

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 5

Date: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Oral Language
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	Lesson: 1 OF 1
Performance Indicator: Learners can use voice modulation and eye contact for effective oral communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 4		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Sing a song using varied voice.</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary.</p> <p>Write and circle each key vocabulary on card boards.</p> <p>Guide learners to generate a web by writing the meanings. Learners present their answers.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a conversation using appropriate voice (pace, volume, tone, stress) e.g. word and sentence stress. E.g.: increase (noun) and increase (verb).</p> <p>Demonstrate how to maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation.</p> <p>Engage learners in a conversation using voice modulation and maintaining eye contact.</p> <p>Monitor how your partner shows this in the conversation.</p> <p>Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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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Date: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Determiners
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.8. Identify and use determiners in speaking and texts	Lesson:
Performance Indicator: Learners can identify and use various types of determiners correctly in communication		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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce the lesson through a short story.</p> <p>Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.</p> <p>Ask learners questions on their opinions of the story, who is who, what is happening, etc.</p> <p>Ask learners what determiners are. If learners do not know, write a sentence from the story on the board.</p> <p>Underline the determiners and ask learners what it refers to. <i>Determiners, or noun signals, are special adjectives used before nouns.</i></p> <p style="text-align: center;"><u>Practice</u></p> <p>Take learners through the different types of determiners. Example: Articles, Demonstrative determiners, etc.</p> <p><u>The Articles</u> The words 'a', 'an' and 'the' are called the articles. <i>The words 'a' and 'an' are indefinite articles. They are used with singular nouns. Use 'a' before nouns that begin with a consonant. Use 'an' before nouns that begin with a vowel.</i> Example: <i>John is reading <u>a</u> book. Would you like <u>a</u> peach? Have you seen <u>an</u> elephant?</i></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><i>I always take <u>an</u> apple to school.</i> Have learners use indefinite articles to form sentences.</p> <p>Again, guide learners to use the definite article. <i>The word 'the' is called the definite article. Use 'the' before a noun when you are talking to someone who already knows which person or thing you mean.</i></p> <p>Example: <i>Dad is sitting in <u>the</u> garden.</i> <i>Who made <u>the</u> mess on <u>the</u> carpet?</i> <i>Turn <u>the</u> television off now.</i></p> <p>Ask them to look for other words that are acting like articles in the story and have them refer to them as determiners.</p> <p><u>Assessment</u> Read the following passage. Write the correct article in each blank space. If no article is needed, leave the space blank. The first one has been done for you.</p> <p>John lives in <u>an</u> apartment with his mom, dad and sister Katy. ____ apartment has three bedrooms, __ kitchen, ____ bathroom and ____ living room. John's mom works in __ office and his dad stays at home and looks after ____ apartment. He spends much of his time in ____ kitchen, preparing meals. John and Katy help their dad with ____ housework. John likes using ____ vacuum cleaner and Katy likes to sweep ____ floor. Dad gives John and Katy money when they help him. They usually spend the money on ____ computer games!</p>	
<p>PHASE 3: REFLECTION</p>	<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>	

Date: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Writing Notice/Posters
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.4. Design notices and posters for different purposes and audiences	Lesson:
Performance Indicator: Learners can design posters for different purposes and audiences.	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	<p style="text-align: center;"><u>Pre-writing Stage</u></p> <p>Guide learners to analyze the structure and language features of writing a poster.</p> <p>Learners to discuss the purpose of the poster, the target audience and context.</p> <p>Have learners to select relevant information for the theme and identify main ideas and supporting detail of the poster.</p> <p style="text-align: center;"><u>Writing Stage</u></p> <p>Guide learners to write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p> <p>Record/represent writing in a flow chart and illustrations and other design packages including ICT.</p>	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: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer's choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> "We're out of eggs, Sis," Willis complained. "We can't make supper." "I was afraid we might be," said Sis. "On cold days like today, Mom usually stops at Phil's Diner on her way home from work for a cup of hot coffee. Let's call the diner and leave a message for her." Sis dialed the diner. An hour later, Mom came home with a bag of groceries but no eggs. What can we conclude from the last paragraph? A Mom decided not to buy eggs. B Mom went shopping instead of stopping at the diner. C Willis discovered eggs in the back of the refrigerator. D Mom had a dozen eggs in her bag of groceries.	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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Date: 10 th 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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to Identify and distinguish between the types of oral narratives:</p> <ul style="list-style-type: none"> • 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. <p>Have learners read sample folktales, myths and legends stories and analyze them.</p> <p>Engage learners to write own simple folktales, myths and legends.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
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>	