

EaD Comprehensive Lesson Plans



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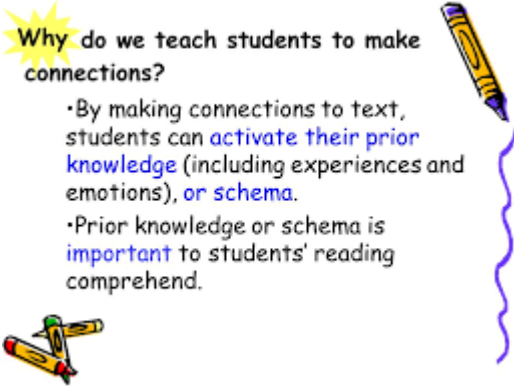
BASIC 7

WEEKLY LESSON PLAN – WEEK 2

Indicator (s)	B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts B7.4.2. 2.3. Take notes for academic and other purposes B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)				
Week Ending	10-05-2024				
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 Textbook, Poster, Pictures, Word Chart, Sentence Cards, Cockcrow	Core Competencies:		• Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Strand: Oral Language Sub-strand: Listening Comprehension Discuss with the Learners about the meanings of keywords or vocabularies in a selected reading text from the English Reading Textbook	1. Select a model reader to read the selected text aloud to the class to listen attentively. 2. Assist Learners to identify key points in the text read. 3. Learners brainstorm to explain key points identified in the text. 4. Learners in small groups to discuss and write detailed information about the key points in the text. Active listening techniques; • Being fully present in the conversation • Showing interest by practicing good eye contact • Noticing (and using) non-verbal cues • Asking open-ended questions to encourage further responses • Paraphrasing and reflecting back what has been said • Listening to understand rather than to respond			Give out a talk on a topic or an issue in the Community and ask Learners to listen attentively and write down the key points in the speech.

		Withholding judgment and advice	
WEDNESDAY	Strand: Reading Sub-strand: Summarizing Select a reading passage from the reading textbook for Learners to read silently for about 10 minutes.	- A model reader to read the passage aloud to the class. - Learners brainstorm to identify the main ideas in the reading passage. - Assist Learners to analyze and decide what is important in the reading passage. - Learners brainstorm to summarize the passage using the identified main ideas. How to Summarize a Passage; Examine the provided passage to find out: - What the passage is about - How it sounds - The genre that it belongs to. Key ways to summarize a passage effectively - The title should say in a few words what the main idea is. It should be clear and not hazy. - Reread the passage and try to understand every sentence as much as possible. Since you already know what the passage is about, it should be easy to figure out what is essential and what isn't. Anything that has nothing to do with the main idea is unimportant and shouldn't be included in the summary. 3. The author may have used different words to say the same thing in the passage to make it stand out. In summary, you can't repeat the same ideas over and	Drill Learners on the meanings of some keywords in the reading text.

		over. 4. Most of the time, it's easy to do without examples and illustrations. If you think an example is significant, it might be added to the summary. 5. Don't use quotes, metaphors, similes, and other figurative languages. Write down essential ideas in the passage before writing the summary. Don't take phrases and words from the passage. You should write the summary in your own words as much as possible. Steps for writing summaries • Choose a short passage (one to four sentences) that backs up a point you made in your paper. • Carefully read the passage to get a complete picture of what it means. • Write down what you think the main idea and supporting points should be in your summary. Include the author's keywords and terms. Think about how the ideas from the source relate to the argument(s) you are making in your paper. • Just use your notes to tell someone else what the main ideas of the original author were. Then you should explain how those ideas support or contradict your own. • Read what the source said again. Do you remember something important wrong, or have you forgotten it? Does your summary sound a lot like the original? • Add in-text citations and make sure you're using the right style.	
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THURSDAY	Strand: Writing Sub-strand: Text types and purposes Review Learners knowledge on the previous lesson.	1. Discuss with learners on how to select key ideas from texts. 2. Assist Learners to organize ideas and make connections. 3. Learners in small groups to plan and structure written assignments. Methods of Organizing Writings; 1. chronological order 2. spatial order 3. order of importance. The purpose of connecting sentences, ideas, and paragraphs is to guide the reader along the path you develop. That is a solid way to prove an argument. An essay writer does not leave it to the reader to make assumptions or to fill in the blanks  Why do we teach students to make connections? •By making connections to text, students can activate their prior knowledge (including experiences and emotions), or schema. •Prior knowledge or schema is important to students' reading comprehend.	Through questions and answers, conclude the lesson.
FRIDAY	Strand: Literature Sub-strand: Narrative, drama and poetry Learners brainstorm to explain the meaning of a “Literary device”	1. Discuss examples of literary devices with the Learners. 2. Assist Learners to identify the use of basic literary devices in selected genres. 3. Learners in small groups to discuss to identify examples of literary devices in a selected poem from the Cockcrow. Literary Devices;	Learners brainstorm to explain the functions of literary devices used in a selected genre. Exercise; 1. What are Literary devices. 2. Write 5 examples of

		Literary devices are ways of taking writing beyond its straightforward, literal meaning. In that sense, they are techniques for helping guide the reader in <i>how</i> to read the piece. 1. METAPHOR Metaphors, also known as direct comparisons, are one of the most common literary devices. A metaphor is a statement in which two objects, often unrelated, are compared to each other. Example of metaphor: This tree is the god of the forest 2. SIMILE Similes, also known as indirect comparisons, are similar in construction to metaphors, but they imply a different meaning. Like metaphors, two unrelated objects are being compared to each other. Unlike a metaphor, the comparison relies on the words “like” or “as.” Example of simile: This tree is like the god of the forest. OR: This tree acts as the god of the forest. 3. ANALOGY An analogy is an <i>argumentative</i> comparison: it compares two unlike things to advance an argument. Specifically, it argues that two things have equal weight, whether that weight be emotional, philosophical, or even literal. Because analogical literary devices operate on comparison, it can be considered a form of metaphor. For example: Making pasta is as easy as one, two, three 4. IMAGERY Is imagery a literary device? Absolutely! Imagery can be both literal and figurative, and it relies on the interplay of language and sensation to create a sharper image in your	literary devices.
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		brain. Imagery is what it sounds like—the use of figurative language to describe something.	
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School:

District: