

# SECOND TERM LESSON NOTES

## WEEKLY LESSON PLAN – B7

### WEEK 3

<b>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Oral Language
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text
		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can share opinions from a level-appropriate text.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 5-6		
<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>	Have learners listen to and write key points from texts/speeches/presentations. <b>Example:</b> <i>The Hindenburg was an airship that was 804 feet (245 m) long. Airships are much more interesting than boats. Airships fly in the sky. In 1937 the Hindenburg was starting to land but blew up, killing and injuring many people</i> <i>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</i>  1. Which states an opinion? a. Airships fly in the sky. b. The Hindenburg blew up, killing and injuring many people. c. The Hindenburg was an airship that was 804 feet (245 m) long. d. Airships are much more interesting than boats.  Put learners into groups to express personal opinions about details of texts  Guide learners to discuss key points identified and share opinions.  <u>Assessment</u> During the 1770s, America worked to gain independence from the British. Many struggles happened as a result.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>The British passed a law in 1765 that required legal papers and other items to have a tax stamp. It was called the Stamp Act. Colonists were forced to pay a fee for the stamp. Secret groups began to work against the requirement of the tax stamp. The law was finally taken away in 1766.</p> <p>In 1767, the British passed the Townshend Acts. These acts forced people to pay fees for many items, such as tea, paper, glass, lead, and paint. This wasn't fair.</p> <p>Colonists were furious. On December 16, 1773, they tossed 342 chests of tea over the sides of ships in Boston Harbor. This was later called the Boston tea party. Colonists had shown that they would not accept these laws.</p> <ol style="list-style-type: none"> <li>1. Which of the following from the story states an opinion? <ol style="list-style-type: none"> <li>a. The British passed a law in 1765 that required legal papers and other items to have a tax stamp.</li> <li>b. The law was finally taken away in 1766.</li> <li>c. This was later called the Boston tea party.</li> <li>d. This wasn't fair.</li> </ol> </li> <li>2. What caused the colonists to throw 342 chests of tea into Boston Harbor? <ol style="list-style-type: none"> <li>a. They were angry about the Townshend Acts.</li> <li>b. They wanted to make a big pot of tea.</li> <li>c. The tea was bad.</li> <li>d. They were angry because of the Stamp Act.</li> </ol> </li> </ol>	
<p><b>PHASE 3: 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>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Prepositions
<b>Content Standard:</b> B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	<b>Indicator:</b> B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can demonstrate command of the use of prepositions in daily conversation.	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References:</b> English Language Curriculum Pg. 15		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise prepositions such as those that convey meanings of position, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc.</p> <p><b>E.g.:</b> <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i></p> <p>Let learners use complex prepositions to express:</p> <ul style="list-style-type: none"> <li>• Place - e.g. near/close to, in front of, out of, far from, by the side of, etc.</li> <li>• Time - e.g. in time of, about to, during the course of, at noon, for one week, etc.</li> <li>• Reason - e.g. due to, because of, on account of, as a result of, etc.</li> <li>• Concession - e.g. in spite of, apart from etc.</li> </ul> <p><b>Assessment</b> Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<ul style="list-style-type: none"> <li>ii. There's a wooden floor <u>underneath</u> the carpet.</li> <li>iii. School starts <u>at</u> nine o'clock.</li> <li>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</li> <li>v. A girl went <u>past</u> them <u>on</u> a bike.</li> <li>vi. This road leads <u>away from</u> the stadium.</li> <li>vii. You should eat fruit <u>instead of</u> candy.</li> <li>viii. Dad is coming to the theater with us <u>instead of</u> Mom.</li> <li>ix. I made this bookmark <u>for</u> Mom.</li> </ul>	
<p><b>PHASE 3: 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>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Academic Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations	<b>Indicator:</b> B7.4.2.2.3. Take notes for academic and other purposes	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can write short paragraphs to describe incidents.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 29		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups</p> <p>Do a presentation and guide learners to take notes for academic and other purposes.</p> <p>Have learners write notes while listening to the teacher.</p> <p>Learners to identify and record:</p> <ul style="list-style-type: none"> <li>o source information (title, author, date etc.)</li> <li>o headings to help you identify the key topics</li> <li>o key points, examples, names, new ideas</li> <li>o triggers to make your notes more memorable – such as mnemonics, color or drawings.</li> <li>o further reading and ideas to follow up later.</li> </ul> <p>Guide learners to identify and select key ideas.</p> <p>Let learners organize ideas from the information gathered and make connections.</p> <p>Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Record/represent writing in a flow chart, illustrations and notes in other media including ICT.	
<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>Date:</b> 27 <sup>th</sup> MAY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.2: Read, comprehend and interpret texts	<b>Indicator:</b> B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can make opinions and state facts for text read.	<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
<b>References:</b> English Language Curriculum Pg. 9		
<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>	Write out essential questions.  Read the text.  Let learners make connections between texts and personal experiences.  Have learners research or make inferences and share opinions on biases and facts in texts. Example: <i>By actually fishing for and catching other fish, the anglerfish grows to be almost four feet long. It lies quietly in mud at the bottom of the water. Three wormlike “fingers” on the top of its head attract other fish. When the fish come close, the anglerfish gets its meal. If fishing is slow, the anglerfish may rise to the surface and swallow ducks, loons, or even geese.</i>  1. From this passage, what can you conclude about anglerfish? a. Anglerfish prefer fish to other animals. b. They have worms growing out of their heads. c. Birds often eat anglerfish. d. They always remain at the bottom of the water.  Guide learners to distinguish between facts and opinions in a range of non-fiction texts.  Have learners to interpret the different attitudes exhibited by the choice of words in texts to support understanding.  <b>Assessment</b>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>The shellfish shrimp is a popular food. Shrimp are found in both fresh and salt water. Most shrimp have five pairs of thin front legs and five pairs of back legs. The front legs are used for walking and the back legs for swimming. Unlike most animals, if a shrimp damages or loses a leg, it can grow a new one.</p> <p>I. Which sentence below is an opinion, not a fact?</p> <ol style="list-style-type: none"> <li>a. Shrimp can grow new legs.</li> <li>b. Shrimp live in fresh and salt water.</li> <li>c. Shrimp prefer to walk, not swim.</li> <li>d. Shrimp have five pairs of front legs.</li> </ol>	
<p><b>PHASE 3: 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>	