY LESSON PLAN – WEEK 4

<b>Learning Indicator(s)</b>	B7.1.3.1 B7.2.2.2 B7.3.1.5 B7.5.1.1		
<b>Performance Indicator</b>	B7.1.3.1.2. Produce pure vowel sounds in context (long vowels) B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.3.1.5.2. Demonstrate command of use of reported speech B7.5.1.1.4. Identify and explain the effect of different literary features within a text		
<b>Week Ending</b>	07-10-2022		
<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, Sentence Cards, Word Chart.		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY 04-10-2022</b>	<b>Strand:</b> Oral Language  <b>Sub-Strand:</b> Sounds (vowels, consonants and intonation)  Review Learners knowledge	1. Discuss with Learners how to identify long vowel words in contexts. 2. Learners brainstorm to pronounce words containing long vowels. 3. Assist Learners to form sentences with long vowel words.  <b>Long Vowel Words;</b> <ul style="list-style-type: none"> <li>Long a – baby, cake, rain, day, they, weigh.</li> <li>Long e – me, eve, hear, meet, piece, candy.</li> <li>Long i – silent, bike, light, my.</li> <li>Long o – go, home, toe, boat, snow.</li> <li>Long u – music, mule, pew, feud.</li> </ul>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>Critical Thinking and Problem-Solving</li> <li>Creativity and Innovation</li> <li>Communication and Collaboration</li> </ol>

	on the previous lesson.		
<b>TUESDAY</b>  <b>05-10-2022</b>	<b>Strand:</b> Reading  <b>Sub-Strand:</b> Summarizing  Call Individual Learners to read passages aloud.	<ol style="list-style-type: none"> <li>1. Assist Learners to identify supporting details in a reading context.</li> <li>2. Discuss with Learners how supporting details relate to main details in texts.</li> <li>3. Learners in small groups to summarize main ideas in texts.</li> </ol> <p><b>What is a supporting idea in a sentence?</b></p> <p>The supporting sentences of a paragraph develop the main idea you presented in the topic sentence. When writing supporting sentences, you should be giving examples, reasons, or descriptions to support your topic sentence.</p> <p>The supporting sentences, also called the body of the paragraph, are used to support, explain, illustrate, or provide evidence for the idea expressed in the topic sentence.</p> <div data-bbox="511 1354 1023 1732"> <p><b>Supporting Ideas</b></p> <ul style="list-style-type: none"> <li>• As we saw in our research unit, when writing, you have a main topic or thesis statement.</li> <li>• Any ideas, examples, details, reasons, and explanations you use to further explain your topic/thesis are called <b>supporting ideas</b> or <b>details</b>.</li> <li>• For example, take this thesis statement: Schools should not require students to wear uniforms because <b>they limit student creativity</b>, <b>are expensive</b>, and <b>do not fit all body types</b>.</li> </ul> </div>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Communication and collaboration</li> <li>2. Personal development and leadership</li> </ol>

<b>THURSDAY</b> <b>06-10-2022</b>	<b>Strand:</b>  Grammar  <b>Sub-Strand:</b>  Grammar   Discuss the meaning of direct and reported speech with the Learners.	<ol style="list-style-type: none"><li>1. Learners brainstorm to compose sentences in direct speech.</li><li>2. Assist Learners to change direct speech to reported speech.</li></ol> <p>We use <b>direct speech</b> to quote a speaker's exact words. We put their words within quotation marks. We add a reporting verb such as "he said" or "she asked" before or after the quote.</p> <p><b>Reported speech</b> is when you tell somebody what you or another person said before. When reporting a speech, some changes are necessary.</p> <table><tr><th>Direct speech</th><th>Reported speech</th></tr><tr><td>She says: "I like tuna fish."</td><td>She says that she likes tuna fish.</td></tr><tr><td>She said: "I'm visiting Paris next weekend."</td><td>She said that she was visiting Paris the following weekend.</td></tr><tr><td>He asked Betty: "Do you like cheese?"</td><td>He wanted to know if Betty liked cheese.</td></tr></table>	Direct speech	Reported speech	She says: "I like tuna fish."	She says that she likes tuna fish.	She said: "I'm visiting Paris next weekend."	She said that she was visiting Paris the following weekend.	He asked Betty: "Do you like cheese?"	He wanted to know if Betty liked cheese.	<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. Creativity and Innovation</li></ol>
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<b>FRIDAY</b> <b>07-10-2022</b>	<b>Strand:</b>  Literature  <b>Sub-Strand:</b>  Prose, Drama, Poetry	<ol style="list-style-type: none"><li>1. Learners in groups to perform a drama on a giving title.</li><li>2. Assist Learners to identify and describe figures of speech and rhetorical devices in drama.</li><li>3. Learners brainstorm to explain how meaning is conveyed in drama through metaphor, simile, personification, alliteration, assonance, consonance:</li></ol> <div><ul style="list-style-type: none"><li>• This coffee shop is an icebox! (<b>metaphor</b>)</li><li>• She's drowning in a sea of grief. (<b>metaphor</b>)</li><li>• She's happy as a clam. (<b>simile</b>)</li></ul></div>	<b>Core Competencies;</b>  <ol style="list-style-type: none"><li>1. Critical Thinking and Problem Solving</li><li>2. Personal Development and Leadership</li><li>3. Cultural Identity and Global Citizenship</li><li>4. Creativity and Innovation</li></ol>								

		<ul style="list-style-type: none"> <li>• I move fast like a cheetah on the Serengeti. (<b>simile</b>)</li> <li>• The sea lashed out in anger at the ships, unwilling to tolerate another battle. (<b>personification</b>)</li> <li>• The sky misses the sun at night. (<b>personification</b>)</li> <li>• I've told you a million times to clean your room! (<b>hyperbole</b>)</li> <li>• Her head was spinning from all the new information. (<b>hyperbole</b>)</li> <li>• She was living her life in chains. (<b>symbolism</b>)</li> <li>• When she saw the dove soar high above her home, she knew the worst was over. (<b>symbolism</b>)</li> </ul>	5. Digital Literacy
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