

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 7

Date: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration:	Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Sentences
Content Standard: B7.3.1.2: Demonstrate command of structural and functional use of sentences	Indicator: B7.3.1.2.1. Identify and use subject and predicate in text	Lesson: 1 of 2
Performance Indicator: Learners can identify and use different kinds of sentences correctly in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 16-17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Ask learners questions on their opinions about the story, who does what and how, what is happening, etc.</p> <p>Ask learners what a sentence structure is. <i>A sentence is a group of words that expresses a complete thought.</i> <i>Sentences always have a subject and a verb.</i></p> <p>Use context to help learners identify the structure of simple sentences. Example: Yaa came. Musa ate. She is working <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> } (Name) + (Doing word) </div> </p> <p style="text-align: center;"><u>Practice</u></p> <p>Guide learners to discuss the kinds of sentence. Write a statement from the story on the board ask learners to identify the features of the statement (begins with capital letter and ends with full stop). Example:</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>A declarative sentence makes a statement.</p> <ul style="list-style-type: none"> • <i>It is raining.</i> • <i>Tom likes football.</i> <p>An interrogative sentence asks a question.</p> <ul style="list-style-type: none"> • <i>Where are my keys?</i> • <i>Why is the sky blue?</i> <p>An exclamatory sentence makes a very strong statement called an exclamation. It shows a strong feeling such as surprise or anger.</p> <ul style="list-style-type: none"> • <i>What a kind thing to do!</i> • <i>How beautiful she is!</i> <p>An imperative sentence gives an order.</p> <ul style="list-style-type: none"> • <i>Ask Tom to come and see me.</i> • <i>Don't tell me lies.</i> <p>Ask pairs/groups to identify the various sentence structures in the text (by underlining them). Walk around checking and questioning to help learners reach the correct answers.</p> <p>Ask different learners to write a different number of sentences structures and let them to swap sentences with another pair/group and check each other's sentence structures. Walk around and check..</p> <p><u>Assessment</u></p> <p>Tell whether each sentence below is a declarative sentence, an interrogative sentence, an exclamatory sentence or an imperative sentence.</p> <ol style="list-style-type: none"> 1. The girls were playing volleyball. 2. Where is my bike? 3. What a lovely dog! 4. It's snowing again today. 5. Please show me that pair of black shoes. 6. Can Anna come out to play? 7. What time is it? 8. Do your homework now. 9. Pass me the orange juice, please. 10. On weekends, I often go fishing with Dad. 	
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>	

Date: 24 th JUNE, 2022		DAY:	Subject: English Language
Duration:			Strand: Writing
Class: B7	Class Size:		Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: B7.4.2.2.2 Compose semi-formal writing on given topics using appropriate format	Lesson:
Performance Indicator: Learners can write semi-formal letters on given topics using appropriate format			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners in a conversation. Ask: If you need help with something whom do you normally ask? How do you ask them? Listen to learners’ answers. Ask: What if it is someone far away? Listen to learners’ answers. Guide them to say letters. Say: Today we are going to learn how to write a letter asking for help from your aunt or uncle.		
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Pre-writing Stage</u></p> Revise with learners on the format of writing informal letters. Ask: If we are writing a letter asking for help from your aunt and uncle, do you think this letter should be formal or informal? Listen to learners’ answers. Say: We are going to look at writing a letter that is semi-formal. This means it is not very formal like you would write to your school or a job application, but it is not informal like you would write to a friend. This is somewhere in the middle. This is semi-formal. Ask: What kind of help might you need from your aunt or uncle who lives far away? Listen to pupils’ answers. (Example answers: for money, to go and stay with them, for them to collect something for you in the city, for medicine, for advice) Say: We are going to write a letter to an aunt and uncle asking if they can send us some books for studying. <p style="text-align: center;"><u>Writing Stage</u></p> Write on the board and guide learners to discuss the format of a semi-formal letters. Example: <i>address, date, greeting, introduction, body, ending, closing, signature.</i>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Draw a big rectangle on the board and guide learners to put the headings for the different sections of a letter in the correct part of the rectangle on the board.</p> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="text-align: right;">Address Date</p> <p>Greeting Dear Aunt or Uncle</p> <p>Introduction I hope you are well/I need to ask you for some help</p> <p>Body I am trying to study very hard but I don't have any books / Do you have any books I could borrow or could you send me some.</p> <p>Ending I am looking forward to seeing you soon.</p> <p>Closing Yours best wishes</p> </div> <p>Brainstorm learners to share some ideas for the letter.</p> <p>Guide learners in pairs/groups to use the ideas shared to write their first draft. Walk around and check.</p> <p>Have learners to copy the letter into their workbooks.</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Ask: Do you think your aunt or uncle would be happy to get a letter like this? Listen to learners' answers.</p> <p>Ask: Do you think they would send you the books? What kind of books would you ask for? Listen to learners' answers.</p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p>	
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>	

Date: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences.	Lesson: 1 of 1
Performance Indicator: Learners can Interpret text showing personal responses with textual evidences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 11		
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	Engage learners to read a variety of texts discussing the main ideas. Learners to identify how a writer's choice of words and intentions contribute to meaning. Have learners to differentiate viewpoints with textual evidence. Let learners examine the impact of different viewpoints and how these contribute to meaning. <u>Assessment</u> Penny arrived early at the Johnson's because it was her first time to sit for their little girl, Lori. Lori looked at Penny. Lori was very petite. Her blond hair was pulled back into two ponytails, and her bright smile made even her freckles sparkle. Lori asked Penny to play dolls with her. 1. What can we know about Lori from reading the paragraph above?	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.	

Date: 24 th JUNE, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Elements Of Written Literature
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. Analyze the elements of written literature (Poetry)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 35-36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Read aloud and distinguish between the types of poetry by function paying attention to the rhythmic variations</p> <p><i>Dirges: a brief hymn or song of lamentation and grief, it was typically composed to be performed at a funeral.</i></p> <p><i>Lullabies: it is a song or folk poem meant to help a child fall asleep. They are usually sung or chant at bedtime ,</i></p> <p>War and Praise songs: <i>War songs is a musical composition that relates to war, or a society's attitudes towards war. While a praise song is a series of laudatory epithets applied to gods, men, animals, plants and towns that capture the essence of the object being praised.</i></p> <p>Discuss the cultural and social significance of the poems.</p> <p>Write and recite poems (African poems such as dirges, lullabies, war and praise songs).</p> <p>Have learners listen to dirges, lullabies, war and praise songs and analyze them.</p> <p>Engage learners to write own simple dirges, lullabies, war and praise songs.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
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>	