

EaD Comprehensive Lesson Plans



or



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<https://TrendingGhana.net>

BASIC 7

WEEKLY LESSON PLAN – WEEK 2

| | | | | | | | |
|----------------------------|--|--|--|--------------------|---|---|--|
| 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 of Writing. | | |
| Content Standard: | B7.1.1.1: Demonstrate use of appropriate language orally in specific situations (Oral language) B7.2.1.1: Demonstrate increasing confidence in independence in reading. (Reading) B7.3.1.1: Apply the knowledge of word classes and their functions in Communication. (Grammar Usage) B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing (Writing) | | | | | | |
| Indicator (s) | B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues (Oral Language) B7.2.1.1.1.Read and understand a range of texts using monitoring and mental visualization strategies (Reading) B7.3.1.1.1. Demonstrate command and application of nouns in texts and in speaking (Grammar Usage) B7.4.1.1.1. Use cohesive devices (pronouns and basic conjunctions) to link sentences (Writing) | | | | | | |
| Week Ending | 20-09-2024 | | | | | | |
| Class | B.S.7 | | | Class Size: | | Duration: | |
| Subject | English Language | | | | | | |
| Reference | English Language Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook | | | | | | |
| Teaching / Learning | Reading Book, Poster, Pictures, Word Chart, Sentence Cards | | | Core | | <ul style="list-style-type: none">• Creativity and Innovation• Communication and | |

| Resources | | Competencies: | <ul style="list-style-type: none">• Collaboration• Personal Development and• Leadership• Critical Thinking and Problem• Solving | | | | | | |
|---|--|---|---|-------------------|---|---|-----------------|------------------------------|---|
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | PHASE 3: REFLECTION | | | | | | |
| MONDAY | <p>Strand: Oral language (listening and speaking)</p> <p>Sub-Strand: Conversation/everyday discourse</p> <p>Review Learners knowledge on formal language sentences.</p> <p>Learners brainstorm to explain the meaning of Informal Language</p> | <p>1. Discuss with Learners the differences between formal and informal language situations.</p> <p>2. Assist Learners to identify informal situations.</p> <p>3. Learners brainstorm to form sentences with Informal language situations.</p> <p>Informal Sentence;</p> <p>An informal situation is one which is relaxed and friendly and not very serious or official.</p> <p>Differences between Formal and Informal Language;</p> <table><tr><th>Formal language</th><th>Informal language</th></tr><tr><td>When you are communicating with someone that you don't know very well</td><td>Situations that are more relaxed and that involve people that you know well or know each other well</td></tr><tr><td>Business emails</td><td>Some business correspondence</td></tr></table> | Formal language | Informal language | When you are communicating with someone that you don't know very well | Situations that are more relaxed and that involve people that you know well or know each other well | Business emails | Some business correspondence | Through questions and answers, conclude the lesson. |
| Formal language | Informal language | | | | | | | | |
| When you are communicating with someone that you don't know very well | Situations that are more relaxed and that involve people that you know well or know each other well | | | | | | | | |
| Business emails | Some business correspondence | | | | | | | | |

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|--|--|---|--|--|--|
| | | Academic writing/ articles | In everyday conversations | | |
| | | Professional academic situations | Personal emails | | |
| | | Presentations | Social media | | |
| | | Reports | Advertising | | |
| | | Public tenders | Spontaneous speech | | |
| | | Official documents | Text messages | | |
| | | Talking to superiors | Talking to peers | | |
| | | Legal documents | Some meeting minutes | | |
| | | Public speaking (speeches, lectures, etc) | Networking or socialising with clients | | |
| | | Job interviews | Team meetings | | |

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| TUESDAY | <p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Discuss the meaning of Visualization reading with the Learners.</p> | <ol style="list-style-type: none"> 1. Assist Learners to identify visualization reading strategies. 2. Learners in small group discuss the importance of Visualization reading in reading. 3. Assist Learners to apply strategies in visualization reading to read texts. 4. Learners brainstorm to answer comprehension questions after reading. <p>Visualizing in Reading Comprehension</p> <p>Visualizing is a Reading Comprehension strategy in which students create pictures in their minds as they are reading through a story or text. Creating these mental pictures helps the student receive a deeper understanding of the story or text which targets the long-term memory.</p> <p>Refer to Learners Reading Textbook for a Reading Passage.</p> | Individual Learners are read Passages applying strategies in Visualization reading. |
| THURSDAY | <p>Strand: Grammar</p> <p>Sub-Strand: Grammar Usage</p> <p>Discuss the meaning of Proper noun with the Learners.</p> | <ol style="list-style-type: none"> 1. Assist Learners to identify examples of Proper nouns. 2. Learners brainstorm to use proper nouns in sentences. 3. Individual Learners identify proper nouns in sentences. 4. Discuss with Learners the difference between Common nouns and Proper nouns <p>A proper noun is a noun that serves as the name for a specific place, person, or thing. To distinguish them from common nouns, proper nouns are always capitalized in English.</p> | Through Peer-to- Peer conversation, Learners use proper nouns to interact. |

| Common Noun | Proper Noun |
|--|---|
| Car Drink Man Laptop Tree Woman Foot Weed Planet Cat Leg Sock Website Tea Mouse Ocean State Bisquit Mountain School Building Castle | Pepsi-Cola Germany Agatha Christie New York Jim Sydney Dr. Morgan Atlantic Ocean September Tom Argentina Mercedes Titanic Dolli Crown April Russian Central Park Zoo Oreo Simon The President Tuesday Google |

www.englishgrammarhere.com

Examples of Proper Nouns;

1. Mt. Everest
2. Asia
3. Maxwell Secondary School
4. George
5. Alex
6. Empire State
7. Lake Tahoe
8. Dolphins
9. Spain
10. Hugh Jackman
11. Florida
12. Earl Grey
13. Madrid
14. Indonesia
15. Nurse Freeman
16. San Francisco
17. Mike Bebee
18. Nigerians

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|---------------------|---|---|-----|---------|------|-------------|-----|---------|-----------|--|-------|------|--------------------|-------------|---------------------|---------|---|
| FRIDAY | <p>Strand: Writing:</p> <p>Sub-Strand: Productive and Distributive</p> <p>Write examples of sentences linked to cohesive devices on the chalkboard.</p> | <div><div><div>1. Learners brainstorm to explain cohesive devices.</div><div>2. Discuss the meanings of Simple, Compound and Complex sentences with the Learners.</div><div>3. Assist Learners to identify examples each of simple, compound and complex sentences.</div></div><div>Examples of Cohesive devices;</div><div><div>○ For example</div><div>○ In conclusion</div><div>○ However</div><div>○ Moreover.</div></div><table><tr><td>and</td><td>Equally</td></tr><tr><td>also</td><td>Identically</td></tr><tr><td>too</td><td>Equally</td></tr><tr><td>Similarly</td><td></td></tr></table><table><tr><td>First</td><td>Then</td></tr><tr><td>In the first place</td><td>In addition</td></tr><tr><td>In the second place</td><td>Finally</td></tr></table></div> | and | Equally | also | Identically | too | Equally | Similarly | | First | Then | In the first place | In addition | In the second place | Finally | <p>Reflect on the examples of simple, Compound and Complex sentences.</p> |
| and | Equally | | | | | | | | | | | | | | | | |
| also | Identically | | | | | | | | | | | | | | | | |
| too | Equally | | | | | | | | | | | | | | | | |
| Similarly | | | | | | | | | | | | | | | | | |
| First | Then | | | | | | | | | | | | | | | | |
| In the first place | In addition | | | | | | | | | | | | | | | | |
| In the second place | Finally | | | | | | | | | | | | | | | | |

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|--------------|---------------|---|-----|---------|--------------|---------------|-----------|-------------|--|
| | | <table><tr><td>But</td><td>However</td></tr><tr><td>Nevertheless</td><td>By comparison</td></tr><tr><td>Meanwhile</td><td>In contrast</td></tr></table> | But | However | Nevertheless | By comparison | Meanwhile | In contrast | |
| But | However | | | | | | | | |
| Nevertheless | By comparison | | | | | | | | |
| Meanwhile | In contrast | | | | | | | | |

Name of Teacher:

School:

District: