

8TH WEEK LESSON PLAN – BASIC 7

WEEK ENDING: 11th February, 2022

Date:	Period:	Subject: English Language	
Time:		Strand: Oral Language	
Class: Basic 7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.1.1.1.4. Listen to and give accurate directions to familiar places	Lesson:
Performance Indicator: Learner can give accurate directions to familiar places with the appropriate use of language		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Pg. 3			
Keywords: directions, familiar, places			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Facilitator begins to question learners on familiar places around the school.</p> <p>Facilitator reads a small dialogue on a person directing someone to a place</p> <p>Facilitator shares performance indicator with learners</p>		
PHASE 2: NEW LEARNING	<p>Guide learners on how to give accurate directions with the proper use of language in descriptions and proper use of sentence structure</p> <p>Use appropriate language (e.g. opposite, adjacent, a few meters away, ten minute-walk /drive, turn left/right) and landmarks (church, mosque, hospital, filling station, etc.) to give directions.</p> <p>Direct people using a range of these vocabularies and expressions appropriately to given locations.</p> <p>Ask learners in turns to <i>briefly</i> direct the class in going to a familiar place</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<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>		

Remarks: _____

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8TH WEEK LESSON PLAN – BASIC 7

Date	Period:	Subject: English Language	
Duration:		Strand: Grammar usage	
Class: Basic 7	Class Size:	Sub Strand: Grammar	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & aspects) in context, role play, radio, TV, films and narratives	Lesson:
Performance Indicator: Learners can recognize the effective use of verbs in paragraphs or passages and also use them in sentences effectively		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Pg. 13			
Keywords: verbs, tenses, present tense			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson on nouns and adjectives Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss with learners on what verbs are. Let learners know the various forms of verbs <ul style="list-style-type: none"> ✓ <i>base form</i> (walk) ✓ <i>past tense</i> (walked) ✓ <i>continuous</i> (walking) ✓ <i>participle</i> (has/have walked) ✓ <i>future</i> (will walk) Give learners examples of verbs to convert them to various forms. Discuss with learners on tenses of a verb; <i>it shows the time, when an action took place or will take place.</i> Introduce to learners various tenses they will learn at their stage as B7 pupils.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	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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8TH WEEK LESSON PLAN – BASIC 7

Date:	Period:	Subject: English Language
Duration:		Strand: Writing
Class: Basic 7	Class Size:	Sub Strand: Text Types and Purposes
Content Standard: B7.4.2.1: Develop organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts		Indicator: B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.
Performance Indicator: Learners can identify the various parts of an essay		Lesson:
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference: English Language Pg. 26		
Keywords: essay, composition, heading, body, paragraph		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Review previous lesson on paragraphs with learners. Discuss with learners the development of paragraphs forms an essay, therefore they need to know how the parts of an essay Share performance indicator and introduce the lesson	
PHASE 2: NEW LEARNING	Begin to discuss with learners on the need to know the various parts of an essay. Learners to know there are basic four parts of an essay; (Descriptive and Narrative essay). they are; <ul style="list-style-type: none"> ➤ <i>Heading/title</i> ➤ <i>the introduction</i> ➤ <i>the body</i> ➤ <i>the conclusion.</i> Discuss with learners how to develop each part of an essay	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	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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8TH WEEK LESSON PLAN – BASIC 7

Date:	Period:	Subject: English Language	
Duration:		Strand: Reading	
Class: Basic 7	Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.1.2: Read, comprehend and interpret texts		Indicator: B7.2.1.2.1. Identify the main text features of a non-literary texts.	Lesson:
Performance Indicator: Learners can identify main text features of a passage		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Pg.09			
Keywords: Summarize, features, title			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson of summarizing a passage. Share performance indicator with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners on how to identify various features of a text passage. Discuss with learners various features to identify before, during and after reading a text. Various features may include; <i>Print Features, Graphic Features, Organizational Features</i> Print features: <i>title, heading/sub-heading, bold Print, italics, caption, etc.</i> Graphic Features: <i>Photograph with or without caption, Drawing, Diagram, Map, Graph, Chart, etc.</i> Organizational Features: <i>Table of Content, Index, Glossary,</i>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	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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8TH WEEK LESSON PLAN – BASIC 7

Date:	Period:	Subject: English Language	
Duration:		Strand: Literature	
Class: Basic 7	Class Size:	Sub Strand: Narrative, Drama and Poetry	
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.1. Demonstrate understanding of oral literature (<i>narratives, poetry, drama</i>) and how the different genres contribute to meaning.	Lesson:
Performance Indicator: Learners can explain the concept or aspect of oral literature.		Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Pg. 35			
Keywords: literature, oral, drama, poetry			
Phase/Duration	Learners' Activities	Resources	
PHASE 1: STARTER	Review previously learnt lessons with pupils on the concept of literature. Share performance indicator with learners and begin on the basic concept of literature		
PHASE 2: NEW LEARNING	Discuss with learners on the aspects of oral literature Let learners know oral literature can be distinguished into three aspects; <i>oral narrative, oral drama, oral poetry</i> Discuss with learners to distinguish the various aspects of oral literature.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	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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