

# WEEKLY LESSON PLAN – B7

## WEEK I

<b>Date:</b>	<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> Conversation/Everyday Discourse	
<b>Content Standard:</b> B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can interact in given formal situations using appropriate vocabulary for varied themes		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References :</b> English Language Pg. 2			
<b>Keywords:</b> everyday communication, standard language, formal, informal			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings.</p> <p>Use appropriate language to participate in formal interactions. (No slang/jargon).</p> <p>Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc.</p> <p>Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc.</p> <p>NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.</p> <p><u>Assessment</u> Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them.</p>		

<p>PHASE 3: <b>REFLECTOIN</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>Ask learners how the lesson will benefit them in their daily lives.</p>	
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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b>	<b>Strand:</b> Grammar	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Noun
<b>Content Standard:</b> B7.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use naming words appropriately in speech and in writing	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>Reference :</b> English Language Curriculum Pg. 12		
<b>Keywords:</b> Countable, uncountable		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:  What did you eat this morning?  Where do you come from?  What is the name of your pet?	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 2: NEW LEARNING</b>	Introduce the topic through a short story.  Learners read the story aloud in pairs/groups, taking turns, a sentence each.  Let learners identify and underline the nouns in the story.  Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages.  Let learners construct sentences using noun types.  Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages e.g. mouse – mice, child – children, sheep – sheep, half – halves.  Use plural noun forms in paragraphs.  <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	
<b>PHASE 3: REFLECTOIN</b>	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.  Teacher leads a discussion to provide responses to learners' questions.	

<b>Date:</b>	<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> Use Of Cohesive Devices	
<b>Content Standard:</b> B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing		<b>Indicator:</b> B7.4.1.1.1. Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can link sentences correctly		<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. 25			
<b>Keywords:</b> conjunctions, connectives			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to consolidate basic understanding of compound sentences using conjunctions (connectives): nor, or, so, then, yet.</p> <p>Have learners write complex sentences using subordinating conjunctions:</p> <ul style="list-style-type: none"> <li>• time clauses: when, before, after, since, while, as, until</li> <li>• conditional clauses: if, unless</li> <li>• purpose clauses: in order to, so that</li> <li>• reason clauses: because, since, as</li> <li>• result clauses: so that</li> <li>• concessive clauses: although, though, while</li> <li>• place clauses: where, wherever</li> <li>• clauses of manner: as, like, the way.</li> </ul> <p>Learners to use pronouns to connect ideas in paragraphs: E.g. - subject pronouns (he, she, they, etc.) - object pronouns (me, him, them, etc.) - demonstrative pronouns (these, this, those, that)</p> <p>Guide learners to use appropriate punctuation (question, exclamation, full-stop, comma, quotation (speech) marks).</p> <p>Learners to use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text.</p> <p><u>Assessment</u> Provide learners with two set of sentences for them link them</p>		

<p>PHASE 3: <b>REFLECTOIN</b></p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	
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<b>Date:</b>	<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> Comprehension	
<b>Content Standard:</b> B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		<b>Indicator:</b> B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualization strategies to interpret texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use mental visualization strategies to interpret texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References:</b> English Language Pg. 7			
<b>Keywords:</b> visualization, strategies, monitor			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</p>		
<b>PHASE 3: REFLECTOIN</b>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>		