

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 6

Date: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Determiners
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.	Indicator: B7.3.1.1.8. Identify and use determiners in speaking and texts	Lesson:
Performance Indicator: Learners can identify and use various types of determiners 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. 15		
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	<p style="text-align: center;"><u>Introduction</u></p> <p>Introduce learners to demonstrative determiners through conversation.</p> <p>Ask learners what demonstrative determiners are. If learners do not know, write a sentence from the story on the board. The words this, that, these and those are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called demonstrative determiners.</p> <p>Guide learners to use <u>this</u> and <u>these</u> to talk about things and people that are near you. Examples:</p> <ul style="list-style-type: none"> • Who lives in <u>this</u> house? • <u>These</u> trousers are too short. <p>Let learners use that and those to talk about things that are farther away from you. Example:</p> <ul style="list-style-type: none"> • Who is <u>that</u> man talking to Dad? • <u>Those</u> people are from Africa. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Guide learners to use the quantifying, interrogative and possessive determiners.</p> <p>Words such as many, much, few, both and several tell about quantity without giving an exact number. They are called <u>quantifying determiners</u>. Example: A <u>few</u> children are absent today.</p> <p>The words what, which and whose are used before nouns to ask questions. Interrogative determiners appear just before nouns. Example: <u>Which</u> boy is your brother?</p> <p>The words my, your, his, her, its, our and there are used before nouns to show ownership. They are called possessive determiners. Examples: I gave <u>my</u> sandwich to John</p> <p style="text-align: center;"><u>Practice</u></p> <p>Have learners to identify and use the quantifying, interrogative and possessive determiners in sentences.</p> <p>Drill learners to use the different types of determiners.</p> <p>Ask them to look for other words that are acting like determiners in the story and have them use them in sentences.</p> <p><u>Assessment</u></p> <p>Underline the determiners in each sentences.</p> <ul style="list-style-type: none"> • Alan crashed his bike into a wall. • Mrs. Park keeps her house very clean. • The dog was licking its paws. • I need another pencil. • He likes every child in the class. • Each house is painted a different color. • Several friends went with me. • I have fewer CDs than you. • Both brothers have dark hair. • How much is that dress? • These apples look fresh but those apples look rotten. 	
<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: 17 th JUNE, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Writing Notice/Posters
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.4. Design notices and posters for different purposes and audiences	Lesson:
Performance Indicator: Learners can design posters for different purposes and audiences.	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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	<p style="text-align: center;"><u>Pre-writing Stage</u></p> <p>Guide learners to analyze the structure and language features of writing a poster.</p> <p>Learners to discuss the purpose of the poster, the target audience and context.</p> <p>Have learners to select relevant information for the theme and identify main ideas and supporting detail of the poster.</p> <p style="text-align: center;"><u>Writing Stage</u></p> <p>Guide learners to write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</p> <p style="text-align: center;"><u>Post-writing Stage</u></p> <p>Let learners Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).</p> <p>Record/represent writing in a flow chart and illustrations and other design packages including ICT.</p>	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: 17 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> Village life is changing because young people are leaving the village and heading to the city. There are four main reasons why young people leave villages. Firstly, they move because they can earn more money for their families in urban areas. The second reason they leave is that there are limited jobs or opportunities for them in villages. There are more career opportunities in the towns and cities. The next reason for leaving is that some young people think village life is dull and that they will have more exciting lives in a metropolis. The fourth and final reason is that in the cities it is easier to find facilities such as schools, hospitals, shopping malls, restaurants and entertainment and some people like these things. The problem is that although city life can be interesting and fun, it can also be very expensive, lonely and unhealthy. The sense of community in the village is stronger and there is no pollution from exhaust fumes and industry.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none">a. Find two more words for 'city'.b. Find a word which means 'dirty air'.c. Find a word which means 'all the places we need in everyday life'.d. Find a word which means to 'go in the direction of'.e. Find a word which means 'fun'.	
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: 17 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)
Performance Indicator: Learners can analyze the elements of written literature		Lesson: 1 of 1
		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>	