

**EaD Comprehensive Lesson Plans**



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0248043888

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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 6**

<b>Strand:</b>	<ul style="list-style-type: none"> <li>• Oral language (listening and speaking)</li> <li>• Reading</li> <li>• Grammar Usage</li> <li>• Writing</li> </ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"> <li>• Conversation/everyday discourse</li> <li>• Comprehension</li> <li>• Grammar</li> <li>• Production and Distribution Writing</li> </ul>
<b>Content Standard:</b>	<p>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</p> <p>B7.2.1.2: Read, comprehend and interpret texts</p> <p>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.</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</p>		
<b>Indicator (s)</b>	<p>B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information</p> <p>B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts</p> <p>B7.3.1.1.8. Identify and use determiners in speaking and texts</p> <p>B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences</p>		
<b>Week Ending</b>	16-02-2024		
<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>• Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those duties</li> <li>• Ability to find and utilize digital content</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> Oral language</p> <p><b>Sub-Strand;</b> Conversation/everyday discourse</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of Level-appropriate texts with the Learners.</li> <li>2. Assist learners to identify examples of level-appropriate texts.</li> <li>3. Learners brainstorm to identify key points or key information from a level-appropriate text.</li> </ol>	Summarize the lesson.

	<p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<p><b>Level-Appropriate Texts;</b></p> <ul style="list-style-type: none"> <li>▪ <i>Independent reading level</i> is the highest level at which a reader has adequate background knowledge for the topic, and can access text very quickly and with very few errors. Think of independent level as the highest level you would ask a child to read without help.</li> <li>▪ <i>Instructional reading level</i> is the highest level at which a reader is not independent, but has adequate background knowledge for a topic, and can access text quickly and with no or few errors. Think of independent level as the highest level you would ask a child to read with only a small amount of assistance. The vast majority of text that a child reads during the school day should not exceed this level.</li> <li>▪ <i>Frustration reading levels</i> include text for which a reader does not have adequate background level for a topic and/or cannot meet criteria for instructional levels of accuracy and rate. Think of frustration levels as those levels that require extensive or even moderate assistance from an educator</li> </ul>	
<p><b>WEDNESDAY</b></p>	<p><b>Strand:</b> Reading</p> <p><b>Sub-Strand;</b> Comprehension</p> <p>Select a reading text from the English Textbook.</p> <p>Discuss meanings of keywords and vocabularies in the reading text with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to read text aloud.</li> <li>2. Learners brainstorm to read texts accurately and fluently.</li> <li>3. Discuss with Learners about the difference between facts and opinions in a range of non-fiction texts.</li> </ol> <p><b>Difference between Facts and Opinions;</b></p> <p><b>Short Passage;</b> Research has indicated that a person's pulse rate, blood pressure and respiratory rate increase when the person is under stress. All people, therefore, should do stress management techniques on a daily basis.</p>	<p>Individual Learners brainstorm to make inferences and share opinions on biases and facts in texts.</p>

**The Fact:** The fact in the above statement is "a person's pulse rate, blood pressure and respiratory rate increase when the person is under stress " and the opinion in the above statement is "All people, therefore, should do stress management techniques on a daily basis."

This fact has undergone the rigors of scientific research, it is objective, it is verifiable, and it has been proven to be true with research and empirical evidence and the use of empirical senses. For example, the person's pulse can be felt with the tactile sense, the blood pressure of the person can be accurately measured with the sense of vision while looking at the blood pressure machine and the person's respiratory rate can be counted while observing the person's chest rise and fall with each respiration which uses the empirical sense of vision. Additionally, levels of stress can also be empirically verified and proven to be true.

**The Opinion:** The opinion statement, in contrast to the factual statement in the reading passage above, is not verifiable and not able to be proven true with empirical evidence and the use of our empirical senses. This statement is a subjective statement; it is not repeatable or replicable terms of measurement and observation with empirical senses.

### DEFINE IT

- **Fact:** something that can be proven
- **Opinion:** something that someone feels/believes
- Often, opinion is not clearly stated in writing.
- **Bias** is the unstated point of view that reader must detect.
- Based on language use and information used and left out.

<p><b>THURSDAY</b></p>	<p><b>Strand:</b> Grammar Usage</p> <p><b>Sub-Strand;</b> Grammar</p> <p>Discuss the meaning of “determiners” with the learners.</p>	<ol style="list-style-type: none"> <li>1. Discuss types of determiners with the Learners.</li> <li>2. Assist Learners to identify determiners from texts.</li> <li>3. Demonstrate using determiners in sentences and paragraphs.</li> <li>4. Learners in small groups to discuss and form examples of using determiners in sentences and paragraphs.</li> </ol> <p><b>Determiners;</b></p> <p>A determiner is a word placed in front of a noun to specify quantity (e.g., "<b>one</b> dog," "<b>many</b> dogs") or to clarify what the noun refers to (e.g., "<b>my</b> dog," "<b>that</b> dog," "<b>the</b> dog"). All determiners can be classified as one of the following:</p> <ul style="list-style-type: none"> <li>• An article (<i>a/an, the</i>)</li> <li>• A demonstrative (<i>this, that, these, those</i>)</li> <li>• A possessive (<i>my, your, his, her, its, our, their</i>)</li> <li>• A quantifier (common examples include <i>many, much, more, most, some</i>)</li> </ul> <p style="text-align: center;"><b>Types of Determiner</b></p> <p><b>Articles (Type of Determiner)</b></p> <p>The articles are the words "a," "an," and "the." They define whether something is specific or unspecific. There are two types of article:</p> <p><b>(1) The Definite Article (The)</b></p> <p>"The" is called the <u>definite article</u>. It defines its noun as something specific (e.g., something previously mentioned or known, something unique, something being identified by the speaker).</p> <ul style="list-style-type: none"> <li>• This is the lake. (This is a previously specified lake, i.e., one already known to the readers.)</li> </ul>	<p>Through questions and answers, conclude the lesson.</p>
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		<p><b>(2) The Indefinite Article (A, An)</b>  "A" and "an" are called the <u>indefinite articles</u>. They define their noun as something unspecific (e.g., something generic, something mentioned for the first time).</p> <ul style="list-style-type: none"> <li>This is a lake.  (This is a previously unspecified lake.)</li> </ul>	
<p><b>FRIDAY</b></p>	<p><b>Strand:</b> Writing</p> <p><b>Sub-Strand;</b> Production and Distribution of Writing.</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>Assist Learners to write the steps taken to do or make something or how something works by writing the aim of the text.</li> <li>Learners brainstorm to list the materials needed for the process.</li> <li>Discuss with Learners on the items to be carried out or conditions to be observed.</li> </ol> <p>❖ <b>Step 1: Prewriting</b></p> <p>Before you start writing, you need to decide exactly what you'll write about and do the necessary research.</p> <p>❖ <b>Step 2: Planning and outlining</b></p> <p>Especially in academic writing, it's important to use a logical structure to convey information effectively. It's far better to plan this out in advance than to try to work out your structure once you've already begun writing.</p> <p><b>Step 3: Writing a first draft</b></p> <p>Once you have a clear idea of your structure, it's time to produce a full first draft.</p> <p>This process can be quite non-linear. For example, it's reasonable to begin writing with the main body of the text, saving the introduction for later once you have a clearer idea of the text you're introducing.</p> <p><b>Step 4: Redrafting and revising</b></p> <p>Now it's time to look critically at your first draft and find</p>	<p>Learners brainstorm to use adjectives and adjective phrases for describing materials and objects.</p>

potential areas for improvement. Redrafting means substantially adding or removing content, while revising involves making changes to structure and reformulating arguments

**Step 5: Editing and proofreading**

Editing focuses on local concerns like clarity and sentence structure. Proofreading involves reading the text closely to remove typos and ensure stylistic consistency.

Editing for grammar and clarity

When editing, you want to ensure your text is clear, concise, and grammatically correct. You're looking out for:

- Grammatical errors.
- Ambiguous phrasings.
- Redundancy and repetition.

Name of Teacher:

School:

District: