

## EaD Comprehensive Lesson Plans

<b>Strand:</b>	<ul style="list-style-type: none"><li>• Oral language (listening and speaking)</li><li>• Reading</li><li>• Grammar Usage</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Conversation/everyday discourse</li><li>• Comprehension</li><li>• Grammar</li><li>• Prose, Drama, Poetry</li></ul>
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or



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<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

<https://www.mcgregorinriis.com>

**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 3**

<b>Content Standard:</b>	<p>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations(<b>Oral Language</b>)</p> <p>B7.2.1.1: Demonstrate increasing confidence in independence in reading.( <b>Reading</b>)</p> <p>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.(<b>Grammar Usage</b>)</p> <p>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</p>				
<b>Indicator (s)</b>	<p>B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication ( <b>Oral Language</b>)</p> <p>B7.2.1.1.4. Use text structure to understand and read texts independently ( <b>Reading</b>)</p> <p>B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse (<b>Grammar Usage</b>)</p> <p>B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning</p>				
<b>Week Ending</b>	26-01-2024				
<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>• Ability to combine information and ideas from several sources to reach a conclusion</li> <li>• Ability to set and maintain personal standards and values</li> </ul>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>			<b>PHASE 3: REFLECTION</b>
<b>MONDAY</b>	<p><b>Strand: Oral Language</b></p> <p><b>Sub-strand: Conversation/Everyday discourse</b></p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate how to use appropriate posture, facial expressions and gestures to in conversations as a technique for effective oral communication.</li> <li>2. Assist Learners to maintain eye contact, use appropriate posture, facial expressions and gestures in conversations between two pairs of groups.</li> </ol> <p><b>Importance of using gesture and posture in conversations;</b></p>			Through questions and answers, conclude the lesson.

		<ul style="list-style-type: none"> <li>○ It helps you to feel calm &amp; confident on the inside and look calm and confident on the outside.</li> <li>○ It demonstrates high status meaning the audience feel you have something worth listening to.</li> </ul> <p>It helps you to breathe easily and project your voice.</p>	
<b>WEDNESDAY</b>	<p><b>Strand: Reading</b></p> <p><b>Sub-strand: Comprehension</b></p> <p>Discuss the meaning of graphic organizer with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate using a graphic organizer to make a chart of the text structure whilst Learners observe.</li> <li>2. Assist Learners to use graphic organizer to make a chart of the text structure.</li> <li>3. Engage Learners in silent reading for 10 minutes.</li> <li>4. Learners brainstorm to identify how text structure helps with understanding other texts.</li> </ol> <p><b>Graphic Organizer;</b></p> <p>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.</p> <p><b>Definition/Example Text Structure Graphic Organizer</b></p>	Summarize the lesson.
<b>THURSDAY</b>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-strand: Grammar</b></p> <p>Learners brainstorm to explain the meaning of coordinating conjunctions.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of coordinating conjunctions.</li> <li>2. Demonstrate forming sentences with coordinating conjunctions.</li> <li>3. Learners brainstorm to form sentences with coordinating conjunctions.</li> </ol> <p><b>Definition of Coordinating Conjunction:</b></p> <p>A conjunction which makes a connection between two parallel words, two parallel phrases, or independent clauses is called a</p>	Reflect on the function of coordinating conjunctions in sentences.

		<p>coordinating conjunction. The coordinating conjunctions are <b>and, but, or, as well as, for, so, yet</b>, etc.</p> <p><b>Examples of Coordinating Conjunction:</b></p> <ul style="list-style-type: none"><li>○ Alex stood first <b>and</b> got a prize.</li><li>○ Robin <b>and</b> Russel went the beach.</li><li>○ Sleep now <b>or</b> you will miss the class tomorrow.</li><li>○ Robin did not try hard <b>so</b> he did not succeed.</li><li>○ He is sad <b>but</b> not broken.</li><li>○ Rita, as well as Shaun, came here yesterday.</li><li>○ Shaun played well <b>still</b> he lost.</li><li>○ Play up to your potential <b>otherwise</b>, you will be left out of the team.</li><li>○ Watson <b>and</b> Warner are in good form.</li><li>○ Alex is in good form <b>but</b> Robin is not.</li><li>○ Life is full of troubles <b>yet</b> none wants to die.</li><li>○ She <b>and</b> I broke up at least a year ago.</li><li>○ Sean, as well as Nikita, will go with us.</li><li>○ She is quick <b>and</b> she reads clearly.</li><li>○ She is clever <b>but</b> her boyfriend is cleverer.</li><li>○ I went to bed <b>for</b> I was feeling exhausted.</li><li>○ I was sleeping <b>and</b> you made a lot of noises.</li><li>○ I told you <b>but</b> you did not listen.</li><li>○ You must listen to me <b>or</b> you must leave.</li><li>○ I will not say anything <b>otherwise</b> you might misunderstand me.</li></ul>										
<b>FRIDAY</b>	<p><b>Strand:</b> Literature</p> <p><b>Sub-strand:</b> Select a Poem from the Cockcrow</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"><li>1. Discuss with Learners on the strategy to follow to write simple folktales, myths and legends.</li><li>2. Demonstrate writing simple folktales, myths and legends.</li><li>3. Assist Learners to write simple folktales, myths and legends.</li><li>4. Engage Learners to read a folktale and myths from the Cockcrow.</li></ol> <div><table><tr><td>Act 1 Setup</td><td>Act 2 Confrontation</td><td>Act 3 Resolution</td></tr><tr><td colspan="3">Plot</td></tr><tr><td>Plot Point #1</td><td></td><td>Plot Point #2</td></tr></table><ul style="list-style-type: none"><li>○ Characters</li><li>○ Plot</li></ul></div>	Act 1 Setup	Act 2 Confrontation	Act 3 Resolution	Plot			Plot Point #1		Plot Point #2	Reflect on the structure of writing folktales and myths.
Act 1 Setup	Act 2 Confrontation	Act 3 Resolution										
Plot												
Plot Point #1		Plot Point #2										

		<ul style="list-style-type: none"><li>○ Setting</li><li>○ Theme</li><li>○ events.</li></ul>	
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Name of Teacher:

School:

District: