

# EaD Comprehensive Lesson Plans



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**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 6**

<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>	B7.1.1.1: Demonstrate use of appropriate language orally in specific situations ( <b>Oral language</b> ) B7.2.1.1: Demonstrate increasing confidence in independence in reading. ( <b>Reading</b> ) B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.( <b>Grammar Usage</b> ) B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing ( <b>Writing</b> )				
<b>Indicator (s)</b>	B7.1.1.1.4.Listen to and give accurate directions to familiar places ( <b>Oral Language</b> ) B7.2.1.1.2. Use prediction to assess and improve understanding of texts ( <b>Reading</b> ) B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & Aspects) ( <b>Grammar Usage</b> ) B7.4.1.1.2. Organise information in a logical manner and reorganize parts ( <b>Writing</b> )				
<b>Week Ending</b>	18-10-2024				
<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>		<ul style="list-style-type: none"><li>• Communication and Collaboration</li><li>• Creativity and Innovation</li></ul>

DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	<p><b>Strand: Oral Language</b></p> <p><b>Sub-Strand: Conversation/everyday discourse</b></p> <p>Engage Learners in a spelling and dictation exercise.</p> <p>Dictation words must be words used for giving directions to familiar places.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to mention examples of words used for giving directions to familiar places.</li> <li>2. Learners to role play on giving directions to places using appropriate languages like 'Opposite', 'adjacent', 'a few meters away', 'ten-minutes' walk', 'turn left or right'.</li> <li>3. Discuss with learners a Poster bearing sentences giving directions to places.</li> </ol> <p><b>Giving Directions;</b></p> <ul style="list-style-type: none"> <li>▪ Go past the cinema. (Pass the cinema.)</li> <li>▪ Go along this road.</li> <li>▪ Go straight on/ahead. (Stay on this road – don't turn.)</li> <li>▪ <i>Go through the tunnel</i></li> <li>▪ At the roundabout, take the first exit.</li> <li>▪ Turn left at the crossroads.</li> <li>▪ Take the second right.</li> <li>▪ It's on your left.</li> <li>▪ You'll see it in front of you.</li> <li>▪ It's on the other side of the road.</li> <li>▪ You're going the wrong way</li> </ul>	Summarize the lesson.
TUESDAY	<p><b>Strand: Reading</b></p> <p><b>Sub-Strand: Comprehension</b></p> <p>Discuss meanings of keywords and vocabularies in a reading text.</p>	<ol style="list-style-type: none"> <li>1. Discuss with Learners about types of text features and their meanings.</li> <li>2. Assist Learners to identify text features in a reading text.</li> <li>3. Learners to read silently for understanding of passage.</li> </ol> <p><b>Types of Text Features;</b></p> <ul style="list-style-type: none"> <li>• Titles. The title is a text feature that gives a quick idea of what the reader will learn.</li> <li>• Table of Contents. A table of contents gives the reader</li> </ul>	Individual Learners brainstorm to answer comprehension questions.

		<p>a breakdown of the topics covered in the text and where to locate them.</p> <ul style="list-style-type: none"><li>• Glossary or Index.</li><li>• Sidebars.</li><li>• Pictures and Captions.</li><li>• Maps.</li></ul>													
THURSDAY	<p><b>Strand: Grammar Usage</b></p> <p><b>Sub-Strand: Grammar</b></p> <p>Review Learners knowledge on the previous lesson.</p>	<p>1. Assist Learners to identify examples of present tense verbs.</p> <p>2. Learners brainstorm to form sentences with present tense of verbs.</p> <p>3. Discuss with Learners how to write the simple tense, present progressive, past perfect and past perfect progressive of verbs.</p> <p><b>Example;</b></p> <ul style="list-style-type: none"><li>○ simple present tense – I wash a car</li><li>○ present progressive – I am washing a car</li><li>○ present perfect – I have washed the car</li><li>○ present perfect progressive – I have been washing the car</li></ul> <p><b>Signal Words for Simple Present</b></p> <table><tr><th>Signal Word</th><th>Example</th></tr><tr><td>how often</td><td><u>How often</u> do you do sport?</td></tr><tr><td>how long</td><td><u>How long</u> do you cycle?</td></tr><tr><td>every day/month...</td><td>He plays volleyball <u>every</u> Thursday.</td></tr><tr><td>once/twice</td><td>I go to the gym <u>twice a week</u>.</td></tr><tr><td>... times</td><td>We visit my parents about <u>three times</u> a year.</td></tr></table>	Signal Word	Example	how often	<u>How often</u> do you do sport?	how long	<u>How long</u> do you cycle?	every day/month...	He plays volleyball <u>every</u> Thursday.	once/twice	I go to the gym <u>twice a week</u> .	... times	We visit my parents about <u>three times</u> a year.	Through questions and answers, conclude the lesson.
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FRIDAY	<div>Strand: Writing</div> <div>Sub-Strand: Production and distribution writing</div> <div>Review Learners knowledge on the previous lesson.</div>	<div><div>1. Assist Learners to mention examples of logical connectors.</div><div>2. Demonstrate using logical connectors in sentences.</div><div>3. Discuss with Learners on how to use logical connectors to link sentences in paragraphs.</div></div> <div>Logical Connectors;</div> <div><div>○ Negation</div><div>○ Conjunction</div><div>○ Disjunction</div><div>○ Implication</div><div>○ equivalence,</div></div> <div>Logical Connectors that shows sequence;</div> <div>(and, or, but, so, first, then, later, before, finally, after that)</div>	<div>Reflect the techniques to link sentences using logical connectors.</div>								

Name of Teacher:

School:

District: