

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 8

Date: 1 st JULY, 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 Distinguish elements of a sentence	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>Revise with learners on the different kinds of sentences and how they are formed.</p> <p>Using examples, introduce learners to the elements of sentences.</p> <p>The five-sentence elements are subject, verb, object, complement, and adjunct (SVOCA).</p> <p>The subject is the performer of an action or the agent of the verb. It is usually at the beginning of a sentence, and it is generated by a noun or any of its equivalents, such as a pronoun, a noun phrase, or a noun clause. A verb shows the proposition conveyed in a sentence in terms of action, state or process. The verb of a sentence can be generated by one to as many as six verbs, as illustrated below: Example:</p> <ul style="list-style-type: none"> Jesus (subject) wept (verb). The child (subject) could have been being beaten (verb). <p>The object deals with any noun or its equivalent that receives the action of a transitive verb. A verb is transitive when its action is transferred to something or someone.</p> <ul style="list-style-type: none"> Kunle (subject) killed (verb) the goat (object). <p>Moving on, the object could be direct or indirect. The direct object is the direct sufferer of the action of a verb, and it is</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>usually an inanimate noun, while the indirect object is usually an animate noun that serves as the recipient/receiver of the direct object:</p> <ul style="list-style-type: none"> • The man (subject) gave (verb) his friend (indirect object) a book (direct object). <p>The complement is the element of a sentence that tells more about the subject or the object. As the name implies, it completes the meaning of a subject or an object. The complement can be a noun or its equivalent, or an adjective, as illustrated below:</p> <ul style="list-style-type: none"> • Dr GAB (subject) is (verb) a teacher (subject complement). • My students (subject) are (verb) very diligent (subject complement). • We (subject) made (verb) Titi (object) our leader (object complement). • The children (subject) found (verb) the game (object) quite interesting (object complement). <p>Let learners note that there has to be an object in a sentence before there can be an object complement. This is because the object complement talks more about the object, just as the subject complement completes the meaning of the subject. In the examples cited above, 'our leader' refers to the object, 'Titi', whereas 'quite interesting' describes the object, 'game'. This is why they are labeled object complements.</p> <p>The last of the elements of a sentence is the adjunct. The adjunct gives circumstantial information about time, place, reason, purpose, condition, concession, degree, manner, frequency, and whatnot.</p> <p>Examples of sentences with adjuncts are shown below:</p> <ul style="list-style-type: none"> • Femi (subject) lives (verb) there (an adjunct of place). • They (subject) arrived (verb) now (an adjunct of time). • The boys (subject) moved (verb) quietly (an adjunct of manner). <p>Having established that, it is essential to affirm that adjuncts exhibit three major characteristics, namely mobility, multiplicity, and inversion. Mobility implies that an adjunct can move from one part of a sentence to another, as evidenced in the sentences below:</p> <ul style="list-style-type: none"> • Yesterday, I saw Mary. • I saw Mary yesterday. <p>Multiplicity implies that a clause can have one or more adjuncts, as depicted in the accompanying example sentence:</p> <ul style="list-style-type: none"> • Soon (adjunct 1), the man (subject) will declare (verb) his intention (object) publicly (adjunct 2). <p>Inversion involves the use of adjuncts to change the structural form of a sentence. For instance, an adjunct can</p>	
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	<p>be used to change a declarative sentence (statement) to an interrogative sentence (question):</p> <ul style="list-style-type: none"> • Kunle (subject) stays (verb) here (adjunct).—statement • Where (adjunct) does (verb) Kunle (subject) stay (verb)?—question 	
<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>	

Date: 1 st JULY, 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.		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Example: <i>address, date, greeting, introduction, body, ending, closing, signature.</i></p> <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: 1 st JULY, 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> A medal was given to Mrs. Garcia for bravery. While going shopping, Mrs. Garcia had seen a house on fire. She could hear someone screaming. Mrs. Garcia rushed into the house even though it was on fire and full of smoke. A few minutes later, she came out carrying a young boy. How did Mrs. Garcia know there was someone inside the house? A She knew he was always at home. B Someone told her. C She saw him. D She could hear him screaming	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: 1 st JULY, 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 (drama)	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>Brainstorm learners for the meaning of drama as used in literature.</p> <p><i>In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialog (either prose or poetry). Dramas can be performed on stage, on film, or the radio. Dramas are typically called plays, and their creators are known as “playwrights” or “dramatists”</i></p> <p>Have learners discuss the types of drama.</p> <p><u>Comedy</u>: Lighter in tone, comedies are intended to make the audience laugh and usually come to a happy ending.</p> <p><u>Tragedy</u>: Based on darker themes, tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way.</p> <p><u>Opera</u>: This versatile genre of drama combines theater, dialogue, music, and dance to tell grand stories of tragedy or comedy. Since characters express their feelings and intentions through song rather than dialogue, performers must be both skilled actors and singers.</p> <p>Guide learners to identify and describe the plot, setting, characters in a dram.</p> <p>Let learners listen or watch different dramas and compare plot, setting and characters between two texts.</p> <p>Engage learners to compose and act out a simple drama.</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>	