

SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 12

Date: 29 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Conditional sentences
Content Standard: B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	Indicator: B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result	Lesson: 1 of 1
Performance Indicator: Learners can use conditional sentences in communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on clauses, types and use them in sentences.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<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).	
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: 29 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Article Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.5. Write articles on given issues for publication in class and club magazines.	Lesson: 1 of 1
Performance Indicator: Learners can write articles on given issues for publication in class and club magazines.		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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	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
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: 29 th JULY, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Reading
Class: B7	Class Size:	Sub Strand: Summarizing
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing	Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts.	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	Read a variety of passages and identify the main ideas. Guide learners to analyze and decide what is important. Restate or map out the gist/main idea and key details. Put up a defense for the choice/ answer. Restate the main ideas in own words. <u>Assessment</u> The experts are not always right. They advised the big mining companies to pass up the Cripple Creek region. They claimed that no gold could be found there. It was left up to local prospectors to uncover the incredible wealth of Cripple Creek. More than \$400 million worth of ore was found in this area that experts ignored. 1. What is the paragraph mainly about?	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: 29 th JULY, 2022		DAY:	Subject: English Language
Duration:		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	Lesson: 1 of 1
Performance Indicator: Learners can share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 6-7			
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	Have learners listen to teacher-read texts or video/audio recording on familiar topics. Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points: o intent or purpose of the message (e.g. to inform, persuade, instruct); o the speaker’s enthusiasm and passion for the topic; o main idea (s) and supporting points. Encourage learners to practice constructing meaning from the texts or play In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard. Put learners into groups to express personal opinions about details of texts. <u>Assessment</u> The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>rings, as well as rings in many other areas of the body.</p> <ol style="list-style-type: none">1. What is the paragraph mainly about?2. In about two to three sentences, summarize the text.	
<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>	