

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 6

Strand:	<ul style="list-style-type: none"> • Oral language (listening and speaking) • Reading • Grammar Usage • Writing 	Sub-Strand:	<ul style="list-style-type: none"> • English Sounds • Summarizing • Grammar • Text types and purposes
Content Standard:	B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece B7.3.1.6: Demonstrate mastery of use of active and passive voice B7.4.2.2: Apply writing skills to specific life situations		
Indicator (s)	B7.1.3.1.2. Produce pure vowel sounds(long vowels) in context B7.2.2.2.1. Determine and analyze central and supporting ideas of texts B7.3.1.6.2. Demonstrate use and command of reported speech B7.4.2.2.5. Create dialogues between two interlocutors on different themes		
Week Ending			
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:	<ul style="list-style-type: none"> • Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	Strand: Oral language Sub-Strand; English Sounds Learners brainstorm to explain the meaning of Vowels.	<ol style="list-style-type: none"> 1. Assist Learners to identify examples of vowels. 2. Discuss the difference between Long and Short vowels. 3. Learners in small groups to discuss and identify examples of both long and short vowels. 4. Learners brainstorm to distinguish between long and short vowels in context. 	Through questions and answers, conclude the lesson. Exercise; Write 5 examples each of; i. Long Vowel

		<p>Short vowel sound letter</p> <p>e</p> <p>i</p> <p>o</p> <p>u</p> <p>Short vowel sound words</p> <p>bed, fed, test, jet, web, smell, sell, fell, bell</p> <p>milk, silk, swim, mitt, hit, hill, pill, him, lip</p> <p>hop, mop, pop, got, rob, sob, pond, mob</p> <p>gun, pup, cup, tug, cuff, puff, gum, nut, cut</p> <p>Long Vowel Words</p> <ul style="list-style-type: none"> • Long a – baby, cake, rain, day, they, weigh. • Long e – me, eve, hear, meet, piece, candy. • Long i – silent, bike, light, my. • Long o – go, home, toe, boat, snow. • Long u – music, mule, pew, feud. 	<p>ii. Short Vowel.</p>
<p>WEDNESDAY</p>	<p>Strand: Reading</p> <p>Sub-Strand; Summarizing</p> <p>Select a model reader to read aloud texts to the class.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to read text silently for main ideas or topics of texts. 2. Assist Learners to identify main ideas or topics in Paragraphs. 3. Learners brainstorm to summarize text using the identified main ideas in the reading text. <p>Steps to identify an author's stated main idea;</p> <ul style="list-style-type: none"> • Step 1: Identify the topic. 	<p>Reflect on how to answers comprehension questions.</p>

		<ul style="list-style-type: none"> • Step 2: Identify what the author is saying about the topic. • Step 3: Identify the stated main idea. <p>How to summarize a text;</p> <ul style="list-style-type: none"> ✚ read a passage closely ✚ find the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph. ✚ 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>THURSDAY</p>	<p>Strand: Grammar Usage</p> <p>Sub-Strand; Grammar</p> <p>Discuss with Learners the meanings of direct and reported speech.</p>	<ol style="list-style-type: none"> 1. Assist Learners to distinguish between direct and reported speech. 2. Demonstrate writing examples of direct and reported speeches on the chalkboard. 3. Learners brainstorm to form examples of direct speech and change them to reported speech. <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">1. Direct</td> <td style="width: 40%; vertical-align: top;">She says, "I am ill."</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">Indirect</td> <td style="vertical-align: top;">She says that she is ill.</td> </tr> <tr> <td style="vertical-align: top;">2</td> <td style="vertical-align: top;">Direct</td> <td style="vertical-align: top;">I will study", Mary said.</td> </tr> <tr> <td></td> <td style="text-align: center;">Indirect</td> <td style="vertical-align: top;">I will study", said Mary.</td> </tr> <tr> <td style="vertical-align: top;">3</td> <td style="vertical-align: top;">Direct</td> <td style="vertical-align: top;">She said; "The exam is difficult.</td> </tr> <tr> <td></td> <td style="text-align: center;">Indirect</td> <td style="vertical-align: top;">She said the test was difficult.</td> </tr> <tr> <td style="vertical-align: top;">4</td> <td style="vertical-align: top;">Direct</td> <td style="vertical-align: top;">I bought a car.</td> </tr> <tr> <td></td> <td style="text-align: center;">Indirect</td> <td style="vertical-align: top;">He said he bought a car.</td> </tr> </table>	1. Direct	She says, "I am ill."			Indirect	She says that she is ill.	2	Direct	I will study", Mary said.		Indirect	I will study", said Mary.	3	Direct	She said; "The exam is difficult.		Indirect	She said the test was difficult.	4	Direct	I bought a car.		Indirect	He said he bought a car.	<p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <ol style="list-style-type: none"> 1. What is direct speech? 2. Write 5 examples of direct speech. 3. Change the following direct speeches to reported speeches; <ol style="list-style-type: none"> i. Alina said, "I'll come back in ten minutes. " ii. The educator said to Paul, "If do not finish your project, I'll call your mother. "
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		5	Direct	My parents are very well.	iii.	Puja said to me, "What are you watching? "
			Indirect	Alex said that his parents were very well.	iv.	Joe said, "You must give me another opportunity. "
		6	Direct	Please don't be late.		
			Indirect	He asked their not to be late.	v.	Lilly said, "I had a body ache yesterday night. "
		7	Direct	I'm living in Texas now.		
			Indirect	Her father said that he was living in London now.		
		8	Direct	I am living in Paris.		
			Indirect	He said that he was living in Paris.		
		9	Direct	My mother isn't very well.		
			Indirect	She said that her mother wasn't very well.		
		10	Direct	I need help with my work.		
			Indirect	George said "I need help with my homework."		
		11	Direct	I was walking along the Street.		

		<p style="text-align: right;">Indirect</p> <p>He said he had been walking along the Street.</p> <p>12 Direct</p> <p>I haven't seen George recently.</p> <p style="text-align: right;">Indirect</p> <p>She said that she hadn't seen George recently.</p> <p>13 Direct</p> <p>I would help, but...</p> <p style="text-align: right;">Indirect</p> <p>He said he would help but...</p> <p>14 Direct</p> <p>I'm waiting for Michael, she said.</p> <p style="text-align: right;">Indirect</p> <p>She said (that) she was waiting for Michael".</p> <p>15 Direct</p> <p>They said, "They have taken exercise."</p> <p style="text-align: right;">Indirect</p> <p>They said that they had taken exercise.</p>	
FRIDAY	<p>Strand: Writing</p> <p>Sub-Strand; Text types and purposes</p>	<ol style="list-style-type: none"> 1. Assist Learners to compose dialogues of different lengths by saying the dialogue out loud . 2. Discuss with Learners about the various ways of composing dialogue. 3. Learners brainstorm to use appropriate grammatical conventions and structures in dialogues. <p>Ask these questions when reading your dialogue out loud to yourself:</p>	Reflect on the ways of composing dialogue.

	Discuss with Learners about the meaning of dialogue.	<ol style="list-style-type: none">1. Would someone actually say this in real life?2. Does it move the plot forward or develop a character?3. Is it easy to say or do you fumble over the sentence?4. Do you pause in certain areas where you <i>haven't</i> written commas? (Note: if this happens, put in some commas so the readers interpret it how you hear it!)	
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School:

District: