

# TERM THREE

## WEEKLY LESSON NOTES – B7

### WEEK 1

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60MINS		<b>Strand:</b> Grammar	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Passive sentences	
<b>Content Standard:</b> B7.3.1.6: Demonstrate mastery of use of active and passive voice		<b>Indicator:</b> B7.3.1.6.1. Use passive sentences for a range of functions	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use passive sentences for a range of functions		<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			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Engage learners in a short demonstration.</p> <p>Perform some specific actions for learners to record what happens in the past tense. Learners in turns reads what they recorded. Write them on the board for discussion.</p> <p><u>Example:</u> The teacher swept the classroom. The classroom was swept the classroom.</p> <p>Have learners to deliberate on the sentences on the board.</p> <ul style="list-style-type: none"> <li>• Which sentence tells what the teacher did?</li> <li>• Which sentence tells what is done to the classroom?</li> <li>• What is passive voice?</li> <li>• What is active voice?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Write some sentences on the board.</p> <ul style="list-style-type: none"> <li>• We are going to watch a movie tonight. A movie is going to be watched by us tonight</li> <li>• Mom read the novel in one day. The novel was read by Mom in one day.</li> <li>• I will clean the house every Saturday. The house will be cleaned by me every Saturday.</li> </ul> <p>Guide learners to read out the sentences aloud and encourage them to explain them in context.</p> <ul style="list-style-type: none"> <li>• What is the difference between the two pair of sentences?</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Allow learners to brainstorm in pairs the differences.</p> <p>Introduce learners to active and passive voices.  <i>Active voice tells what a person or thing does.</i>  <i>Passive voice tells what is done to someone or something.</i></p> <p>Using the pair of sentences above, guide learners to identify the pair of sentences as active and passive voices.  <i>We are going to watch a movie tonight. – Active Voice.</i>  <i>A movie is going to be watched by us tonight – Passive.</i></p> <p>In pairs, learners identify sentences as active and passive voices.</p> <p><u>Assessment</u>  Construct five active sentences.  Construct five passive sentences.</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> <p><u>Homework</u>  Give learners sentences to reconstruct active sentences into the passive voice and vice versa.</p>	

<b>Date:</b> 16 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations	<b>Indicator:</b> B7.4.2.2.2 Compose formal writing on given topics using appropriate format	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose formal writing on given topics using appropriate format.		<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. 29		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners on semi formal letters.</p> <ul style="list-style-type: none"> <li>• When do we use the semi formal format of letter writing?</li> <li>• Have you written a letter to your Head teacher recently?</li> <li>• What format did you use?</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Show learners sample of a formal letter for them to observe and relate to it.</p> <p>Guide learners to identify features of formal letters (writer's address, recipient address, date, heading, salutation, body, subscription, signature, name, etc.).</p> <p>When do we use the formal format of letter writing?</p> <p>Brainstorm learners to give examples of situations that requires the writing of formal letters. Writing letters to offices; E.g., to the Head master/mistress, the Director of Education, the Assembly Man/woman, the SMC chairman/ chairperson, the PTA Chairman etc.).</p> <p>Guide learners to write the beginning part of a formal letter. That is, writer's address, recipient address, date, heading, and salutation.</p> <p>Go round and provide support to those who finds difficult in writing. Ensure all learners are involved.</p> <p>Help learners to correct errors in their writeup.</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Write a letter to your head teacher explaining why you cannot come to school tomorrow.	
<b>PHASE 3: REFLECTION</b>	<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> <p><u>Homework</u> Write a letter to your head teacher explaining why you cannot come to school tomorrow.</p>	

<b>Date:</b> 16 <sup>th</sup> SEPT, 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> 35	<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		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<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>

	Give learners a sample passage. In pairs learners read and answer comprehension questions.	
<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.  <u>Assessment</u> Give learners a sample passage. They read and answer comprehensions	

<b>Date:</b> 16 <sup>th</sup> SEPT, 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> 35	<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		
<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>	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
<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.  <u>Home work</u> Learners to list all the rhyming words in the poem and use them in sentence.	