

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 11

Week Ending: 25 th NOV, 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: 1 OF 1
Performance Indicator: Learners can use voice modulation and eye contact for effective oral communication		Core Competencies: Communication and Collaboration, Personal	
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>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending: 25 th NOV, 2022	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Use of proverbs
Content Standard: B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	Indicator: B7.3.4.1.1 Explore the use of proverbs to enrich communication	Lesson: 1 of 1
Performance Indicator: Learners can use of proverbs to enrich communication		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 identify and examine proverbs in context to figure out their meanings. In groups let learners find Ghanaian proverbs to match the English ones identified. Have learners use proverbs to construct meaningful sentences	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: 25 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: 25 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>Tell my Son to hold on to his Gun</i>) fluently with appropriate voice modulation		Lesson: 1 of 1
Performance Indicator: Learners can read (<i>Tell my Son to hold on to his Gun</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>Tell my Son to hold on to his Gun</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>Tell my Son to hold on to his Gun</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>Tell my Son to hold on to his Gun</i>)	