

**EaD Comprehensive Lesson Plans**



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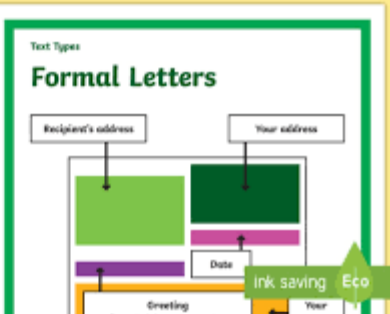
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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 8**

<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>	B7.2.1.2: Read, comprehend and interpret texts B7.3.1.3: 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				
<b>Indicator (s)</b>	B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences B7.3.1.3.1. Demonstrate command and use of compound sentences B7.4.2. 2.2 Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format B7.5.1.1.3.Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)				
<b>Week Ending</b>	26-05-2023				
<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>  <b>22-05-2023</b>	<b>Strand:</b> Reading  <b>Sub-Strand;</b> Comprehension  Discuss with Learners about the meanings of keywords and vocabularies in the reading text.	1. Learners brainstorm to answer questions about the reading text before reading 2. Assist Learners to identify the main idea in the reading text. 3. Learners in small groups to identify supporting ideas in the reading text. 4. Assist learners to differentiate between viewpoints with textual evidence  <b>How to identify Main Ideas in a Reading text;</b>			Learners brainstorm to answer comprehension questions.

		<ul style="list-style-type: none"> <li>• The <b>title</b> can often hint at the central idea.</li> <li>• Repeated words reveal the topic.</li> <li>• Subtitles and headings highlight important details in the text.</li> <li>• Beginning and ending statements typically sum up the text and strongly indicate the central idea.</li> <li>• Bolded, italicized, and highlighted important words hint at the topic.</li> <li>• <b>Supporting details</b> can be used when making an inference to determine the main idea.</li> </ul>	
<b>WEDNESDAY</b>  <b>24-05-2023</b>	<b>Strand:</b> Grammar Usage  <b>Sub-Strand;</b> Grammar  Explain to the Learners the meaning of an “independent Clause” .	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of Independent Clauses.</li> <li>2. Discuss examples of sentences involving independent clauses.</li> <li>3. Learners brainstorm to form sentences using independent clauses.</li> <li>4. Assist learners to join two or more independent clauses to form compound sentences using coordinating conjunctions.</li> </ol> <p><b>Independent Clause Examples</b></p> <ul style="list-style-type: none"> <li>• I enjoy sitting by the fireplace and reading.</li> <li>• Waiting to have my car's oil changed is boring.</li> <li>• She wants to travel the world and see wonderful sights.</li> <li>• Our planets revolve around the sun.</li> <li>• The professor always comes to class fully prepared.</li> <li>• Hurricanes strengthen over warm waters.</li> </ul>	Write examples of sentences on chalkboard and ask Learners to identify independent clauses in the sentences.

		<div><div><b>Independent</b> A group of words that contains a subject and a verb. Makes sense on its own as a sentence.  For example: • Jane ate pasta. • Sam went to the park.</div><div><b>Dependent</b> A group of words that contains a subject and a verb. Doesn't make sense on its own as a sentence.  For example: because she was hungry. after he finished school.</div></div>	
<div>THURSDAY</div> <div>25-05-2023</div>	<div>Strand: Writing</div> <div>Sub-Strand; Production and Distribution of Writing.</div> <div>Learners brainstorm to differentiate between formal and informal letters.</div>	<div><div>1. Discuss the features of formal letter with the Learners.</div><div>2. Demonstrate writing samples of Formal Letters.</div><div>3. Assist learners to write Formal Letters with various themes or topics.</div></div> <div>Formal Letter Format</div> <div><ul style="list-style-type: none"><li>• Sender's address.</li><li>• Date.</li><li>• Name / Designation of Addressee.</li><li>• Address of the Addressee.</li><li>• Salutation.</li><li>• Subject.</li><li>• Body – Introduction, Content, Conclusion.</li><li>• Complimentary Close.</li></ul></div> <div><div></div><div></div></div>	<div>Correct errors of formal letters written by the Individual Learners.</div>

<p><b>FRIDAY</b></p> <p><b>26-05-2023</b></p>	<p><b>Strand:</b> Literature</p> <p><b>Sub-Strand;</b> Prose, Drama, Poetry</p> <p>Review Learners knowledge on examples of Literary Devices.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify the use of the basic literary devices in selected genres.</li> <li>2. Discuss the meanings of literary devices used in a genre with the Learners.</li> <li>3. Learners brainstorm to form sentences with literary devices.</li> </ol> <p><b>Poetic Devices;</b></p> <ul style="list-style-type: none"> <li>• <u>Alliteration</u>–Repeated consonant sounds at the beginning of words placed near each other, usually on the same or adjacent lines. Alliteration is used as a mnemonic device to evoke feelings such as fear and suspense in poetry.</li> <li>• <u>Assonance</u>–Repeated vowel sounds in words placed near each other, usually on the same or adjacent lines. These vowel sounds are usually accented or stressed to give musical quality to the poem. By creating an internal rhyme, this also enhances the pleasure of reading the poem.</li> <li>• <u>Consonance</u>–Repeated '<b>consonant</b>' sounds at the ending of words near each other, usually on the same or adjacent lines. These should be in sounds that are accented, or stressed, rather than in a vowel.</li> <li>• <u>Cacophony</u>–A discordant series of harsh, unpleasant sounds to convey disorder. This is often enhanced by the combined effect of complex meanings and pronunciation. Example: My stick fingers click with a snicker And, chuckling, they knuckle the keys; Light-footed, my steel feelers flicker And pluck from these keys melodies. —“Player Piano,” John Updike.</li> <li>• <u>Euphony</u>–A series of musically pleasant sounds that give the poem a melodious</li> </ul>	<p>Reflect on the use of Literary devices in reading texts.</p>
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		<p>quality, conveying a sense of harmony to the reader.</p> <ul style="list-style-type: none"><li>• <u>Onomatopoeia</u>—It is used in poetry to create aural effects that mimic the visual image described. A combination of words may be used to create an onomatopoetic effect. It is, however, not imperative to use words that are onomatopoetic in and of themselves. For example, in <u>Samuel Taylor Coleridge's 'The Rime of the Ancient Mariner'</u>, Coleridge uses the phrase “furrow followed free” to mimic the sound of the wake left behind a ship.</li></ul>	
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School:

District: