

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 8

Week Ending: 4 th NOV, 2022		DAY:	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, 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
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		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>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>	

Week Ending: 4 th NOV, 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.	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	Write these symbols on the board: , . ? <ul style="list-style-type: none"> What do we call these symbols? What are they used for? Today we are going to practice using these punctuation marks. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Point to the punctuation marks on the board. Point to each symbol and ask: <ul style="list-style-type: none"> What is this called? When do we use a question mark? When do we use a full stop? Write the following sentences on the board: a) She goes shopping every day b) What does she buy c) She buys okra pineapple rice and wine What punctuation is missing in the first sentence? (Answer: a full stop) Why do we need a full stop? (Answer: It is a sentence.) What punctuation is missing in the second sentence? (Answer: a question mark) Why do we need a question mark? (It is a question.) Revise with learners on words like 'what, where, why, when, how, who, can, could, will, do, did' are all used to ask a question. 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) Write another set of sentence on the board with no punctuation:		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: 4 th NOV, 2022		Period:	Subject: English Language
Duration: 60mins			Strand: Reading
Class: B7	Class Size:		Sub Strand: Summarizing
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing		Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal Development	
Reference : English Language Pg. 11			
Keywords: Summarize, important information, main ideas			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Engage learners in a conversation.</p> <p>E.g.,</p> <p>1. <i>how did you spend your christmas holidays?</i></p> <p>2. <i>Is it more fun than being at school?</i></p> <p>Explain to learners that when you are telling your colleagues how you spent your holidays, you don't say everything and you don't tell them what happened every minute.</p> <p>- rather you give a summary and you share the most important information.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	<p>Read a story as learners listen and pay attention to the important parts.</p> <p>Read the story and have learners follow along.</p> <p>After reading, ask learners questions about the story to bring out the most important parts.</p> <p>Have learners read a variety of passages/story and identify the main ideas in it.</p> <p>Guide learners to analyze and decide what is important.</p> <p>o <i>Do not write the same words as the author.</i></p> <p>o <i>Think and write in your own words.</i></p> <p>o Ask, <i>"What is the whole write up about?"</i></p> <p>Restate or map out the gist/main idea and key details.</p> <p>Restate the main ideas in own words.</p> <p><u>Assessment</u></p> <p>Learners write a summary on a story read</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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Week Ending: 4 th NOV, 2022		Period:	Subject: English Language
Duration: 60mins			Strand: Writing
Class: B7	Class Size:		Sub Strand: Narrative Writing
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes		Indicator: B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Lesson: 1 of 1
Performance Indicator: Learners can write narratives of personal experiences about the past.			Core Competencies: Communication and Collaboration, Personal Development
Reference : English Language Pg. 24			
Keywords: <i>feelings, experiences</i>			
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	Ask learners to recall what they do on the first day of school. Take ideas from the learners and write them on the board. (Example answers: wake up, get dressed, wash, eat breakfast, walk to school) Have learners to use descriptive details (setting, experiences or series of events). - <i>first-person point of view to convey feelings, experiences and thoughts.</i> - <i>appropriate grammatical structures.</i> - <i>adjectives and adjective phrases for producing vivid descriptions</i> - <i>adverbs and adverbials for describing how an action has been carried out</i> - <i>connectors for showing sequence of events</i> - <i>direct and indirect speech for variation and adding interest</i> - <i>nouns and noun phrases (e.g., participants, objects)</i> - <i>prepositions and prepositional phrases</i> - <i>first-person pronouns</i> Guide learners to plan and write ideas detailing what they do on the first day of school :		

	<p>Let learners edit or proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Encourage learners to publish writing using different media including ICT.</p> <p><u>Assessment</u></p> <p>I. write a narrative of what you do every term on the first day of school</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>	

Week Ending: 4 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	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>)		