

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 6

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

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>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"> 1. Assist Learners to mention examples of words used for giving directions to familiar places. 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'. 3. Discuss with learners a Poster bearing sentences giving directions to places. <p>Giving Directions;</p> <ul style="list-style-type: none"> ▪ Go past the cinema. (Pass the cinema.) ▪ Go along this road. ▪ Go straight on/ahead. (Stay on this road – don't turn.) ▪ <i>Go through the tunnel</i> ▪ At the roundabout, take the first exit. ▪ Turn left at the crossroads. ▪ Take the second right. ▪ It's on your left. ▪ You'll see it in front of you. ▪ It's on the other side of the road. ▪ You're going the wrong way 	<p>Summarize the lesson.</p>
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Discuss meanings of keywords and vocabularies in a reading text.</p>	<ol style="list-style-type: none"> 1. Discuss with Learners about types of text features and their meanings. 2. Assist Learners to identify text features in a reading text. 3. Learners to read silently for understanding of passage. <p>Types of Text Features;</p> <ul style="list-style-type: none"> • Titles. The title is a text feature that gives a quick idea of what the reader will learn. • Table of Contents. A table of contents gives the reader 	<p>Individual Learners brainstorm to answer comprehension questions.</p>

		<p>a breakdown of the topics covered in the text and where to locate them.</p> <ul style="list-style-type: none"> • Glossary or Index. • Sidebars. • Pictures and Captions. • Maps. 													
<p>THURSDAY</p>	<p>Strand: Grammar Usage</p> <p>Sub-Strand: Grammar</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Assist Learners to identify examples of present tense verbs. 2. Learners brainstorm to form sentences with present tense of verbs. 3. Discuss with Learners how to write the simple tense, present progressive, past perfect and past perfect progressive of verbs. <p>Example;</p> <ul style="list-style-type: none"> o simple present tense – I wash a car o present progressive – I am washing a car o present perfect – I have washed the car o present perfect progressive – I have been washing the car <p>Signal Words for Simple Present</p> <table border="1" data-bbox="927 994 1673 1358"> <thead> <tr> <th>Signal Word</th> <th>Example</th> </tr> </thead> <tbody> <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> </tbody> </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.	<p>Through questions and answers, conclude the lesson.</p>
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<p>FRIDAY</p>	<p>Strand: Writing</p> <p>Sub-Strand: Production and distribution writing</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> 1. Assist Learners to mention examples of logical connectors. 2. Demonstrate using logical connectors in sentences. 3. Discuss with Learners on how to use logical connectors to link sentences in paragraphs. <p>Logical Connectors;</p> <ul style="list-style-type: none"> ○ Negation ○ Conjunction ○ Disjunction ○ Implication ○ equivalence, <p>Logical Connectors that shows sequence; (and, or, but, so, first, then, later, before, finally, after that)</p>	<p>Reflect the techniques to link sentences using logical connectors.</p>								

Name of Teacher:

School:

District: