## BASIC 7

## WEEKLY LESSON PLAN – WEEK 6

1	07101				
Learning	B7.1.3.1				
Indicator(s)	B7.2.2.2				
	B7.4.2.2				
	B7.5.1.1				
Performance		oduce diphthongs in context (centering and closing			
Indicator	B7.2.2.2.1.: D	etermine and analyze central and supporting ideas	of texts		
	B7.4.2. 2.4 W	rite articles on given issues for publication in class	and club magazines		
	B7.5.1.1.4. Ide	entify and explain the effect of different literary fea	atures within a text		
Week Ending	21-10-2022				
FORM	B.S.7				
Subject	English Language				
Reference	Teachers Reso	ource Pack, Learners Resource Pack, Textbook.			
Teaching /	Word Chart, P	Pictures, Sentence Cards.			
Learning					
Resources					
nesources					
DAYS	PHASE 1 :	PHASE 2: MAIN	PHASE 3: REFECTION		
DAYS	_	PHASE 2: MAIN	PHASE 3: REFECTION		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFECTION		
DAYS	_	PHASE 2: MAIN	PHASE 3: REFECTION		
DAYS	_	PHASE 2: MAIN	PHASE 3: REFECTION		
DAYS	_	PHASE 2: MAIN 1. Assist Learners to mention examples of	PHASE 3: REFECTION Core Competencies;		
MONDAY	STARTER Strand:	<ol> <li>Assist Learners to mention examples of</li> </ol>	Core Competencies;		
	STARTER	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> </ol>	Core Competencies; 1. Communication and		
MONDAY	STARTER Strand:	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> <li>Learners brainstorm to identify</li> </ol>	Core Competencies;		
MONDAY	STARTER Strand: Oral Language	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> </ol>	Core Competencies; 1. Communication and		
MONDAY	STARTER Strand: Oral	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> <li>Learners brainstorm to identify</li> </ol>	Core Competencies; 1. Communication and Collaboration		
MONDAY	STARTER Strand: Oral Language Sub-Strand:	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> <li>Learners brainstorm to identify centering diphthongs in contexts.</li> <li>Diphthongs are glides (movement of the</li> </ol>	Core Competencies; 1. Communication and Collaboration 2. Critical Thinking and Problem Solving		
MONDAY	STARTER Strand: Oral Language Sub-Strand: Sounds	<ol> <li>Assist Learners to mention examples of centering diphthongs</li> <li>Learners brainstorm to identify centering diphthongs in contexts.</li> <li>Diphthongs are glides (movement of the tongue, lips and jaw) from one pure vowel to</li> </ol>	Core Competencies; 1. Communication and Collaboration 2. Critical Thinking and Problem Solving 3. Personal Developmen		
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	of centering	Centring Diphthongs	
	diphthongs	/iə//və//ei/         Correction         Description         Back         Upper         Description         Examples of Centering Diphthongs;         /Iə/ – beer, beard, ear, fear, etc.         /və/ – sure, moor, tour, etc.	
		/eə/ – where, wear, chair	
TUESDAY	Strand:	1. Learners in groups to discuss main ideas	Core Competencies;
18-10-2022	Reading Sub-Strand:	<ul><li>in texts.</li><li>2. Discuss how to relate supporting ideas to main ideas in texts.</li></ul>	<ol> <li>Communication and collaboration</li> <li>Personal development</li> </ol>
	Summarizing	The main idea is the "key concept" being	and leadership
	Learners in small groups to read texts.	expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. <b>Topic Sentence</b> Cats are very good pets for several reasons. They are naturally good caregivers because they take care of their kittens, so they want to take care of their owners as well. Cats are quite clean, and if you train them to use a litter box, they require almost no cleanup in their areas. <b>OURDOWNERN</b>	
THURSDAY	Strand:	1. Assist Learners to sort and classify ideas and	Core Competencies;
20-10-2022	Writing	<ul><li>information for writing a variety of articles</li><li>2. Learners in small groups to write articles of</li></ul>	1. Creativity an
	Sub-Strand:	different lengths on given issues for publication in Magazines.	Innovation 2. Communicat
	Text (Types	3. Discuss the structure of an article with the	n and
	and Purposes	Learners.	Collaboratior 3. Personal
			Developmen
	Review Learners		and Leadersh 4. Critical
			Thinking and

	knowledge on the previous lesson.	Newspaper trie           The Pittsburgh Press           Publication date           Optimized and triangle and tr	Problem Solving 5. Cultural Identity and Global Citizenship 6. Digital literad
FRIDAY 21-10-2022	Strand: Literature Sub-Strand : Prose, Drama, Poetry Through questions and answers, introduce the lesson.	<ol> <li>Learners brainstorm to identify figures of speech and rhetorical devices in Poetry.</li> <li>Assist Learners to describe figures of speech and rhetorical devices in Poetry.</li> <li>What is figure of speech and literary devices?</li> <li>Figures of speech are words or phrases used in a non-literal sense for rhetorical effect. They are often constructed using literary devices such as metaphor, simile, alliteration, metonymy, synecdoche, and personification.</li> <li>Rhetorical devices are formative techniques used to evoke emotion or persuade. Rhetorical devices can be used as literary devices, but they are not limited to literature. Figurative language is a type of literary device that adds color to our writing.</li> </ol>	<ol> <li>Core Competencies;</li> <li>1. Critical Thinking and Problem Solving</li> <li>2. Personal Development and Leadership</li> <li>3. Cultural Identity and Global Citizenship</li> <li>4. Creativity and Innovation</li> <li>5. Digital Literacy</li> </ol>

