

# *EaD Comprehensive Lesson Plans*



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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 8**

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Grammar Usage</li><li>• Writing</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Summarizing</li><li>• Punctuation and capitalization</li><li>• Building and presenting knowledge</li><li>• Narrative, drama and poetry</li></ul>		
<b>Content Standard:</b>	B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece B7.3.1.1: Demonstrate use and mastery of capitalization and punctuation in communication B7.4.3.1: Research to build and present knowledge B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				
<b>Indicator (s)</b>	B7.2.2.2.1. Determine and analyze central and supporting ideas of texts B7.3.1.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organize and present it in writing B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)				
<b>Week Ending</b>					
<b>Class</b>	B.S.7	<b>Class Size:</b>		<b>Duration:</b>	
<b>Subject</b>	English Language				
<b>Reference</b>	English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
<b>Teaching / Learning Resources</b>	Reading Book, Poster, Pictures, Word Chart, Sentence Cards		<b>Core Competencies:</b>	<ul style="list-style-type: none"><li>• Communication and Presentation</li><li>• Critical Thinking and Problem Solving</li><li>• Personal Development and Leadership</li></ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>			<b>PHASE 3: REFLECTION</b>
<b>MONDAY</b>  <b>22-05-2023</b>	<b>Strand:</b> Reading  <b>Sub-Strand;</b> Summarizing  Select a model reader to read aloud texts to the class.	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.			Reflect on how to answers comprehension questions.

		<p><b>How to Summarize a Paragraph</b></p> <p>1. Preview and read. Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.</p> <p>2. Make a list or outline. Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.</p> <p>3. Write a summary. Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary to just one or two sentences.</p> <p>4. Read aloud and correct. Read the summary aloud, correcting any mistakes.</p>											
<p><b>WEDNESDAY</b></p> <p><b>24-05-2023</b></p>	<p><b>Strand:</b> Grammar Usage</p> <p><b>Sub-Strand;</b> Punctuation and capitalization</p> <p>Review learners knowledge on the meaning of Punctuation mark.</p>	<p>1. Learners brainstorm to identify examples of punctuation marks.</p> <p>2. Write a text on the chalkboard and assist Learners to identify punctuation marks used in the text.</p> <p>3. Discuss the functions of punctuation marks used in a text.</p> <p>4. Learners in small groups to discuss and write examples of sentences using punctuation marks.</p> <div><p><b>Punctuation Marks</b></p><table><tr><td>! Exclamation</td><td>● Full Stop</td></tr><tr><td>, Comma</td><td>? Question Mark</td></tr><tr><td>; Semi Colon</td><td>: Colon</td></tr><tr><td>/ Slash</td><td>“ ” Quotation Marks</td></tr><tr><td>() Round Bracket</td><td>— Dash</td></tr></table><p>1. Full stop</p></div>	! Exclamation	● Full Stop	, Comma	? Question Mark	; Semi Colon	: Colon	/ Slash	“ ” Quotation Marks	() Round Bracket	— Dash	<p>Through questions and answers, conclude the lesson.</p> <p><b>Exercise;</b></p> <p>Write 10 examples of punctuation marks.</p>
! Exclamation	● Full Stop												
, Comma	? Question Mark												
; Semi Colon	: Colon												
/ Slash	“ ” Quotation Marks												
() Round Bracket	— Dash												

		<p>A <a href="#">full stop</a> is the punctuation name for a mark that is used to show the end of a sentence, as shown in this punctuation example:</p> <p><i>'Lucy went clothes shopping. She bought a lovely new skirt.'</i></p> <p>Full stops are used to indicate that it is the end of a sentence, usually communicating a complete point or thought. It highlights a new sentence is about to begin.</p> <p><b>2. Commas</b></p> <p>Commas is the punctuation name for a mark that are great for breaking down sentences, combining two clauses or showing us when to pause.</p> <p><i>'Despite the fact I hate maths, I quite like learning about fractions.'</i></p> <p>This shows how commas can add emphasis and tell the reader when to pause. Sometimes, commas can be misplaced. This is called a comma splice, where two independent clauses are connected by a comma, when they should really be separated with a full stop or semi colon or connected with a connective.</p> <p><b>3. Question marks</b></p> <p><a href="#">Question marks</a> simply indicate that the speaker is asking a question. They're used at the end of question (or interrogative) sentences.</p> <p><i>'Do you still want to keep your teddy bear?'</i></p>	
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#### 4. Exclamation marks

[Exclamation marks](#) is the punctuation name for a mark that can change the meaning and tone of a sentence. They still end a sentence, but they can add emotion - whether that's excitement, anger or nervousness!

*'Look, it's a cat!'*

*'I'm so nervous about my SATs exams!'*

*'I can't believe you just said that!'*

All three of these sentences convey very different emotions using an exclamation mark, so it can be confusing. Yet imagine if they used a full stop instead - these emotions would be much harder to read and understand.

A sentence which needs an exclamation mark is called an exclamatory sentence.

#### 5. Colons

A [colon](#) is the punctuation name for a mark that is used to connect two clauses.

*'Never go out in the sun without sunscreen: you'll damage your skin.'*

They're also great for introducing a list of three or more things.

*'I'm visiting four cities this summer: Rome, Florence, Paris, and Seville.'*

## 6. Semicolons

Semicolons get a bad reputation for being difficult, but in truth, they're super handy!

You can use a semicolon to join 2 main (or independent clauses) which have equal importance. For example,

*'Katie was hungry; she hadn't eaten all day.'*

Semicolons show a closer relationship between the clauses than a full stop would show.

## 7. Apostrophes

[Apostrophe](#) is a punctuation mark that can be quite confusing for many children, but it's really important that children learn how to use them properly.

Apostrophes are used to identify something that belongs to someone or to show a letter or multiple letters are missing from a word. Yet as simple as this sounds, many children and adults often misplace or forget apostrophes, even putting them somewhere they shouldn't be altogether. The following sentence shows how to use an apostrophe for contractions, where letters are missing from "were not", "of the clock" and "cannot".

*"We weren't meant to leave before 4 O'clock, so we can't go yet."*

Apostrophes can also be used to show the possessive form of a singular noun.

*"The student's job was to make sure no one touched the pet rabbit's breakfast."*

		<p>With plural nouns where the word already has an 's' at the end, an apostrophe just gets added at the end.</p> <p><i>"The girls' toy truck had broken."</i></p> <p>If the word is plural and doesn't have an 's' at the end, again one can be added.</p> <p><i>"The women's business meeting had been delayed."</i></p> <p>One of the most common misuses of apostrophes is putting them in words which are just plural and don't show possession or contraction. For example, words such as pencils, ghosts, houses, or guests never need an apostrophe.</p> <p>8. Dash</p> <p>A dash is the punctuation name for a mark that is used to separate words into statements. There are two common types of dashes: en dash and em dash which vary in length. The en dash is twice as long as a hyphen and is most commonly used to signify a range between two words or numbers, for example the date range:</p> <p><i>1990-2014.</i></p> <p>Meanwhile, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example:</p> <p><i>She gave him her answer—No!</i></p> <p>8. Hyphen</p>	
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		<p>This list of punctuation marks isn't exhaustive, but it does contain the most commonly used punctuation marks with names. For example:</p> <p><i>Sarah had a part-time job that she worked on a Saturday</i></p> <p>9. Parentheses</p> <p>A parenthesis is a word, phrase, or sentence that is inserted into writing as extra information using brackets, commas or dashes. For example:</p> <p><i>'James (who was terrified of heights) was going to ride the biggest rollercoaster in the theme park</i></p> <p>When a whole sentence is written inside a parenthesis then the full stop will be included inside the parenthesis, for example - Please read this story. (You'll be amazed.). However, if the majority of a sentence is written outside the parenthesis, then the full stop should also be used on the outside, for example, You are late (aren't you?).</p> <p>10. Brackets</p> <p>Brackets is the punctuation name for a mark that is a curved symbol that looks like ( ) and they are used to seperate non-essential or additional information from a sentence. For example:</p> <p><i>She finally answered (after taking five minutes to think) that she didn't understand the question.</i></p>	
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<p><b>THURSDAY</b></p> <p><b>25-05-2023</b></p>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand;</b> Building and presenting knowledge</p> <p>Discuss with Learners about sources of information.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to group sources of information in writing into text sources and non-text sources.</li> <li>2. Learners brainstorm to identify headings of writings by using the key topics in the writings.</li> <li>3. Discuss with Learners on how to organize ideas and make connections for writing on a particular topic.</li> </ol> <p><b>Headings in Writing;</b> Headings are signposts that help you structure longer pieces of writing and allow the reader easily navigate their way around a document. The type of headings used will depend on the format of your writing: for example, a case study will have different headings to a report.</p> <p><b>Finding the main idea</b></p> <ul style="list-style-type: none"> <li>• at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.</li> <li>• in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.</li> </ul>	<p>Reflect on how to identify headings of writings.</p>
<p><b>FRIDAY</b></p> <p><b>26-05-2023</b></p>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand;</b> Narrative, drama and poetry</p> <p>Assist Learners to read a selected in African Poem from the Cockcrow</p>	<ol style="list-style-type: none"> <li>1. Learners brainstorm to recite the selected poem.</li> <li>2. Assist Learners to identify literary devices used in the poem.</li> <li>3. Discuss the functions of the literary devices used in the poem with the Learners.</li> </ol> <p><b>Poem</b> Let me not to the marriage of true minds Admit impediments. Love is not love Which alters when it alteration finds, Or bends with the remover to remove: O no; it is an ever-fixed mark, That looks on tempests, and is never shaken; It is the star to every wandering bark, Whose worth's unknown, although his height be taken. Love's not Time's fool, though rosy lips and cheeks Within his bending sickle's compass come; Love alters not with his brief hours and weeks,</p>	<p>Learners brainstorm to answer questions on the poem.</p>

		<p>But bears it out even to the edge of doom.  If this be error and upon me proved,  I never writ, nor no man ever loved</p> <p>("Sonnet 116" by William Shakespeare)</p> <p>William Shakespeare was famous for his sonnets, of which he is known to have written 154. We can see all of the conventions of this form at work, including the number of lines (fourteen, broken into three quatrains and a final rhyming <u>couplet</u>), the rhyme scheme (ABABCDCEFEFGG), and the meter (iambic <u>pentameter</u>).</p> <ul style="list-style-type: none"> <li>• <u>Alliteration</u></li> <li>• <u>Allusion</u></li> <li>• <u>Ambiguity</u></li> <li>• <u>Analogy</u></li> <li>• <u>Assonance</u></li> <li>• <u>Cacophony</u></li> <li>• <u>Connotation</u></li> <li>• <u>Consonance</u></li> <li>• <u>Contrast</u></li> <li>• <u>Euphony</u></li> <li>• <u>Hyperbole</u></li> <li>• <u>Imagery</u></li> <li>• <u>Irony</u></li> <li>• <u>Onomatopoeia</u></li> <li>• <u>Oxymoron</u></li> <li>• <u>Paradox</u></li> <li>• <u>Personification</u></li> </ul>	
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***School:***

***District:***