

EaD Comprehensive Lesson Plans



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BASIC 7

WEEKLY LESSON PLAN – WEEK 2

Strand:	<ul style="list-style-type: none">• Language and Usage• Composition Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Integrating grammar in written language (verbs, adverbs, conjunctions, postpositions/prepositions)• Structure and organize ideas in composition writing• Folktales, songs, prose, drama, poetry		
Content Standard:	B7.4.3.1 Recognise the use of verbs, adverbs, conjunctions and postpositions/Prepositions in sentences. B7.5.1.1 Demonstrate knowledge and understanding of the features of a paragraph and the various text types (narrative, descriptive, creative/free writing,). B7.6.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written).				
Indicator (s)	B7.4.3.1.2 Identify and classify adverbs into their various types B7.4.3.1.3 Identify and classify conjunctions and use them appropriately in sentences B7.5.1.1.2 Develop a three-paragraph essay using the features of given text type. B7.6.1.1.3 Discuss the components of written literature (prose, drama and poetry).				
Week Ending	07-07-2023				
Class	B.S.7	Class Size:		Duration:	
Subject	Ghanaian Language				
Reference	Ghanaian Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		Core Competencies:	<ul style="list-style-type: none">• Communication and Collaboration	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION

<p>MONDAY</p> <p>10-04-2023</p>	<p>Strand: Language and Usage Sub-strand: Sentences – Simple, compound and complex</p> <p>Review Learners knowledge on verbs.</p>	<ol style="list-style-type: none"> 1. Write sentences on the chalkboard and assist Learners to identify verbs used in the sentences. 2. Through peer-to-peer interactions, Learners brainstorm to use verbs appropriately. 3. Discuss with Learners on the types of verbs. 4. Learners in small groups to discuss and form sentences with the types of verbs. <p>Verbs;</p> <p>A verb is a word that describes the action or state of the subject of a sentence. Words such as play, go, stay, cook, and study are examples of verbs or action words</p> <p>Examples of Verb in Sentences</p> <ul style="list-style-type: none"> • Hiya is going home. • Dravid is writing a novel about the wildlife of america. • Kohli is playing cricket at the college tournament. • He is riding his new bicycle all-day. • Leave me alone! • She apologized to the teachers. • This temple will close after an hour. • He is sitting next to you. 	<p>Assist Learners to write examples of sentences using verbs and conjunctions.</p> <p>Exercise;</p> <ol style="list-style-type: none"> 1. What is a verb? 2. State 5 examples of verbs. 3. State 5 examples of conjunctions.
<p>THURSDAY</p> <p>13-04-2023</p>	<p>Strand: Composition Writing</p> <p>Sub-strand: Structure and organize ideas in composition writing</p> <p>Discuss with Learners on the features of narrative essays.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners how to write narrative essay. 2. Individual Learners brainstorm to write three-paragraph narrative essay on a given topic. 3. Assist Learners to read the three-paragraph narrative essay they wrote <p>Characteristics of a good narrative essay</p> <ul style="list-style-type: none"> • <i>Involves readers in the story-</i> for an interesting story, the events of the narrative must incorporate readers in the incidences. Recreate the original story to fit in your readers. 	<p>Learners brainstorm to write a narrative essay on a given topic.</p> <p>Exercise;</p> <p>Tell the story of your favourite teacher.</p>

- ***Relates events in sequence-*** recreate the events in your story to be at specific scenes set at actual places and in actual times.
- ***Include detailed observations of people, voices, places, and events-*** you should give vivid description in a re-created way. Give actual dialogues, names of people, sounds, and sights.
- ***Present important changes, differences, conflicts, and create moods-*** the events in your essay should relate to a real life setting. A conflict between characters might make the readers more anxious to know what will become of the conflicting characters.
- Tells the story from the first person's point of view "I"
- ***Connects the past to the present*** – you should present your narrative in a way that it relates to today's world.
- ***Communicates the thesis statement-*** all the events in your story should relate to the main idea behind the narrative. The thesis must be clear to the reader.

2. How To Write A Narrative Essay Outline, Body, And Finalize The Essay

- ***Prewrite the narrative-*** this step requires you to think of a topic to write about. This includes a human experience, which the writer feels emotionally connected to. After choosing a topic,

		<p>brainstorm on a perfect event that will explain the thesis behind a story.</p> <ul style="list-style-type: none"> • Draft a narrative essay- a draft includes an outline of how the main essay will look like. In coming up with an effective draft make use of the characteristics of a good narrative essay as given above. • Write and revise your essay- use the outline prepared to write your essay. Revise your essay while making exceptions of reviewing and reorganisation of the work. • Edit your essay- in this segment proofread your essay and correct errors to improve style and clarity 	
FRIDAY 14-04-2023	<p>Strand: Literature</p> <p>Sub-strand: Folktales, songs, prose, drama, poetry</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify and explain the structure of the various genres of written literature. 2. Discuss with Learners how characters are created in a range of prose. 3. Learners brainstorm to explain literal devices used in Prose. <p>What is a genre?</p> <p>A genre is a category of artistic work that has a specific form or characteristics. The word "genre" comes from the French word meaning "type" or "kind." Movie genres include comedy, horror, romance, and action.</p> <p>What are the different types of genres?</p> <p>The four main literary genres are poetry, fiction, nonfiction, and drama. Each main genre also contains sub-genres. For example, sub-genres of nonfiction are biographies and autobiographies.</p>	<p>Reflect on the structure of genres of writing literature.</p> <p>Exercise;</p> <ol style="list-style-type: none"> 1. State 4 genres of writing literature. 2. Describe the structure of the genres of writing literature identified.

The Four Main Genres of Literature

Fiction/Stories	Poetry	Drama	Non Fiction
<p>Readers's narratives that are the fruit of the writer's imagination.</p> <p>Narrator: the person who is telling the story.</p> <p>Narrative: the telling of a story.</p> <p>A short story: focuses on one event, is usually read in one sitting.</p> <p>A novel: extended work, its plot is more complex and we have more opportunities to imagine what is going on in the story.</p> <p>A novella: is between a short story and a novel. It focuses on a limited number of characters, and the story takes place over a short period of time.</p> <p>Important definitions: Plot, Conflict, Character, Setting, Theme, Narrator, Point of view.</p>	<p>Words and sound/inflection are chosen to deliver meanings and emotions.</p> <p>Form: stanzas, 4 lines</p> <p>Important definitions: Form, line, stanza, metaphor, rhyme, rhythm, meter, sound, devices, diction, figurative language, imagery.</p>	<p>Performance with characters, plot and a conflict (similar to stories)</p> <p>The play is divided into scenes, and each scene presents a different setting (time and place)</p> <p>Long plays divide the scenes into groups that are called acts</p> <p>Important definitions: Monologue, dialogue, soliloquy, actors.</p>	<p>Based on REAL life.</p> <p>Biographies, speeches, essays, articles, historical texts, etc. (see Ex. 1)</p> <p>Non fiction is usually written for a purpose.</p> <p>Important definitions: Argument, organizational patterns, perspective, persuasion.</p>

Name of Teacher:

School:

District: