

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 9

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Diphthongs	
<b>Content Standard:</b> B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B7.1.3.1.3. Produce diphthongs in context (centering and closing)	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can share opinions from a level-appropriate text.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 6			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.  Learners come up with examples of words that have the diphthongs. Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try  Learners form their own sentences using words having diphthongs  Learners use their rhyming words in meaningful sentences. 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.  Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.  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	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>/ʊə/ - pure, secure</p> <p>Have learners use words with diphthongs in meaningful sentences.</p>	
<p>PHASE 3: <b>REFLECTION</b></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>	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Vocabulary
<b>Content Standard:</b> B7.3.3.1: Demonstrate appropriate use of vocabulary in communication		<b>Indicator:</b> B7.3.3.1.1. Apply vocabulary appropriately in specific contexts
<b>Performance Indicator:</b> Learners can apply vocabulary appropriately in specific contexts		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply vocabulary appropriately in specific contexts		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 23		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Review with learners on the previous lesson through questions and answers.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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"><li>• ordering food in a restaurant</li><li>• speaking at a friend's birthday party</li><li>• in conversation with peers, adults etc.</li></ul>	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>Period:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Summarizing	
<b>Content Standard:</b> B7.2.2.1: Demonstrate an understanding in summarizing		<b>Indicator:</b> B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can summarize ideas in a text		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>Reference :</b> English Language Pg. 11			
<b>Keywords:</b> Summarize, important information, main ideas			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> <li>1. <i>how did you spend your christmas holidays?</i></li> <li>2. <i>Is it more fun than being at school?</i></li> </ol> <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. - 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	
<b>PHASE 2: NEW LEARNING</b>	<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> <ul style="list-style-type: none"> <li>o <i>Do not write the same words as the author.</i></li> <li>o <i>Think and write in your own words.</i></li> <li>o <i>Ask, "What is the whole write up about?"</i></li> </ul> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</p> <p><u>Assessment</u> Learners write a summary on a story read</p>		

<b>PHASE 3: REFLECTION</b>	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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<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022		<b>Period:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Narrative Writing	
<b>Content Standard:</b> B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes		<b>Indicator:</b> B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write narratives of personal experiences about the past.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>Reference :</b> English Language Pg. 24			
<b>Keywords:</b> <i>feelings, experiences</i>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	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	
<b>PHASE 2: NEW LEARNING</b>	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><b>PHASE 3:</b> <b>REFLECTION</b></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>	



<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS	<b>Strand:</b> Literature	
<b>Class:</b> B7	<b>Class Size:</b> 35	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read ( <i>Mama is a sunrise</i> ) fluently with appropriate voice modulation	<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 35-36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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
<b>PHASE 3: REFLECTION</b>	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> )	