

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 7

Week Ending: 28 th OCT, 2022	Period:	Subject: English Language	
Duration: 60mins		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 level-appropriate text attentively and identify key information	Lesson: 1 of 1
Performance Indicator: Learners can listen to extended reading and identify key information		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 5			
Keywords: old millionaire, village, test, sons, gift			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation. Example: Who is a millionaire? (Answer: someone with more than a million dollars) Ask learners: What would you do if you were a millionaire? Listen to pupils' answers. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Write new words in the story on the board: Example: old millionaire, village, test, sons, gift, Guide learners to find the meaning of the new words and use them in context. Have learners to predict what the story is about from the new words? Write some pre reading questions on the board to guide learners listening. Tell the story to the class. Ask pupils to follow along. Guide learners to Identify key points: <i>o intent or purpose of the message (e.g. to inform, persuade, instruct);</i> <i>o the speaker's enthusiasm and passion for the topic;</i> <i>o main idea (s) and supporting points.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Ask learners to write one sentence for each of the new words. When they finish, invite them in turns to read their sentences to the class.</p> <p><u>Assessment</u> Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families. Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it.</p> <ol style="list-style-type: none"> 1. Everyone has a mobile phone now. T/F 2. Teenagers never text at dinner. T/F 3. Mobile phones cost a lot of money. T/F 4. Mobile phones can help you study. T/F 5. You can only use mobile phones in the city. T/F 	
<p>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>	

Week Ending: 28 th OCT, 2022	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Punctuations
Content Standard: B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication		Indicator: B7.3.2.1.1. Identify and use punctuation marks in given texts.
Performance Indicator: Learners can identify and use punctuation marks in given texts		Lesson: 1 of 1
Performance Indicator: Learners can identify and use punctuation marks in given texts		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Write these symbols on the board: , . ?</p> <ul style="list-style-type: none"> • What do we call these symbols? • What are they used for? <p>Today we are going to practice using these punctuation marks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Point to the punctuation marks on the board. Point to each symbol and ask:</p> <ul style="list-style-type: none"> • What is this called? • When do we use a question mark? • When do we use a full stop? <p>Write the following sentences on the board:</p> <p>a) She goes shopping every day b) What does she buy c) She buys okra pineapple rice and wine</p> <p>What punctuation is missing in the first sentence? (Answer: a full stop) Why do we need a full stop? (Answer: It is a sentence.)</p> <p>What punctuation is missing in the second sentence? (Answer: a question mark) Why do we need a question mark? (It is a question.)</p> <p>Revise with learners on words like 'what, where, why, when, how, who, can, could, will, do, did' are all used to ask a question.</p> <p>What punctuation is missing in the last sentence? (Answer: commas and a full stop at the end) Why do we need commas? (Answer: It is a list.) How many commas do we need? (Answer: 2)</p> <p>Write another set of sentence on the board with no punctuation:</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>“Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun”</p> <p>Ask learners to tell you where to write the punctuation and rewrite the sentence again with correct punctuations.</p> <p>In pairs, learners write thier own short text about riding a bicycle. There must be questions, sentences and a list.</p> <p>Give the learners time to write. Move around the classroom to make sure they understand and are doing the task.</p> <p>Invite 1-2 pairs to read their texts 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> <ul style="list-style-type: none"> • What punctuation have we studied today? • Why do we need punctuation marks in our writing? <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 28 th OCT, 2022	Period:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B7.2.1.2.1. Generate and answer questions to increase understanding and independent reading of fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can read silently and answer comprehension questions on text/passage read	Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 8		
Keywords: implicit, accompanying, accurately		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicator.	
PHASE 2: NEW LEARNING	Let learners predict the content of the text to be read based on the title and accompanying pictures Guide learners to skim the text for general meaning. Discuss the content of the text as well as vocabulary and with learners. Read aloud the text closely for implicit meaning. Write questions to guide learners reading and create a link with text. Provide and interpret evidence to support understanding. Guide learners to answer questions accurately. Guide learners to use the answers to identify the main idea of the text. <u>Assessment</u> Have learners read a passage and answer questions on it.	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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Week Ending: 28 th OCT, 2022	Period:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Creative Writing
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes.	Indicator: B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services	Lesson: 1 of 1
Performance Indicator: Learners can write freely on topics of choice on issues in the community		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 28		
Keywords: appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to compose advertisement for the sale of products, services, events following appropriate format/style using process approach: e.g. o Title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) Encourage learners to use: <i>o the simple present for conveying timeless statements and facts</i> <i>o rhetorical questions and repetition for persuasion</i> Learners to Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). Guide learners to publish writing using different media including ICT. <u>Assessment</u> Have learners to write freely on topics of choice on issues in the community.	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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Week Ending: 28 th OCT, 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	Lesson: 1 of 1
Performance Indicator: Learners can read (<i>The old Man and his Children</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>The old Man and his Children</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>The old Man and his Children</i>)	