

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 2

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| Strand: | <ul style="list-style-type: none">• Oral language (listening and speaking)• Reading• Writing• Literature | Sub-Strand: | <ul style="list-style-type: none">• Conversation/everyday discourse• Comprehension• Production and distribution Writing• 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) B7.4.2.1:Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts (Writing) B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature) | | |
| 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) B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences (Writing) B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning. (Literature) | | |
| Week Ending | 19-01-2024 | | |
| 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: | |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION |
| MONDAY | Strand: Oral Language Sub-strand: Conversation/Everyday discourse Select a unit reader from the English | <ol style="list-style-type: none">1. Through paired or partner reading, Learners read aloud to each other in a conversation.2. Ensure appropriate use of voice pace, volume, tone and stress in the conversation.3. Partners in the conversation reading are to | Learners brainstorm to answer comprehension questions after reading, |

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| | Reading textbook that involves conversations. | <p>maintain eye contact with each other.</p>  <p>Partner reading (also known as paired reading) is a reading strategy where two students are paired together and read a given text aloud to each other. Often, students are paired strategically. For example, teachers could pair readers that are on the same level, or pair a more fluent reader with a less fluent reader.</p> | |
| WEDNESDAY | <p>Strand: Reading</p> <p>Sub-strand: Comprehension</p> <p>Review Learners knowledge on text structure</p> | <ol style="list-style-type: none"> 1. Write a paragraph that follows a specific text structure on the chalkboard. 2. Discuss with Learners on how to form sentences in a Paragraph following specific text structure. 3. Learners brainstorm to read paragraphs that follow a specific text structure. <p>Text structure</p> <ul style="list-style-type: none"> ▪ a topic sentence ▪ supporting sentences ▪ concluding sentence. | Ensure core competencies are achieved. |
| THURSDAY | <p>Strand: Writing</p> <p>Sub-strand: Production and distribution Writing</p> <p>Discuss with Learners the meaning of grammatical structure.</p> | <ol style="list-style-type: none"> 1. Assist Learners to identify grammatical structure of sentences. 2. Discuss with Learners the grammatical structure rules. 3. Learners in small groups to discuss and identify the grammatical structure of sentences. <p>A sentence follows Subject + Verb + Object word order. He (subject) obtained (verb) his degree (object).</p> <p>Importance of Grammatical structure; it provides information that helps the reader's comprehension. It is the structure that conveys precise</p> | Reflect on the importance of grammatical structure of a sentence. |

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| | | meaning from the writer to the audience. Eliminate grammatical errors from your writing, and reward your readers with clear communication. | |
| FRIDAY | <p>Strand: Literature</p> <p>Sub-strand: Prose, Drama, Poetry</p> <p>Review learners knowledge on the previous lesson.</p> | <ol style="list-style-type: none"> 1. Assist Learners to read aloud a novel selected from the Cockcrow. 2. Learners brainstorm to distinguish between the types of poetry by function paying attention to the rhythmic variations 3. Discuss with Learners about the cultural and social significance of the poems. 4. Assist Learners to write and recite poems. <p>Types of Poetic Forms</p> <ul style="list-style-type: none"> • Blank verse. Blank verse is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme. • Rhymed poetry. In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies. . • Free verse. • Epics. • Narrative poetry. • Haiku. • Pastoral poetry. • Sonnet. | Learners brainstorm to write own simple dirges, lullabies, war and praise songs. |

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| | | <div>Types of Poetry</div> <ul style="list-style-type: none">■ Lyric Poetry: Primary function is to express a state of mind or a powerful emotion.<ul style="list-style-type: none">■ Can be intensely personal and is usually written in 1st person (I)■ Evoke emotion in the reader | |
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Name of Teacher:

School:

District: