

## 7<sup>TH</sup> WEEK LESSON PLAN – BASIC 7

**WEEK ENDING: 04th February, 2022**

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Time:</b>		<b>Strand:</b> Oral Language	
<b>Class:</b> Basic 7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation/Everyday Discourse	
<b>Content Standard:</b> B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others	<b>Lesson:</b>
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can describe oneself</li> <li>• Learners can describe daily experiences of him or herself orally</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference:</b> English Language Pg. 3			
<b>Keywords:</b> experience, oral, oneself, describe			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Facilitator talk about him or herself and also some daily life activities he or she goes through</p> <p>Ask learners what transpires in their daily lives. Listen to pupils' answers.</p> <p>Share the performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners on how to begin description of oneself with the proper use of language in descriptions and proper use of sentence structure</p> <p>Ask learners in turns to <i>briefly</i> describe themselves</p> <p>Aid learners on descriptions of their daily life activities and experiences; e.g. the hospital, shopping in a market/supermarket, at a bus terminal/station, etc.</p> <p>Engage learners on proper vocabulary: nouns, adjectives, adverbs, etc. to communicate</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

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<b>Date</b>	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Strand:</b> Grammar usage	
<b>Class:</b> Basic 7	<b>Class Size:</b>	<b>Sub Strand:</b> Grammar	
<b>Content Standard:</b> B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		<b>Indicator:</b> B7.3.1.1.3. Explore accurate use of adjectives in texts	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can recognize the effective use of adjectives in paragraphs or passages and also use them in sentences effectively		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference:</b> English Language Pg. 13			
<b>Keywords:</b> famous, mountainous, courageous, adventurous, explorer			
Phase/Duration	Learners Activities		Resources
<b>PHASE 1: STARTER</b>	Using questions and answers, review learners understanding in the previous lesson on nouns and adjectives  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss with learners on what adjectives are.</p> <p>Let learners know the types of adjectives we have and their various uses in the sentences.</p> <ul style="list-style-type: none"> <li>• <i>Qualitative adjectives</i>... good, nice, fine</li> <li>• <i>Quantitative adjectives</i>.... two, many etc.</li> </ul> <p>Let learners know that adjectives have many different endings.</p> <p>Example: Some adjectives end in -ful. These adjectives describe noun or pronouns that are full of something or have a lot of something.</p> <p><i>a beautiful face    a painful injury</i> <i>a cheerful baby    a joyful smile</i> <i>a powerful machine</i></p> <p>Some adjectives end in -less. These adjectives describe a person or thing that does not have something.</p> <p>Example: <i>a cloudless sky, a sleeveless dress, a careless driver, homeless people, a joyless song, etc.</i></p> <p>Allow learners to form sentences using varied adjectives.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		

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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Strand:</b> Writing	
<b>Class:</b> Basic 7	<b>Class Size:</b>	<b>Sub Strand:</b> Production and Distribution of Writing	
<b>Content Standard:</b> B7.4.1.2: Create different paragraphs on a given topic		<b>Indicator:</b> B7.4.1.2.1 Organize information in a logical manner.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can write a paragraph of descriptive events		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference:</b> English Language Pg. 25			
<b>Keywords:</b> visualize, describe			
Phase/Duration	Learners Activities		Resources
<b>PHASE 1: STARTER</b>	<p>Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Briefly revise with learners on the use of cohesive devices for writing.</p> <p>Introduce the concept of <i>paragraphs</i> to learners</p> <p>Brainstorm with learners on the appropriate use of paragraphs and its importance</p> <p>Learners select a topic.... say; The <i>happiest day of my life</i></p> <p>Let learners brainstorm the importance aspects to write about on the essay.</p> <p>Allow learners to try a paragraph of the essay</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> Basic 7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing	<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can summarize ideas in a text	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference:</b> English Language Pg. 11		
<b>Keywords:</b> Summarize, important information, main ideas		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Learners read and re-read a text to identify the main idea in a given paragraph.  Guide learners with examples to restate information read in a few words  Guide learners to write a summary of passages taking note of the main ideas.  In pairs or groups, learners summarize specific paragraphs of a passage to be presented to the class	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Duration:</b>		<b>Strand:</b> Literature	
<b>Class:</b> Basic 7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative, Drama and Poetry	
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.1. Demonstrate understanding of oral literature ( <i>narratives, poetry, drama</i> ) and how the different genres contribute to meaning.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can understand the basic concept of literature		<b>Core Competencies:</b> Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference:</b> English Language Pg. 35			
<b>Keywords:</b> literature, oral, drama, poetry			
Phase/Duration	Learners' Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Discuss with learners about daily life routines and the various aspects of life; music, language, clothes, transports etc.</p> <p>Discuss with learners on the essentials in life, life history, ethnic groups</p> <p>Share indicator with learners and begin on the basic concept of literature</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners come out with varied definitions of literature</p> <p>Guide learners to distinguish on the two main aspects of literature</p> <ul style="list-style-type: none"> <li>✓ Written literature</li> <li>✓ Oral literature</li> </ul> <p>Discuss with learners on the aspects of oral literature</p> <p>Guide learners to identify features that distinguish the types of oral narratives: folktales, myths and legends.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		