or __0248043888__
https://www.TeachersAvenue.net
https://TrendingGhana.net
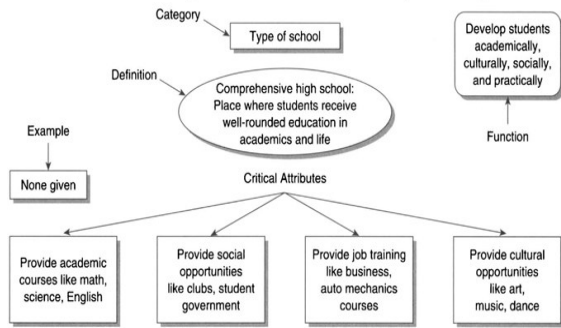*https://www.mcgregorinriis.com*

BASIC 7

WEEKLY LESSON PLAN – WEEK 3

Strand:	• Oral language (listening and speaking) • Reading • Grammar Usage • Literature	Sub-Strand:	• Conversation/everyday discourse • Comprehension • Grammar • Prose, Drama, Poetry
Content Standard:	B7.1.1.1: Demonstrate use of appropriate language orally in specific situations**(Oral Language)** B7.2.1.1: Demonstrate increasing confidence in independence in reading.**(Reading)** B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.**(Grammar Usage)** B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		
Indicator (s)	B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication **(Oral Language)** B7.2.1.1.4. Use text structure to understand and read texts independently **(Reading)** B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse **(Grammar Usage)** B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning		
Week Ending	21-04-2023		
Class	B.S.7	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:	• Ability to combine information and ideas from several sources to reach a conclusion • Ability to set and maintain personal standards and values

DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY **17-04-2023**	**Strand: Oral Language** **Sub-strand: Conversation/Everyday discourse** Review Learners knowledge on the previous lesson.	1. Demonstrate how to use appropriate posture, facial expressions and gestures to in conversations as a technique for effective oral communication. 2. Assist Learners to maintain eye contact, use appropriate posture, facial expressions and gestures in conversations between two pairs of groups. **Importance of using gesture and posture in conversations;** o It helps you to feel calm & confident on the inside and look calm and confident on the outside. o It demonstrates high status meaning the audience feel you have something worth listening to. It helps you to breathe easily and project your voice.	Through questions and answers, conclude the lesson.
WEDNESDAY **19-04-2023**	**Strand: Reading** **Sub-strand: Comprehension** Discuss the meaning of graphic organizer with the Learners.	1. Demonstrate using a graphic organizer to make a chart of the text structure whilst Learners observe. 2. Assist Learners to use graphic organizer to make a chart of the text structure. 3. Engage Learners in silent reading for 10 minutes. 4. Learners brainstorm to identify how text structure helps with understanding other texts. **Graphic Organizer;** graphic organizer can be used before, during, or after reading to present the information from the text in a visual or graphic representation. There are many types of graphic organizers that can be used to organize information from narrative texts and expository texts. **Definition/Example Text Structure Graphic Organizer** 	Summarize the lesson.

| THURSDAY 20-04-2023 | **Strand: Grammar Usage**

Sub-strand: Grammar

Learners brainstorm to explain the meaning of coordinating conjunctions. | 1. Assist Learners to identify examples of coordinating conjunctions.
2. Demonstrate forming sentences with coordinating conjunctions.
3. Learners brainstorm to form sentences with coordinating conjunctions.

Definition of Coordinating Conjunction:
A conjunction which makes a connection between two parallel words, two parallel phrases, or independent clauses is called a coordinating conjunction. The coordinating conjunctions are *and, but, or, as well as, for, so, yet*, etc.
Examples of Coordinating Conjunction:
Alex stood first **and** got a prize. Robin **and** Russel went the beach. Sleep now **or** you will miss the class tomorrow. Robin did not try hard **so** he did not succeed. He is sad **but** not broken. Rita, as well as Shaun, came here yesterday. Shaun played well **still** he lost. Play up to your potential **otherwise,** you will be left out of the team. Watson **and** Warner are in good form. Alex is in good form **but** Robin is not. Life is full of troubles **yet** none wants to die. She **and** I broke up at least a year ago. Sean, as well as Nikita, will go with us. She is quick **and** she reads clearly. She is clever **but** her boyfriend is cleverer. I went to bed **for** I was feeling exhausted. I was sleeping **and** you made a lot of noises. I told you **but** you did not listen. You must listen to me **or** you must leave. I will not say anything **otherwise** you might misunderstand me. | Reflect on the function of coordinating conjunctions in sentences. |

| FRIDAY 21-04-2023 | **Strand**: Literature

Sub-strand: Select a Poem from the Cockcrow

Review Learners knowledge on the previous lesson. | 1. Discuss with Learners on the strategy to follow to write simple folktales, myths and legends.
2. Demonstrate writing simple folktales, myths and legends.
3. Assist Learners to write simple folktales, myths and legends.
4. Engage Learners to read a folktale and myths from the Cockcrow.

  o Characters
  o Plot
  o Setting
  o Theme
  o events. | Reflect on the structure of writing folktales and myths. |

Name of Teacher: *School:*   *District:*