



# BASIC 7

## WEEKLY LESSON PLAN – WEEK 11

<b>Learning Indicator(s)</b>	B7.2.2.2 B7.3.3.1 B7.4.3.2 B7.5.1.1		
<b>Performance Indicator</b>	B7.2.2.2.1.: Determine and analyze central and supporting ideas of texts B7.3.3.1.1. Use vocabulary appropriately in specific contexts B7.4.3.2.1 Identify and record information from non-text sources ( figures and tables), organise and present it in writing B7.5.1.1.4. Identify and explain the effect of different literary features within a text		
<b>Week Ending</b>	25-11-2022		
<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>	Passages in Textbook, Word Chart, Pictures, Poster, Magazine, Texts on Paper.		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY 21-11-2022</b>	<b>Strand:</b> Reading  <b>Sub-Strand</b> Summarizing  Call individual Learners to read a passage in the reading Textbook.	1. Discuss the topic sentences or main ideas in the passage. 2. Assist Learners to use supporting ideas to relate to the main ideas in the context. 3. Learners brainstorm to summarize the reading text.  <b>Summary Writing Format</b>  • When writing a summary, remember that it should be in the form of a paragraph.  • A summary begins with an introductory sentence that states the text's title,	<b>Core Competencies;</b>  1. Communication and collaboration 2. Personal development and leadership

		<p>author and main point of the text as you see it.</p> <ul style="list-style-type: none"> <li>• A summary is written in your own words.</li> <li>• A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.</li> <li>• Identify in order the significant sub-claims the author uses to defend the main point.</li> <li>• Copy word-for-word three separate passages from the essay that you think support and/or defend the main point of the essay as you see it.</li> <li>• Cite each passage by first signaling the work and the author, put “quotation marks” around the passage you chose, and put the number of the paragraph where the passages can be found immediately after the passage.</li> <li>• Using source material from the essay is important. Why? Because defending claims with source material is what you will be asked to do when writing papers for your college professors.</li> <li>• Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point.</li> </ul>	
<b>TUESDAY</b>  <b>22-11-2022</b>	<b>Strand:</b> Grammar  <b>Sub-Strand:</b> Grammar  Engage Learners to identify vocabularies in a reading context.	<ol style="list-style-type: none"> <li>1. Discuss the meanings of vocabularies used in the reading text.</li> <li>2. Assist Learners to form sentences with the vocabularies.</li> </ol> <p><b>vocabulary exercise types</b></p> <ul style="list-style-type: none"> <li>• Complete the gaps.</li> <li>• Match the words and the pictures.</li> <li>• Match the words with the definitions.</li> <li>• Choose the correct word.</li> <li>• Categories.</li> <li>• Odd one out.</li> </ul>	<b>Core Competencies;</b> <ol style="list-style-type: none"> <li>1. Communication and Collaboration</li> <li>2. Critical Thinking and Problem-</li> <li>3. Solving</li> <li>4. Creativity and Innovation</li> </ol>

		<ul style="list-style-type: none"> <li>• Word building.</li> <li>• Words that go together.</li> </ul>	
<b>THURSDAY</b> <b>24-11-2022</b>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand:</b> Text (Types and Purposes)</p> <p>Discuss the meaning of graphical data in words with the Learners</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify simple graphical data in words when speaking.</li> <li>2. Learners individually brainstorm to write sentences to describe simple graphical data accurately.</li> </ol> <p><b>Forms of Graphical Data;</b></p> <ul style="list-style-type: none"> <li>• Smoothed Frequency graph.</li> <li>• Histogram.</li> <li>• Cumulative frequency graph or Ogive.</li> <li>• Pie diagram.</li> </ul>  <p>Graphical representation of data is an <b>attractive method of showcasing numerical data that help in analyzing and representing quantitative data visually</b>. A graph is a kind of a chart where data are plotted as variables across the coordinate.</p>	<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>FRIDAY</b></p> <p><b>25-11-2022</b></p>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand:</b> Prose, Drama, Poetry</p> <p>Through questions and answers, introduce the lesson</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to perform a drama on a given topic.</li> <li>2. Discuss meanings conveyed in the drama.</li> </ol> <p><b>What is the dramatic meaning in drama?</b></p>  <p>Dramatic meaning refers to <b>the ideas and stories that the audience understands from watching a dramatic performance</b>. Dramatic meaning is created by all of the elements of drama working together to create meaning</p>	<p><b>Core Competencies;</b></p> <ol style="list-style-type: none"> <li>1. Cultural Identity and Global Citizenship</li> <li>2. Creativity and Innovation</li> <li>3. Digital Literacy</li> </ol>
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