

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 6

Week Ending: 21 st OCT, 2022	Period:	Subject: English Language												
Duration: 60 MINS		Strand: Oral Language												
Class: B7	Class Size:	Sub Strand: Conversation												
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B7.1.1.1.4 Use appropriate language orally to describe experiences about topical issues		Lesson: 1 of 1										
Performance Indicator: Learners can describe experiences about topical issues		Core Competencies: Communication and Collaboration, Personal Development												
Reference : English Language Pg. 3														
Phase/Duration	Learners Activities	Resources												
PHASE 1: STARTER	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> • What was good about it? • Why did you like it? <p>Have pupils raise their hand to answer an say today we are going to talk about special occasions and events with a partner.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>													
PHASE 2: NEW LEARNING	<p>Choose a special occasion or an event that you went to and talk about it as learners listen.</p> <p>Let learners also share their experience of an event they remember well.</p> <p>Say: I want you to close your eyes. Think of the event.</p> <ul style="list-style-type: none"> • Who is there? • What are you wearing? • What can you see? • What can you hear? • Is there music? • Are people talking? • What can you smell? • Is there food? <p>Write these headings on the board.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>See</td> <td>Heard</td> <td>Smell</td> <td>taste</td> <td>touch</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	See	Heard	Smell	taste	touch						Word cards, sentence cards, letter cards, handwriting on a manila card		
See	Heard	Smell	taste	touch										

	<p>Have learners copy this table and write down all of the things that you can remember about the event.</p> <p>Move around the classroom to make sure pupils understand and are doing the task.</p> <ul style="list-style-type: none"> • If you want to tell a story, how can you start it? <p>Have learners tell a story by starting with the phrase, 'I will never forget the time when...'</p> <p>Drill learners of the tense to use (Answer: past simple, past continuous)</p> <p>Give pupils 5 minutes to write the main events in order into their exercise books. Move around the classroom to make sure pupils understand and are doing the task.</p> <p><u>Assessment</u> Ask learners to work in pairs. They practice telling thier story to your partner.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Now I want you to ask your partner questions about their special day. You should each ask and answer two questions.</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>	

Week Ending: 21 st OCT, 2022	DAY:	Subject: English Language
Duration: 60 mins		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Punctuations
Content Standard: B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication		Indicator: B7.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts.
		Lesson: 1 of 1
Performance Indicator: Learners can identify and use punctuation marks in given texts		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> • What do we call these symbols? • What are they used for? <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> • What is this called? • When do we use a question mark? • When do we use a full stop? <p>Write the following sentences on the board:</p> <p>a) She goes shopping every day b) What does she buy c) She buys okra pineapple rice and wine</p> <p>What punctuation is missing in the first sentence? (Answer: a full stop) Why do we need a full stop? (Answer: It is a sentence.)</p> <p>What punctuation is missing in the second sentence? (Answer: a question mark) Why do we need a question mark? (It is a question.)</p> <p>Revise with learners on words like 'what, where, why, when, how, who, can, could, will, do, did' are all used to ask a question.</p> <p>What punctuation is missing in the last sentence? (Answer: commas and a full stop at the end) Why do we need commas? (Answer: It is a list.) How many commas do we need? (Answer: 2)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Write another set of sentence on the board with no punctuation: “Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun”</p> <p>Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.</p> <p>In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.</p> <p>Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.</p> <p>Invite 1-2 pairs to read their texts to the class.</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> <ul style="list-style-type: none"> • What punctuation have we studied today? • Why do we need punctuation marks in our writing? <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 21 st OCT, 2022		Period:	Subject: English Language
Duration: 60mins		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing		Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal	
Reference : English Language Pg. 11			
Keywords: Summarize, important information, main ideas			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> 1. <i>how did you spend your christmas holidays?</i> 2. <i>Is it more fun than being at school?</i> <p>Explain to learners that when you are telling your colleagues how you spent your holidays, you don't say everything and you don't tell them what happened every minute. - rather you give a summary and you share the most important information.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 2: NEW LEARNING	<p>Read a story as learners listen and pay attention to the important parts.</p> <p>Read the story and have learners follow along.</p> <p>After reading, ask learners questions about the story to bring out the most important parts.</p> <p>Have learners read a variety of passages/story and identify the main ideas in it.</p> <p>Guide learners to analyze and decide what is important.</p> <ul style="list-style-type: none"> o <i>Do not write the same words as the author.</i> o <i>Think and write in your own words.</i> o <i>Ask, "What is the whole write up about?"</i> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</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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Week Ending: 21 st OCT, 2022	DAY:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.2 Compose formal writing on given topics using appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can compose formal writing on given topics using appropriate format.		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on semi-formal letters.</p> <ul style="list-style-type: none"> • When do we use the semi-formal format of letter writing? • Have you written a letter to your Head teacher recently? • What format did you use? <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Show learners sample of a formal letter for them to observe and relate to it.</p> <p>Guide learners to identify features of formal letters (writer's address, recipient address, date, heading, salutation, body, subscription, signature, name, etc.).</p> <p>When do we use the formal format of letter writing?</p> <p>Brainstorm learners to give examples of situations that requires the writing of formal letters. Writing letters to offices; E.g., to the Head master/mistress, the Director of Education, the Assembly Man/woman, the SMC chairman/ chairperson, the PTA Chairman etc.).</p> <p>Guide learners to write the beginning part of a formal letter. That is, writer's address, recipient address, date, heading, and salutation.</p> <p>Go round and provide support to those who finds difficult in writing. Ensure all learners are involved.</p> <p>Help learners to correct errors in their write-up.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><u>Assessment</u> Write a letter to your head teacher explaining why you cannot come to school tomorrow.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts</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> <p><u>Homework</u> Write a letter to your head teacher explaining why you cannot come to school tomorrow.</p>	

Week Ending: 21 st OCT, 2022		DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature	
Class: B7	Class Size: 35	Sub Strand: Reading of Poems	
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. read fluently with appropriate voice modulation	Lesson: 1 of 1
Performance Indicator: Learners can read (<i>The old Man and his Children</i>) fluently with appropriate voice modulation		Core Competencies: Communication and Collaboration, Personal	
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	Introduce learners to their reading material, cockcrow. Allow learners to glance through and analyze it carefully. What is the title of the book? What stories does the book contain? Are the stories drama, narrative, poetry or prose? Put learners into groups for them to read. Turn your books to <i>The old Man and his Children</i> . Model the poem by reading it line by line. Ask learners to follow as you read. Make sure you stress the important words and pause often to see if learners are following. Make sure you put some extra stress on the rhyming words. Ask learners to work in pairs. Tell them to practice all the verses of the poem, paying attention to the stress, the punctuation and rhyming words. <u>Assessment</u> After some time, invite some of the pairs to come to the front of the class and read the poem.(<i>The old Man and his Children</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. <u>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence.(<i>The old Man and his Children</i>)		