

EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>


<https://TrendingGhana.net>


<https://www.mcgregorinriis.com>

BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Strand:	<ul style="list-style-type: none">• Oral language (listening and speaking)• Grammar Usage• Writing• Literature	Sub-Strand:	<ul style="list-style-type: none">• Conversation/everyday discourse• Grammar• Production and Distribution Writing• Prose, Drama, Poetry
Content Standard:	B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information B7.3.1.2: Demonstrate command of structural and functional use of sentences B7.4.2.2: Apply writing skills to specific life situations B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		
Indicator (s)	B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information B7.3.1.2.1. Identify and use subject and predicate in text B7.4.2. 2.1 Compose informal letters on varied topics using appropriate format B7.5.1.1.3.Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)		
Week Ending	23-02-2024		
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:	<ul style="list-style-type: none">• Ability to set and maintain personal standards and values• Ability to work with all group members to complete a task.
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	Strand: Oral Language Sub-Strand; Listening Comprehension Through questions and answers, introduce the lesson.	<ol style="list-style-type: none">1. Select a model reader to read a given text from the English Reading Textbook or the Cockcrow.2. Learners in small groups are to discuss and express personal opinions about details of the text.3. Assist Learners to identify key points from the reading text.4. Discuss with Learners about the key points	Reflect on identifying key points from a reading text.

		<p>identified and share opinions.</p> <p>Strategies for Identifying the Main Idea of a Text</p> <ol style="list-style-type: none"> 1. Look at the title of the text, as well as any pictures or headings included. 2. Read the first and last sentence of the passage. 3. Note any words or phrases that are repeated throughout the text. 4. Summarize the text as best you can in one sentence. 	
WEDNESDAY	<p>Strand: Grammar Usage</p> <p>Sub-Strand; Grammar</p> <p>Assist learners to identify 3 elements of a sentence.</p>	<ol style="list-style-type: none"> 1. Discuss the meanings of the elements of sentences. 2. Learners brainstorm to distinguish between the elements of a sentence. 3. Assist Learners to identify the composition of subject of a sentence. <p>Elements of a Sentence;</p> <ul style="list-style-type: none"> ○ the subject ○ the verb ○ the complement. <p>1. Subject. The subject is either a noun or pronoun and answers the question "Who?" or "What?" before the verb. The subject performs action, receives action, or is in the state of being. Ex: Jamie plays soccer.</p> <p>2. Verb. The verb indicates whether the subject performs action, receives action or is in a state of being. The verb may include helping words called auxiliaries.</p>	Learners brainstorm to use the knowledge of the composition of subject.

		<p>3. Complement. Many sentences also contain a complement, which completes the meaning of the sentence and answers the questions "What?" or "Whom?" after the verb.</p> <div data-bbox="995 203 1640 495">  <p>subject verb</p> <p>Good friends are loyal people.</p> <p>The verb in this sentence – <i>are</i> – does not express action. Instead, it expresses being or existence – tells us that something is alive.</p> <p>The noun friends is DOING the existing or being. Therefore, <i>friends</i> is the subject of the sentence.</p> </div>	
THURSDAY	<p>Strand: Writing</p> <p>Sub-Strand; Production and Distribution of Writing.</p> <p>Discuss with Learners about the difference between Formal and Informal Letter.</p>	<ol style="list-style-type: none"> 1. Learners brainstorm to identify the features of an informal letter. 2. Assist Learners to use the correct features of informal letters appropriately. 3. Demonstrate writing an example of informal letter on a range of themes to friends and relatives. <p>Features of an informal letter</p> <ul style="list-style-type: none"> • A friendly opening and close. • A date. • Informal and chatty language. • Written in first person. • Paragraphs. • Addresses of the sender and recipient (depending on the type of letter) <p>The correct features of Informal Letters;</p> <ul style="list-style-type: none"> ✚ The letter always begins with the sender's address on the top left-hand corner or the right-hand corner. ✚ Next, write the date below the sender's address on the right or left-hand corner. ✚ The date is followed by an appropriate salutation such as "Dear ____." ✚ The letter should include an introduction, body and conclusion. 	Individual Learners brainstorm to write informal letters.

FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand; Prose, Drama, Poetry</p> <p>Learners brainstorm to mention examples of literary devices.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify the use of the basic literary devices in selected genres. 2. Discuss the meanings of literary devices used in a genre with the Learners. 3. Learners brainstorm to form sentences with literary devices. <p>✚ Allegory. Allegory is a literary device used to express large, complex ideas in an approachable manner.</p> <p>✚ Allusion. An allusion is a popular literary device used to develop characters, frame storylines, and help create associations to well-known works. Allusions can reference anything from Victorian fairy tales and popular culture to the Bible and the Bard.</p> <p>✚ Anachronism. Imagine reading a story about a caveman who microwaves his dinner, or watching a film adaptation of a Jane Austen novel in which the characters text each other instead of writing letters.</p> <p>✚ Cliffhanger. It's a familiar feeling: You're on minute 59 of an hour-long television episode, and the protagonist is about to face the villain—and then episode cuts to black.</p> <p>✚ Dramatic Irony. Remember the first time you read or watched <i>Romeo and Juliet</i>? The tragic ending of this iconic story exemplifies dramatic irony: The audience knows that the lovers are each alive, but neither of the lovers knows that the other is still alive. Each drinks their poison without knowing what the audience knows.</p> <p>✚ Extended Metaphor. Extended metaphors build evocative images into a piece of writing and make prose more emotionally resonant. Examples of extended metaphor can be found across all forms of poetry and prose.</p>	Through questions and answers, conclude the lesson.

		<ul style="list-style-type: none">✚ Foreshadowing. At its core, storytelling has one ambition: to capture and sustain your reader’s attention and keep them reading your story.✚ Humor. Humor brings people together and has the power to transform how we think about the world.✚ Imagery. If you’ve practiced or studied creative writing, chances are you’ve encountered the expression “paint a picture with words.” In poetry and literature, this is known as imagery: the use of figurative language to evoke a sensory experience in the reader.✚ Irony. Irony is an oft-misunderstood literary device that hinges on opposites: what things are on the surface, and what they end up actually being.✚ Metaphor, Simile, and Analogy. Metaphors, similes, and analogies are three techniques used in speech and writing to make comparisons.	
--	--	---	--

Name of Teacher:

School:

District: