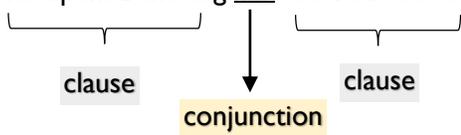


SECOND TERM LESSON NOTES

WEEKLY LESSON PLAN – B7

WEEK 9

Date: 8 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Compound sentences
Content Standard: B7.3.1.2: Demonstrate command of structural and functional use of sentences	Indicator: B7.3.1.3.1. Demonstrate command and use of compound sentences	Lesson: 1 of 2
Performance Indicator: Learners can demonstrate command and use of compound sentences.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 16-17		
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>Tell learners a short story to introduce topic.</p> <p>Elicit prior knowledge and engage interest by asking learners questions based on the story.</p> <p>Ask learners what compound sentences are. <i>A compound sentence contains two clauses joined by a conjunction such as and, or, but or so..</i></p> <p>If learners do not know, write a sentence from the story on the board. Underline the <u>clauses</u> and <u>conjunctions</u> and ask learners what it refers to. Example:</p> <ul style="list-style-type: none"> She opened the bag <u>and</u> took out a book  <ul style="list-style-type: none"> Do you want coffee or would you prefer lemonade? Some people are always happy and some people are always sad <p>Guide learners to understand that compound sentences contain two independent clauses.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Using examples, guide learners to construct independent clauses. E.g. Kofi arrived late. He missed the exam.</p> <p>Ask them to look for other sentences that are acting like independent clauses in the story.</p> <p>Guide learners to join two or more independent clauses to form compound sentences using coordinating conjunctions (and, but, or, so, etc.)</p> <p><u>Assessment</u> Combine each pair of sentences.</p> <ol style="list-style-type: none"> 1. She did not go to the park. It was too late in the evening. 2. They arrived early at the show. They had great seats. 3. My family has never been to Washington. We have seen Boston. 4. I really like chocolate cake. I am too full for dessert. 5. We could start the movie now. We could wait for Julia to arrive. 6. I am allergic to cats. I love to pet them. 7. They moved their toys to the side. They had room for the race track. 8. You cannot go outside. It started to rain. 9. She does not play the piano. She does play the flute. 10. The cake is dry. The caramel sauce is good. 	
<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: 8 th JULY, 2022	DAY:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations	Indicator: B7.4.2.2.2 Compose formal writing on given topics using appropriate format	Lesson:
Performance Indicator: Learners can write semi-formal letters on given topics using appropriate format		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	<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>Guide learners to use the template of a semi informal letter to write more letters.</p> <p>Ask learners what other topics they could like to write about? Example: asking a family member for help; asking for advice; writing to your penpal/friend.</p> <p>Write some pupils' ideas on the board and discuss with them.</p> <p>Give learners time to write. Move around the classroom and make sure they understand and are doing the task. If they are struggling, invite them to work in pairs.</p> <p>Take note of 2-3 common mistakes in learners' letters. Write the mistakes on the board.</p> <p>Ask learners to help you correct the mistakes on the board.</p> <p>Tell learners to check their own writing for similar mistakes. Now let learners write the final draft of their letters.</p> <p>Ask pupils to work in pairs to share and compare their letters.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Invite as many pupils as possible to tell the class who they wrote to and why.	
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: 8 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: 8 th JULY, 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 (drama)
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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners for the meaning of drama as used in literature. <i>In literature, a drama is the portrayal of fictional or non-fictional events through the performance of written dialog (either prose or poetry). Dramas can be performed on stage, on film, or the radio. Dramas are typically called plays, and their creators are known as “playwrights” or “dramatists</i> Have learners discuss the types of drama. <i>Comedy: Lighter in tone, comedies are intended to make the audience laugh and usually come to a happy ending.</i> <i>Tragedy: Based on darker themes, tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way.</i> <i>Opera: This versatile genre of drama combines theater, dialogue, music, and dance to tell grand stories of tragedy or comedy. Since characters express their feelings and intentions through song rather than dialogue, performers must be both skilled actors and singers.</i> Guide learners to identify and describe the plot, setting, characters in a dram. Let learners listen or watch different dramas and compare plot, setting and characters between two texts. Engage learners to compose and act out a simple drama.	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.	