

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 1

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Passive sentences
<b>Content Standard:</b> B7.3.1.6: Demonstrate mastery of use of active and passive voice	<b>Indicator:</b> B7.3.1.6.1. Use passive sentences for a range of functions	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use passive sentences for a range of functions		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 18		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Engage learners in a short demonstration.</p> <p>Perform some specific actions for learners to record what happens in the past tense. Learners in turns reads what they recorded. Write them on the board for discussion.</p> <p><u>Example:</u> The teacher swept the classroom. The classroom was swept the classroom.</p> <p>Have learners to deliberate on the sentences on the board.</p> <ul style="list-style-type: none"> <li>• Which sentence tells what the teacher did?</li> <li>• Which sentence tells what is done to the classroom?</li> <li>• What is passive voice?</li> <li>• What is active voice?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Write some sentences on the board.</p> <ul style="list-style-type: none"> <li>• We are going to watch a movie tonight. A movie is going to be watched by us tonight</li> <li>• Mom read the novel in one day. The novel was read by Mom in one day.</li> <li>• I will clean the house every Saturday. The house will be cleaned by me every Saturday.</li> </ul> <p>Guide learners to read out the sentences aloud and encourage them to explain them in context.</p> <ul style="list-style-type: none"> <li>• What is the difference between the two pair of sentences?</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Allow learners to brainstorm in pairs the differences.</p> <p>Introduce learners to active and passive voices.  <i>Active voice tells what a person or thing does.</i>  <i>Passive voice tells what is done to someone or something.</i></p> <p>Using the pair of sentences above, guide learners to identify the pair of sentences as active and passive voices.  <i>We are going to watch a movie tonight. – Active Voice.</i>  <i>A movie is going to be watched by us tonight – Passive.</i></p> <p>In pairs, learners identify sentences as active and passive voices.</p> <p><u>Assessment</u>  Construct five active sentences.  Construct five passive sentences.</p>	
<p><b>PHASE 3: REFLECTION</b></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>  Give learners sentences to reconstruct active sentences into the passive voice and vice versa.</p>	

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations	<b>Indicator:</b> B7.4.2.2.2 Compose formal writing on given topics using appropriate format	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose formal writing on given topics using appropriate format.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 29		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on semi formal letters.</p> <ul style="list-style-type: none"> <li>When do we use the semi formal format of letter writing?</li> <li>Have you written a letter to your Head teacher recently?</li> <li>What format did you use?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<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 writeup.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Write a letter to your head teacher explaining why you cannot come to school tomorrow.	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	<b>Indicator:</b> B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can read silently.</li> <li>Learners can answer factual and inferential questions.</li> <li>Learners can use new words in sentences.</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 11		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Write new words, phrases and expressions from the passage on the board.</p> <p>Read the passage to learners as they follow along. Read slowly, clearly and with expression to make it interesting.</p> <p>Write and read the comprehension questions to guide learners reading.</p> <p>Have learners read the passage silently and work in pairs to discuss the answers to the comprehension questions.</p> <p>Discuss some of their answers with them. Let them quote and make inferential reference to their answers.</p> <p>Read the passage aloud to learners again, emphasizing the underlined new words.</p> <p>Have learners work in pairs and look at the underlined vocabulary words. Learners infer meaning by looking at the words around them.</p> <p>Engage learners to form sentences with the new words in their workbooks.</p> <p>Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Give learners a sample passage. In pairs learners read and answer comprehension questions.	
<b>PHASE 3: REFLECTION</b>	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>Assessment</u> Give learners a sample passage. They read and answer comprehensions	

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Debbie, Sandy and Pepe</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.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 2

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Grammar	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Passive sentences	
<b>Content Standard:</b> B7.3.1.6: Demonstrate mastery of use of active and passive voice		<b>Indicator:</b> B7.3.1.6.1. Use passive sentences for a range of functions	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use passive sentences for a range of functions		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References:</b> English Language Curriculum Pg. 18			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners in a short demonstration.</p> <p>Perform some specific actions for learners to record what happens in the past tense. Learners in turns reads what they recorded. Write them on the board for discussion.</p> <p><u>Example:</u> The teacher swept the classroom. The classroom was swept the classroom.</p> <p>Have learners to deliberate on the sentences on the board.</p> <ul style="list-style-type: none"> <li>• Which sentence tells what the teacher did?</li> <li>• Which sentence tells what is done to the classroom?</li> <li>• What is passive voice?</li> <li>• What is active voice?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Write some sentences on the board.</p> <ul style="list-style-type: none"> <li>• We are going to watch a movie tonight. A movie is going to be watched by us tonight</li> <li>• Mom read the novel in one day. The novel was read by Mom in one day.</li> <li>• I will clean the house every Saturday. The house will be cleaned by me every Saturday.</li> </ul> <p>Guide learners to read out the sentences aloud and encourage them to explain them in context.</p> <ul style="list-style-type: none"> <li>• What is the difference between the two pair of sentences?</li> </ul> <p>Allow learners to brainstorm in pairs the differences.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Introduce learners to active and passive voices.  <i>Active voice tells what a person or thing does.</i>  <i>Passive voice tells what is done to someone or something.</i></p> <p>Using the pair of sentences above, guide learners to identify the pair of sentences as active and passive voices.  <i>We are going to watch a movie tonight. – Active Voice.</i>  <i>A movie is going to be watched by us tonight – Passive.</i></p> <p>In pairs, learners identify sentences as active and passive voices.</p> <p><u>Assessment</u>  Construct five active sentences.  Construct five passive sentences.</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION</b></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>  Give learners sentences to reconstruct active sentences into the passive voice and vice versa.</p>	

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing	
<b>Content Standard:</b> B7.4.3.1: Research to build and present knowledge		<b>Indicator:</b> B7.4.3.1.1. Identify and record information from non-text sources organize and present it in writing	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose formal writing on given topics using appropriate format.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References:</b> English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on semi formal letters.</p> <ul style="list-style-type: none"> <li>• When do we use the semi formal format of letter writing?</li> <li>• Have you written a letter to your Head teacher recently?</li> <li>• What format did you use?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners in groups identify and record:</p> <ul style="list-style-type: none"> <li>o source information (title, author, date etc.)</li> <li>o headings to help you identify the key topics</li> <li>o key points, examples, names, new ideas</li> <li>o triggers to make your notes more memorable – such as mnemonics, colour or drawings.</li> <li>o further reading and ideas to follow up later.</li> </ul> <p>Guide learners to identify and select key ideas and organise ideas and make connections.</p> <p>Learners exchange their books and proofread the writing for sense or meaning, and effect.</p> <p>Have learners represent writing in a flow chart, illustrations and notes in other media including ICT.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	<b>Indicator:</b> B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can read silently.</li> <li>Learners can answer factual and inferential questions.</li> <li>Learners can use new words in sentences.</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 11		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Write new words, phrases and expressions from the passage on the board.</p> <p>Read the passage to learners as they follow along. Read slowly, clearly and with expression to make it interesting.</p> <p>Write and read the comprehension questions to guide learners reading.</p> <p>Have learners read the passage silently and work in pairs to discuss the answers to the comprehension questions.</p> <p>Discuss some of their answers with them. Let them quote and make inferential reference to their answers.</p> <p>Read the passage aloud to learners again, emphasizing the underlined new words.</p> <p>Have learners work in pairs and look at the underlined vocabulary words. Learners infer meaning by looking at the words around them.</p> <p>Engage learners to form sentences with the new words in their workbooks.</p> <p>Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Give learners a sample passage. In pairs learners read and answer comprehension questions.	
<b>PHASE 3: REFLECTION</b>	<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>Assessment</u> Give learners a sample passage. They read and answer comprehensions</p>	

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Debbie, Sandy and Pepe</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.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 3

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> English Language											
<b>Duration:</b>		<b>Strand:</b> Oral Language											
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Short vowel											
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context	<b>Lesson:</b> 1 of 1										
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration, Personal Development											
<b>Reference :</b> English Language Pg. 6													
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>											
<b>PHASE 1: STARTER</b>	<p>Have learners say or sing the alphabet song.</p> <p>Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels)</p> <p>Recap with learners to find out they already know about vowels.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>												
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm the meaning of vowels from learners. <i>A vowel is a syllabic speech sound pronounced without any stricture in the vocal tract.</i></p> <p>Write the letters of the alphabet on the board or cardboard.</p> <p>Let learners identify all the vowel sounds in the alphabet. Example: a, e, o, i, u</p> <p>Draw the following table on the board.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Short a</td> <td style="padding: 2px;">Short e</td> <td style="padding: 2px;">Short o</td> <td style="padding: 2px;">Short i</td> <td style="padding: 2px;">Short u</td> </tr> <tr> <td style="padding: 2px;">Apple</td> <td style="padding: 2px;">Egg</td> <td style="padding: 2px;">Ink</td> <td style="padding: 2px;">Orange</td> <td style="padding: 2px;">umbrella</td> </tr> </table> <p>Now pronounce these vowels and ask learners to tell some words that start with these vowels. Example: 'a' in apple.</p> <p>Write 'apple' in "a" column and ask them to add more words.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p>	Short a	Short e	Short o	Short i	Short u	Apple	Egg	Ink	Orange	umbrella	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
Short a	Short e	Short o	Short i	Short u									
Apple	Egg	Ink	Orange	umbrella									

	<p>Engage learners to say these tongue twisters to aid them pronounce words with vowel sounds.  Example: “A <i>big brown bat bit a big blue bug and made the big blue bug bleed</i>”</p> <p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is a vowel sound?</li> <li>2. List 10 words that contain a vowel sound.</li> </ol>	
<p>PHASE 3:  <b>REFLECTION</b></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>	

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reported speech
<b>Content Standard:</b> B7.3.1.6: Demonstrate mastery of use of active and passive voice	<b>Indicator:</b> B7.3.1.6.2. Demonstrate use and command of reported speech	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use passive sentences for a range of functions		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 18		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo.</p> <p>Lead learners, with examples, to change direct speech into reported speech by:</p> <p>i. Introducing a reporting clause E.g. a. Aba said that ..... b. Mum said that..... c. Atongo said that.....</p> <p>ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle.</p> <p>iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired.</p> <p>Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time</p> <p><u>Assessment</u> Learners in groups compose news reports.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

<p><b>PHASE 3:</b> <b>REFLECTION</b></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> Learners in groups compose news reports .</p>	
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<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing	<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize ideas in a text		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>Reference :</b> English Language Pg. 11		
<b>Keywords:</b> Summarize, important information, main ideas		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> <li>1. <i>how did you spend your christmas holidays?</i></li> <li>2. <i>Is it more fun than being at school?</i></li> </ol> <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
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> <li>o <i>Ask, "What is the whole write up about?"</i></li> </ul> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</p>	

<b>PHASE 3: REFLECTION</b>	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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<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation
<b>Lesson:</b> 1 of 1		
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Debbie, Sandy and Pepe</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.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 4

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60 MINS		<b>Strand:</b> Oral Language	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Long vowels	
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>Reference :</b> English Language Pg. 6			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Have learners say or sing the alphabet song.</p> <p>Recap with learners to find out they already know about vowels.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the meaning of a vowel.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p> <p>Review learners understanding in using short vowels in writing.</p> <p>Introduce learners to the usage of long vowels.</p> <p>Demonstrate to learners how each of the long vowels are formed. Example: <i>The letter 'a' can make a long sound, as in cake, when it is followed by a consonant and silent e. Sometimes, this pattern is called VCe. That stands for Vowel + Consonant + Silent e.</i></p> <p>Have learners to produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/, and give more examples on long vowel sounds.</p> <p>In groups, students listen and repeat the sounds of vowels one after the other.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <p>I. Students to list the vowel sounds of the letters of the alphabet.</p> <p>I. Students to identify vowel sounds in given words</p>	
<p>PHASE 3: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60 MINS		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reported speech
<b>Content Standard:</b> B7.3.1.6: Demonstrate mastery of use of active and passive voice		<b>Indicator:</b> B7.3.1.6.2. Demonstrate use and command of reported speech
<b>Performance Indicator:</b> Learners can demonstrate use and command of reported speech		<b>Lesson:</b> 1 of 1
<b>References:</b> English Language Curriculum Pg. 18		<b>Core Competencies:</b> Communication and Collaboration, Personal

Phase/Duration	Learners Activities	Resources														
<b>PHASE 1: STARTER</b>	<p>What were you and your friend talking about before the class started.</p> <ul style="list-style-type: none"> <li>• What did you say?</li> <li>• What did your friend say?</li> </ul> <p>Have learners raise their hand to answer.</p>															
<b>PHASE 2: NEW LEARNING</b>	<p>Point to the table on the board. Look at the table and the example sentences.</p> <table border="1" data-bbox="521 926 1094 1230"> <caption>TABLE: DIRECT AND INDIRECT SPEECH</caption> <thead> <tr> <th>Direct speech</th> <th>Indirect speech</th> </tr> </thead> <tbody> <tr> <td>present simple 'I like that jacket,' he says.</td> <td>past simple he said he liked that jacket.</td> </tr> <tr> <td>present perfect 'We have never been to Liberia,' they said.</td> <td>past perfect 'They said they had never been to Liberia.'</td> </tr> <tr> <td>present continuous 'He's going tomorrow,' she told us.</td> <td>past continuous She told us he was going the following day.</td> </tr> <tr> <td>past continuous 'I was reading a novel last night,' I said.</td> <td>past perfect continuous I said I had been reading a novel the night before.</td> </tr> <tr> <td>past perfect 'They had already seen it,' they reported.</td> <td>past perfect 'They reported they had already seen it.'</td> </tr> <tr> <td>future with will 'We will go!' they said.</td> <td>would 'They said they would go.'</td> </tr> </tbody> </table> <p>What do you notice?</p> <p>Give learners time to examine the table and sentences.</p> <ul style="list-style-type: none"> <li>• What are the main differences between direct and indirect speech?</li> <li>• What does 'tomorrow' change to in indirect speech?</li> <li>• What does the simple present tense change to in indirect speech?</li> </ul> <p>There is one more difference you need to know about. Point to 'I' in the first example in the column for direct speech. Point to 'he' before 'liked' in the first example in the column for indirect speech.</p> <p><i>In indirect speech, often we need to change the pronoun.</i></p> <p>Write these sentences on the board.</p> <ol style="list-style-type: none"> <li>We use speech marks in ____ speech.</li> <li>We do not use speech marks in ____ speech.</li> </ol>	Direct speech	Indirect speech	present simple 'I like that jacket,' he says.	past simple he said he liked that jacket.	present perfect 'We have never been to Liberia,' they said.	past perfect 'They said they had never been to Liberia.'	present continuous 'He's going tomorrow,' she told us.	past continuous She told us he was going the following day.	past continuous 'I was reading a novel last night,' I said.	past perfect continuous I said I had been reading a novel the night before.	past perfect 'They had already seen it,' they reported.	past perfect 'They reported they had already seen it.'	future with will 'We will go!' they said.	would 'They said they would go.'	Word cards, sentence cards, letter cards, handwriting on a manila card
Direct speech	Indirect speech															
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future with will 'We will go!' they said.	would 'They said they would go.'															

	<p>Ask learners to work in pairs. Learners are to complete the sentences with the words 'direct', 'indirect' or 'direct and indirect'.</p> <p>Move around the classroom to make sure learners understand and are doing the task.</p> <p><u>Assessment</u> Write these sentences on the board: Decide if each sentence is direct or indirect speech.</p> <ol style="list-style-type: none"> <li>He explained that the village was quite near the town.</li> <li>'The village is quite near the town,' he explained.</li> <li>'We will be having a test tomorrow,' the teacher announced.</li> <li>The teacher announced we would be having a test the following day.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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></p> <ol style="list-style-type: none"> <li>We use words like 'the following day' and the 'day before' in ____ speech.</li> <li>We use words like 'tomorrow' and 'last night' in ____ speech.</li> <li>We use reporting verbs like 'say', 'tell', 'report', 'exclaim' and 'ask' in ____ speech.</li> <li>We use the reporting verbs in present and past tenses in ____ speech.</li> <li>We use the reporting verbs in the simple past but not the simple present in ____ speech.</li> </ol>	

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60 mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B7.4.3.1: Research to build and present knowledge	<b>Indicator:</b> B7.4.3.1.1. Identify and record information from non-text sources organize and present it in writing	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose formal writing on given topics using appropriate format.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>References:</b> English Language Curriculum Pg. 29		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on semi-formal letters.</p> <ul style="list-style-type: none"> <li>• When do we use the semi-formal format of letter writing?</li> <li>• Have you written a letter to your Head teacher recently?</li> <li>• What format did you use?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Learners in groups identify and record:</p> <ul style="list-style-type: none"> <li>• source information (title, author, date etc.)</li> <li>• headings to help you identify the key topics</li> <li>• key points, examples, names, new ideas</li> <li>• triggers to make your notes more memorable – such as mnemonics, color or drawings.</li> <li>• further reading and ideas to follow up later.</li> </ul> <p>Guide learners to identify and select key ideas and organize ideas and make connections.</p> <p>Learners exchange their books and proofread the writing for sense or meaning, and effect.</p> <p>Have learners represent writing in a flow chart, illustrations and notes in other media including ICT.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 5

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60 MINS		<b>Strand:</b> Oral Language
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	<b>Indicator:</b> B7.1.1.4 Use appropriate language orally to describe experiences about topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can pronounce and spell words with vowel sounds		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>Reference :</b> English Language Pg. 3		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> <li>• What was good about it?</li> <li>• Why did you like it?</li> </ul> <p>Have pupils raise their hand to answer and 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>	
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>• Who is there?</li> <li>• What are you wearing?</li> <li>• What can you see?</li> <li>• What can you hear?</li> <li>• Is there music?</li> <li>• Are people talking?</li> <li>• What can you smell?</li> <li>• Is there food?</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card

Write these headings on the board.

See	Heard	Smell	taste	touch

Have learners copy this table and write down all of the things that you can remember about the event.

Move around the classroom to make sure pupils understand and are doing the task.

- If you want to tell a story, how can you start it?

Have learners tell a story by starting with the phrase, 'I will never forget the time when...'

Drill learners of the tense to use (Answer: past simple, past continuous)

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.

Assessment

Ask learners to work in pairs. They practice telling thier story to your partner.

**PHASE 3:  
REFLECTION**

Now I want you to ask your partner questions about their special day. You should each ask and answer two questions.

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.

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60 MINS		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Question Tags
<b>Content Standard:</b> B7.3.1.7: Show understanding and use of question tags in communication	<b>Indicator:</b> B7.3.1.7.1. Use question tags accurately	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate use and command of reported speech		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 20		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Which words can you use to ask questions? When do we ask questions?</p> <p>Allow learners to share their ideas and discuss. Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners for the meaning of questions tags.</p> <p>When we ask a question to confirm if we are correct about something we use question tags. Question tags go at the end of a statement to confirm if what we think is right.</p> <p>Draw a picture of a footballer on the board and write his name under it. Example: Asamoah Gyan. Have you heard of him? Do you know anything about him? Where was he born? Which football team did he play for?</p> <p>Listen to pupils' answers and write only the answers on the board. It does not matter if the answers are right or wrong.</p> <p>Go through the answers with learners. We want to check if what we think about Asamoah Gyan is right. If we do not know the answer then we would ask 'Where was he born?' but we think we know the answer so instead we can ask, 'He was born in England, wasn't he?'</p> <p>Rewrite the questions again on the board (taking into consideration whether we know the right answer or not) and underline the question tags. Example: He played for Manchester United, didn't he? He was born in Ghana, wasn't he?</p> <p>Learners to note that when we have a positive statement we use a negative question tag and vice versa.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Write some questions on the board and have learners in groups add the correct question tag.</p> <ul style="list-style-type: none"> <li>• The capital of Ghana is Accra, _____? (Answer: isn't it)</li> <li>• Ghana shares a border with Togo, _____? (Answer: doesn't it)</li> </ul> <p><u>Assessment</u> Ask pupils to write their own questions using question tags. For example, 'You were born in this town, weren't you?'</p> <p>Move around the classroom to make sure pupils understand and are doing the task.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<ul style="list-style-type: none"> <li>• When do we use question tags?</li> <li>• Do we use question tags when we have no idea about the answer</li> </ul> <p>Now we know another way of asking 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>	

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.2: Read, comprehend and interpret texts	<b>Indicator:</b> B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can make opinions and state facts for text read.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>References:</b> English Language Curriculum Pg. 9		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Write out essential questions.</p> <p>Read the text.</p> <p>Let learners make connections between texts and personal experiences.</p> <p>Have learners research or make inferences and share opinions on biases and facts in texts. Example: <i>By actually fishing for and catching other fish, the anglerfish grows to be almost four feet long. It lies quietly in mud at the bottom of the water. Three wormlike “fingers” on the top of its head attract other fish. When the fish come close, the anglerfish gets its meal. If fishing is slow, the anglerfish may rise to the surface and swallow ducks, loons, or even geese.</i></p> <ol style="list-style-type: none"> <li>1. From this passage, what can you conclude about anglerfish? <ol style="list-style-type: none"> <li>a. Anglerfish prefer fish to other animals.</li> <li>b. They have worms growing out of their heads.</li> <li>c. Birds often eat anglerfish.</li> <li>d. They always remain at the bottom of the water.</li> </ol> </li> </ol> <p>Guide learners to distinguish between facts and opinions in a range of non-fiction texts.</p> <p>Have learners to interpret the different attitudes exhibited by the choice of words in texts to support understanding.</p> <p><u>Assessment</u> The shellfish shrimp is a popular food. Shrimp are found in both fresh and salt water. Most shrimp have five pairs of thin front</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>legs and five pairs of back legs. The front legs are used for walking and the back legs for swimming. Unlike most animals, if a shrimp damages or loses a leg, it can grow a new one.</p> <p>I. Which sentence below is an opinion, not a fact?</p> <ul style="list-style-type: none"><li>a. Shrimp can grow new legs.</li><li>b. Shrimp live in fresh and salt water.</li><li>c. Shrimp prefer to walk, not swim.</li><li>d. Shrimp have five pairs of front legs.</li></ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 6

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language												
<b>Duration:</b> 60 MINS		<b>Strand:</b> Oral Language												
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation												
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.1.1.4 Use appropriate language orally to describe experiences about topical issues		<b>Lesson:</b> 1 of 1										
<b>Performance Indicator:</b> Learners can describe experiences about topical issues		<b>Core Competencies:</b> Communication and Collaboration, Personal Development												
<b>Reference :</b> English Language Pg. 3														
Phase/Duration	Learners Activities	Resources												
<b>PHASE 1: STARTER</b>	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> <li>• What was good about it?</li> <li>• Why did you like it?</li> </ul> <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>													
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>• Who is there?</li> <li>• What are you wearing?</li> <li>• What can you see?</li> <li>• What can you hear?</li> <li>• Is there music?</li> <li>• Are people talking?</li> <li>• What can you smell?</li> <li>• Is there food?</li> </ul> <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"> <li>• If you want to tell a story, how can you start it?</li> </ul> <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><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60 mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuations
<b>Content Standard:</b> B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication		<b>Indicator:</b> B7.3.2.1.1. Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and use punctuation marks in given texts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE 1: <b>STARTER</b>	Write these symbols on the board: , . ? <ul style="list-style-type: none"> <li>What do we call these symbols?</li> <li>What are they used for?</li> </ul> <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: <b>NEW LEARNING</b>	Point to the punctuation marks on the board. Point to each symbol and ask: <ul style="list-style-type: none"> <li>What is this called?</li> <li>When do we use a question mark?</li> <li>When do we use a full stop?</li> </ul> <p>Write the following sentences on the board:  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><b>PHASE 3: REFLECTION</b></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"> <li>• What punctuation have we studied today?</li> <li>• Why do we need punctuation marks in our writing?</li> </ul> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins	<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing	<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize ideas in a text	<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>Reference :</b> English Language Pg. 11		
<b>Keywords:</b> Summarize, important information, main ideas		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> <li>1. <i>how did you spend your christmas holidays?</i></li> <li>2. <i>Is it more fun than being at school?</i></li> </ol> <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
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> <li>o <i>Ask, "What is the whole write up about?"</i></li> </ul> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</p>	

<b>PHASE 3:</b> <b>REFLECTION</b>	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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<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations	<b>Indicator:</b> B7.4.2.2.2 Compose formal writing on given topics using appropriate format	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose formal writing on given topics using appropriate format.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>References:</b> English Language Curriculum Pg. 29		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on semi-formal letters.</p> <ul style="list-style-type: none"> <li>When do we use the semi-formal format of letter writing?</li> <li>Have you written a letter to your Head teacher recently?</li> <li>What format did you use?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<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: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS	<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 7

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> B7.1.2.1.2. Listen to level-appropriate text attentively and identify key information	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can listen to extended reading and identify key information	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 5		
<b>Keywords:</b> old millionaire, village, test, sons, gift		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. Example: Who is a millionaire? (Answer: someone with more than a million dollars)</p> <p>Ask learners: What would you do if you were a millionaire? Listen to pupils' answers.</p> <p>Share the performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Write new words in the story on the board: Example: old millionaire, village, test, sons, gift,</p> <p>Guide learners to find the meaning of the new words and use them in context.</p> <p>Have learners to predict what the story is about from the new words?</p> <p>Write some pre reading questions on the board to guide learners listening.</p> <p>Tell the story to the class. Ask pupils to follow along.</p> <p>Guide learners to Identify key points: o <i>intent or purpose of the message (e.g. to inform, persuade, instruct);</i> o <i>the speaker's enthusiasm and passion for the topic;</i> o <i>main idea (s) and supporting points.</i></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Ask learners to write one sentence for each of the new words. When they finish, invite them in turns to read their sentences to the class.</p> <p><u>Assessment</u>  Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families. Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it.</p> <ol style="list-style-type: none"> <li>1. Everyone has a mobile phone now. T/F</li> <li>2. Teenagers never text at dinner. T/F</li> <li>3. Mobile phones cost a lot of money. T/F</li> <li>4. Mobile phones can help you study. T/F</li> <li>5. You can only use mobile phones in the city. T/F</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuations
<b>Content Standard:</b> B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication		<b>Indicator:</b> B7.3.2.1.1. Identify and use punctuation marks in given texts.
<b>Performance Indicator:</b> Learners can identify and use punctuation marks in given texts		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and use punctuation marks in given texts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 21		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE 1: <b>STARTER</b>	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> <li>• What do we call these symbols?</li> <li>• What are they used for?</li> </ul> <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: <b>NEW LEARNING</b>	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> <li>• What is this called?</li> <li>• When do we use a question mark?</li> <li>• When do we use a full stop?</li> </ul> <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> <p>Write another set of sentence on the board with no punctuation:</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>“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><b>PHASE 3:</b> <b>REFLECTION</b></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"> <li>• What punctuation have we studied today?</li> <li>• Why do we need punctuation marks in our writing?</li> </ul> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins	<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.2: Demonstrate increasing confidence and enjoyment in independent reading	<b>Indicator:</b> B7.2.1.2.1. Generate and answer questions to increase understanding and independent reading of fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read silently and answer comprehension questions on text/passage read	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 8		
<b>Keywords:</b> implicit, accompanying, accurately		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap with learners to review their understanding in the previous lesson.  Introduce the lesson by sharing the performance indicator.	
<b>PHASE 2: NEW LEARNING</b>	Let learners predict the content of the text to be read based on the title and accompanying pictures  Guide learners to skim the text for general meaning.  Discuss the content of the text as well as vocabulary and with learners.  Read aloud the text closely for implicit meaning.  Write questions to guide learners reading and create a link with text.  Provide and interpret evidence to support understanding.  Guide learners to answer questions accurately.  Guide learners to use the answers to identify the main idea of the text.  <u>Assessment</u> Have learners read a passage and answer questions on it.	Word cards, sentence cards, letter cards, handwriting on a manila card

<b>PHASE 3: REFLECTION</b>	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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<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative Writing
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes.		<b>Indicator:</b> B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services
<b>Performance Indicator:</b> Learners can write freely on topics of choice on issues in the community		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write freely on topics of choice on issues in the community		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 28		
<b>Keywords:</b> appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Ask learners to mimic a popular TV or radio advert they know.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to compose advertisement for the sale of products, services, events following appropriate format/style using process approach: e.g. o Title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?)  Encourage learners to use: <i>o the simple present for conveying timeless statements and facts</i> <i>o rhetorical questions and repetition for persuasion</i>  Learners to Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).  Guide learners to publish writing using different media including ICT.  <u>Assessment</u> Have learners to write freely on topics of choice on issues in the community.	Word cards, sentence cards, letter cards, handwriting on a manila card

<b>PHASE 3:</b> <b>REFLECTION</b>	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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<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS	<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>The old Man and his Children</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 8

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can share opinions from a level-appropriate text.		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 6-7		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Have learners listen to teacher-read texts or video/audio recording on familiar topics.  Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points: o intent or purpose of the message (e.g. to inform, persuade, instruct); o the speaker’s enthusiasm and passion for the topic; o main idea (s) and supporting points.  Encourage learners to practice constructing meaning from the texts or play  In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.  Put learners into groups to express personal opinions about details of texts.  <u>Assessment</u> 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	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>includes multiple facial rings, as well as rings in many other areas of the body.</p> <ol style="list-style-type: none"><li>1. What is the paragraph mainly about?</li><li>2. In about two to three sentences, summarize the text.</li></ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuations
<b>Content Standard:</b> B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication		<b>Indicator:</b> B7.3.2.1.1. Identify and use punctuation marks in given texts.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and use punctuation marks in given texts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> <li>• What do we call these symbols?</li> <li>• What are they used for?</li> </ul> <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: <b>NEW LEARNING</b>	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> <li>• What is this called?</li> <li>• When do we use a question mark?</li> <li>• When do we use a full stop?</li> </ul> <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> <p>Write another set of sentence on the board with no punctuation:</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>“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><b>PHASE 3:</b> <b>REFLECTION</b></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"> <li>• What punctuation have we studied today?</li> <li>• Why do we need punctuation marks in our writing?</li> </ul> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing		<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize ideas in a text		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>Reference :</b> English Language Pg. 11		
<b>Keywords:</b> Summarize, important information, main ideas		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> <li>1. <i>how did you spend your christmas holidays?</i></li> <li>2. <i>Is it more fun than being at school?</i></li> </ol> <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
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> <li>o <i>Ask, "What is the whole write up about?"</i></li> </ul> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</p> <p><u>Assessment</u> Learners write a summary on a story read</p>	

<b>PHASE 3: REFLECTION</b>	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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<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022		<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing	
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes		<b>Indicator:</b> B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write narratives of personal experiences about the past.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>Reference :</b> English Language Pg. 24			
<b>Keywords:</b> <i>feelings, experiences</i>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners in a conversation. E.g., 1. After the school holidays are you excited to come back to school? 2. Are you sorry that the holiday is over? 3. Are you happy to be with your friends again?  Elicit answers from learners and share the performance indicators.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 2: NEW LEARNING</b>	Ask learners to recall what they do on the first day of school.  Take ideas from the learners and write them on the board. (Example answers: wake up, get dressed, wash, eat breakfast, walk to school)  Have learners to use descriptive details (setting, experiences or series of events). - <i>first-person point of view to convey feelings, experiences and thoughts.</i> - <i>appropriate grammatical structures.</i> - <i>adjectives and adjective phrases for producing vivid descriptions</i> - <i>adverbs and adverbials for describing how an action has been carried out</i> - <i>connectors for showing sequence of events</i> - <i>direct and indirect speech for variation and adding interest</i> - <i>nouns and noun phrases (e.g., participants, objects)</i> - <i>prepositions and prepositional phrases</i> - <i>first-person pronouns</i>  Guide learners to plan and write ideas detailing what they do on the first day of school :		

	<p>Let learners edit or proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Encourage learners to publish writing using different media including ICT.</p> <p><u>Assessment</u></p> <p>I. write a narrative of what you do every term on the first day of school</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS	<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>Mama is a sunrise</i> ) fluently with appropriate voice modulation	<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Mama is a sunrise</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
<b>PHASE 3: REFLECTION</b>	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>Mama is a sunrise</i> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 9

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Diphthongs	
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.3.1.3. Produce diphthongs in context (centering and closing)	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can share opinions from a level-appropriate text.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 6			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.  Learners come up with examples of words that have the diphthongs. Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try  Learners form their own sentences using words having diphthongs  Learners use their rhyming words in meaningful sentences. 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.  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.  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	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>/ʊə/ - pure, secure</p> <p>Have learners use words with diphthongs in meaningful sentences.</p>	
<p>PHASE 3: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Vocabulary
<b>Content Standard:</b> B7.3.3.1: Demonstrate appropriate use of vocabulary in communication		<b>Indicator:</b> B7.3.3.1.1. Apply vocabulary appropriately in specific contexts
<b>Performance Indicator:</b> Learners can apply vocabulary appropriately in specific contexts		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply vocabulary appropriately in specific contexts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Review with learners on the previous lesson through questions and answers.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to use appropriate vocabulary in specific contexts and situations. E.g.: I. When asking for and giving advice Asking for advice: o I need some advice. I've no idea what to do. o What do you think I should do? o What would you recommend? o What would you do if you were me? o Do you think I should ...?  Giving advice: possible suggestions o You could always ... (go to the shop and ask for an exchange). o My advice would be to ... (take it back and ask for a refund). o What you need to do is ... (make a copy in case the original gets lost). o One thing you could do is ... (read your speech/presentation to a friend).  When agreeing and disagreeing Agreeing: o I tend to agree with you. o That's a good idea. o I'm with you on that point. o I'll go along with that.  Disagreeing: o I see things differently. o I tend to disagree with that idea. o I agree up to a point. However, ... o You have a point there, but ...  <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	learners in groups search for appropriate vocabulary to be used when; <ul style="list-style-type: none"><li>• ordering food in a restaurant</li><li>• speaking at a friend's birthday party</li><li>• in conversation with peers, adults etc.</li></ul>	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing		<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize ideas in a text		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>Reference :</b> English Language Pg. 11		
<b>Keywords:</b> Summarize, important information, main ideas		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation.</p> <p>E.g.,</p> <ol style="list-style-type: none"> <li>1. <i>how did you spend your christmas holidays?</i></li> <li>2. <i>Is it more fun than being at school?</i></li> </ol> <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.</p> <p>- rather you give a summary and you share the most important information.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
<b>PHASE 2: NEW LEARNING</b>	<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"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> <li>o <i>Ask, "What is the whole write up about?"</i></li> </ul> <p>Restate or map out the gist/main idea and key details.</p> <p>Restate the main ideas in own words.</p> <p><u>Assessment</u></p> <p>Learners write a summary on a story read</p>	

<b>PHASE 3: REFLECTION</b>	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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<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022		<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing	
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes		<b>Indicator:</b> B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write narratives of personal experiences about the past.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>Reference :</b> English Language Pg. 24			
<b>Keywords:</b> <i>feelings, experiences</i>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners in a conversation. E.g., 1. After the school holidays are you excited to come back to school? 2. Are you sorry that the holiday is over? 3. Are you happy to be with your friends again?  Elicit answers from learners and share the performance indicators.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 2: NEW LEARNING</b>	Ask learners to recall what they do on the first day of school.  Take ideas from the learners and write them on the board. (Example answers: wake up, get dressed, wash, eat breakfast, walk to school)  Have learners to use descriptive details (setting, experiences or series of events). - <i>first-person point of view to convey feelings, experiences and thoughts.</i> - <i>appropriate grammatical structures.</i> - <i>adjectives and adjective phrases for producing vivid descriptions</i> - <i>adverbs and adverbials for describing how an action has been carried out</i> - <i>connectors for showing sequence of events</i> - <i>direct and indirect speech for variation and adding interest</i> - <i>nouns and noun phrases (e.g., participants, objects)</i> - <i>prepositions and prepositional phrases</i> - <i>first-person pronouns</i>  Guide learners to plan and write ideas detailing what they do on the first day of school :		

	<p>Let learners edit or proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Encourage learners to publish writing using different media including ICT.</p> <p><u>Assessment</u></p> <p>I. write a narrative of what you do every term on the first day of school</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems	
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>Mama is a sunrise</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 35-36			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	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>Mama is a sunrise</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	
<b>PHASE 3: REFLECTION</b>	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>Mama is a sunrise</i> )		

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 10

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation	
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use techniques for effective oral communication.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 6			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Converse using appropriate voice (pace, volume, tone, stress) e.g. word and sentence stress. E.g.: increase (noun) and increase (verb).  Maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation.  Engage in conversation using voice modulation and maintaining eye contact. Monitor how your partner shows this in the conversation.  Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention.	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Vocabulary
<b>Content Standard:</b> B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	<b>Indicator:</b> B7.3.3.1.1. Apply vocabulary appropriately in specific contexts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply vocabulary appropriately in specific contexts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Review with learners on the previous lesson through questions and answers.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to use appropriate vocabulary in specific contexts and situations. E.g.: I. When asking for and giving advice Asking for advice: o I need some advice. I've no idea what to do. o What do you think I should do? o What would you recommend? o What would you do if you were me? o Do you think I should ...?  Giving advice: possible suggestions o You could always ... (go to the shop and ask for an exchange). o My advice would be to ... (take it back and ask for a refund). o What you need to do is ... (make a copy in case the original gets lost). o One thing you could do is ... (read your speech/presentation to a friend).  When agreeing and disagreeing Agreeing: o I tend to agree with you. o That's a good idea. o I'm with you on that point. o I'll go along with that.  Disagreeing: o I see things differently. o I tend to disagree with that idea. o I agree up to a point. However, ... o You have a point there, but ...  <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	learners in groups search for appropriate vocabulary to be used when; <ul style="list-style-type: none"><li>• ordering food in a restaurant</li><li>• speaking at a friend's birthday party</li><li>• in conversation with peers, adults etc.</li></ul>	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creating Dialogues
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes	<b>Indicator:</b> B7.4.2.2.6. Create dialogues between two interlocutors on different themes	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create dialogues between two interlocutors on different themes		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>Reference :</b> English Language Pg. 24		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Engage learners in a conversation. E.g., 1. After the school holidays are you excited to come back to school? 2. Are you sorry that the holiday is over? 3. Are you happy to be with your friends again?  Elicit answers from learners and share the performance indicators.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 2: NEW LEARNING</b>	Guide learners to compose dialogues of different lengths on given topics by using the following strategies: <ul style="list-style-type: none"> <li>say the dialogue out loud</li> <li>keep your dialogue brief and impactful</li> <li>give each character a unique voice</li> <li>add world-appropriate slang</li> <li>be consistent with the characters' voices</li> <li>remember who they are speaking to</li> <li>avoid long dialogue paragraphs</li> <li>cut out greetings</li> </ul> encourage learners to use appropriate grammatical conventions and structures e.g. <ul style="list-style-type: none"> <li>capitalization</li> <li>use of speech (quotation) marks</li> <li>comma</li> <li>question mark where needed</li> <li>full-stops</li> </ul>	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation
<b>Performance Indicator:</b> Learners can read ( <i>Mama is a sunrise</i> ) fluently with appropriate voice modulation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>Mama is a sunrise</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Mama is a sunrise</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
<b>PHASE 3: REFLECTION</b>	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>Mama is a sunrise</i> )	

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 11

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Oral Language	
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Conversation/Everyday Discourse
<b>Content Standard:</b> B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use voice modulation and eye contact for effective oral communication		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 4			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Use of proverbs
<b>Content Standard:</b> B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	<b>Indicator:</b> B7.3.4.1.1 Explore the use of proverbs to enrich communication	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use of proverbs to enrich communication		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Review with learners on the previous lesson through questions and answers.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify and examine proverbs in context to figure out their meanings.  In groups let learners find Ghanaian proverbs to match the English ones identified.  Have learners use proverbs to construct meaningful sentences	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creating Dialogues
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes	<b>Indicator:</b> B7.4.2.2.6. Create dialogues between two interlocutors on different themes	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create dialogues between two interlocutors on different themes		<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>Reference :</b> English Language Pg. 24		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Engage learners in a conversation. E.g., 1. After the school holidays are you excited to come back to school? 2. Are you sorry that the holiday is over? 3. Are you happy to be with your friends again?  Elicit answers from learners and share the performance indicators.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 2: NEW LEARNING</b>	Guide learners to compose dialogues of different lengths on given topics by using the following strategies: <ul style="list-style-type: none"> <li>• say the dialogue out loud</li> <li>• keep your dialogue brief and impactful</li> <li>• give each character a unique voice</li> <li>• add world-appropriate slang</li> <li>• be consistent with the characters' voices</li> <li>• remember who they are speaking to</li> <li>• avoid long dialogue paragraphs</li> <li>• cut out greetings</li> </ul> Encourage learners to use appropriate grammatical conventions and structures e.g. <ul style="list-style-type: none"> <li>• capitalization</li> <li>• use of speech (quotation) marks</li> <li>• comma</li> <li>• question mark where needed</li> <li>• full-stops</li> </ul>	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation.
<b>Performance Indicator:</b> Learners can read ( <i>Tell my Son to hold on to his Gun</i> ) fluently with appropriate voice modulation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>Tell my Son to hold on to his Gun</i> ) fluently with appropriate voice modulation		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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>Tell my Son to hold on to his Gun</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>Tell my Son to hold on to his Gun</i> )	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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>Tell my Son to hold on to his Gun</i> )	