

# EaD Comprehensive Lesson Plans



or



0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 4**

<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>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations(<b>Oral Language</b>)</p> <p>B7.2.1.1: Demonstrate increasing confidence in independence in reading.( <b>Reading</b>)</p> <p>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.(<b>Grammar Usage</b>)</p> <p>B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing (<b>Writing</b>)</p>		
<b>Indicator (s)</b>	<p>B7.1.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation ( <b>Oral Language</b>)</p> <p>B7.2.1.1.2. Use prediction to assess and improve understanding of texts (<b>Reading</b>)</p> <p>B7.3.1.1.3. Use adjectives accurately in texts ( <b>Grammar Usage</b>)</p> <p>B7.4.1.1.2. Organise information in a logical manner and reorganize parts</p>		
<b>Week Ending</b>	04-10-2024		
<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>	
<b>DAY/DATE</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>

<p><b>MONDAY</b></p>	<p><b>Strand: Oral Language</b></p> <p><b>Sub-Strand: Conversations/everyday discourse.</b></p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate using 'how' to elaborate responses to questions in a conversation.</li> <li>2. Assist Learners to elaborate responses to questions using 'how'.</li> <li>3. Learners in small groups to discuss and form more examples of elaborating responses to questions using 'how'.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> <li>1. <i>How did the person in the video use leadership skills to resolve that situation?</i></li> <li>2. <i>How would you diffuse tension between employees?</i></li> <li>3. <i>How would you write a response to a negative comment on the company's social media page?</i></li> <li>4. <i>How do you feel about your schedule?</i></li> </ol> </div>	<p>Through questions and answers, conclude the lesson.</p>
<p><b>TUESDAY</b></p>	<p><b>Strand: Reading</b></p> <p><b>Sub-Strand: Comprehension</b></p> <p>Discuss meanings of keywords in a reading text.</p> <p>Conduct a dictation with the keywords in the reading text.</p>	<ol style="list-style-type: none"> <li>1. Select a model reader to read fluently and with confidence reading texts loud to the class.</li> <li>2. Discuss how to write key points in a reading text.</li> <li>3. Individual Learners to read silently the reading text.</li> <li>4. Assist Learners to write key points in reading texts.</li> </ol> <p><b>Key Points to look out for in a reading text;</b></p> <ul style="list-style-type: none"> <li>○ Phonics. Phonics is the process of mapping the sounds in words to written letters.</li> <li>○ Phonemic awareness. Children develop phonemic awareness by learning about sounds (phonemes), syllables, and words.</li> <li>○ Vocabulary.</li> <li>○ Fluency.</li> <li>○ Reading comprehension.</li> </ul>	<p>Reflet on how to write key points from a reading text.</p>

<p><b>THURSDAY</b></p>	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand: Grammar</b></p> <p>Learners brainstorm to explain the meaning of Adjective.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify examples of Adjectives.</li> <li>2. Learners brainstorm to form sentences with Adjectives.</li> <li>3. Discuss how to identify Adjectives used in a sentence.</li> </ol> <p><b>Adjectives;</b> Adjectives are words that describe the qualities or states of being of nouns: enormous, doglike, silly, yellow, fun, fast. They can also describe the quantity of nouns: many, few, millions, eleven</p> <p><b>Examples of Adjectives used in a sentences;</b></p> <ul style="list-style-type: none"> <li>• They live in a <u>beautiful</u> house.</li> <li>• Lisa is wearing a <u>sleeveless</u> shirt today.</li> <li>• This soup is not <u>edible</u>.</li> <li>• She wore a <u>beautiful</u> dress.</li> <li>• He writes <u>meaningless</u> letters.</li> <li>• This shop is much <u>nicer</u>.</li> <li>• She wore a <u>beautiful</u> dress.</li> <li>• Ben is an <u>adorable</u> baby.</li> <li>• Linda's hair is <u>gorgeous</u>.</li> </ul>	<p>Individual Learners practice forming examples of sentences with Adjectives.</p>
<p><b>FRIDAY</b></p>	<p><b>Strand: Writing</b></p> <p><b>Sub-Strand: Production and Distribution Writing</b></p> <p>Discuss the meaning of Coherent Paragraph with the learners.</p>	<ol style="list-style-type: none"> <li>1. Write a narrative essay using coherent paragraph.</li> <li>2. Assist Learners to organize sentences in a logical sequence to create a coherent paragraph appropriate for a narrative.</li> <li>3. Learners brainstorm to identify topic sentences and supporting sentences in the paragraphs of the narrative.</li> </ol> <p><b>Coherent Paragraph;</b> A coherent paragraph has sentences that all logically follow each other; they are not isolated thoughts. Coherence can be achieved in several ways. First, using transitions helps connect ideas from one sentence to the next. For more on transitions,</p>	<p><b>Group Work;</b></p> <p>Write a narrative essay with coherent paragraphs.</p>

see the Write Right on Transitions.

**Ways to Develop Coherent Paragraph**

- Use phrases and not words. Computer technology.
- Choose appropriate paragraph length. Break to 2 or more paragraph.
- Topic Sentences. State the topic and main idea in a single perspective.
- Echo Words. Uses synonym words.
- Transition words.

Name of Teacher:

School:

District: