SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 4

Date: 3RD JUNE, 2022		DAY:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B7		Class Size:		Sub Strand: Diphthongs	
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B7.1.3.1.3. Produce diphthongs in context (centering and closing)		Lesson: 1 OF 1	
Performance Indicator: Learners can use to make meaningful sentences.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
References: English Language Curriculum Pg. 5-6					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to explain what diphthong is. *When two vowel sounds come together and create a new sound, the combination they form is called a diphthong (dịp thông).* In a discussion have learners talk about diphthongs. Give several examples and elicit examples from them. /iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure Guide learners to identify centering diphthongs e.g. /eə / /iə/ in context. Have learners identify closing diphthongs e.g. /au/, /ai/ in context. Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eʊ/ - go, no, boat, load etc. /aʊ/ - how, fowl etc.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day. Guide learners to listen and distinguish between vowels and diphthongs in context. Learners to use vowels and diphthongs accurately in connected speech. <u>Assessment</u> Engage learners in the Newspaper Diphthong Activities: Have students circle all the diphthong words they can find in the newspaper in 10 minutes. Share findings with the class. Make a bar graph showing the frequencies of **oi**, **oy**, **ow**, and **ou** words	
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.	

Date: 3RD JUNE, 2022	DAY:	Subject: English Language	
Duration:		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Prepositions	
Content Standard:
B7.3.1.1: Apply the knowledge of word classes and their functions in Communication. | Indicator:
B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play) | | Lesson:

2 OF 2 |
| Performance Indicator:
Learners can demonstrate command of the use of prepositions in daily conversation. | | Core Competencies:
Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving | |
| References: English Language Curriculum Pg. 15 | | | |

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson.

Share performance indicators with learners and introduce the lesson. | |
| PHASE 2: **NEW LEARNING** | Introduce the topic through a short story.

Elicit prior knowledge and engage interest in the topic of the story using questions.

Revise with learners on the meaning of preposition.
A preposition shows the relationship between a noun, a pronoun and other words in a sentence.

Use more examples, if necessary, to ensure that all learners have understood.

Prepositions of place show where something or someone is located. They are used to describe the location of something.

The table below gives examples of some common prepositions of place.

Preposition of place	Examples
In	There is a ball in the basket
On	The clock is on the wall
Under	My pencil is under the chair.
In front of	She stood in front of me.

Put some prepositions from the story on the board and ask pairs/groups to write their own sentences using these prepositions. | Word cards, sentence cards, letter cards, handwriting on a manila card |

	Have learners use the correct preposition to complete sentences on the board. Example: 1. There is a flower _in_ the vase. 2. The picture is _on_ the wall. 3. There is carpet _on_ the floor. <u>Assessment</u> Fill in the blanks using the most appropriate preposition of place. 1. Every morning I get _____ a bus to go to school. 2. The letter 'B' is _____ the letter 'A' and the letter 'C' in the alphabet. 3. I dropped my pencil and it rolled. It is _____ the table. 4. Look! There is the store we want across the street. It is _____ us. 5. The latrines are lined up side by side. They are _____ one another.	
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.	

Date: 3RD JUNE, 2022		DAY:		Subject: English Language	
Duration:				Strand: Writing	
Class: B7		Class Size:		Sub Strand: Academic Writing	
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: B7.4.2.2.3.Take notes for academic and other purposes			Lesson: 1 OF 2
Performance Indicator: Learners can write short paragraphs to describe incidents.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
References: English Language Curriculum Pg. 29					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Have learners select a topic and brainstorm to generate ideas. Put them into groups to organize the points for the development of paragraphs. Assign learners to individually develop the points into outlines and then into a draft. Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups Do a presentation and guide learners to take notes for academic and other purposes. Have learners write notes while listening to the teacher. Learners to identify and record: o source information (title, author, date etc.) o headings to help you identify the key topics o key points, examples, names, new ideas o triggers to make your notes more memorable – such as mnemonics, color or drawings. o further reading and ideas to follow up later. Guide learners to identify and select key ideas. Let learners organize ideas from the information gathered and make connections. Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).	Word cards, sentence cards, letter cards, handwriting on a manila card

	Record/represent writing in a flow chart, illustrations and notes in other media including ICT.	
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.	

Date: 3RD JUNE, 2022		DAY:		Subject: English Language	

Date: 3RD JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Summarizing

Content Standard: B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	Indicator: B7.2.2.2.1. Determine and analyze central and supporting ideas of texts	Lesson: 1 of 1
Performance Indicator: Learners can analyze central and supporting ideas of texts read.	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 11		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Have learners read a variety of texts for main ideas. Guide them to identify the main idea/topic sentence in the paragraphs. Learners to identify supporting details and how these relate to main details in texts. Guide learners to summarize main ideas of texts in own words and peer edit it. When you are reading, think about the following: • *What are the main ideas?* • *What are the crucial details necessary for supporting the ideas?* • *What information is irrelevant or unnecessary?* Assessment The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body. 1. What is the paragraph mainly about? 2. Which title best summarizes this passage?	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.	

Date: 3RD JUNE, 2022		DAY:		Subject: English Language	
Duration: 50MINS				Strand: Literature	
Class: B7		Class Size:		Sub Strand: Elements Of Written Literature	
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. Analyze the elements of written literature (narrative)			Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
References: English Language Curriculum Pg. 35-36					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to Identify and distinguish between the types of oral narratives: • Folktales – A folktale is a traditional story that's common to a specified culture and often passed along orally. • Myths – they usually focuses on a particular hero or event, and explains mysteries of nature. • Legends – they are stories about the past. The main characters are usually kings and queens. Have learners read sample folktales, myths and legends stories and analyze them. Engage learners to write own simple folktales, myths and legends.	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.	