

# EaD Comprehensive Lesson Plans



or



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<b>Strand:</b>	<ul style="list-style-type: none"><li>• Oral language (listening and speaking)</li><li>• Reading</li><li>• Writing</li><li>• Literature</li></ul>	<b>Sub-Strand:</b>	<ul style="list-style-type: none"><li>• Conversation/everyday discourse</li><li>• Comprehension</li><li>• Production and distribution of Writing</li><li>• Prose, Drama, Poetry</li></ul>
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<https://TrendingGhana.net>

**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 3**

<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> ) B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing ( <b>Writing</b> ) B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning ( <b>Literature</b> )				
<b>Indicator (s)</b>	B7.1.1.1.2. Ask questions that elicit elaboration and respond to others questions in conversation ( <b>Oral Language</b> ) B7.2.1.1.1.Read and understand a range of texts using monitoring and mental visualization strategies ( <b>Reading</b> ) B7.4.1.1.2. Organise information in a logical manner and reorganize parts (introduction, body, conclusion) of a paragraph in a logical order. ( <b>Writing</b> ) B7.5.1.1.1. Identify the primary elements of oral literature and discuss how the elements support the message or theme ( <b>Literature</b> )				
<b>Week Ending</b>	27-09-2024				
<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>		Communication and Collaboration • Critical Thinking and Problem Solving • Personal Development and Leadership • Cultural Identity and Global Citizenship • Creativity and Innovation	

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>Learners brainstorm to identify examples of questions asked in a conversation.</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of ‘elaborate responses’ with the Learners.</li> <li>2. Learners brainstorm to identify words that can help give elaborate responses to questions</li> <li>3. Demonstrate using elaborate responses to answer questions.</li> <li>4. Through Peer-to-peer conversations, Learners brainstorm to use elaborate responses to answers questions.</li> </ol> <p><b>How to give Elaborate Responses;</b></p> <ul style="list-style-type: none"> <li>➤ simply expand on your established response in clear, straightforward terms.</li> <li>➤ provide a specific example that shows your idea in practice.</li> <li>➤ Describe Literally: speak about the subject’s qualities/elements in concrete language.</li> </ul> <p><b>Words that can help elaborate responses to questions.</b></p> <ul style="list-style-type: none"> <li>○ Why; Why do you believe that is true? Why do you think that is so? What are some typical characteristics and behaviors you would expect of _____? What would you expect to happen if _____?</li> <li>○ How; How could you take the meaning farther?,</li> <li>○ What does this mean to you?, What are the implied or suggested meanings?, for what reason.</li> </ul>	Learners in small groups to discuss examples of questions and elicit elaborate responses to the questions.
TUESDAY	<p><b>Strand: Reading</b></p> <p><b>Sub-Strand: Comprehension</b></p> <p>Select a story in the English reading Textbook for reading.</p> <p>Discuss the meanings of keywords or vocabularies</p>	<ol style="list-style-type: none"> <li>1. Individual Learners read silently for 5 minutes.</li> <li>2. Assist Learners to make connections with what is read to own experience.</li> <li>3. Learners brainstorm to use texts in the story to engage in meaningful interactions among peers.</li> </ol> <p><b>Refer to a story in the English reading Textbook.</b></p>	Reflect on the use of Visualization strategies to understand what is read.

	in the selected story.		
<b>THURSDAY</b>	<p><b>Strand: Writing</b></p> <p><b>Sub-Strand: Production and distribution of Writing</b></p> <p>Discuss the meanings of ‘topic sentence’ and ‘supporting sentence’ with the Learners.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to identify topic sentences and supporting sentences in a paragraph.</li> <li>2. Learners brainstorm to write paragraph involving the topic sentence and the supporting sentence.</li> <li>3. Assist Learners to underline topic sentences and supporting sentences in paragraphs.</li> </ol> <p><b>Identifying the Topic sentence in a paragraph;</b></p> <p>The topic sentence should identify the main idea and point of the paragraph. To choose an appropriate topic sentence, read the paragraph and think about its main idea and point. The supporting details in the paragraph (the sentences other than the topic sentence) will develop or explain the topic sentence.</p> <p><b>identifying a supporting sentence in a paragraph;</b></p> <p>Supporting sentences give a reader details to understand a main idea, or evidence to show why a claim is true or correct. You will find supporting sentences in the middle of a paragraph – after the topic sentence, and before a concluding sentence or transition.</p>	Summarize the lesson
<b>FRIDAY</b>	<p><b>Strand: Literature</b></p> <p><b>Sub-Strand: Prose, Drama, Poetry</b></p> <p>Tell a story (Folktale) to the class.</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning and elements of Folktale.</li> <li>2. Assist Individual Learners to tell stories to the class.</li> <li>3. Learners brainstorm to identify moral lessons in a story.</li> </ol> <p><b>Folktale;</b></p> <p>A folktale or folk tale is a folklore genre that typically consists of a story passed down from generation to generation orally.</p>	Through questions and answers, conclude the lesson.

		<b>Elements of Folktale;</b> <ul style="list-style-type: none"><li>🚩 Characters</li><li>🚩 Plot</li><li>🚩 Setting</li><li>🚩 Theme</li><li>🚩 Events</li><li>🚩 real life</li></ul>	
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School:

District: