

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 10

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

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

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

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

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

Week Ending: 18 th NOV, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size: 35	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
Performance Indicator: Learners can read (<i>Mama is a sunrise</i>) fluently with appropriate voice modulation		Lesson: 1 of 1
Performance Indicator: Learners can read (<i>Mama is a sunrise</i>) fluently with appropriate voice modulation		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 35-36		
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	Introduce learners to their reading material, cockcrow. Allow learners to glance through and analyze it carefully. What is the title of the book? What stories does the book contain? Are the stories drama, narrative, poetry or prose? Put learners into groups for them to read. Turn your books to <i>Mama is a sunrise</i> . Model the poem by reading it line by line. Ask learners to follow as you read. Make sure you stress the important words and pause often to see if learners are following. Make sure you put some extra stress on the rhyming words. Ask learners to work in pairs. Tell them to practice all the verses of the poem, paying attention to the stress, the punctuation and rhyming words. <u>Assessment</u> After some time, invite some of the pairs to come to the front of the class and read the poem. (<i>The old Man and his Children</i>)	Word cards, sentence cards, letter cards, handwriting on a manila card
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. <u>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence. (<i>Mama is a sunrise</i>)	