

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 4

Week Ending: 7 th OCT, 2022	Period:	Subject: English Language	
Duration: 60 MINS		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Long vowels	
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 (long 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>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>Revise with learners on the meaning of a vowel.</p> <p>Mention and write some words on the board and guide learners to identify vowels in the words.</p> <p>Review learners understanding in using short vowels in writing.</p> <p>Introduce learners to the usage of long vowels.</p> <p>Demonstrate to learners how each of the long vowels are formed. Example: <i>The letter 'a' can make a long sound, as in cake, when it is followed by a consonant and silent e. Sometimes, this pattern is called VCe. That stands for Vowel + Consonant + Silent e.</i></p> <p>Have learners to produce the vowel sounds in their local language. e.g. /a/, /e/, /ɛ/, and give more examples on long vowel sounds.</p> <p>In groups, students listen and repeat the sounds of vowels one after the other.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Guide learners to pronounce vowel sounds correctly in connected speech.</p> <p><u>Assessment</u></p> <p>I. Students to list the vowel sounds of the letters of the alphabet.</p> <p>I. Students to identify vowel sounds in given words</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>	

Week Ending: 7 th OCT, 2022	DAY:	Subject: English Language
Duration: 60 MINS		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 demonstrate use and command of reported speech		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 18		

Phase/Duration	Learners Activities	Resources														
PHASE 1: STARTER	<p>What were you and your friend talking about before the class started.</p> <ul style="list-style-type: none"> • What did you say? • What did your friend say? <p>Have learners raise their hand to answer.</p>															
PHASE 2: NEW LEARNING	<p>Point to the table on the board. Look at the table and the example sentences.</p> <table border="1" data-bbox="521 926 1094 1228"> <caption>TABLE: DIRECT AND INDIRECT SPEECH</caption> <thead> <tr> <th>Direct speech</th> <th>Indirect speech</th> </tr> </thead> <tbody> <tr> <td>present simple 'I like that jacket,' he says.</td> <td>past simple he said he liked that jacket.</td> </tr> <tr> <td>present perfect 'We have never been to Liberia,' they said.</td> <td>past perfect 'They said they had never been to Liberia.'</td> </tr> <tr> <td>present continuous 'He's going tomorrow,' she told us.</td> <td>past continuous She told us he was going the following day.</td> </tr> <tr> <td>past continuous 'I was reading a novel last night,' I said.</td> <td>past perfect continuous I said I had been reading a novel the night before.</td> </tr> <tr> <td>past perfect 'They had already seen it,' they reported.</td> <td>past perfect 'They reported they had already seen it.'</td> </tr> <tr> <td>future with will 'We will go!' they said.</td> <td>would 'They said they would go.'</td> </tr> </tbody> </table> <p>What do you notice?</p> <p>Give learners time to examine the table and sentences.</p> <ul style="list-style-type: none"> • What are the main differences between direct and indirect speech? • What does 'tomorrow' change to in indirect speech? • What does the simple present tense change to in indirect speech? <p>There is one more difference you need to know about. Point to 'I' in the first example in the column for direct speech. Point to 'he' before 'liked' in the first example in the column for indirect speech.</p> <p><i>In indirect speech, often we need to change the pronoun.</i></p> <p>Write these sentences on the board.</p> <ol style="list-style-type: none"> We use speech marks in ____ speech. We do not use speech marks in ____ speech. 	Direct speech	Indirect speech	present simple 'I like that jacket,' he says.	past simple he said he liked that jacket.	present perfect 'We have never been to Liberia,' they said.	past perfect 'They said they had never been to Liberia.'	present continuous 'He's going tomorrow,' she told us.	past continuous She told us he was going the following day.	past continuous 'I was reading a novel last night,' I said.	past perfect continuous I said I had been reading a novel the night before.	past perfect 'They had already seen it,' they reported.	past perfect 'They reported they had already seen it.'	future with will 'We will go!' they said.	would 'They said they would go.'	Word cards, sentence cards, letter cards, handwriting on a manila card
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	<p>Ask learners to work in pairs. Learners are to complete the sentences with the words 'direct', 'indirect' or 'direct and indirect'.</p> <p>Move around the classroom to make sure learners understand and are doing the task.</p> <p><u>Assessment</u> Write these sentences on the board: Decide if each sentence is direct or indirect speech.</p> <ol style="list-style-type: none"> He explained that the village was quite near the town. 'The village is quite near the town,' he explained. 'We will be having a test tomorrow,' the teacher announced. The teacher announced we would be having a test the following day. 	
<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> <p><u>Homework</u></p> <ol style="list-style-type: none"> We use words like 'the following day' and the 'day before' in ____ speech. We use words like 'tomorrow' and 'last night' in ____ speech. We use reporting verbs like 'say', 'tell', 'report', 'exclaim' and 'ask' in ____ speech. We use the reporting verbs in present and past tenses in ____ speech. We use the reporting verbs in the simple past but not the simple present in ____ speech. 	

Week Ending: 7 th OCT, 2022	DAY:	Subject: English Language
Duration: 60 mins		Strand: Writing
Class: B7	Class Size:	Sub Strand: Letter Writing
Content Standard: B7.4.3.1: Research to build and present knowledge	Indicator: B7.4.3.1.1. Identify and record information from non-text sources organize and present it in writing	Lesson: 1 of 1
Performance Indicator: Learners can compose formal writing on given topics using appropriate format.		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on semi-formal letters.</p> <ul style="list-style-type: none"> • When do we use the semi-formal format of letter writing? • Have you written a letter to your Head teacher recently? • What format did you use? <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners in groups identify and record:</p> <ul style="list-style-type: none"> • source information (title, author, date etc.) • headings to help you identify the key topics • key points, examples, names, new ideas • triggers to make your notes more memorable – such as mnemonics, color or drawings. • further reading and ideas to follow up later. <p>Guide learners to identify and select key ideas and organize ideas and make connections.</p> <p>Learners exchange their books and proofread the writing for sense or meaning, and effect.</p> <p>Have learners represent writing in a flow chart, illustrations and notes in other media including ICT.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts</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: 7 th OCT, 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 (<i>The old Man and his Children</i>) fluently with appropriate voice modulation		Lesson: 1 of 1
Performance Indicator: Learners can read (<i>The old Man and his Children</i>) 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>The old Man and his Children</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.(<i>The old Man and his Children</i>)	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.(<i>The old Man and his Children</i>)	