

SECOND TERM LESSON NOTES
ENGLISH LANGUAGE – B7
WEEK 1

Date: 13 TH MAY, 2022	DAY:	Subject: English Language	
Duration: 50MINS		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: B7.1.1.1.4. Listen to and give accurate directions to familiar places	Lesson: 1 OF 1
Performance Indicator: Learners can give and respond to commands, instructions and directions accurately.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 3			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage Learners in a warm up-directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask “where is the school?” Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise the concept of giving commands and making requests. In pairs, have learners role-play giving and obeying or following commands/instructions. Model giving simple directions to places in the school and important places in the community or environment. • Provide situations for learners to practice giving directions. E.g. "A stranger meets you at the school gate. Direct him or her to the chief's palace, Central Mosque etc. Learners work in groups to give directions. <u>Assessment</u> Have Learners sketch and give the direction to the nearest police station.	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.		




Date: 13 TH MAY,2022		DAY:	Subject: English Language
Duration: 50mins		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Conjunctions	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.		Indicator: B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 14			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to identify adverbs in sentences.</p> <p>Learners give more examples of adverbs and use them in context.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Through discussion, explain to learners what conjunctions are and the purpose they serve.</p> <p>List a few conjunctions on the board, being sure to include some coordinating and subordinating conjunctions.</p> <p>Lead a classroom discussion in which learners are asked to identify which conjunctions on the board are coordinating and subordinating conjunctions.</p> <p>Make a conjunction word wall, and have learners sit in groups and write all the words they can think of that are conjunctions on the blackboard.</p> <p>Guide learners to explore sentences using coordinating conjunctions. E.g. for, and, nor, but, or, yet, and so.</p> <p>Learners construct sentences using correlative conjunctions. E.g. either... or, neither... nor, and not only... but also.</p> <p>Learners use subordinating conjunctions to link ideas. E.g. because, since, as, although, though, while, and whereas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Have learners use adverbs that function as conjunctions in sentences. E.g. until, after, or before.</p> <p><u>Assessment</u> Complete the following sentences by adding 'and', 'but' or 'or'.</p> <ol style="list-style-type: none"> 1. Mrs. Taylor is tall slim. 2. Learning geography is hard interesting. 3. I don't like football soccer. 4. Do you pull the handle push it? 5. These tools are old still useful. 6. We visited lots of castles palaces in England. 7. The classes are quite difficult I'm doing well. 8. I didn't know whether to turn left right. 	
<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: 13 th MAY, 2022	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Letter Writing	
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: Compose informal letters on varied topics using appropriate format	Lesson:
Performance Indicator: Learners can compose informal letters on varied topics using appropriate format		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to identify features of informal letters (writer's address, date, salutation, body, subscription, name). Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	<p>Guide learners to remember, an informal letter is a letter that you write to a relative, family member or friend. You might write to them to describe something, ask for advice or share information. An informal letter uses informal language.</p> <p>The following are the features of an informal letter:</p> <ul style="list-style-type: none"> • <i>address</i> • <i>date</i> • <i>greeting</i> • <i>introduction</i> • <i>body</i> • <i>ending</i> • <i>closing</i> • <i>name</i> <p>When you write an informal letter, it will have three main paragraphs: the introduction, the body and the ending.</p> <p>In the introduction you can ask about the well-being of the person you are writing to, give updates on your own life and explain why you are writing. Example sentences:</p> <ul style="list-style-type: none"> • <i>I received your letter last week, and I was happy to read it.</i> • <i>Everyone is well at home, and father is feeling much better.</i> • <i>I am writing to ask your advice on something at school.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>The body should explain a bit more about why you are writing the letter. It includes the main content and your reason for writing the letter.</p> <p>It can be one or more paragraphs. The ideas should be well connected in paragraphs. Example sentences:</p> <ul style="list-style-type: none"> • <i>I recently found out that my friend might be stealing from other classmates.</i> • <i>He told me last week that he did not have enough money.</i> • <i>Now he has new books and new pens while other classmates say that their money has been stolen.</i> <p>The ending is usually a line or two lines telling your friend to reply or wishing them well. Example sentences:</p> <ul style="list-style-type: none"> • <i>I must go now. I'm looking forward to your reply.</i> • <i>Please give me your advice on how to handle this problem.</i> <p><u>Assessment</u> Write a letter to your friend inviting him/her for your birthday party.</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: 13 th MAY, 2022	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece		Indicator: B7.2.2.2.1. Determine and analyze central and supporting ideas of texts	Lesson: 1 of 1
Performance Indicator: Learners can analyze central and supporting ideas of texts read.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 11			

Phase/Duration	Learners Activities	Resources								
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>									
PHASE 2: NEW LEARNING	<p>Have learners read a variety of texts for main ideas.</p> <p>Guide them to identify the main idea/topic sentence in the paragraphs.</p> <p>Learners to identify supporting details and how these relate to main details in texts.</p> <p>Guide learners to summarize main ideas of texts in own words and peer edit it.</p> <p>When you are reading, think about the following:</p> <ul style="list-style-type: none"> • What are the main ideas? • What are the crucial details necessary for supporting the ideas? • What information is irrelevant or unnecessary? <p>When you are reading a text, you will find words that you do not know or are unfamiliar to you. A word map is a helpful way to learn new words, practice using them in sentences and remember them.</p> <p>Below is an example word map.</p> <table border="1" data-bbox="483 1583 1135 1774"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Picture (optional)</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>laptop computer</td> <td>A laptop is a computer that is portable and good for travel.</td> <td></td> <td>The student took his laptop to university so that he could complete his assignment.</td> </tr> </tbody> </table> <p>Assessment</p>	Word	Definition	Picture (optional)	Example	laptop computer	A laptop is a computer that is portable and good for travel.		The student took his laptop to university so that he could complete his assignment.	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
Word	Definition	Picture (optional)	Example							
laptop computer	A laptop is a computer that is portable and good for travel.		The student took his laptop to university so that he could complete his assignment.							

	<p>Read the following passage and make a word map of the words printed in bold.</p> <p><u>Machines Have Changed Our Lives</u></p> <p>Machines have become such an essential part of our life today that we cannot imagine living without them. Yet our ancestors lived on the earth for 500,000 years, or even longer in the view of some scientists, and for most of that time they had nothing to rely on beyond the power of their arms, the speed of their legs and, much later, the strength of the beasts they tamed and bred.</p> <p>The machines that have changed our lives so drastically are a very late arrival in our history. In fact, the steam engine, developed around 1770, remained unchallenged for about 100 years until the arrival of the petrol engine in 1875. Then there followed an astonishing amount of invention and improvement in every area of technology, and machines have grown more numerous and become more advanced.</p> <p>Machines have made us stronger by giving us a very large number of mechanical helpers. By around the middle of the 20th century, the machines of America were doing the work of nearly 25 million workers. Since there were about 62.5 million working people in America at that time, this meant that each worker had about 400 mechanical helpers. As a result, people could manufacture 400 times as much as they did in the past, when they worked with unaided hands. We are now able to make more products in less time than ever before.</p> <p>I. Write a 3–4 sentence summary of the text.</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>	

SECOND TERM LESSON NOTES

ENGLISH LANGUAGE – B7

WEEK 2

Date: 20 th MAY, 2022	DAY:	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: B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 6-7		
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	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>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>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 includes multiple facial rings, as well as rings in many other areas of the body.</p> <ol style="list-style-type: none"> 1. What is the paragraph mainly about? 2. In about two to three sentences, summarize the text. 	
<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: 20 TH MAY,2022	DAY:	Subject: English Language
Duration: 50mins		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Conjunctions
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Introduce the topic through a short story.</p> <p>Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about....? Have you ever...? How would you feel if...?</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.</p> <p>Ask learners questions on their opinions of the story, who does what and how, what is happening, etc.</p> <p>Ask learners what Conjunction is. If learners do not know, write a sentence from the story on the board and underline the Conjunctions.</p> <p>Ask learners to say what job the Conjunction does in the sentence. (<i>Conjunctions are words used to link words, phrases or clauses.</i>)</p> <p>Use more examples, if necessary, to ensure that all learners have understood.</p> <p>Guide learners to explore the use of the types of conjunctions in speech and writing. Example: Conjunctions of time – before, after, since, while, etc. Conjunction of place – where, wherever. Conjunction of reason – because, since, as, in case.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Conjunction of purpose – so, so that, in order to.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Let's write down the address we don't forget it. 2. I sat down I was feeling tired. 3. the road is narrow, big trucks can't get through. 4. Take an umbrella it rains. 5. Mom switched off the TV it was past my bedtime. 6. I took an apple it was the only fruit in the bowl. 7. The dog follows Andrew he goes. 8. We went inside it started to rain. 9. I went to bed, I heard a strange noise downstairs. 10. the rice is cooked, we can't eat dinner. 	
<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: 20 th MAY, 2022		DAY:	Subject: English Language
Duration: 50MINS		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Letter Writing	
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: Compose informal letters on varied topics using appropriate format	Lesson: 2 of 2
Performance Indicator: Learners can compose informal letters on varied topics using appropriate format		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to identify features of informal letters (writer's address, date, salutation, body, subscription, name).</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise by discussing the features of informal letters with learners.</p> <p>Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.</p> <p>Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.</p> <p>Learners identify purpose and audience and make a mind map to guide the writing.</p> <p>Each group writes an informal letter and edits it. The letters are passed round the groups for editing.</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>		

Date: 20 th MAY, 2022	DAY:	Subject: English Language
Duration: 50mins		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.1. Identify the main text features of a non-literary texts	Lesson: 1 of 1
Performance Indicator: Learners can identify the main text features of a non-literary texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 9		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Select level-appropriate texts for learners.</p> <p>Based on background knowledge and other factors, have learners predict what the text will be about and actively adjust comprehension while reading/viewing or listening.</p> <p>Discuss how the text features aid in the comprehension of a text. E.g. <ul style="list-style-type: none"> o A title indicates the topic, subject matter or the main idea of an entire text. o Bold print signals important vocabulary and/or a phrase that is integral to understanding the content of a text. </p> <p>Learners connect their background knowledge to help them make meaning of the text as they read. Assist learners with a variety of questions to make meaning during and after reading the text.</p> <p>Lay emphasis on the need to use the environment of a word to get its meaning.</p> <p><u>Assessment</u> I'll admit the list is long. I broke Mom's favorite blue vase playing baseball in the house. It was a home run, but that didn't count much with Mom. I broke the</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>back window. I didn't think I could break a window by shoving my hip against a door. It must have been bad glass. I ruined the living room carpet by leaving a red spot the size of a basketball. I know the rule—no drinking in the living room—but I wasn't really drinking. I didn't even get a sip before I dropped the glass.</p> <p>I guess "Trouble" is my middle name. At least that's what Mom says. So you won't be surprised when I tell you I'm in trouble once again.</p> <ol style="list-style-type: none"> 1. What is the main problem in the story? 2. What do you think happens next in the story? 	
<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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 3

Date: 27 th MAY, 2022	DAY:	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: B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text
		Lesson: 1 OF 2
Performance Indicator: Learners can share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 5-6		
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	Have learners listen to and write key points from texts/speeches/presentations. Example: <i>The Hindenburg was an airship that was 804 feet (245 m) long. Airships are much more interesting than boats. Airships fly in the sky. In 1937 the Hindenburg was starting to land but blew up, killing and injuring many people</i> <i>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</i> 1. Which states an opinion? a. Airships fly in the sky. b. The Hindenburg blew up, killing and injuring many people. c. The Hindenburg was an airship that was 804 feet (245 m) long. d. Airships are much more interesting than boats. Put learners into groups to express personal opinions about details of texts Guide learners to discuss key points identified and share opinions. <u>Assessment</u> During the 1770s, America worked to gain independence from the British. Many struggles happened as a result.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>The British passed a law in 1765 that required legal papers and other items to have a tax stamp. It was called the Stamp Act. Colonists were forced to pay a fee for the stamp. Secret groups began to work against the requirement of the tax stamp. The law was finally taken away in 1766.</p> <p>In 1767, the British passed the Townshend Acts. These acts forced people to pay fees for many items, such as tea, paper, glass, lead, and paint. This wasn't fair.</p> <p>Colonists were furious. On December 16, 1773, they tossed 342 chests of tea over the sides of ships in Boston Harbor. This was later called the Boston tea party. Colonists had shown that they would not accept these laws.</p> <ol style="list-style-type: none"> 1. Which of the following from the story states an opinion? <ol style="list-style-type: none"> a. The British passed a law in 1765 that required legal papers and other items to have a tax stamp. b. The law was finally taken away in 1766. c. This was later called the Boston tea party. d. This wasn't fair. 2. What caused the colonists to throw 342 chests of tea into Boston Harbor? <ol style="list-style-type: none"> a. They were angry about the Townshend Acts. b. They wanted to make a big pot of tea. c. The tea was bad. d. They were angry because of the Stamp Act. 	
<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: 27 th MAY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Prepositions
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)	Lesson: 1 OF 2
Performance Indicator: Learners can demonstrate command of the use of prepositions in daily conversation.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 15		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise prepositions such as those that convey meanings of position, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc.</p> <p>E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i></p> <p>Let learners use complex prepositions to express:</p> <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. <p>Assessment Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	ii. There's a wooden floor <u>underneath</u> the carpet. iii. School starts <u>at</u> nine o'clock. iv. I brush my teeth <u>in</u> the morning and <u>at</u> night. v. A girl went <u>past</u> them <u>on</u> a bike. vi. This road leads <u>away from</u> the stadium. vii. You should eat fruit <u>instead of</u> candy. viii. Dad is coming to the theater with us <u>instead of</u> Mom. ix. I made this bookmark <u>for</u> Mom.	
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.	

Date: 27 th MAY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Academic Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.3. Take notes for academic and other purposes	Lesson: 1 OF 2
Performance Indicator: Learners can write short paragraphs to describe incidents.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 29		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups</p> <p>Do a presentation and guide learners to take notes for academic and other purposes.</p> <p>Have learners write notes while listening to the teacher.</p> <p>Learners to identify and record:</p> <ul style="list-style-type: none"> o source information (title, author, date etc.) o headings to help you identify the key topics o key points, examples, names, new ideas o triggers to make your notes more memorable – such as mnemonics, color or drawings. o further reading and ideas to follow up later. <p>Guide learners to identify and select key ideas.</p> <p>Let learners organize ideas from the information gathered and make connections.</p> <p>Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Record/represent writing in a flow chart, illustrations and notes in other media including ICT.	
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.	

Date: 27 th MAY, 2022		DAY:	Subject: English Language
Duration:		Strand: Reading	
Class: B7		Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts		Indicator: B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts	Lesson: 1 OF 2
Performance Indicator: Learners can make opinions and state facts for text read.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 9			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<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> <p>1. From this passage, what can you conclude about anglerfish?</p> <ol style="list-style-type: none"> Anglerfish prefer fish to other animals. They have worms growing out of their heads. Birds often eat anglerfish. They always remain at the bottom of the water. <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>Assessment</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>The shellfish shrimp is a popular food. Shrimp are found in both fresh and salt water. Most shrimp have five pairs of thin front 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> <ol style="list-style-type: none"> a. Shrimp can grow new legs. b. Shrimp live in fresh and salt water. c. Shrimp prefer to walk, not swim. d. Shrimp have five pairs of front legs. 	
<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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 4

Date: 3 RD JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Oral Language
Class: B7	Class Size:	Sub Strand: Diphthongs
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B7.1.3.1.3. Produce diphthongs in context (centering and closing)
		Lesson: I OF I
Performance Indicator: Learners can use to make meaningful sentences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 5-6		
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	Guide learners to explain what diphthong is. <i>When two vowel sounds come together and create a new sound, the combination they form is called a diphthong (dip thong).</i> 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 /ʊə/ - pure, secure Guide learners to identify centering diphthongs e.g. /eə / /iə/ in context. Have learners identify closing diphthongs e.g. /au/, /ai/ in context. 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.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Learners read and identify the common sound in the words.</p> <p>In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.</p> <p>Guide learners to listen and distinguish between vowels and diphthongs in context.</p> <p>Learners to use vowels and diphthongs accurately in connected speech.</p> <p><u>Assessment</u> Engage learners in the Newspaper Diphthong Activities:</p> <p>Have students circle all the diphthong words they can find in the newspaper in 10 minutes. Share findings with the class. Make a bar graph showing the frequencies of oi, oy, ow, and ou words</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: 3 RD JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Prepositions
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)	Lesson: 2 OF 2
Performance Indicator: Learners can demonstrate command of the use of prepositions in daily conversation.	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 15		

Phase/Duration	Learners Activities	Resources										
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>											
PHASE 2: NEW LEARNING	<p>Introduce the topic through a short story.</p> <p>Elicit prior knowledge and engage interest in the topic of the story using questions.</p> <p>Revise with learners on the meaning of preposition. <i>A preposition shows the relationship between a noun, a pronoun and other words in a sentence.</i></p> <p>Use more examples, if necessary, to ensure that all learners have understood.</p> <p>Prepositions of place show where something or someone is located. They are used to describe the location of something.</p> <p>The table below gives examples of some common prepositions of place.</p> <table border="1" data-bbox="479 1501 1166 1675"> <thead> <tr> <th>Preposition of place</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>In</td> <td>There is a ball in the basket</td> </tr> <tr> <td>On</td> <td>The clock is on the wall</td> </tr> <tr> <td>Under</td> <td>My pencil is under the chair.</td> </tr> <tr> <td>In front of</td> <td>She stood in front of me.</td> </tr> </tbody> </table> <p>Put some prepositions from the story on the board and ask pairs/groups to write their own sentences using these prepositions.</p>	Preposition of place	Examples	In	There is a ball in the basket	On	The clock is on the wall	Under	My pencil is under the chair.	In front of	She stood in front of me.	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
Preposition of place	Examples											
In	There is a ball in the basket											
On	The clock is on the wall											
Under	My pencil is under the chair.											
In front of	She stood in front of me.											

	<p>Have learners use the correct preposition to complete sentences on the board.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. There is a flower _in_ the vase. 2. The picture is _on_ the wall. 3. There is carpet _on_ the floor. <p><u>Assessment</u></p> <p>Fill in the blanks using the most appropriate preposition of place.</p> <ol style="list-style-type: none"> 1. Every morning I get _____ a bus to go to school. 2. The letter 'B' is _____ the letter 'A' and the letter 'C' in the alphabet. 3. I dropped my pencil and it rolled. It is _____ the table. 4. Look! There is the store we want across the street. It is _____ us. 5. The latrines are lined up side by side. They are _____ one another. 	
<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: 3 RD JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Academic Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.3. Take notes for academic and other purposes	Lesson: 1 OF 2
Performance Indicator: Learners can write short paragraphs to describe incidents.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 29		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups</p> <p>Do a presentation and guide learners to take notes for academic and other purposes.</p> <p>Have learners write notes while listening to the teacher.</p> <p>Learners to identify and record:</p> <ul style="list-style-type: none"> o source information (title, author, date etc.) o headings to help you identify the key topics o key points, examples, names, new ideas o triggers to make your notes more memorable – such as mnemonics, color or drawings. o further reading and ideas to follow up later. <p>Guide learners to identify and select key ideas.</p> <p>Let learners organize ideas from the information gathered and make connections.</p> <p>Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Record/represent writing in a flow chart, illustrations and notes in other media including ICT.	
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.	

Date: 3 RD JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Summarizing
Content Standard: B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	Indicator: B7.2.2.2.1. Determine and analyze central and supporting ideas of texts	Lesson: 1 of 1
Performance Indicator: Learners can analyze central and supporting ideas of texts read.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Have learners read a variety of texts for main ideas.</p> <p>Guide them to identify the main idea/topic sentence in the paragraphs.</p> <p>Learners to identify supporting details and how these relate to main details in texts.</p> <p>Guide learners to summarize main ideas of texts in own words and peer edit it.</p> <p>When you are reading, think about the following:</p> <ul style="list-style-type: none"> • <i>What are the main ideas?</i> • <i>What are the crucial details necessary for supporting the ideas?</i> • <i>What information is irrelevant or unnecessary?</i> <p><u>Assessment</u></p> <p>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 includes multiple facial rings, as well as rings in many other areas of the body.</p> <ol style="list-style-type: none"> 1. What is the paragraph mainly about? 2. Which title best summarizes this passage? 	<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>	

Date: 3 RD JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. Analyze the elements of written literature (narrative)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to Identify and distinguish between the types of oral narratives:</p> <ul style="list-style-type: none"> • Folktales – A folktale is a traditional story that’s common to a specified culture and often passed along orally. • Myths – they usually focuses on a particular hero or event, and explains mysteries of nature. • Legends – they are stories about the past. The main characters are usually kings and queens. <p>Have learners read sample folktales, myths and legends stories and analyze them.</p> <p>Engage learners to write own simple folktales, myths and legends.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 5

Date: 10 th JUNE, 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: B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	Lesson: I OF I
Performance Indicator: Learners can use voice modulation and eye contact for effective oral communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 4		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: NEW LEARNING	<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>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Date: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Determiners
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.8. Identify and use determiners in speaking and texts	Lesson:
Performance Indicator: Learners can identify and use various types of determiners correctly in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 15		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce the lesson through a short story.</p> <p>Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.</p> <p>Ask learners questions on their opinions of the story, who is who, what is happening, etc.</p> <p>Ask learners what determiners are. If learners do not know, write a sentence from the story on the board.</p> <p>Underline the determiners and ask learners what it refers to. <i>Determiners, or noun signals, are special adjectives used before nouns.</i></p> <p style="text-align: center;"><u>Practice</u></p> <p>Take learners through the different types of determiners. Example: Articles, Demonstrative determiners, etc.</p> <p><u>The Articles</u> The words 'a', 'an' and 'the' are called the articles. <i>The words 'a' and 'an' are indefinite articles. They are used with singular nouns. Use 'a' before nouns that begin with a consonant. Use 'an' before nouns that begin with a vowel.</i> Example: <i>John is reading <u>a</u> book. Would you like <u>a</u> peach? Have you seen <u>an</u> elephant?</i></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><i>I always take <u>an</u> apple to school.</i> Have learners use indefinite articles to form sentences.</p> <p>Again, guide learners to use the definite article. <i>The word 'the' is called the definite article. Use 'the' before a noun when you are talking to someone who already knows which person or thing you mean.</i></p> <p>Example: <i>Dad is sitting in <u>the</u> garden.</i> <i>Who made <u>the</u> mess on <u>the</u> carpet?</i> <i>Turn <u>the</u> television off now.</i></p> <p>Ask them to look for other words that are acting like articles in the story and have them refer to them as determiners.</p> <p><u>Assessment</u> Read the following passage. Write the correct article in each blank space. If no article is needed, leave the space blank. The first one has been done for you.</p> <p>John lives in <u>an</u> apartment with his mom, dad and sister Katy. ____ apartment has three bedrooms, __ kitchen, ____ bathroom and ____ living room. John's mom works in __ office and his dad stays at home and looks after ____ apartment. He spends much of his time in ____ kitchen, preparing meals. John and Katy help their dad with ____ housework. John likes using ____ vacuum cleaner and Katy likes to sweep ____ floor. Dad gives John and Katy money when they help him. They usually spend the money on ____ computer games!</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: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Writing Notice/Posters
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.4. Design notices and posters for different purposes and audiences	Lesson:
Performance Indicator: Learners can design posters for different purposes and audiences.	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29		
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	<p style="text-align: center;"><u>Pre-writing Stage</u></p> <p>Guide learners to analyze the structure and language features of writing a poster.</p> <p>Learners to discuss the purpose of the poster, the target audience and context.</p> <p>Have learners to select relevant information for the theme and identify main ideas and supporting detail of the poster.</p> <p style="text-align: center;"><u>Writing Stage</u></p> <p>Guide learners to write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p> <p>Record/represent writing in a flow chart and illustrations and other design packages including ICT.</p>	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.	

Date: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer’s choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> “We’re out of eggs, Sis,” Willis complained. “We can’t make supper.” “I was afraid we might be,” said Sis. “On cold days like today, Mom usually stops at Phil’s Diner on her way home from work for a cup of hot coffee. Let’s call the diner and leave a message for her.” Sis dialed the diner. An hour later, Mom came home with a bag of groceries but no eggs. What can we conclude from the last paragraph? A Mom decided not to buy eggs. B Mom went shopping instead of stopping at the diner. C Willis discovered eggs in the back of the refrigerator. D Mom had a dozen eggs in her bag of groceries.	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: 10 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. Analyze the elements of written literature (narrative)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to Identify and distinguish between the types of oral narratives:</p> <ul style="list-style-type: none"> • Folktales – A folktale is a traditional story that’s common to a specified culture and often passed along orally. • Myths – they usually focuses on a particular hero or event, and explains mysteries of nature. • Legends – they are stories about the past. The main characters are usually kings and queens. <p>Have learners read sample folktales, myths and legends stories and analyze them.</p> <p>Engage learners to write own simple folktales, myths and legends.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 6

Date: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Determiners
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.8. Identify and use determiners in speaking and texts	Lesson:
Performance Indicator: Learners can identify and use various types of determiners correctly in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 15		
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	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce learners to demonstrative determiners through conversation.</p> <p>Ask learners what demonstrative determiners are. If learners do not know, write a sentence from the story on the board. The words this, that, these and those are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called demonstrative determiners.</p> <p>Guide learners to use <u>this</u> and <u>these</u> to talk about things and people that are near you. Examples:</p> <ul style="list-style-type: none"> • Who lives in <u>this</u> house? • <u>These</u> trousers are too short. <p>Let learners use that and those to talk about things that are farther away from you. Example:</p> <ul style="list-style-type: none"> • Who is <u>that</u> man talking to Dad? • <u>Those</u> people are from Africa. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Guide learners to use the quantifying, interrogative and possessive determiners.</p> <p>Words such as many, much, few, both and several tell about quantity without giving an exact number. They are called <u>quantifying determiners</u>. Example: A <u>few</u> children are absent today.</p> <p>The words what, which and whose are used before nouns to ask questions. Interrogative determiners appear just before nouns. Example: <u>Which</u> boy is your brother?</p> <p>The words my, your, his, her, its, our and there are used before nouns to show ownership. They are called possessive determiners. Examples: I gave <u>my</u> sandwich to John</p> <p style="text-align: center;"><u>Practice</u></p> <p>Have learners to identify and use the quantifying, interrogative and possessive determiners in sentences.</p> <p>Drill learners to use the different types of determiners.</p> <p>Ask them to look for other words that are acting like determiners in the story and have them use them in sentences.</p> <p><u>Assessment</u></p> <p>Underline the determiners in each sentences.</p> <ul style="list-style-type: none"> • Alan crashed his bike into a wall. • Mrs. Park keeps her house very clean. • The dog was licking its paws. • I need another pencil. • He likes every child in the class. • Each house is painted a different color. • Several friends went with me. • I have fewer CDs than you. • Both brothers have dark hair. • How much is that dress? • These apples look fresh but those apples look rotten. 	
<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: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Writing Notice/Posters
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.4. Design notices and posters for different purposes and audiences	Lesson:
Performance Indicator: Learners can design posters for different purposes and audiences.	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29		
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	<p style="text-align: center;"><u>Pre-writing Stage</u></p> <p>Guide learners to analyze the structure and language features of writing a poster.</p> <p>Learners to discuss the purpose of the poster, the target audience and context.</p> <p>Have learners to select relevant information for the theme and identify main ideas and supporting detail of the poster.</p> <p style="text-align: center;"><u>Writing Stage</u></p> <p>Guide learners to write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p> <p>Record/represent writing in a flow chart and illustrations and other design packages including ICT.</p>	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.	

Date: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer's choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> Village life is changing because young people are leaving the village and heading to the city. There are four main reasons why young people leave villages. Firstly, they move because they can earn more money for their families in urban areas. The second reason they leave is that there are limited jobs or opportunities for them in villages. There are more career opportunities in the towns and cities. The next reason for leaving is that some young people think village life is dull and that they will have more exciting lives in a metropolis. The fourth and final reason is that in the cities it is easier to find facilities such as schools, hospitals, shopping malls, restaurants and entertainment and some people like these things. The problem is that although city life can be interesting and fun, it can also be very expensive, lonely and unhealthy. The sense of community in the village is stronger and there is no pollution from exhaust fumes and industry.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none">a. Find two more words for 'city'.b. Find a word which means 'dirty air'.c. Find a word which means 'all the places we need in everyday life'.d. Find a word which means to 'go in the direction of'.e. Find a word which means 'fun'.	
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: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. Analyze the elements of written literature (Poetry)
Performance Indicator: Learners can analyze the elements of written literature		Lesson: 1 of 1
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Read aloud and distinguish between the types of poetry by function paying attention to the rhythmic variations</p> <p><i>Dirges: a brief hymn or song of lamentation and grief, it was typically composed to be performed at a funeral.</i></p> <p><i>Lullabies: it is a song or folk poem meant to help a child fall asleep. They are usually sung or chant at bedtime ,</i></p> <p>War and Praise songs: <i>War songs is a musical composition that relates to war, or a society's attitudes towards war. While a praise song is a series of laudatory epithets applied to gods, men, animals, plants and towns that capture the essence of the object being praised.</i></p> <p>Discuss the cultural and social significance of the poems.</p> <p>Write and recite poems (African poems such as dirges, lullabies, war and praise songs).</p> <p>Have learners listen to dirges, lullabies, war and praise songs and analyze them.</p> <p>Engage learners to write own simple dirges, lullabies, war and praise songs.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 7

Date: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Sentences
Content Standard: B7.3.1.2: Demonstrate command of structural and functional use of sentences	Indicator: B7.3.1.2.1. Identify and use subject and predicate in text	Lesson: 1 of 2
Performance Indicator: Learners can identify and use different kinds of sentences correctly in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 16-17		
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	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Ask learners questions on their opinions about the story, who does what and how, what is happening, etc.</p> <p>Ask learners what a sentence structure is. <i>A sentence is a group of words that expresses a complete thought. Sentences always have a subject and a verb.</i></p> <p>Use context to help learners identify the structure of simple sentences. Example: Yaa came. } Musa ate. } (Name) + (Doing word) She is working }</p> <p style="text-align: center;"><u>Practice</u></p> <p>Guide learners to discuss the kinds of sentence. Write a statement from the story on the board ask learners to identify the features of the statement (begins with capital letter and ends with full stop). Example:</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>A declarative sentence makes a statement.</p> <ul style="list-style-type: none"> • <i>It is raining.</i> • <i>Tom likes football.</i> <p>An interrogative sentence asks a question.</p> <ul style="list-style-type: none"> • <i>Where are my keys?</i> • <i>Why is the sky blue?</i> <p>An exclamatory sentence makes a very strong statement called an exclamation. It shows a strong feeling such as surprise or anger.</p> <ul style="list-style-type: none"> • <i>What a kind thing to do!</i> • <i>How beautiful she is!</i> <p>An imperative sentence gives an order.</p> <ul style="list-style-type: none"> • <i>Ask Tom to come and see me.</i> • <i>Don't tell me lies.</i> <p>Ask pairs/groups to identify the various sentence structures in the text (by underlining them). Walk around checking and questioning to help learners reach the correct answers.</p> <p>Ask different learners to write a different number of sentences structures and let them to swap sentences with another pair/group and check each other's sentence structures. Walk around and check..</p> <p><u>Assessment</u></p> <p>Tell whether each sentence below is a declarative sentence, an interrogative sentence, an exclamatory sentence or an imperative sentence.</p> <ol style="list-style-type: none"> 1. The girls were playing volleyball. 2. Where is my bike? 3. What a lovely dog! 4. It's snowing again today. 5. Please show me that pair of black shoes. 6. Can Anna come out to play? 7. What time is it? 8. Do your homework now. 9. Pass me the orange juice, please. 10. On weekends, I often go fishing with Dad. 	
<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: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration:	Strand: Writing	
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.2 Compose semi-formal writing on given topics using appropriate format	Lesson:
Performance Indicator: Learners can write semi-formal letters on given topics using appropriate format	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners in a conversation. Ask: If you need help with something whom do you normally ask? How do you ask them? Listen to learners' answers.</p> <p>Ask: What if it is someone far away? Listen to learners' answers. Guide them to say letters.</p> <p>Say: Today we are going to learn how to write a letter asking for help from your aunt or uncle.</p>	
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Pre-writing Stage</u></p> <p>Revise with learners on the format of writing informal letters.</p> <p>Ask: If we are writing a letter asking for help from your aunt and uncle, do you think this letter should be formal or informal? Listen to learners' answers.</p> <p>Say: We are going to look at writing a letter that is semi-formal. This means it is not very formal like you would write to your school or a job application, but it is not informal like you would write to a friend. This is somewhere in the middle. This is semi-formal.</p> <p>Ask: What kind of help might you need from your aunt or uncle who lives far away? Listen to pupils' answers. (Example answers: for money, to go and stay with them, for them to collect something for you in the city, for medicine, for advice)</p> <p>Say: We are going to write a letter to an aunt and uncle asking if they can send us some books for studying.</p> <p style="text-align: center;"><u>Writing Stage</u></p> <p>Write on the board and guide learners to discuss the format of a semi-formal letters. Example: <i>address, date, greeting, introduction, body, ending, closing, signature.</i></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Draw a big rectangle on the board and guide learners to put the headings for the different sections of a letter in the correct part of the rectangle on the board.</p> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="text-align: right;">Address Date</p> <p>Greeting Dear Aunt or Uncle</p> <p>Introduction I hope you are well/I need to ask you for some help</p> <p>Body I am trying to study very hard but I don't have any books / Do you have any books I could borrow or could you send me some.</p> <p>Ending I am looking forward to seeing you soon.</p> <p>Closing Yours best wishes</p> </div> <p>Brainstorm learners to share some ideas for the letter.</p> <p>Guide learners in pairs/groups to use the ideas shared to write their first draft. Walk around and check.</p> <p>Have learners to copy the letter into their workbooks.</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Ask: Do you think your aunt or uncle would be happy to get a letter like this? Listen to learners' answers.</p> <p>Ask: Do you think they would send you the books? What kind of books would you ask for? Listen to learners' answers.</p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</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: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer's choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> Penny arrived early at the Johnson's because it was her first time to sit for their little girl, Lori. Lori looked at Penny. Lori was very petite. Her blond hair was pulled back into two ponytails, and her bright smile made even her freckles sparkle. Lori asked Penny to play dolls with her. 1. What can we know about Lori from reading the paragraph above?	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.	

Date: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. Analyze the elements of written literature (Poetry)
Performance Indicator: Learners can analyze the elements of written literature		Lesson: 1 of 1
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Read aloud and distinguish between the types of poetry by function paying attention to the rhythmic variations</p> <p><i>Dirges: a brief hymn or song of lamentation and grief, it was typically composed to be performed at a funeral.</i></p> <p><i>Lullabies: it is a song or folk poem meant to help a child fall asleep. They are usually sung or chant at bedtime ,</i></p> <p>War and Praise songs: <i>War songs is a musical composition that relates to war, or a society's attitudes towards war. While a praise song is a series of laudatory epithets applied to gods, men, animals, plants and towns that capture the essence of the object being praised.</i></p> <p>Discuss the cultural and social significance of the poems.</p> <p>Write and recite poems (African poems such as dirges, lullabies, war and praise songs).</p> <p>Have learners listen to dirges, lullabies, war and praise songs and analyze them.</p> <p>Engage learners to write own simple dirges, lullabies, war and praise songs.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 8

Date: 1 st JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Sentences
Content Standard: B7.3.1.2: Demonstrate command of structural and functional use of sentences	Indicator: B7.3.1.2.1. Identify and Distinguish elements of a sentence	Lesson: 1 of 2
Performance Indicator: Learners can identify and use different kinds of sentences correctly in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 16-17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the different kinds of sentences and how they are formed.</p> <p>Using examples, introduce learners to the elements of sentences.</p> <p>The five-sentence elements are subject, verb, object, complement, and adjunct (SVOCA).</p> <p>The subject is the performer of an action or the agent of the verb. It is usually at the beginning of a sentence, and it is generated by a noun or any of its equivalents, such as a pronoun, a noun phrase, or a noun clause. A verb shows the proposition conveyed in a sentence in terms of action, state or process. The verb of a sentence can be generated by one to as many as six verbs, as illustrated below: Example:</p> <ul style="list-style-type: none"> Jesus (subject) wept (verb). The child (subject) could have been being beaten (verb). <p>The object deals with any noun or its equivalent that receives the action of a transitive verb. A verb is transitive when its action is transferred to something or someone.</p> <ul style="list-style-type: none"> Kunle (subject) killed (verb) the goat (object). <p>Moving on, the object could be direct or indirect. The direct object is the direct sufferer of the action of a verb, and it is</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

usually an inanimate noun, while the indirect object is usually an animate noun that serves as the recipient/receiver of the direct object:

- The man (subject) gave (verb) his friend (indirect object) a book (direct object).

The complement is the element of a sentence that tells more about the subject or the object. As the name implies, it completes the meaning of a subject or an object. The complement can be a noun or its equivalent, or an adjective, as illustrated below:

- Dr GAB (subject) is (verb) a teacher (subject complement).
- My students (subject) are (verb) very diligent (subject complement).
- We (subject) made (verb) Titi (object) our leader (object complement).
- The children (subject) found (verb) the game (object) quite interesting (object complement).

Let learners note that there has to be an object in a sentence before there can be an object complement. This is because the object complement talks more about the object, just as the subject complement completes the meaning of the subject. In the examples cited above, 'our leader' refers to the object, 'Titi', whereas 'quite interesting' describes the object, 'game'. This is why they are labeled object complements.

The last of the elements of a sentence is the adjunct. The adjunct gives circumstantial information about time, place, reason, purpose, condition, concession, degree, manner, frequency, and whatnot.

Examples of sentences with adjuncts are shown below:

- Femi (subject) lives (verb) there (an adjunct of place).
- They (subject) arrived (verb) now (an adjunct of time).
- The boys (subject) moved (verb) quietly (an adjunct of manner).

Having established that, it is essential to affirm that adjuncts exhibit three major characteristics, namely mobility, multiplicity, and inversion. Mobility implies that an adjunct can move from one part of a sentence to another, as evidenced in the sentences below:

- Yesterday, I saw Mary.
- I saw Mary yesterday.

Multiplicity implies that a clause can have one or more adjuncts, as depicted in the accompanying example sentence:

- Soon (adjunct 1), the man (subject) will declare (verb) his intention (object) publicly (adjunct 2).

Inversion involves the use of adjuncts to change the structural form of a sentence. For instance, an adjunct can

	<p>be used to change a declarative sentence (statement) to an interrogative sentence (question):</p> <ul style="list-style-type: none"> • Kunle (subject) stays (verb) here (adjunct).— statement • Where (adjunct) does (verb) Kunle (subject) stay (verb)?—question 	
<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: 1 st JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: B7.4.2.2.2 Compose semi-formal writing on given topics using appropriate format
Performance Indicator: Learners can write semi-formal letters on given topics using appropriate format		Lesson:
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation. Ask: If you need help with something whom do you normally ask? How do you ask them? Listen to learners' answers. Ask: What if it is someone far away? Listen to learners' answers. Guide them to say letters. Say: Today we are going to learn how to write a letter asking for help from your aunt or uncle.	
PHASE 2: NEW LEARNING	<u>Pre-writing Stage</u> Revise with learners on the format of writing informal letters. Ask: If we are writing a letter asking for help from your aunt and uncle, do you think this letter should be formal or informal? Listen to learners' answers. Say: We are going to look at writing a letter that is semi-formal. This means it is not very formal like you would write to your school or a job application, but it is not informal like you would write to a friend. This is somewhere in the middle. This is semi-formal. Ask: What kind of help might you need from your aunt or uncle who lives far away? Listen to pupils' answers. (Example answers: for money, to go and stay with them, for them to collect something for you in the city, for medicine, for advice) Say: We are going to write a letter to an aunt and uncle asking if they can send us some books for studying. <u>Writing Stage</u> Write on the board and guide learners to discuss the format of a semi-formal letters.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Example: <i>address, date, greeting, introduction, body, ending, closing, signature.</i></p> <p>Draw a big rectangle on the board and guide learners to put the headings for the different sections of a letter in the correct part of the rectangle on the board.</p> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="text-align: right;">Address Date</p> <p>Greeting Dear Aunt or Uncle</p> <p>Introduction I hope you are well/I need to ask you for some help</p> <p>Body I am trying to study very hard but I don't have any books / Do you have any books I could borrow or could you send me some.</p> <p>Ending I am looking forward to seeing you soon.</p> <p>Closing Yours best wishes</p> </div> <p>Brainstorm learners to share some ideas for the letter.</p> <p>Guide learners in pairs/groups to use the ideas shared to write their first draft. Walk around and check.</p> <p>Have learners to copy the letter into their workbooks.</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Ask: Do you think your aunt or uncle would be happy to get a letter like this? Listen to learners' answers.</p> <p>Ask: Do you think they would send you the books? What kind of books would you ask for? Listen to learners' answers.</p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</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>	

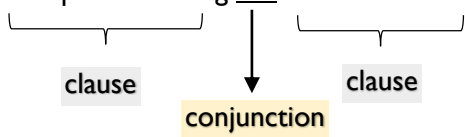
Date: 1 st JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer's choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> A medal was given to Mrs. Garcia for bravery. While going shopping, Mrs. Garcia had seen a house on fire. She could hear someone screaming. Mrs. Garcia rushed into the house even though it was on fire and full of smoke. A few minutes later, she came out carrying a young boy. How did Mrs. Garcia know there was someone inside the house? A She knew he was always at home. B Someone told her. C She saw him. D She could hear him screaming	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.	

Date: 1 st JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. Analyze the elements of written literature (drama)
Performance Indicator: Learners can analyze the elements of written literature		Lesson: 1 of 1
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of drama as used in literature.</p> <p><i>In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialog (either prose or poetry). Dramas can be performed on stage, on film, or the radio. Dramas are typically called plays, and their creators are known as “playwrights” or “dramatists</i></p> <p>Have learners discuss the types of drama.</p> <p><u>Comedy:</u> Lighter in tone, comedies are intended to make the audience laugh and usually come to a happy ending.</p> <p><u>Tragedy:</u> Based on darker themes, tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way.</p> <p><u>Opera:</u> This versatile genre of drama combines theater, dialogue, music, and dance to tell grand stories of tragedy or comedy. Since characters express their feelings and intentions through song rather than dialogue, performers must be both skilled actors and singers.</p> <p>Guide learners to identify and describe the plot, setting, characters in a dram.</p> <p>Let learners listen or watch different dramas and compare plot, setting and characters between two texts.</p> <p>Engage learners to compose and act out a simple drama.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 9

Date: 8 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Compound sentences
Content Standard: B7.3.1.2: Demonstrate command of structural and functional use of sentences	Indicator: B7.3.1.3.1. Demonstrate command and use of compound sentences	Lesson: 1 of 2
Performance Indicator: Learners can demonstrate command and use of compound sentences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 16-17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Tell learners a short story to introduce topic.</p> <p>Elicit prior knowledge and engage interest by asking learners questions based on the story.</p> <p>Ask learners what compound sentences are. <i>A compound sentence contains two clauses joined by a conjunction such as and, or, but or so..</i></p> <p>If learners do not know, write a sentence from the story on the board. Underline the <u>clauses</u> and <u>conjunctions</u> and ask learners what it refers to. Example:</p> <ul style="list-style-type: none"> She opened the bag <u>and</u> took out a book  <ul style="list-style-type: none"> Do you want coffee or would you prefer lemonade? Some people are always happy and some people are always sad <p>Guide learners to understand that compound sentences contain two independent clauses.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Using examples, guide learners to construct independent clauses. E.g. Kofi arrived late. He missed the exam.</p> <p>Ask them to look for other sentences that are acting like independent clauses in the story.</p> <p>Guide learners to join two or more independent clauses to form compound sentences using coordinating conjunctions (and, but, or, so, etc.)</p> <p><u>Assessment</u> Combine each pair of sentences.</p> <ol style="list-style-type: none"> 1. She did not go to the park. It was too late in the evening. 2. They arrived early at the show. They had great seats. 3. My family has never been to Washington. We have seen Boston. 4. I really like chocolate cake. I am too full for dessert. 5. We could start the movie now. We could wait for Julia to arrive. 6. I am allergic to cats. I love to pet them. 7. They moved their toys to the side. They had room for the race track. 8. You cannot go outside. It started to rain. 9. She does not play the piano. She does play the flute. 10. The cake is dry. The caramel sauce is good. 	
<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: 8 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.2 Compose formal writing on given topics using appropriate format	Lesson:
Performance Indicator: Learners can write semi-formal letters on given topics using appropriate format	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to use the template of a semi informal letter to write more letters.</p> <p>Ask learners what other topics they could like to write about? Example: asking a family member for help; asking for advice; writing to your penpal/friend.</p> <p>Write some pupils' ideas on the board and discuss with them.</p> <p>Give learners time to write. Move around the classroom and make sure they understand and are doing the task. If they are struggling, invite them to work in pairs.</p> <p>Take note of 2-3 common mistakes in learners' letters. Write the mistakes on the board.</p> <p>Ask learners to help you correct the mistakes on the board.</p> <p>Tell learners to check their own writing for similar mistakes. Now let learners write the final draft of their letters.</p> <p>Ask pupils to work in pairs to share and compare their letters.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Invite as many pupils as possible to tell the class who they wrote to and why.	
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.	

Date: 8 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		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 Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Read a variety of passages and identify the main ideas. Guide learners to analyze and decide what is important. Restate or map out the gist/main idea and key details. Put up a defense for the choice/ answer. Restate the main ideas in own words. <u>Assessment</u> The experts are not always right. They advised the big mining companies to pass up the Cripple Creek region. They claimed that no gold could be found there. It was left up to local prospectors to uncover the incredible wealth of Cripple Creek. More than \$400 million worth of ore was found in this area that experts ignored. 1. What is the paragraph mainly about?	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.	

Date: 8 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B7.5.1.1.2. Analyze the elements of written literature (drama)
Performance Indicator: Learners can analyze the elements of written literature		Lesson: 1 of 1
		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of drama as used in literature.</p> <p><i>In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialog (either prose or poetry). Dramas can be performed on stage, on film, or the radio. Dramas are typically called plays, and their creators are known as “playwrights” or “dramatists</i></p> <p>Have learners discuss the types of drama.</p> <p><u>Comedy:</u> Lighter in tone, comedies are intended to make the audience laugh and usually come to a happy ending.</p> <p><u>Tragedy:</u> Based on darker themes, tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way.</p> <p><u>Opera:</u> This versatile genre of drama combines theater, dialogue, music, and dance to tell grand stories of tragedy or comedy. Since characters express their feelings and intentions through song rather than dialogue, performers must be both skilled actors and singers.</p> <p>Guide learners to identify and describe the plot, setting, characters in a dram.</p> <p>Let learners listen or watch different dramas and compare plot, setting and characters between two texts.</p> <p>Engage learners to compose and act out a simple drama.</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>	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 10

Date: 15 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Clauses
Content Standard: B7.3.1.4: Apply knowledge of clauses in communication	Indicator: B7.3.1.4.1. Use dependent and independent clauses appropriately in speaking and writing	Lesson: 1 of 2
Performance Indicator: Learners can use dependent and independent clauses appropriately in speaking and writing		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for meaning of clause. A clause is a group of words containing a subject and verb.</p> <p>Learners to explain the types of clauses. An independent clause is a simple sentence. It can stand on its own. Examples: <i>She is hungry</i> <i>I am feeling well today.</i></p> <p>A dependent clause cannot stand on its own. It needs an independent clause to complete a sentence. Dependent clauses often begin with such words as although, since, if, when, and because. Examples: <i>Although she is hungry</i> <i>Whoever is hungry ...</i> <i>Because I am feeling well ..</i></p> <p>Guide learners to recognize sentences as independent and dependent clauses in texts. E.g. We danced at the party all night long.</p> <p>Have learners to construct sentences by combining dependent and independent clauses.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><u>Assessment</u></p> <p>Underline the independent clause once and the dependent clause twice in each sentence below.</p> <p>Example A: On the way to work, John ate his food in the car. Answer: <u>On the way to work</u>, <u>John ate his food in the car</u>.</p> <ol style="list-style-type: none"> 1. As time went by, my dad gave me more good advice. 2. Under the bridge, I looked for my lost wallet. 3. After the race, we went to go eat hamburgers. 4. In a small town, we were brought up with good manners. 5. Near the end, I decided to take it easy. 6. Again and again, the people were not prepared for the earthquake. 7. A short while later, the man arrived on time. 8. For the first time, I did not feel stressed out. 9. By the roadside, I waited for my ride to pick me up. 	
<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: 15 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Narrative Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.1.1 Write personal narratives in the simple past tense	Lesson: 1 of 1
Performance Indicator: Learners can develop the outline and first paragraph of a composition on a given topic in the simple past tense.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 26		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the features of narrative writing.</p> <ul style="list-style-type: none"> • A narrative composition is normally written in the past tense and must have a title at the top of the paper. • Note: If the title is written in lower case letters, underline it. If it is written in upper case letters, do not underline it. • A narrative composition must be written in paragraphs. The paragraphs must be well developed and well linked. • The first paragraph is the introductory paragraph. It must state the purpose of the composition and must be interesting. • The introductory paragraph of any composition is where you will capture your reader's attention. The opening paragraph should invite the reader into the text and make the purpose of your composition clear. <p>Point to the example introductory paragraph on the board.</p> <p><i>Before our outing to the beach, we <u>prepared</u> for every possibility except one. One Monday, Jeneba <u>packed</u> the plates, spoons and mats. Then, she <u>reminded</u> Musa to bring the musical set. On Thursday, Hawa <u>brought</u> water and together we <u>packed</u> enough food for all of us. The only thing we were not <u>prepared</u> for <u>was</u> the rain</i></p> <p>Read the paragraph to learners. Ask them to listen and follow along. Read slowly, clearly and with expression to make the paragraph interesting.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Guide learners to identify all of the past tense verbs in the paragraph. Underline the first past tense verb used in the paragraph as an example.</p> <p>Move around the classroom to make sure pupils understand and are doing the task.</p> <p>Guide learners to use the example to write and develop the first paragraph of a narrative composition about an accident they witnessed on their way to school one morning.</p> <p>If you did see an accident on your way to school one morning you are welcome to write about that. Otherwise, use your imagination, be creative and create your own story.</p> <p>Guide learners to plan their write up considering the following questions; <i>What do you want to say?</i> <i>What kind of an accident did you see?</i> <i>Where were you?</i></p> <p>Move around the classroom to make sure learners understand and are doing the task. If they are struggling, invite them to work in pairs.</p> <p>Invite 2-3 learners to read their paragraph to the class.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 15 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can read silently. Learners can answer factual and inferential questions. Learners can use new words in sentences 		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<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>Example:</p> <ol style="list-style-type: none"> trash – rubbish litter (noun) – rubbish/untidy things left lying about litter (verb) – make a place untidy with rubbish discard – throw away an unwanted thing <p>Engage learners to form sentences with the new words in their workbooks.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</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> Have you noticed how much litter there is nowadays? Walk down almost any street, and you will see trash. Visit any beach, and you will see litter. Major highways are littered with discarded paper, trash bags and bottles. Litter seems to be everywhere.</p> <p>Now, I really do not think most people mean to litter. They probably think that a piece of paper, orange peels, their gum wrapper and other things they drop are small things. After all, no one will notice the one thing they threw away. But when you put all these small amounts of litter together, you have a lot of trash. Clearly, we need to do something differently. People’s habits need to be changed. They need to find the nearest receptacle and drop their trash in it and not on the ground.</p> <p>What we need is a national effort to stop people from littering. I know there are laws against littering and fines for those who are caught. But have you ever seen anyone get a ticket for throwing an empty water sachet out of a car? What we need is a more aggressive programme for giving tickets to people who break litter laws.</p> <p>We need to instil good habits early to stop people from being so casual about litter. In fact, we should mandate that every school teach about the problems caused by littering. It would also help if schools would establish rules prohibiting littering on school grounds to reinforce this teaching in the classroom. It’s time to act now before we are buried in trash.</p> <p>a. What are 2 places, according to the passage, where trash can be found? b. What 3 things are littered on major highways? c. How do you think people end up having a lot of trash? d. According to the author, what are 2 important things that should be done to correct the problem?</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: 15 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Reading of Poems
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. read fluently with appropriate voice modulation	Lesson: 1 of 1
Performance Indicator: Learners can read fluently with appropriate voice modulation		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners the meaning of stressing and rhythm in literature.</p> <p style="padding-left: 40px;">Stress - To give importance to words. Rhythm - A repeated sound pattern.</p> <p>Write a sample poem on the board. Read it aloud as learners listen.</p> <p>Read each verse and have learners identify the stressed words.</p> <p>Model the poem by reading it line by line. Ask learners to repeat each line after you. Make sure you stress the important words and pause or continue so that learners can copy you. Make sure you put some extra stress on the rhyming words.</p> <p>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.</p> <p>After some time, invite some of the pairs to come to the front of the class and read the poem.</p> <p><u>Assessment</u> I <u>shot</u> an <u>arrow</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; <u>For</u>, so <u>swiftly</u> it <u>flew</u>, the <u>sight</u> Could not <u>follow</u> in its <u>flight</u>.</p> <p>I <u>breathed</u> a <u>song</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>;</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	For who has <u>sight</u> so <u>keen</u> and <u>strong</u> , That it can <u>follow</u> the <u>flight</u> of <u>song</u> ? a. Identify five rhyming words in the poem.	
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.	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 11

Date: 22 nd JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Conditional sentences
Content Standard: B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	Indicator: B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result	Lesson: 1 of 1
Performance Indicator: Learners can use conditional sentences in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on clauses, types and use them in sentences.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce conditional sentences in context: Conditional sentences are made up of two parts: The subordinate or dependent clause (if clause) and the main clause. e.g. If it rains, we shall plant the vegetables.</p> <p>Explain the structure of the conditional sentences (clause types).</p> <p>Have learners give examples of conditional sentences.</p> <p>Draw attention to the changes in meaning in the three types.</p> <p>Read/tell/play a passage containing Conditional Type 1 sentences. Change the sentences into Types 2 and 3.</p> <p>Students to come out with the meaning of the sentences.</p> <p>Present conditional: If she comes, I will tell her (It's possible she will come).</p> <p>Past conditional:</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	If she came, I would tell her (It's remotely possible that she will come. It's uncertain that she will come).	
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.	

Date: 22 nd JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Article Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.5. Write articles on given issues for publication in class and club magazines.	Lesson: 1 of 1
Performance Indicator: Learners can write articles on given issues for publication in class and club magazines.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 26		
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	Read sample articles from magazines/newspapers to pupils and discuss the features of the articles. Select a topic of interest to the pupils and discuss it with them. Guide students to plan and write an article on the topic in small groups. Have learners write, using a variety of strategies and a wide range of print and electronic resources. Sort and classify ideas and information for writing a variety of articles. Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighborhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine).	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.	

Date: 22 nd JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can read silently. Learners can answer factual and inferential questions. Learners can use new words in sentences 		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<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>

	<p>One hot day in summer a fox was walking through a village. He was very hungry and tired. He saw some grapes just ready to eat on a vine way up on a high wall. 'Perfect! This is what I need,' he said. He walked back a few steps, looked at the grapes, then ran and jumped up high, but he just missed them. Turning round again, he walked far back then ran and jumped up as high as he could, but he still could not get the grapes. Again and again he tried to get the delicious grapes, but at last had to give up. He could not get them. He walked away with his nose in the air, saying: 'I am sure they are sour and not good to eat anyways.'</p> <p>a) What was the weather like? b) Where was the fox? c) How did he try to get the grapes the first time? d) How did he try to get the grapes the second time? e) Why do you think the fox didn't want the grapes in the end? f) What did the fox say about the grapes at the end of the story?</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: 22 nd JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Reading of Poems
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. read fluently with appropriate voice modulation	Lesson: 1 of 1
Performance Indicator: Learners can read fluently with appropriate voice modulation		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners the meaning of stressing and rhythm in literature.</p> <p style="padding-left: 40px;">Stress - To give importance to words. Rhythm - A repeated sound pattern.</p> <p>Write a sample poem on the board. Read it aloud as learners listen.</p> <p>Read each verse and have learners identify the stressed words.</p> <p>Model the poem by reading it line by line. Ask learners to repeat each line after you. Make sure you stress the important words and pause or continue so that learners can copy you. Make sure you put some extra stress on the rhyming words.</p> <p>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.</p> <p>After some time, invite some of the pairs to come to the front of the class and read the poem.</p> <p><u>Assessment</u> I <u>shot</u> an <u>arrow</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; <u>For</u>, so <u>swiftly</u> it <u>flew</u>, the <u>sight</u> Could not <u>follow</u> in its <u>flight</u>.</p> <p>I <u>breathed</u> a <u>song</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>;</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	For who has <u>sight</u> so <u>keen</u> and <u>strong</u> , That it can <u>follow</u> the <u>flight</u> of <u>song</u> ? a. Identify five rhyming words in the poem.	
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.	

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 12

Date: 29 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Conditional sentences
Content Standard: B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	Indicator: B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result	Lesson: 1 of 1
Performance Indicator: Learners can use conditional sentences in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on clauses, types and use them in sentences.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce conditional sentences in context: Conditional sentences are made up of two parts: The subordinate or dependent clause (if clause) and the main clause. e.g. If it rains, we shall plant the vegetables.</p> <p>Explain the structure of the conditional sentences (clause types).</p> <p>Have learners give examples of conditional sentences.</p> <p>Draw attention to the changes in meaning in the three types.</p> <p>Read/tell/play a passage containing Conditional Type 1 sentences. Change the sentences into Types 2 and 3.</p> <p>Students to come out with the meaning of the sentences.</p> <p>Present conditional: If she comes, I will tell her (It's possible she will come).</p> <p>Past conditional:</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	If she came, I would tell her (It's remotely possible that she will come. It's uncertain that she will come).	
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.	

Date: 29 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Article Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.5. Write articles on given issues for publication in class and club magazines.	Lesson: 1 of 1
Performance Indicator: Learners can write articles on given issues for publication in class and club magazines.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 26		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Read sample articles from magazines/newspapers to pupils and discuss the features of the articles.</p> <p>Select a topic of interest to the pupils and discuss it with them.</p> <p>Guide students to plan and write an article on the topic in small groups.</p> <p>Have learners write, using a variety of strategies and a wide range of print and electronic resources.</p> <p>Sort and classify ideas and information for writing a variety of articles.</p> <p>Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighborhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine).</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>	

Date: 29 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		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 Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Read a variety of passages and identify the main ideas. Guide learners to analyze and decide what is important. Restate or map out the gist/main idea and key details. Put up a defense for the choice/ answer. Restate the main ideas in own words. <u>Assessment</u> The experts are not always right. They advised the big mining companies to pass up the Cripple Creek region. They claimed that no gold could be found there. It was left up to local prospectors to uncover the incredible wealth of Cripple Creek. More than \$400 million worth of ore was found in this area that experts ignored. 1. What is the paragraph mainly about?	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.	

Date: 29 th JULY, 2022	DAY:	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: B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 6-7		
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	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 includes multiple facial	Word cards, sentence cards, letter cards, handwriting on a manila card

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