

WEEKLY LESSON PLAN – B7

WEEK 6

Date: 25 th FEB, 2022	Period:	Subject: English Language
Duration:	Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information	Lesson:
Performance Indicator: Learners can listen to extended reading and identify key information	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 5		
Keywords: old millionaire, village, test, sons, gift		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation. Example: Who is a millionaire? (Answer: someone with more than a million dollars) Ask learners: What would you do if you were a millionaire? Listen to pupils' answers. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Write new words in the story on the board: Example: old millionaire, village, test, sons, gift, Guide learners to find the meaning of the new words and use them in context. Have learners to predict what the story is about from the new words? Write some pre reading questions on the board to guide learners listening. Tell the story to the class. Ask pupils to follow along. 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>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><i>o main idea (s) and supporting points.</i></p> <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></p> <p>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.</p> <p>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> <p>1. Everyone has a mobile phone now. T/F 2. Teenagers never text at dinner. T/F 3. Mobile phones cost a lot of money. T/F 4. Mobile phones can help you study. T/F 5. You can only use mobile phones in the city. T/F</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: 25 th FEB, 2022	Period:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Adjectives
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.3. Explore accurate use of adjectives in texts
Performance Indicator: Learners can recognize the effective use of adjectives in paragraphs		Lesson:
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
Reference : English Language Pg. 12		
Keywords: famous, mountainous, courageous , adventurous, explorer		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Let learners know that adjectives have many different endings. Example: Some adjectives end in -ful. These adjectives describe noun or pronouns that are full of something or have a lot of something. <i>a beautiful face a painful injury</i> <i>a cheerful baby a joyful smile</i> <i>a powerful machine</i> Some adjectives end in -ous. Examples are; <i>a famous writer, a mountainous area, a courageous soldier, an adventurous explorer, etc</i> Some adjectives end in -less. These adjectives describe a person or thing that does not have something. Example: <i>a cloudless sky, a sleeveless dress, a careless driver, homeless people, a joyless song, etc.</i> Guide learners to explore the different adjective endings. Examples: <i>y = a messy room, a noisy car, a muddy path, etc.</i> <i>al = a national flag, personal possessions, etc.</i> <i>ing = a caring nurse, a flashing light, a smiling face, etc.</i> Let learners use and identify the various adjective endings in sentences.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><u>Assessment</u></p> <p><i>Fill in the blank spaces with adjectives made from the verbs in parentheses. Remember that both present participles and past participles can be used as adjectives. Choose the adjective that suits the sentence best. The first one has been done for you.</i></p> <ol style="list-style-type: none"> 1. It wasn't a very <i>interesting</i> (interest) movie. 2. We could hear the _____ (excite) fans screaming. 3. I hope the pupils don't think that my classes are ____ (bore). 4. My dad had a very _____ (worry) look on his face. 5. Have the police found the _____ (steal) car yet? 6. The supermarket sells lots of _____ (freeze) food. 7. The players on the _____ (win) team don't look tired at all. 8. Some of the old houses had _____ (break) windows 	
<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: 25 TH FEB, 2022		Period:	Subject: English Language
Duration:		Strand: Writing	
Class: B7		Class Size:	Sub Strand: Descriptive 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: B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences	Lesson:
Performance Indicator: Learners can write descriptions of events, places and processes.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 24			
Keywords: Figurative, metaphor, personification, devices			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Briefly revise the writing process by having learners name the stages and say what happens at each stage. Revise descriptive writing with learners Have learners select a topic e.g. “A Day I will never forget”. Provide a sample text. Guide learners to identify the descriptive words and expressions: Discuss the descriptive words and expressions with learners. Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices <u>Assessment</u> In not more than 300 words, describe a special time that you and your family had together.	Word cards, sentence cards, letter cards, handwriting on a manila card	

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Date: 25 TH FEB, 2022	Period:	Subject: English Language
Duration:	Strand: Reading	
Class: B7	Class Size:	Sub Strand: Summarizing
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing	Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 11		
Keywords: Summarize, important information, main ideas		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Learners read and re-read a text to identify the main idea in a given paragraph. Guide learners with examples to restate information read in a few words Guide learners to write a summary of passages taking note of the main ideas. In pairs or groups, learners summarize specific paragraphs of a passage to be presented to the class	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	