

**EaD Comprehensive Lesson Plans**



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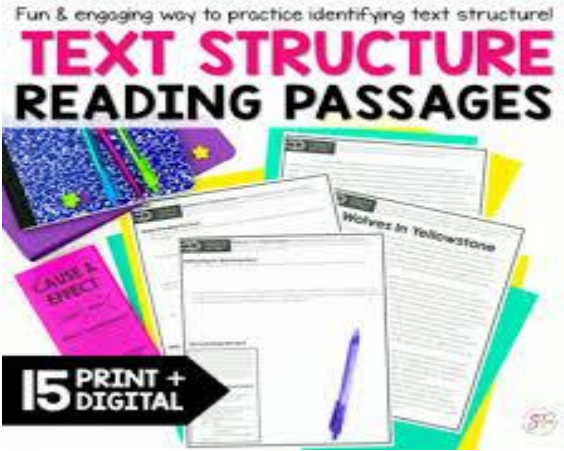
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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 4**

<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>• Comprehension</li><li>• Grammar</li><li>• Production and Distribution Writing</li><li>• Prose, Drama, Poetry</li></ul>
<b>Content Standard:</b>	B7.2.1.1: Demonstrate increasing confidence in independence in reading.( <b>Reading</b> )  B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.( <b>Grammar Usage</b> )  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 ( <b>Writing</b> )  B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning ( <b>Literature</b> )		
<b>Indicator (s)</b>	B7.2.1.1.4. Use text structure to understand and read texts independently ( <b>Reading</b> )  B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse ( <b>Grammar Usage</b> )  B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences ( <b>Writing</b> )  B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning. ( <b>Literature</b> )		
<b>Week Ending</b>	02-02-2024		
<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>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY</b>	<b>Strand: Reading</b>  <b>Sub-Strand: Comprehension</b>  Select a unit reader from the English Reading Textbook to be read by the	<ol style="list-style-type: none"><li>1. A model reader to read Passage to the class.</li><li>2. Learners brainstorm to identify text structures used in the reading text.</li><li>3. Assist Learners to Read independently and identify how text structure helps with</li></ol>	Through questions and answers, conclude the lesson.

	Learners.	<p>understanding other texts.</p> <p><b>Text structure;</b></p> <p>Text structures refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.</p> 	
<b>WEDNESDAY</b>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand: Grammar</b></p> <p>Using a Poster bearing examples of subordinating conjunctions used in sentences, explain the meaning of Subordinating conjunctions.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to give examples of subordinating conjunctions.</li> <li>2. Demonstrate how to use subordination conjunctions to join ideas.</li> <li>3. Learners brainstorm to use subordination conjunctions to join ideas.</li> </ol> <p><b>Examples of subordinating conjunction;</b></p> <ul style="list-style-type: none"> <li>▪ As long as, because</li> <li>▪ even if</li> <li>▪ if</li> <li>▪ Unless</li> <li>▪ Before</li> <li>▪ Since</li> <li>▪ Though</li> <li>▪ even though</li> <li>▪ although, while</li> <li>▪ once</li> <li>▪ while</li> <li>▪ When</li> <li>▪ Whenever</li> </ul>	Summarize the question.

		<ul style="list-style-type: none"> <li>▪ Where</li> <li>▪ Wherever</li> <li>▪ before</li> </ul> <p>after</p>	
<b>THURSDAY</b>	<p><b>Strand: Writing</b></p> <p><b>Sub-Strand: Production and distribution Writing</b></p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Discuss the steps to follow to identify grammar structure in a writing text.</li> <li>2. Write sentences on the chalkboard and ask Learners to identify the grammatic structure.</li> <li>3. Learners in small groups to discuss sentences to identify grammatic structures.</li> </ol> <p><b>Identifying grammar structures in a text</b></p> <ol style="list-style-type: none"> <li>1. the subject of the sentence is not just a word, it can be a phrase in which the main word is indicated by a certain function word;</li> <li>2. the repeated ones are mainly function words and they can indicate grammar structures;</li> <li>3. punctuation is an important key.</li> </ol>	Reflect on ways of identifying grammar structure.
<b>FRIDAY</b>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand:</b> Prose, Drama, Poetry</p> <p>Discuss the meaning of “Traditional drama” with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Discuss the structure of a traditional drama with the Learners.</li> <li>2. Assist Learners to act a traditional drama.</li> <li>3. Learners brainstorm to identify the settings of a traditional drama.</li> </ol> <p><b>Settings of a traditional drama;</b></p> <ul style="list-style-type: none"> <li> Plot</li> <li> Character</li> <li> Tension</li> <li> language</li> <li> Spectacle</li> </ul>	Assist learners to perform a drama on a given theme.

		<p>Traditional drama dealt with <i>Supernatural</i> elements, <i>Fate</i>, <i>Heroic deeds</i> etc whereas Modern drama deals with <i>Realism</i>, <i>Absurdism</i> etc.</p> <p>Some of famous Modern Playwrights are, Henric Ibsen, George Bernard Shaw, Edward Albee, Aurther Miller etc. Among them Henric Ibsen considered as <b><i>"Father of Modern Drama"</i></b>.</p> 	
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School:

District: