

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 5

Strand:	<ul style="list-style-type: none"> • Oral language (listening and speaking) • Reading • Grammar Usage • Literature 			Sub-Strand:	<ul style="list-style-type: none"> • Conversation/everyday discourse • Comprehension • Prose, Drama, Poetry
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>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature)</p>				
Indicator (s)	<p>B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others (Oral Language)</p> <p>B7.2.1.1.2. Use prediction to assess and improve understanding of texts (Reading)</p> <p>B7.3.1.1.3. Use adjectives accurately in texts (Grammar Usage)</p> <p>B7.5.1.1.1. Identify the primary elements of oral literature and discuss how the elements support the message or theme (Literature)</p>				
Week Ending	11-10-2024				
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:	
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>Learners brainstorm to identify types tenses.</p>	<ol style="list-style-type: none"> 1. Assist Learners to mentions examples of the various types of tenses. 2. Demonstrate describing past experiences using correct tenses. 3. Assist Learners to describe past experiences using correct tenses. 4. Through peer-to-peer conversation, Learners to correct tenses in conversations. <p>❖ Simple Present Tense</p> <p>Structure: Base verb (+ es/es for third person): Example: 1) I play a game every day. 2) He studies in school</p> <p>❖ Present Continuous Tense</p> <p>Structure: is/am/are + present participle: Example: 1) I am playing the game. 2) He is studying in college.</p> <p>❖ Present Perfect Continuous Tense</p> <p>Structure: Has/have + been + present participle: Example: 1) I have been finishing my homework for the last two hours. 2) He has been studying in the school since his childhood.</p> <p>❖ Simple Past Tense</p> <p>Structure: Verb+ed or irregular verb: Example: 1) You played the game. 2) He read the newspaper.</p> <p>❖ Past Continuous Tense</p> <p>Structure: Was/were + present participle Example: 1) I was reading a newspaper. 2) He was going to</p>	<p>Through questions and answers, conclude the lesson.</p>
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TUESDAY	Strand: Reading Sub-strand: Comprehension Select a unit reader in the English Reading Textbook to read.	<div>1. Engage Learners in a silent reading for about 5 minutes.</div> <div>2. Assist Learners to answer comprehension questions.</div> <div>3. Learners brainstorm to make predictions about the content of text using prior knowledge and typographical and visual features.</div> <div>Types of Prior knowledge to use for Predictions;<ul style="list-style-type: none">○ knowledge of facts○ knowledge of meaning○ integration of knowledge○ application of knowledge</div> <div>Predictions help Learners to think ahead and ask questions actively.</div>	Summarize the lesson.						
THURSDAY	Strand: Grammar Usage Sub-strand: Grammar Write examples of sentences involving adjectives. Assist Learners to identify Adjectives from examples of sentences writing on the chalkboard.	<div>1. Learners brainstorm to form sentences with Adjectives directly before nouns.</div> <div>2. Discuss with Learners on how to construct sentences using adjectives with the verb "to be" to describe the subject of the sentence.</div> <div>Using Adjectives directly before nouns;<table><tr><td></td><td></td><td>adj. before noun</td><td></td><td></td><td>adj. after verb</td></tr></table></div>			adj. before noun			adj. after verb	Reflect on using adjectives directly before nouns in sentences.
		adj. before noun			adj. after verb				

1	I have a	big	dog.		
2			Snow	is	white.

Adjective Before Noun

We often use more than one adjective before the noun:

- I like **big black** dogs.
- She was wearing a **beautiful long red** dress.

What is the correct order for two or more adjectives?

1. First of all, the general order is:

opinion, fact

"Opinion" is what you **think** about something. "Fact" is what is definitely **true** about something.

- a lovely new dress (~~not a new lovely dress~~)
- a boring French film (~~not a French boring film~~)

2. The "normal" order for *fact adjectives* is

size, shape, age, colour / origin / material / purpose

- a small 18th-century French coffee table
- a rectangular black wooden box

3. Determiners usually come **first**, even though some

		<p>grammarians regard them as <i>fact adjectives</i>:</p> <ul style="list-style-type: none"> articles (a, the) possessives (my, your...) demonstratives (this, that...) quantifiers (some, any, few, many...) numbers (one, two, three) 	
FRIDAY	<p>Strand: Literature</p> <p>Sub-strand: Prose, Drama, Poetry</p> <p>Review Learners knowledge on the previous lesson.</p>	<ol style="list-style-type: none"> Discuss the meaning of narrative Point of view with the Learners. Assist Learners to identify types of narrative point of view. Learners in small groups to discuss and explain the different types of narrative point of views used in prose/poetry. <p>Narrative Point of view;</p> <ul style="list-style-type: none"> First person point of view. In first person point of view, one of the characters is narrating the story. Second person point of view. Second person point of view is structured around the “you” pronoun, and is less common in novel-length work. Third person point of view. 	Through questions and answers, conclude the lesson.

Name of Teacher:

School:

District: