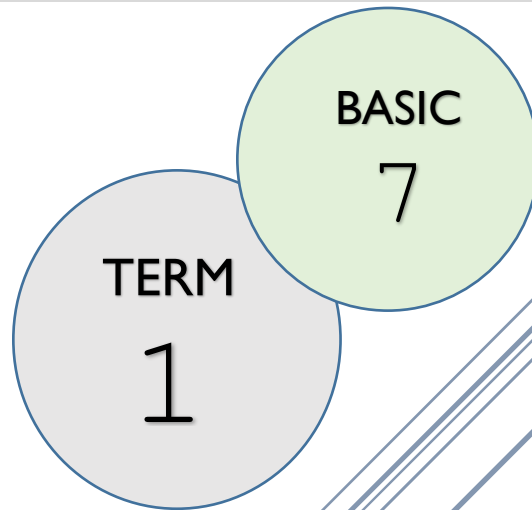


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

ENGLISH LANGUAGE



- Weekly forecast
- Detailed lesson plans



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FIRST TERM ENGLISH LANGUAGE LESSON NOTES – BASIC 7

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral language	Conversation/Everyday Discourse	B7.1.1.1.	B7.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card
2	Oral language	Conversation/Everyday Discourse	B7.1.1.1.	B7.1.1.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card
3	Oral language	Listening Comprehension	B7.1.2.1.	B7.1.2.1.1.	Word cards, sentence cards, letter cards, handwriting on a manila card
4	Reading	Comprehension	B7.2.1.1.	B7.2.1.1.2.	Word cards, sentence cards, letter cards, handwriting on a manila card
5	Grammar	Grammar Usage	B7.3.1.1.3	B7.3.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
6	Grammar	Grammar Usage	B7.3.1.1.3	B7.3.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
7	Writing	Production and distribution	B7.4.2.1.	B7.4.2.1.3.	Word cards, sentence cards, letter cards, handwriting on a manila card



8	Writing	Text (Types and purposes)	B7.4.2.1.	B7.4.2.1.3.	Word cards, sentence cards, letter cards, handwriting on a manila card
9	Writing Composition	Text (Types and purposes)	B7.4.2.1.	B7.4.2.1.3.	Word cards, sentence cards, letter cards, handwriting on a manila card
10	Literature	Narrative, Drama and Poetry	B7.5.1.1	B7.5.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
11	Literature	The Beacon of Light	B7.5.1.1	B7.5.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
12	Literature	The Beacon of Light	B7.5.1.1	B7.5.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card



WEEK I

Date:	Period:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Lesson:
Performance Indicator: Learners can interact in given formal situations using appropriate vocabulary for varied themes		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References : English Language Pg. 2			
Keywords: everyday communication, standard language, formal, informal			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song containing lyrics both formal and informal	Word cards, sentence cards, letter cards, handwriting on a manila card	
	Put learners into groups and use semantic map to guide them find meanings of the key vocabulary		
PHASE 2: NEW LEARNING	Introduce the topic and share performance indicators with learners		
	Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings.		
	Use appropriate language to participate in formal interactions. (No slang/jargon).		
	Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc.		
Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc.	NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.		
<u>Assessment</u> Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them.			



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. Ask learners how the lesson will benefit them in their daily lives.	
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Date:	Period:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others	Lesson:
Performance Indicator: Learners can demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherently		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 3			
Keywords: Hospital, Converse			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to think about a special occasion or special place they have visited recently. Example: to the mall, hospital, market, bank, etc.</p> <p><u>RCA QUESTIONS</u> What was good about it? Why did you like it?</p> <p>Have learners share their experiences to their partners.</p> <p>Share performance indicator and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners on the features of a conversation. Example: participants that take turns in talking, etc.</p> <p>Through discussion, guide learners to identify some places they visited recently. Example: Hospital</p> <p>Choose one such place and engage in a model conversation with a learner earlier prepared.</p> <p>Converse on a given topic with a learner as others watch. Example; Doctor: <i>Hi Mary. How are you feeling today?</i> Patient: <i>A bit better.</i> Doctor: <i>Good to hear that. Are you still feeling dizzy and bad?</i> Patient: <i>No, I haven't felt sick since you changed my medication.</i></p>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>Doctor: <i>Great. Say, your test results came in this morning.</i></p> <p>Patient: <i>It's about time. Is it good news or bad?</i></p> <p>Doctor: <i>I guess it's a bit of both. Which do you want first?</i></p> <p>Let learners, converse in pairs on different topics after the example.</p> <p>Encourage them to follow the rules of conversation.</p> <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p><u>Assessment</u></p> <p>Engage learners to role play a conversation in a bank between a bank manager and a customer.</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 2

Date:	Period:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.1.1.4. Listen to and give accurate directions to familiar places	Lesson:
Performance Indicator: Learners can give and respond to commands, instructions and directions accurately.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage Learners in a warm up-directions. On the board, draw a rough map of the neighborhood, just a few streets and the school.</p> <p>Ask “where is the school?” Have learners to come to the map in turns and point it out.</p> <p>Ask learners to locate other landmarks on the map.</p> <p>Share the performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Engage learners to discuss location of their homes and other important places in their neighborhood.</p> <p>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test. Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p> <p>The group that gets all directions correctly wins.</p> <p>Also using flash cards, Introduce learners to some “directional phrase”</p> <ul style="list-style-type: none"> - <i>turn right/left, go straight, you will see it on the right/left.</i> - <i>go across (the school, the park, the post office)</i> - <i>its next to (the school, the park, the post office)</i> 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	<p>- <i>opposite, adjacent, a few metres away, ten minute-walk /drive,</i> Guide learners to explain each of the phrase.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p><u>Assessment</u> Have Learners sketch the direction to their homes on paper.</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:	DAY:	Subject: English Language
Duration:	Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	Lesson: 1 OF 1
Performance Indicator: Learners can use voice modulation and eye contact for effective oral communication	Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 4		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Sing a song using varied voice.</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary.</p> <p>Write and circle each key vocabulary on card boards.</p> <p>Guide learners to generate a web by writing the meanings. Learners present their answers.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a conversation using appropriate voice (pace, volume, tone, stress) e.g. word and sentence stress. E.g.: increase (noun) and increase (verb).</p> <p>Demonstrate how to maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation.</p> <p>Engage learners in a conversation using voice modulation and maintaining eye contact.</p> <p>Monitor how your partner shows this in the conversation.</p> <p>Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<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 3

Date:	Period:	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: B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information	Lesson: 1 of 1
Performance Indicator: Learners can express their own ideas clearly after reading a text		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 5			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to mention the titles of stories they have read before. In turns, learners tell what they remember of the stories mentioned. Share the performance indicators with learners.		
PHASE 2: NEW LEARNING	Show the cover page of the story book/passage you intend to read and have learners and talk about the pictures. Let learners predict what they going to read. Teach learners any unfamiliar words, phrases and expressions in the story/passage. Write pre questions on the board to guide pupils reading. Do a model reading as learners listen and follow. Have learners to read in turns or in groups. Guide learners to identify key points: <i>o intent or purpose of the message (e.g. to inform, persuade, instruct);</i> <i>o the speaker's enthusiasm and passion for the topic;</i> <i>o main idea (s) and supporting points.</i> Let learners answer questions on the story/passage read. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>Macbeth: We can't go on with this plan. The king has just honored me, and I have the good opinion of many people. I want to enjoy these honors and not throw them away so soon.</p> <p>Lady Macbeth: Were you drunk when you seemed so hopeful before? Have you gone to sleep and woken up green and pale in fear? Are you afraid to act the way you want to? Will you take the crown you want so badly, or will you live as a coward, always saying, "I can't" after you say, "I want to"?</p> <p>Macbeth: Please, stop! I want to do only what is good for a man to do. He who wants to do more is not a man at all.</p> <p>Lady Macbeth: If you weren't a man, then what were you when you told me you wanted to do this? When you wanted to do it, that's when you were a man. And if you do it you'll be a real man. The time and place are just right, but you are afraid.</p> <p>Macbeth: But if we fail?</p> <p>Lady Macbeth: We, fail? If you get your courage up, we can't fail. When the King is asleep I'll get his two servants so drunk that their memory will go up in smoke through the chimneys of their brains. When they lie asleep like pigs, so drunk they'll be dead to the world, what won't you and I be able to do to the unguarded King? And whatever we do, we can lay all the blame on the drunken servants.</p> <p>Macbeth: Your fearless spirit is like a man. Now I'm decided, and I will use every muscle in my body to commit this crime. Go now, and pretend to be a friendly hostess. Hide with a false pleasant face what you know in your false, evil heart.</p> <p>1. How will Macbeth and Lady Macbeth get to the King? 2. Why is Macbeth not sure he if he wants to kill the King?</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:	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	<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>Have learners listen to teacher-read texts or video/audio recording on familiar topics.</p> <p>Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points:</p> <ul style="list-style-type: none"> 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. <p>Encourage learners to practice constructing meaning from the texts or play</p> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <p>Put learners into groups to express personal opinions about details of texts.</p> <p><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</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



	<p>wearing rings in some cases includes multiple facial 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>	



WEEK 4

Date:	Period:	Subject: English Language
Duration:		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		Indicator: B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualization strategies to interpret texts
Performance Indicator: Learners can use mental visualization strategies to interpret texts		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
References: English Language Pg. 7		
Keywords: visualization, strategies, monitor		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</p>	
PHASE 3: REFLECTION	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	



Date:	Day:	Subject: English Language	
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Comprehension	
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		Indicator: B7.2.1.1.2. Use prediction to assess and improve understanding of texts	Lesson:
Performance Indicator: Learners can access the understanding of text through prediction		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References : English Language Pg. 7			
Keywords: everyday communication, standard language, formal, informal			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Write 'A C D' at the top of the board.</p> <p>Ask learners to write down all the things in the classroom beginning with the letters on the board (A, C, D).</p> <p>Give learners three minutes to finish. Let learners share their words.</p>		
PHASE 2: NEW LEARNING	<p>Show the cover page or pictures of the story or passage you intend to read.</p> <p>Let learners make predictions based on the pictures or cover page.</p> <p>Teach new words, phrases and expressions.</p> <p>Using the dictionary, learners find the meaning of words and use them in context.</p> <p>Guide learners to retell or create a parallel story using the title or pictures on the cover page.</p> <p>Ask questions to form ideas.</p> <p>Answer questions to elicit understanding (meaning).</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<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:	Period:	Subject: English Language	
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Comprehension	
Content Standard: B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading		Indicator: B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	
Performance Indicator: Learners can read silently and answer comprehension questions on text/passage read		Lesson:	
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving			
Reference : English Language Pg. 8			
Keywords: implicit, accompanying, accurately			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicator.		
PHASE 2: NEW LEARNING	Let learners predict the content of the text to be read based on the title and accompanying pictures Guide learners to skim the text for general meaning. Discuss the content of the text as well as vocabulary and with learners. Read aloud the text closely for implicit meaning. Write questions to guide learners reading and create a link with text. Provide and interpret evidence to support understanding. Guide learners to answer questions accurately. Guide learners to use the answers to identify the main idea of the text. <u>Assessment</u> <u>Read the passage below and answer the questions</u> Solomon was a salesman who sold different types of fabric at markets in the nearby villages and towns. The bags were big and heavy so he carried them on his	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<p>bicycle. One day, he decided to take his youngest son, Daniel, with him to a market in a faraway town. Solomon tied four bags to his bicycle and set off with his son early that morning. All in all, it was a very successful day! They managed to sell all the fabric and made a good profit. Solomon was very happy as they set off for home. His pockets were full and he had his son by his side. After a long, busy day at the market and after chatting to lots of satisfied customers, they were very tired and walked wearily back to the village but with a smile on their faces. After some time, they met a sugarcane juice seller at the side of the road. They were exhausted and very thirsty so they stopped to buy some juice and take some rest. The sugarcane would give them energy to continue their journey. While sipping the juice and enjoying the sunset, they told the seller what a successful day they had had and how good fortune had smiled on them. 'My wife is sick and needs to go to hospital. Take pity on me and share some of your good fortune.' said the seller. Solomon looked at Daniel and then at the seller and reached for the money in his pockets. 'Here, take this.' he said as he gave the seller a wad of notes. 'And may your wife be well and healthy very soon.' Solomon and his son continued their journey, refreshed and with happy hearts. Solomon's son learned an important lesson that day - one that he would remember for the rest of his life.</p> <ol style="list-style-type: none"> 1. Why were Solomon and Daniel tired but happy? 2. Why did they stop on their way home, who did they meet and what did he ask for? 3. What lesson did Daniel learn from his father that day? 4. What kind of person do you think Daniel became? 	
<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 5

Date:	Period:	Subject: English Language	
Duration:		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Noun	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts	Lesson: 1 of 1
Performance Indicator: Learners can use naming words appropriately in speech and in writing		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Curriculum Pg. 12			
Keywords: Countable, uncountable			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:</p> <p>What did you eat this morning?</p> <p>Where do you come from?</p> <p>What is the name of your pet?</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 2: NEW LEARNING	<p>Introduce the topic through a short story.</p> <p>Learners read the story aloud in pairs/groups, taking turns, a sentence each.</p> <p>Let learners identify and underline the nouns in the story.</p> <p>Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages.</p> <p>Let learners construct sentences using noun types.</p> <p>Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages e.g. mouse – mice, child – children, sheep – sheep, half – halves.</p> <p>Use plural noun forms in paragraphs.</p> <p><u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.</p>		



PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions.	
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Date:	Period:	Subject: English Language
Duration:		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Pronouns
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B7.3.1.1.2. Use types of pronouns accurately in speaking and texts	Lesson: 1 of 1
Performance Indicator: Learners can use pronouns appropriately in speech and in writing		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
Reference : English Language Pg. 12		
Keywords: Personal, Relative, Reflexive, Interrogative		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Paste a picture of a cover page of a story book and ask learners to talk about the picture. E.g. the boys are playing football. OR <u>they</u> are playing football.</p> <p>The girl has a pen in <u>her</u> hands OR <u>she</u> has a pen.</p> <p>Introduce the lesson and share the performance indicators.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	<p>Hold up a bag in your hand and ask: <i>What do I have? I have a bag.</i> <i>This is my bag. This bag is mine</i></p> <p>Learners to identify (my, mine) as possessive pronouns. <i>A possessive pronoun is a word that is used to express ownership.</i> Examples - <i>my, mine, our, ours, its, hers, his, her, their, theirs, your and yours.</i></p> <p>Collect items from pupils and put them in the bag. It can be anything. Take one item from the bag and ask: Whom does this belong to?</p> <p>Encourage learners to use possessive pronouns to answer. E.g. It is not <u>my</u> pen, It is not <u>mine</u>, It is <u>hers/his</u></p> <p>Explore the use of types of pronouns in narratives:</p> <ul style="list-style-type: none"> o Personal Pronouns – <i>I, you, he, she, it, we, they, them, us, him and her.</i> o Relative Pronouns – <i>whose, whoever, whomever, who and whom.</i> o Reflexive Pronouns – <i>myself, yourself, himself and herself.</i> 	



	<p>o Interrogative Pronouns – <i>whom, who, which, what and whose.</i></p> <p>o Demonstrative Pronouns – <i>this, that, these and those.</i></p> <p>Guide learners to use pronouns in contextual sentences.</p> <p><u>Assessment</u></p> <p>1. Underline the pronouns in the following sentences.</p> <p>a) My name is David. I am the youngest in the family.</p> <p>b) This is my father. He is a teacher</p> <p>c) Lisa, I told you to tidy your bed!</p> <p>2. Fill in the blanks with the correct pronouns</p> <p>a) Peter and I are brothers. _____ share a bedroom together.</p> <p>b) Sue isn't well. Dad is taking _____ to see a doctor.</p> <p>c) My brother is a teacher. _____ teaches English.</p> <p>d) All his students like _____ very much</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 6

Date:	Period:	Subject: English Language	
Duration:		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Verbs	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.4. Relate forms of verbs to everyday activities (Tense & Aspects) in context, role play, radio, TV, films and narratives	Lesson:
Performance Indicator: Learners can use verbs to relate to everyday activities		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 13			
Keywords: present simple, aspect			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Tell the class two or three things you do before you come to school.</p> <p>Point to the question on the board and ask: What do you do before school every day?</p> <p>Have learners raise their hands to answer. Write their answers on the board. Example answers: I get up, I eat breakfast, I help my mum, I walk to school</p> <p>Ask: Which tense are the questions in? (Answer: present simple.)</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Draw a picture of a girl on the board and give her a name. Example; This is Chantal.</p> <p>Write these words on the board: bananas, school uniform.</p> <p>Ask learners: Who can give me a question for Chantal about bananas? (example: What does she eat for breakfast?)</p> <p>Ask learners: Who can give me a question for school uniform? (example: What does she wear to school?)</p> <p>Guide learners to answer the questions above. Example: She eats bananas. She wears a school uniform.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	<p>In pairs/groups, learners scan verbs in given texts.</p> <p>Guide learners to Identify the use of verbs that show present tense and aspect in sentences. E.g.</p> <ul style="list-style-type: none"> o <i>simple present tense – I wash a car.</i> o <i>present progressive – I am washing a car.</i> o <i>present perfect – I have washed the car.</i> o <i>present perfect progressive – I have been washing the car</i> <p><u>Assessment</u> Underline the verbs in the sentences</p> <ol style="list-style-type: none"> 1. The sun <u>rises</u> every morning. 2. Penguins <u>live</u> in the Antarctica. 3. Dad <u>jogs</u> in the park every day. 4. My little sister <u>starts</u> school tomorrow. 5. We <u>fly</u> to London on Sunday. 	
<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:	DAY:	Subject: English Language	
Duration: 50mins		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Conjunctions	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.		Indicator: B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 14			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to identify adverbs in sentences.</p> <p>Learners give more examples of adverbs and use them in context.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Through discussion, explain to learners what conjunctions are and the purpose they serve.</p> <p>List a few conjunctions on the board, being sure to include some coordinating and subordinating conjunctions.</p> <p>Lead a classroom discussion in which learners are asked to identify which conjunctions on the board are coordinating and subordinating conjunctions.</p> <p>Make a conjunction word wall, and have learners sit in groups and write all the words they can think of that are conjunctions on the blackboard.</p> <p>Guide learners to explore sentences using coordinating conjunctions. E.g. for, and, nor, but, or, yet, and so.</p> <p>Learners construct sentences using correlative conjunctions. E.g. either... or, neither... nor, and not only... but also.</p> <p>Learners use subordinating conjunctions to link ideas. E.g. because, since, as, although, though, while, and whereas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	<p>Have learners use adverbs that function as conjunctions in sentences. E.g. until, after, or before.</p> <p><u>Assessment</u> Complete the following sentences by adding 'and', 'but' or 'or'.</p> <ol style="list-style-type: none"> 1. Mrs. Taylor is tall slim. 2. Learning geography is hard interesting. 3. I don't like football soccer. 4. Do you pull the handle push it? 5. These tools are old still useful. 6. We visited lots of castles palaces in England. 7. The classes are quite difficult I'm doing well. 8. I didn't know whether to turn left right. 	
<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 7

Date:	Period:	Subject: English Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Use Of Cohesive Devices	
Content Standard: B7.4.1.1: Develop, organize and express ideas coherently and cohesively in writing		Indicator: B7.4.1.1.1. Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences	Lesson: 1 of 1
Performance Indicator: Learners can link sentences correctly		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References : English Language Curriculum Pg. 25			
Keywords: conjunctions, connectives			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to consolidate basic understanding of compound sentences using conjunctions (connectives): nor, or, so, then, yet.</p> <p>Have learners write complex sentences using subordinating conjunctions:</p> <ul style="list-style-type: none"> • time clauses: when, before, after, since, while, as, until • conditional clauses: if, unless • purpose clauses: in order to, so that • reason clauses: because, since, as • result clauses: so that • concessive clauses: although, though, while • place clauses: where, wherever • clauses of manner: as, like, the way. <p>Learners to use pronouns to connect ideas in paragraphs: E.g. - subject pronouns (he, she, they, etc.) - object pronouns (me, him, them, etc.) - demonstrative pronouns (these, this, those, that)</p> <p>Guide learners to use appropriate punctuation (question, exclamation, full-stop, comma, quotation (speech) marks).</p>		



	<p>Learners to use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text.</p> <p><u>Assessment</u> Provide learners with two set of sentences for them link them</p>	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	



Date:	Period:	Subject: English Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Paragraph development	
Content Standard: B7.4.1.2: Create different paragraphs on a given topic		Indicator: B7.4.1.2.1. Organize information in a logical manner	Lesson: 1 of 1
Performance Indicator: Learners can write about 4 to paragraphs on a given topic		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References : English Language Curriculum Pg. 25			
Keywords: conjunctions, connectives			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Write a paragraph beginning with topic (main) sentence and supporting sentences.</p> <p>Guide learners to organize sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (narrative, descriptive, instruction (directions), persuasive, explanation (notice), etc.).</p> <p>Learners use logical connectors to link sentences in a paragraph: o ordering ideas: firstly, secondly, finally, etc.</p> <ul style="list-style-type: none"> • <i>addition: moreover, furthermore, in addition, etc.</i> • <i>similarity: similarly, likewise, in the same way, etc.</i> • <i>contrast: however, nevertheless, although, though, on the other hand, etc.</i> • <i>cause/effect: because, therefore, as a result, consequently, etc.</i> • <i>sequence in time: next, soon, after, then, later, suddenly, afterwards, etc.</i> <p>Guide learners to use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text (i.e. a text in which sentences and paragraphs are linked together to show meaning and beauty).</p>		<p>Word cards, sentence cards, letter cards, handwriting on a manila card</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. Ask learners how the lesson will benefit them in their daily lives.	
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WEEK 8

Week Ending:	Period:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B7	Class Size:	Sub Strand: Narrative Writing
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes		Indicator: B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences
		Lesson: 1 of 1
Performance Indicator: Learners can write narratives of personal experiences about the past.		Core Competencies: Communication and Collaboration, Personal Development
Reference : English Language Pg. 24		
Keywords: <i>feelings, experiences</i>		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation. E.g., 1. After the school holidays are you excited to come back to school? 2. Are you sorry that the holiday is over? 3. Are you happy to be with your friends again? Elicit answers from learners and share the performance indicators.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	Ask learners to recall what they do on the first day of school. Take ideas from the learners and write them on the board. (Example answers: wake up, get dressed, wash, eat breakfast, walk to school) Have learners to use descriptive details (setting, experiences or series of events). - <i>first-person point of view to convey feelings, experiences and thoughts.</i> - <i>appropriate grammatical structures.</i> - <i>adjectives and adjective phrases for producing vivid descriptions</i> - <i>adverbs and adverbials for describing how an action has been carried out</i> - <i>connectors for showing sequence of events</i> - <i>direct and indirect speech for variation and adding interest</i> - <i>nouns and noun phrases (e.g., participants, objects)</i> - <i>prepositions and prepositional phrases</i> - <i>first-person pronouns</i>	



	<p>Guide learners to plan and write ideas detailing what they do on the first day of school :</p> <p>Let learners edit or proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Encourage learners to publish writing using different media including ICT.</p> <p><u>Assessment</u> 1. write a narrative of what you do every term on the first day of school</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>	



Date:	Period:	Subject: English Language
Duration:		Strand: Writing
Class: B7	Class Size:	Sub Strand: Descriptive Writing
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts		Indicator: B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences
Performance Indicator: Learners can write descriptions of events, places and processes.		Lesson:
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference : English Language Pg. 24		
Keywords: distinctive, weekends		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a short conversation. Say: let's talk about weekends. Raise your hand if you like weekends. Learners tell some of the things they do during weekends. What do you do on Saturday and Sunday? Write some of the activities that learners say on the board. Share performance indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Guide learners to identify some events, occasions, places and processes. E.g. 'How I spend my weekends' In pairs/groups, students talk about the events, places and processes selected. Let learners use appropriate grammatical structures. Example: <ul style="list-style-type: none"> • adjectives and adjective phrases for producing vivid descriptions in paragraph • adverbs and adverbials for describing how an action has been carried out • connectors to show sequence of events and extend ideas, etc. Groups read their work to class.	Word cards, sentence cards, letter cards, handwriting on a manila card



	<p>Make a summary of points and appropriate vocabulary.</p> <p>Students write a description of particular events/places giving distinctive features.</p> <p><u>Assessment</u> Students write descriptions of a particular event/place.</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 9

Date:	Period:	Subject: English Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Creative Writing	
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts		Indicator: B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services	Lesson:
Performance Indicator: Learners can write freely on topics of choice on issues in the community		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 28			
Keywords: appropriate, advertisement			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Guide learners to compose advertisement for the sale of products, services, events following appropriate format/style using process approach: e.g. o Title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) Encourage learners to use: <i>o the simple present for conveying timeless statements and facts</i> <i>o rhetorical questions and repetition for persuasion</i> Learners to Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). Guide learners to publish writing using different media including ICT.	Word cards, sentence cards, letter cards, handwriting on a manila card	



	<u>Assessment</u> Have learners to write freely on topics of choice on issues in the community.	
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:	Period:	Subject: English Language	
Duration:		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Expository Writing	
Content Standard: B7.4.2.1: Develop, organize and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts.		Indicator: B7.4.2.1.4. Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works)	Lesson:
Performance Indicator: Learners can write sentences to describe a process of doing something		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Keywords: 29			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicator.		
PHASE 2: NEW LEARNING	Guide learners to compose a paragraph to explain a process, social and natural phenomena Use pictures showing the stages of how some dishes are prepared. Learners in groups observe the picture sequences and write words that give information on the activity. Each group presents its work for discussion. Let learners in groups choose a domestic activity they would want to give information on. (They should be able to compose expository pieces of between 90 and 120 words).	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.		



WEEK 10

Week Ending:	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 (narrative)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature		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	Guide learners to Identify and distinguish between the types of oral narratives: <ul style="list-style-type: none"> • Folktales – A folktale is a traditional story that’s common to a specified culture and often passed along orally. • Myths – they usually focuses on a particular hero or event, and explains mysteries of nature. • Legends – they are stories about the past. The main characters are usually kings and queens. Have learners read sample folktales, myths and legends stories and analyze them. Engage learners to write own simple folktales, myths and legends.	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.		



Week Ending:	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 (Poetry)
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	Read aloud and distinguish between the types of poetry by function paying attention to the rhythmic variations <i>Dirges: a brief hymn or song of lamentation and grief, it was typically composed to be performed at a funeral.</i> <i>Lullabies: it is a song or folk poem meant to help a child fall asleep. They are usually sung or chant at bedtime ,</i> War and Praise songs: <i>War songs is a musical composition that relates to war, or a society's attitudes towards war. While a praise song is a series of laudatory epithets applied to gods, men, animals, plants and towns that capture the essence of the object being praised.</i> Discuss the cultural and social significance of the poems. Write and recite poems (African poems such as dirges, lullabies, war and praise songs). Have learners listen to dirges, lullabies, war and praise songs and analyze them. Engage learners to write own simple dirges, lullabies, war and praise songs.	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.	



Week Ending:	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)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the elements of written literature		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><u>Comedy:</u> Lighter in tone, comedies are intended to make the audience laugh and usually come to a happy ending.</i> <i><u>Tragedy:</u> Based on darker themes, tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way.</i> <i><u>Opera:</u> 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.	
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WEEK 11

Week Ending:	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B7	Class Size: 35	Sub Strand: The Beacon of Light
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
		Lesson: 1 of 1
Performance Indicator: Learners can read (<i>Kissiwaa the Heroine</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, The Beacon of Light. 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?	Word cards, sentence cards, letter cards, handwriting on a manila card
	Put learners into groups for them to read. Turn your books to <i>Kissiwaa the Heroine</i> . Model the prose 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 prose, 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 prose. (<i>Kissiwaa the Heroine</i>)	
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 prose and use them in sentence. (<i>Kissiwaa the Heroine</i>)	



WEEK 12

Week Ending:		DAY:		Subject: English Language	
Duration: 50MINS				Strand: Literature	
Class: B7		Class Size:		Sub Strand: Prose	
Content Standard: B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B7.5.1.1.1. Analyze the types of characters in texts		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding				Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67					
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	Learners take turns to read aloud parts of the prose. Example: A Beacon of Light Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.				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.				

