

EaD Comprehensive Lesson Plans



or



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s

ma and poetry

BASIC 7

WEEKLY LESSON PLAN – WEEK 3

Indicator (s)	B7.1.3.1.2. Produce pure vowel sounds(long vowels) in context B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)																																						
Week Ending	17-05-2024																																						
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:		<ul style="list-style-type: none"> • Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership 																																			
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN		PHASE 3: REFLECTION																																			
MONDAY	<p>Strand: Oral Language</p> <p>Sub-strand: Conversation/Everyday discourse</p> <p>Through questions and answers, review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners how to identify long vowel words in contexts. 2. Learners brainstorm to pronounce words containing long vowels. 3. Assist Learners to form sentences with long vowel words. <p>Long Vowel Words;</p> <ul style="list-style-type: none"> • Long a – baby, cake, rain, day, they, weigh. • Long e – me, eve, hear, meet, piece, candy. • Long i – silent, bike, light, my. • Long o – go, home, toe, boat, snow. • Long u – music, mule, pew, feud. <div data-bbox="640 1214 1255 1544" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #006633; color: white; font-weight: bold; font-size: 1.2em; margin: 0;">LONG VOWEL WORDS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #FFD700;"> <th style="padding: 2px;">Long A Words</th> <th style="padding: 2px;">Long E Words</th> <th style="padding: 2px;">Long I Words</th> <th style="padding: 2px;">Long O Words</th> <th style="padding: 2px;">Long U Words</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Baby</td> <td style="padding: 2px;">Be</td> <td style="padding: 2px;">Silent</td> <td style="padding: 2px;">Go</td> <td style="padding: 2px;">Music</td> </tr> <tr> <td style="padding: 2px;">Cake</td> <td style="padding: 2px;">Eve</td> <td style="padding: 2px;">Shine</td> <td style="padding: 2px;">Phone</td> <td style="padding: 2px;">Mule</td> </tr> <tr> <td style="padding: 2px;">Rain</td> <td style="padding: 2px;">Meet</td> <td style="padding: 2px;">Pie</td> <td style="padding: 2px;">Toe</td> <td style="padding: 2px;">Rescue</td> </tr> <tr> <td style="padding: 2px;">Day</td> <td style="padding: 2px;">Beach</td> <td style="padding: 2px;">Light</td> <td style="padding: 2px;">Boat</td> <td style="padding: 2px;">Feud</td> </tr> <tr> <td style="padding: 2px;">They</td> <td style="padding: 2px;">Protein</td> <td style="padding: 2px;">My</td> <td style="padding: 2px;">Snow</td> <td style="padding: 2px;">Few</td> </tr> <tr> <td style="padding: 2px;">Weigh</td> <td style="padding: 2px;">Piece</td> <td style="padding: 2px;">Type</td> <td style="padding: 2px;">Road</td> <td style="padding: 2px;">Food</td> </tr> </tbody> </table> </div>		Long A Words	Long E Words	Long I Words	Long O Words	Long U Words	Baby	Be	Silent	Go	Music	Cake	Eve	Shine	Phone	Mule	Rain	Meet	Pie	Toe	Rescue	Day	Beach	Light	Boat	Feud	They	Protein	My	Snow	Few	Weigh	Piece	Type	Road	Food	<p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <p>Write 5 examples of long vowel words.</p>
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<p>WEDNESDAY</p>	<p>Strand: Reading Sub-strand: Summarizing</p> <p>Engage Learners in a spelling and dictation of keywords in the selected reading passage.</p>	<ol style="list-style-type: none"> 1. Assist Learners to form sentences with the keywords in the reading passage. 2. Discuss with Learners about the main ideas in each paragraph of the passage. 3. Learners brainstorm to restate the main ideas in their own word. <p>What is a restatement in writing?</p> <p>In writing, restatement is used when the writer rewords the original text. The message is unchanged, but the language is different.</p> <p>What is an example of restatement?</p> <p>Original statement: Janelle was always afraid of the dark after suffering from a car crash.</p> <p>Restatement: After experiencing a past trauma involving a vehicular accident, Janelle always felt trepidation concerning the darkness.</p> <p>How do you use restatement in a sentence?</p> <p>The following is using restatement in a sentence:</p> <p>The school asked the committee to come up with a restatement after some concerns over the original phrasing</p>	<p>Reflect on how to identify main ideas in a reading passage.</p>
<p>THURSDAY</p>	<p>Strand: Grammar Usage Sub-strand: Grammar</p> <p>Discuss the difference between complex and compound sentences with the Learners.</p>	<ol style="list-style-type: none"> 1. Assist learners to construct simple sentences using the future time. 2. Learners in small groups to construct complex sentences and analyze them to show the main clause and the subordinate clause(s). 3. Assist Learners to role play on how to use if- clauses appropriately in communication. <p>A complex sentence consists of one or more clauses which could be a combination of two or more main clauses, or a combination of main and subordinate clauses.</p> <p>A main clause is a clause that makes sense on its own and can also exist in a sentence on its own.</p> <p>A Subordinate clause is a clause that does not make sense on its own and cannot</p>	<p>Individual Learners brainstorm to form sentences with main and subordinate clauses.</p>

be a sentence on its own. The subordinate clause explains or completes the meaning in the main class.

Two main clauses are joined by *and, but or or*.

Peter came to the party **and** the celebration started.

When a sentence consists of a main clause and a subordinate clause they are joined by a subordinating conjunction, also known as a subordinator such as *when, because, although, if, et*

Example: The subordinate clause has been highlighted

1. Internet shopping is very popular today **because it is convenient.**
2. **Because he was burnt by the kettle,** he went to the clinic.
3. Peter, **who was playing in the jumping castle,** was excited.

Subordinate clauses can appear in different parts of the sentence

Sam danced gracefully, even with a back injury.

Even with a back injury, Sam danced gracefully.

Sam, even with a back injury, danced gracefully.

Punctuation: When subordinate clauses begin sentences, they are often separated by commas.

1. **If you're ever in France,** let's visit Paris.
2. **Although she prepared her speech many times,** Susan failed in the examination.
3. **While waiting for the school bus,** Tim ate his breakfast.

Subordinators are linking words that are used to join clauses together. They are

used at the beginning or in the middle of a sentence.

Reference list of subordinators:

- *My brother phoned my cousin on Tuesday night.*

This expresses an event, with the verb *phoned* indicating the type of event.

Here are some more examples of clauses, with the verb phrases highlighted:

- *She laughed.* [W2F-018 #189]
- *Glass is very expensive.* [S2B-022 #105]
- *Liverpool were rumbled in the Rumbelows Cup last night, to Old Trafford's immense satisfaction.* [W2C-004 #20]

The examples show that a clause can be short or long. Some special clauses contain just a verb (e.g. *Stop!*), but often there are additional **phrases** which tell us more about the situation, such as:

- who or what is involved (*My brother phoned my cousin on Tuesday night*)
- the circumstances, such as time or place (*My brother phoned me on Tuesday night*)

In our example, we have two **noun phrases** telling us who was involved in the phoning event (*my brother* and *my cousin*), and a **preposition phrase** (*on Tuesday night*) telling us when it took place.

When we look at the type of phrase (noun phrase, adjective phrase, preposition phrase and so on), we are looking at **grammatical form**. We can also look at the **grammatical function** of these phrases within the clause. Our example was *My brother phoned my cousin on Tuesday night*. Here, for instance:

- *my brother* occurs right before the verb and functions as **Subject** (it was my brother who did the phoning).
- *my cousin* occurs after the verb and functions as **Direct Object** (my cousin was the one who was phoned).

We will leave the functions aside for now (they are discussed in other resources).

A single clause on its own can also be a **sentence**, as with the examples we've looked at so far. Here are some more examples:

- *Well, I've watched it fairly recently.*
- *My mother lives not far from Lyme Regis*
- *This evening French police were out in force at key points around the city.*

These are called **main clauses** because each can stand alone as a **sentence**.

What about the following examples? They all have a **verb** but they seem incomplete in some way:

- *... which isn't on the knobs and sliders ...*
- *... that the instrument worked well up to five megaHertz*
- *If I get bored with the other company ...*
- *... to photograph it for some baby magazines*

These clauses don't function as sentences on their own. They are called **subordinate clauses** because they function as part of larger clauses to make sentences.

Here are the full sentences for those examples, with the subordinate clauses marked inside them. Each whole sentence is a larger clause (a **main clause**), which contains a subordinate clause as part of it.

- *However, there is one aspect of sound programming [which isn't on the knobs and sliders].*
- *This graph shows [that the instrument worked well up to five megaHertz].*
- *[If I get bored with the other company] I'll go to Pam's at five.*
- *They wanted [to photograph it for some baby magazines].*

Sentences can be usefully classified by the way they are made up of clauses.

We have already seen examples of a **simple sentence**. This consists of a main clause functioning as a sentence in its own right, with no subordinate clauses inside it:

- *The maggots go in the doughnuts.*
- *I got the Pearl Jam album today.*

We've also seen examples where a sentence consists of a main clause containing a subordinate clause. This is called a **complex sentence**:

- *[If it is comfortable for humans], then it will be OK for computers.*
- *Such moisture can cause havoc [while it persists inside a computer].*

		<ul style="list-style-type: none"> • <i>[Unless he withdraws from Kuwait], the allies have no choice but to drive him out.</i> • <i>I thought [that Mostovoi was brought down inside the penalty area].</i> <p>A subordinate clause is often introduced by a subordinating conjunction, like the highlighted words in these examples. It helps to relate the subordinate clause to the rest of the sentence.</p> <p>Another type of sentence is called a compound sentence. Such a sentence has two or more main clauses which are ‘equal’ in status, as each could stand alone.</p> <ul style="list-style-type: none"> • <i>“[She was anxious to be married], and [he was her only suitor].”</i> • <i>[You either study pure dance] or [you study dance therapy] and [there seems to be no connection between the two].</i> • <i>[I can’t remember any specific names] but [they’re usually very good in France].</i> <p>The clauses here are joined by coordinating conjunctions: words such as <i>and</i>, <i>or</i> and <i>but</i> which occur between the clauses.</p> <p>There does not have to be a conjunction between all the clauses:</p> <ul style="list-style-type: none"> • <i>[Then the ice reflects away solar heat], [the polar region cools still more], and [the icecap soon reforms].</i> • <i>[Police become cynical], [standards fall], [they turn inwards] and [loyalties become distorted]</i> <p>Please note that the National Curriculum prefers to refer to sentences that contain one or more clauses as multi-clause sentences.</p>	
FRIDAY	<p>Strand: Literature</p> <p>Sub-strand: Narrative, drama and poetry</p> <p>Learners brainstorm to explain the meaning of a “Literary device”</p>	<ol style="list-style-type: none"> 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. <p>Literary Devices;</p> <p>Literary devices are ways of taking writing beyond its straightforward, literal</p>	<p>Learners brainstorm to explain the functions of literary devices used in a selected genre.</p> <p>Exercise;</p> <p>State 5 functions of Literary devices.</p>

meaning. In that sense, they are techniques for helping guide the reader in *how* 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 *argumentative* 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 brain.

Imagery is what it sounds like—the use of figurative language to describe something.

Name of Teacher:

School:

District: