

## EaD Comprehensive Lesson Plans

<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>
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or



0248043888

<https://www.TeachersAvenue.net>


<https://TrendingGhana.net>

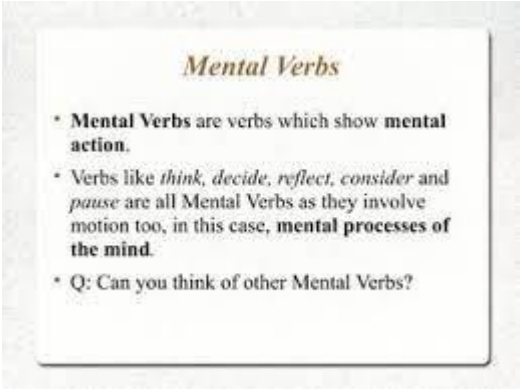
<https://www.mcgregorinriis.com>





**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 5**

<b>Content Standard:</b>	<p>B7.2.1.2: Read, comprehend and interpret texts (Reading)</p> <p>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.(Grammar Usage)</p> <p>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)</p> <p>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (<b>Literature</b>)</p>				
<b>Indicator (s)</b>	<p>B7.2.1.2.1. Identify the main text features of a non-literary texts</p> <p>B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)</p> <p>B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services</p> <p>B7.5.1.1.2. Analyze the elements of written literature (narrative, drama, or poetry)</p>				
<b>Week Ending</b>	09-02-2024				
<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>	<ul style="list-style-type: none"> <li>• Ability to work with all group members to complete a task</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:</b> Reading</p> <p><b>Sub-Strand;</b> Comprehension</p> <p>Discuss meanings of keywords and vocabularies in the reading passage with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of non-fiction texts.</li> <li>2. Discuss how the text features aid in the comprehension of a text.</li> <li>3. Lay emphasis on the need to use the environment of a word to get its meaning</li> <li>4. Assist learners with a variety of questions to make meaning during and after reading the text</li> </ol> <p><b>Examples of non-fiction texts;</b></p>			Through questions and answers, conclude the lesson.

		<ul style="list-style-type: none"><li>History. History nonfiction writing involves recounting a historical event or specific time period.</li><li>Biographies And Autobiographies.</li><li>Memoirs.</li><li>Travel Writing.</li><li>Philosophy.</li><li>Religion And Spirituality.</li><li>Self-Help.</li><li>Science</li></ul>	
WEDNESDAY	<p><b>Strand:</b> Grammar Usage</p> <p><b>Sub-Strand;</b> Grammar</p> <p>Review Learners knowledge on Prepositions.</p>	<ol style="list-style-type: none"><li>Learners brainstorm to identify examples of Prepositions.</li><li>Demonstrate constructing sentences with complex prepositions.</li><li>Assist Learners to use complex prepositions in constructing sentences.</li></ol> <p><b>Examples of Complex Prepositions</b></p> <ul style="list-style-type: none"><li>according to.</li><li>ahead of.</li><li>along with.</li><li>apart from.</li><li>as for.</li><li>as well as.</li><li>aside from.</li><li>away from.</li></ul> <div><p>Complex prepositions are prepositions that consist of several parts often made of two words or two prepositions.</p><p>alongside   behind   outside</p><p>within   into</p><p>be + hind out + side in + to</p></div> <p>TopEnglishGrammar.com</p>	Reflect on examples of Prepositions and how to use them to form sentences.

<p><b>THURSDAY</b></p>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand;</b> Production and Distribution of Writing.</p> <p>Show Learners pictures and Poster showing advertisement of sale of products.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to use simple present tenses for conveying timeless statements and facts.</li> <li>2. Discuss with Learners on the meaning and examples of mental verbs.</li> <li>3. Learners in small groups to discuss and identify verb phrases in sentences.</li> </ol> <p><b>Simple Present Tense Examples</b></p> <p>Present simple examples include words like:</p> <ul style="list-style-type: none"> <li>• sit, sits</li> <li>• sing, sings</li> <li>• investigate, investigates</li> <li>• drive, drives</li> <li>• smile, smiles</li> </ul>  <p><b>Verb Phrase Examples</b></p> <ul style="list-style-type: none"> <li>• She was walking quickly to the mall.</li> <li>• He should wait before going swimming.</li> <li>• Those girls are trying very hard.</li> <li>• Ted might eat the cake.</li> <li>• You must go right now.</li> <li>• You can't eat that!</li> <li>• My mother is fixing us some dinner.</li> <li>• Words were spoken.</li> </ul>	<p>Through questions and answers, conclude the lesson.</p>
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FRIDAY	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand;</b> Prose, Drama, Poetry</p> <p>Select a written literature from the Cockcrow for Learners to read.</p>	<p>1. Learners brainstorm to narrate a written Literature selected from the Cockcrow.</p> <p>2. Assist Learners to Compare plot, setting and characters between two texts.</p> <p>3. Individual Learners brainstorm to compose and read out simple narratives.</p> <div><p><b>Character, Setting and Events</b></p><table><thead><tr><th>Character</th><th>Settings</th><th>Events</th></tr></thead><tbody><tr><td>A character is a person or animal in the story</td><td>Setting is where and when a story takes place</td><td>The main things that happen in the story.</td></tr></tbody></table><div></div></div> <ul style="list-style-type: none"><li>• Literary/Fiction Text: Stories about people or events that are made up by an author.</li><li>• Characters: The people or animals in a story.</li><li>• Setting: The place where a story happens.</li><li>• Events: The things that happen in a story.</li></ul>	Character	Settings	Events	A character is a person or animal in the story	Setting is where and when a story takes place	The main things that happen in the story.	Assist Learners to role play on written Literature selected from the Cockcrow.
Character	Settings	Events							
A character is a person or animal in the story	Setting is where and when a story takes place	The main things that happen in the story.							

Name of Teacher:

School:

District: