

EaD Comprehensive Lesson Plans



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BASIC 7

WEEKLY LESSON PLAN – WEEK 7

Strand:	<ul style="list-style-type: none">Oral language (listening and speaking)ReadingWritingLiterature			Sub-Strand:	<ul style="list-style-type: none">Conversation/everyday discourseComprehensionProduction and distribution WritingProse, Drama, Poetry	
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) B7.4.1.2: Create different paragraphs on a given topic (Writing) B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning (Literature)					
Indicator (s)	B7.1.1.1.4.Listen to and give accurate directions to familiar places (Oral Language) B7.2.1.1.3.Generate and answer questions to increase understanding and independent reading of fiction texts (Reading) B7.4.2.1.1. Write personal narratives to develop real or imagined experiences or past events using effective techniques such as, descriptive details and event sequences (Writing) B7.5.1.1.1. Identify the primary elements of oral literature and discuss how the elements support the message or theme (Literature)					
Week Ending	25-10-2024					
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">Personal development and LeadershipCommunication and

				collaboration
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 dictation with the words used for giving direction to places.</p> <p>Eg. Opposite, adjacent, around, beside, in front, turn, left, right etc.</p>	<ol style="list-style-type: none"> 1. Assist Learners to role play on giving directions to places. 2. Learners brainstorm to form sentences giving directions to places using appropriate languages. 3. Through peer-to-peer interactions, Learners give precise directions for others to follow. <p>Giving Direction;</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. 	Summarize the lesson.	
TUESDAY	<p>Strand: Reading</p> <p>Sub-Strand: Comprehension</p> <p>Select a unit reader from the English Reading Textbook.</p> <p>Explain the meaning of 'implicit reading' to the</p>	<ol style="list-style-type: none"> 1. Write keywords and vocabularies in the passage on chalkboard. 2. Discuss with Learners the meaning of keywords. 3. Learners to read silently for implicit meaning. 4. Learners brainstorm to answer questions about the passage. 	Through questions and answers, conclude the lesson.	

	Learners.	<p>Implicit Reading;</p> <p>Implicit phonics, also referred to as analytical phonics, moves from the whole to the smallest part. Phonemes associated with particular graphemes are not pronounced in isolation. Students analyze words and look for the common phoneme in a set of words.</p> <p>If something is implicit, it is not directly stated. The reader must understand implicit information and facts based on other clues in the text.</p>	
THURSDAY	<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. Discuss the procedure to follow to write a narrative essay with the Learners. 2. Assist Learners to write a narrative essay about their past experiences. Eg. “ The happiest day in my life”, “The day I will never forget”, “ On that fateful day”. 3. Individual Learners to read their narrative essays to the class. <p>An example of narrative paragraph</p> <hr/>  <p>Personal Narrative Paragraph</p> <p>Last year was the first time I had ever been the new kid at school. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Karen Watson walked past her usual table and sat down right next to me.</p>	Mark Learners narrative essays.

FRIDAY	<p>Strand: Literature</p> <p>Sub-Strand: Prose, Drama, Poetry</p> <p>Select an epic poem from the Cockcrow.</p>	<ol style="list-style-type: none"> 1. Assist Learners to recite an epic poem. 2. Learners brainstorm to identify elements of oral literature in the poem. 3. Discuss with Learners the meaning of the elements of oral literature as used in the Poem. <p>Epic Poem; a long narrative poem in elevated style recounting the deeds of a legendary or historical hero. Eg. the story of a young hero who gains wisdom through his adventures.</p> <p>Elements of Oral Literature;</p> <ul style="list-style-type: none"> • Oral literature is based on the actual performance. • Oral literature is transmitted through words of mouth. • In oral literature the artist and the audience have a face to face contact. • Oral literature is contextual. • Oral literature is born, grows, lives and dies. 	<p>Reflect on the elements of oral literature.</p>
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School:

District: