

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 3

Week Ending: 30 th SEPT, 2022	Period:	Subject: English Language												
Duration:		Strand: Oral Language												
Class: B7	Class Size:	Sub Strand: Short vowel												
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context		Lesson: 1 of 1										
Performance Indicator: Learners can pronounce and spell words with vowel sounds			Core Competencies: Communication and Collaboration, Personal Development											
Reference : English Language Pg. 6														
Phase/Duration	Learners Activities	Resources												
PHASE 1: STARTER	<p>Have learners say or sing the alphabet song.</p> <p>Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels)</p> <p>Recap with learners to find out they already know about vowels.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>													
PHASE 2: NEW LEARNING	<p>Brainstorm the meaning of vowels from learners. <i>A vowel is a syllabic speech sound pronounced without any stricture in the vocal tract.</i></p> <p>Write the letters of the alphabet on the board or cardboard.</p> <p>Let learners identify all the vowel sounds in the alphabet. Example: a, e, o, i, u</p> <p>Draw the following table on the board.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Short a</td> <td style="padding: 2px;">Short e</td> <td style="padding: 2px;">Short o</td> <td style="padding: 2px;">Short i</td> <td style="padding: 2px;">Short u</td> </tr> <tr> <td style="padding: 2px;">Apple</td> <td style="padding: 2px;">Egg</td> <td style="padding: 2px;">Ink</td> <td style="padding: 2px;">Orange</td> <td style="padding: 2px;">umbrella</td> </tr> </table> <p>Now pronounce these vowels and ask learners to tell some words that start with these vowels. Example: 'a' in apple.</p> <p>Write 'apple' in "a" column and ask them to add more words.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p>	Short a	Short e	Short o	Short i	Short u	Apple	Egg	Ink	Orange	umbrella	Word cards, sentence cards, letter cards, handwriting on a manila card		
Short a	Short e	Short o	Short i	Short u										
Apple	Egg	Ink	Orange	umbrella										

	<p>Engage learners to say these tongue twisters to aid them pronounce words with vowel sounds. Example: “A <i>big brown bat bit a big blue bug and made the big blue bug bleed</i>”</p> <p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is a vowel sound? 2. List 10 words that contain a vowel sound. 	
<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>	

Week Ending: 30 th SEPT, 2022	DAY:	Subject: English Language
Duration: 60MINS		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Reported speech
Content Standard: B7.3.1.6: Demonstrate mastery of use of active and passive voice	Indicator: B7.3.1.6.2. Demonstrate use and command of reported speech	Lesson: 1 of 1
Performance Indicator: Learners can use passive sentences for a range of functions		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the direct speech with several examples of sentences. E.g. “We saw an eagle,” said Aba. “Esi is tired,” said Mum. “Joe has become rich,” said Atongo.</p> <p>Lead learners, with examples, to change direct speech into reported speech by:</p> <p>i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that..... c. Atongo said that.....</p> <p>ii. Introducing “that” and completing the sentences. E.g. a. Aba said that they had seen an eagle.</p> <p>iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired.</p> <p>Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time</p> <p><u>Assessment</u> Learners in groups compose news reports.</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. <u>Homework</u> Learners in groups compose news reports .	
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Week Ending: 30 th SEPT, 2022	Period:	Subject: English Language	
Duration:		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 summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal	
Reference : English Language Pg. 11			
Keywords: Summarize, important information, main ideas			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners in a conversation. E.g.,</p> <ol style="list-style-type: none"> 1. <i>how did you spend your christmas holidays?</i> 2. <i>Is it more fun than being at school?</i> <p>Explain to learners that when you are telling your colleagues how you spent your holidays, you don't say everything and you don't tell them what happened every minute. - rather you give a summary and you share the most important information.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 2: NEW LEARNING	<p>Read a story as learners listen and pay attention to the important parts.</p> <p>Read the story and have learners follow along.</p> <p>After reading, ask learners questions about the story to bring out the most important parts.</p> <p>Have learners read a variety of passages/story and identify the main ideas in it.</p> <p>Guide learners to analyze and decide what is important.</p> <ul style="list-style-type: none"> o <i>Do not write the same words as the author.</i> o <i>Think and write in your own words.</i> o <i>Ask, "What is the whole write up about?"</i> <p>Restate or map out the gist/main idea and key details. Restate the main ideas in own words.</p>		

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.	
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Week Ending: 30 th SEPT, 2022	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size: 35	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
Performance Indicator: Learners can 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
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	Introduce learners to their reading material, cockcrow. Allow learners to glance through and analyze it carefully. What is the title of the book? What stories does the book contain? Are the stories drama, narrative, poetry or prose? Put learners into groups for them to read. Turn your books to <i>Debbie, Sandy and Pepe</i> . Model the poem by reading it line by line. Ask learners to follow as you read. Make sure you stress the important words and pause often to see if learners are following. Make sure you put some extra stress on the rhyming words. 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. <u>Assessment</u> After some time, invite some of the pairs to come to the front of the class and read the poem.	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. <u>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence.	