

# SECOND TERM LESSON NOTES

## WEEKLY LESSON PLAN – B7

### WEEK 11

<b>Date:</b> 22 <sup>nd</sup> JULY, 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> Conditional sentences
<b>Content Standard:</b> B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	<b>Indicator:</b> B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use conditional sentences in communication		<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. 18		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on clauses, types and use them in sentences.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce conditional sentences in context: Conditional sentences are made up of two parts: The subordinate or dependent clause (if clause) and the main clause. e.g. If it rains, we shall plant the vegetables.</p> <p>Explain the structure of the conditional sentences (clause types).</p> <p>Have learners give examples of conditional sentences.</p> <p>Draw attention to the changes in meaning in the three types.</p> <p>Read/tell/play a passage containing Conditional Type 1 sentences. Change the sentences into Types 2 and 3.</p> <p>Students to come out with the meaning of the sentences.</p> <p>Present conditional: If she comes, I will tell her (It's possible she will come).</p> <p>Past conditional:</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	If she came, I would tell her (It's remotely possible that she will come. It's uncertain that she will come).	
<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> 22 <sup>nd</sup> JULY, 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> Article Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations	<b>Indicator:</b> B7.4.2.2.5. Write articles on given issues for publication in class and club magazines.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write articles on given issues for publication in class and club magazines.		<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. 26		
<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>	Read sample articles from magazines/newspapers to pupils and discuss the features of the articles.  Select a topic of interest to the pupils and discuss it with them.  Guide students to plan and write an article on the topic in small groups.  Have learners write, using a variety of strategies and a wide range of print and electronic resources.  Sort and classify ideas and information for writing a variety of articles.  Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighborhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine).	Word cards, sentence cards, letter cards, handwriting on a manila card
<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> 22 <sup>nd</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	<b>Indicator:</b> B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can read silently.</li> <li>Learners can answer factual and inferential questions.</li> <li>Learners can use new words in sentences</li> </ul>		<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. 11		

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>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>Engage learners to form sentences with the new words in their workbooks.</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></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>One hot day in summer a fox was walking through a village. He was very hungry and tired. He saw some grapes just ready to eat on a vine way up on a high wall. 'Perfect! This is what I need,' he said. He walked back a few steps, looked at the grapes, then ran and jumped up high, but he just missed them. Turning round again, he walked far back then ran and jumped up as high as he could, but he still could not get the grapes. Again and again he tried to get the delicious grapes, but at last had to give up. He could not get them. He walked away with his nose in the air, saying: 'I am sure they are sour and not good to eat anyways.'</p> <p>a) What was the weather like?  b) Where was the fox?  c) How did he try to get the grapes the first time?  d) How did he try to get the grapes the second time?  e) Why do you think the fox didn't want the grapes in the end?  f) What did the fox say about the grapes at the end of the story?</p>	
<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> 22 <sup>nd</sup> JULY, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Reading of Poems
<b>Content Standard:</b> B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B7.5.1.1.2. read fluently with appropriate voice modulation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read fluently with appropriate voice modulation		<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. 35-36		

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 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.	
<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.	