

WEEKLY LESSON PLAN – B7

WEEK 4

Date: 11 th FEB, 2022	Day:	Subject: English Language
Duration:		Strand: Oral Language
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Lesson: 1 of 1
Performance Indicator: Learners can interact in given formal situations using appropriate vocabulary for varied themes		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References : English Language Pg. 2		
Keywords: everyday communication, standard language, formal, informal		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Use 'Good morning' if the lesson is in the morning and 'Good afternoon' if the lesson is in the afternoon.</p> <p>Introduce yourself and write your name on the board (if possible).</p> <p>Ask two learners to volunteer to introduce themselves. Prompt them to greet before the introduction.</p> <p>Invite learners (one girl and one boy) to stand up and introduce themselves to each other in the same way. Check pupils' pronunciation and help them to correct it if necessary.</p> <p>Share performance indicator and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a formal conversation situation. E.g. a conversation between a market stallholder and a customer.</p> <p>Share roles among learners to take up the conversation. Example:</p> <ul style="list-style-type: none"> • Customer: Good morning. How are you? • Stallholder: Good, thanks. How can I help you? • Customer: Have you got some of those lovely, juicy grapes I bought last week? • Stallholder: Yes, here you are. • Customer: Thanks. And I need 6 large eggs – only the fresh ones please. • Stallholder: Of course! There you go. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • Customer: Do you have any green mangoes left? • Stallholder: Sorry, sold out. • Customer: OK, no problem. How much is all that please? <p>Guide learners to use appropriate language to participate in formal interactions.</p> <p><u>Assessment</u></p> <p>I. Engage learners to talk formally between a nurse and a patient.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 11 TH FEB, 2022	Day:	Subject: English Language																														
Duration:		Strand: Grammar																														
Class: B7	Class Size:	Sub Strand: Pronouns																														
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.2. Use types of pronouns accurately in speaking and texts																														
		Lesson: 1 of 1																														
Performance Indicator: Learners can use pronouns appropriately in speech and in writing		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving																														
Reference : English Language Pg. 12																																
Keywords: Personal, Relative, Reflexive, Interrogative																																
Phase/Duration	Learners Activities	Resources																														
PHASE 1: STARTER	<p>Revise and ask learners to mention some examples of possessive pronouns.</p> <p>Write their answers on the board. (Answers: <i>my, your, his, her, its, our, their, mine, yours, his, hers, ours, theirs</i>)</p> <p>Paste a puzzle on the board and ask learners to find the pronouns in it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>y</td><td>o</td><td>u</td><td>r</td><td>z</td><td>a</td></tr> <tr><td>o</td><td>u</td><td>n</td><td>t</td><td>m</td><td>y</td></tr> <tr><td>u</td><td>r</td><td>h</td><td>h</td><td>i</td><td>o</td></tr> <tr><td>r</td><td>s</td><td>e</td><td>i</td><td>n</td><td>x</td></tr> <tr><td>s</td><td>b</td><td>r</td><td>s</td><td>e</td><td>y</td></tr> </table> <p>Share performance indicators and introduce the lesson.</p>	y	o	u	r	z	a	o	u	n	t	m	y	u	r	h	h	i	o	r	s	e	i	n	x	s	b	r	s	e	y	
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PHASE 2: NEW LEARNING	<p>Ask the class: who do you see when you look in the mirror?</p> <p>Write their answers on the Board (myself)</p> <p>Brainstorm learners to come out with more words containing the suffix “self” Example: <i>yourself, himself and herself, etc</i></p> <p>Let learners know that those words are known as reflexive pronouns. <i>Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb</i></p> <p>Guide learners to use and identify reflexive pronouns in sentences. Example:</p> <ul style="list-style-type: none"> • <i>My brother built this computer <u>himself</u>.</i> • <i>Be careful not to cut <u>yourself</u> with that knife.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card																														

	<ul style="list-style-type: none"> • <i>John was looking at <u>himself</u> in the mirror.</i> • <i>Kate fell and hurt <u>herself</u>.</i> • <i>Our cat washes <u>itself</u> after every meal</i> <p>Encourage learners to use reflexive pronouns in speech and in sentences.</p> <p>Guide learners to use pronouns in contextual sentences.</p> <p><u>Assessment</u></p> <p>Underline the pronouns in the following sentences.</p> <ul style="list-style-type: none"> • We baked the cake by ourselves. • Come in, everybody, and find yourselves a seat. • The children cleaned their room all by themselves. • Bears like to rub themselves against a tree. • The bird washed itself by splashing in a puddle. • The players train every day to keep themselves fit 	
<p>PHASE 3: REFLECTOIN</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>	

Date: 11 TH FEB, 2022	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Narrative Writing
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts		Indicator: B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences
Performance Indicator: Learners can write narratives of personal experiences about the past.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference : English Language Pg. 24		
Keywords: <i>feelings, experiences</i>		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write these words on the board: party, wedding, festival.</p> <p>Have learners discuss the events and relate to them.</p> <p>Put learners into three groups. Each group is to share their experience with the events stated above.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to narrate and discuss incidents or events in the school/home e.g. sporting events, cultural festivals/other activities.</p> <p>In pairs, learners pick out important points/ideas in the narrative and write them down.</p> <p>Have learners to arrange points/ideas in a logical order in paragraphs, working in pairs.</p> <p>Guide learners to link paragraphs together into a full written composition using linking words.</p> <p><u>Assessment</u> Students write a narrative on incidents/events that have taken place in school or at home</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 11 th FEB, 2022		Day:	Subject: English Language
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Comprehension	
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		Indicator: B7.2.1.1.2. Use prediction to assess and improve understanding of texts	Lesson:
Performance Indicator: Learners can access the understanding of text through prediction		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References : English Language Pg. 7			
Keywords: everyday communication, standard language, formal, informal			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Write 'A C D' at the top of the board.</p> <p>Ask learners to write down all the things in the classroom beginning with the letters on the board (A, C, D).</p> <p>Give learners three minutes to finish. Let learners share their words.</p>		
PHASE 2: NEW LEARNING	<p>Show the cover page or pictures of the story or passage you intend to read.</p> <p>Let learners make predictions based on the pictures or cover page.</p> <p>Teach new words, phrases and expressions.</p> <p>Using the dictionary, learners find the meaning of words and use them in context.</p> <p>Guide learners to retell or create a parallel story using the title or pictures on the cover page.</p> <p>Ask questions to form ideas.</p> <p>Answer questions to elicit understanding (meaning).</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		