

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 10

Date: 15 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Clauses
Content Standard: B7.3.1.4: Apply knowledge of clauses in communication	Indicator: B7.3.1.4.1. Use dependent and independent clauses appropriately in speaking and writing	Lesson: 1 of 2
Performance Indicator: Learners can use dependent and independent clauses appropriately in speaking and writing		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 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>Brainstorm learners for meaning of clause. A clause is a group of words containing a subject and verb.</p> <p>Learners to explain the types of clauses. An independent clause is a simple sentence. It can stand on its own. Examples: <i>She is hungry</i> <i>I am feeling well today.</i></p> <p>A dependent clause cannot stand on its own. It needs an independent clause to complete a sentence. Dependent clauses often begin with such words as although, since, if, when, and because. Examples: <i>Although she is hungry</i> <i>Whoever is hungry ...</i> <i>Because I am feeling well ..</i></p> <p>Guide learners to recognize sentences as independent and dependent clauses in texts. E.g. We danced at the party all night long.</p> <p>Have learners to construct sentences by combining dependent and independent clauses.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><u>Assessment</u></p> <p>Underline the independent clause once and the dependent clause twice in each sentence below.</p> <p>Example A: On the way to work, John ate his food in the car. Answer: <u>On the way to work</u>, <u>John ate his food in the car</u>.</p> <ol style="list-style-type: none"> 1. As time went by, my dad gave me more good advice. 2. Under the bridge, I looked for my lost wallet. 3. After the race, we went to go eat hamburgers. 4. In a small town, we were brought up with good manners. 5. Near the end, I decided to take it easy. 6. Again and again, the people were not prepared for the earthquake. 7. A short while later, the man arrived on time. 8. For the first time, I did not feel stressed out. 9. By the roadside, I waited for my ride to pick me up. 	
<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: 15 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Narrative Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.1.1 Write personal narratives in the simple past tense	Lesson: 1 of 1
Performance Indicator: Learners can develop the outline and first paragraph of a composition on a given topic in the simple past tense.	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 26		
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 features of narrative writing.</p> <ul style="list-style-type: none"> • A narrative composition is normally written in the past tense and must have a title at the top of the paper. • Note: If the title is written in lower case letters, underline it. If it is written in upper case letters, do not underline it. • A narrative composition must be written in paragraphs. The paragraphs must be well developed and well linked. • The first paragraph is the introductory paragraph. It must state the purpose of the composition and must be interesting. • The introductory paragraph of any composition is where you will capture your reader's attention. The opening paragraph should invite the reader into the text and make the purpose of your composition clear. <p>Point to the example introductory paragraph on the board.</p> <p><i>Before our outing to the beach, we <u>prepared</u> for every possibility except one. One Monday, Jeneba <u>packed</u> the plates, spoons and mats. Then, she <u>reminded</u> Musa to bring the musical set. On Thursday, Hawa <u>brought</u> water and together we <u>packed</u> enough food for all of us. The only thing we were not <u>prepared</u> for <u>was</u> the rain</i></p> <p>Read the paragraph to learners. Ask them to listen and follow along. Read slowly, clearly and with expression to make the paragraph interesting.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Guide learners to identify all of the past tense verbs in the paragraph. Underline the first past tense verb used in the paragraph as an example.</p> <p>Move around the classroom to make sure pupils understand and are doing the task.</p> <p>Guide learners to use the example to write and develop the first paragraph of a narrative composition about an accident they witnessed on their way to school one morning.</p> <p>If you did see an accident on your way to school one morning you are welcome to write about that. Otherwise, use your imagination, be creative and create your own story.</p> <p>Guide learners to plan their write up considering the following questions; <i>What do you want to say?</i> <i>What kind of an accident did you see?</i> <i>Where were you?</i></p> <p>Move around the classroom to make sure learners understand and are doing the task. If they are struggling, invite them to work in pairs.</p> <p>Invite 2-3 learners to read their paragraph to the class.</p>	
<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: 15 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	Lesson: 1 of 1
Performance Indicator: <ul style="list-style-type: none"> Learners can read silently. Learners can answer factual and inferential questions. Learners can use new words in sentences 		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	<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>Write new words, phrases and expressions from the passage on the board.</p> <p>Read the passage to learners as they follow along. Read slowly, clearly and with expression to make it interesting.</p> <p>Write and read the comprehension questions to guide learners reading.</p> <p>Have learners read the passage silently and work in pairs to discuss the answers to the comprehension questions.</p> <p>Discuss some of their answers with them. Let them quote and make inferential reference to their answers.</p> <p>Read the passage aloud to learners again, emphasizing the underlined new words.</p> <p>Have learners work in pairs and look at the underlined vocabulary words. Learners infer meaning by looking at the words around them.</p> <p>Example:</p> <ol style="list-style-type: none"> trash – rubbish litter (noun) – rubbish/untidy things left lying about litter (verb) – make a place untidy with rubbish discard – throw away an unwanted thing <p>Engage learners to form sentences with the new words in their workbooks.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.</p> <p><u>Assessment</u> Have you noticed how much litter there is nowadays? Walk down almost any street, and you will see trash. Visit any beach, and you will see litter. Major highways are littered with discarded paper, trash bags and bottles. Litter seems to be everywhere.</p> <p>Now, I really do not think most people mean to litter. They probably think that a piece of paper, orange peels, their gum wrapper and other things they drop are small things. After all, no one will notice the one thing they threw away. But when you put all these small amounts of litter together, you have a lot of trash. Clearly, we need to do something differently. People’s habits need to be changed. They need to find the nearest receptacle and drop their trash in it and not on the ground.</p> <p>What we need is a national effort to stop people from littering. I know there are laws against littering and fines for those who are caught. But have you ever seen anyone get a ticket for throwing an empty water sachet out of a car? What we need is a more aggressive programme for giving tickets to people who break litter laws.</p> <p>We need to instil good habits early to stop people from being so casual about litter. In fact, we should mandate that every school teach about the problems caused by littering. It would also help if schools would establish rules prohibiting littering on school grounds to reinforce this teaching in the classroom. It’s time to act now before we are buried in trash.</p> <p>a. What are 2 places, according to the passage, where trash can be found? b. What 3 things are littered on major highways? c. How do you think people end up having a lot of trash? d. According to the author, what are 2 important things that should be done to correct the problem?</p>	
<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: 15 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size:	Sub Strand: Reading of Poems
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B7.5.1.1.2. read fluently with appropriate voice modulation	Lesson: 1 of 1
Performance Indicator: Learners can read fluently with appropriate voice modulation		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>Revise with learners the meaning of stressing and rhythm in literature.</p> <p style="padding-left: 40px;">Stress - To give importance to words. Rhythm - A repeated sound pattern.</p> <p>Write a sample poem on the board. Read it aloud as learners listen.</p> <p>Read each verse and have learners identify the stressed words.</p> <p>Model the poem by reading it line by line. Ask learners to repeat each line after you. Make sure you stress the important words and pause or continue so that learners can copy you. Make sure you put some extra stress on the rhyming words.</p> <p>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.</p> <p>After some time, invite some of the pairs to come to the front of the class and read the poem.</p> <p><u>Assessment</u> I <u>shot</u> an <u>arrow</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>; <u>For</u>, so <u>swiftly</u> it <u>flew</u>, the <u>sight</u> Could not <u>follow</u> in its <u>flight</u>.</p> <p>I <u>breathed</u> a <u>song</u> into the <u>air</u>, It <u>fell</u> to <u>earth</u>, I <u>knew</u> not <u>where</u>;</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	For who has <u>sight</u> so <u>keen</u> and <u>strong</u> , That it can <u>follow</u> the <u>flight</u> of <u>song</u> ? a. Identify five rhyming words in the poem.	
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.	