

TERM THREE

WEEKLY LESSON NOTES – B7

WEEK 5

Week Ending: 14 th OCT, 2022	Period:	Subject: English Language
Duration: 60 MINS		Strand: Oral Language
Class: B7	Class Size:	Sub Strand: Conversation
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B7.1.1.4 Use appropriate language orally to describe experiences about topical issues	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. 3		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> • What was good about it? • Why did you like it? <p>Have pupils raise their hand to answer and say today we are going to talk about special occasions and events with a partner.</p> <p>Share the performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Choose a special occasion or an event that you went to and talk about it as learners listen.</p> <p>Let learners also share their experience of an event they remember well.</p> <p>Say: I want you to close your eyes. Think of the event.</p> <ul style="list-style-type: none"> • Who is there? • What are you wearing? • What can you see? • What can you hear? • Is there music? • Are people talking? • What can you smell? • Is there food? 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

Write these headings on the board.

See	Heard	Smell	taste	touch

Have learners copy this table and write down all of the things that you can remember about the event.

Move around the classroom to make sure pupils understand and are doing the task.

- If you want to tell a story, how can you start it?

Have learners tell a story by starting with the phrase, 'I will never forget the time when...'

Drill learners of the tense to use (Answer: past simple, past continuous)

Give pupils 5 minutes to write the main events in order into their exercise books. Move around the classroom to make sure pupils understand and are doing the task.

Assessment

Ask learners to work in pairs. They practice telling thier story to your partner.

**PHASE 3:
REFLECTION**

Now I want you to ask your partner questions about their special day. You should each ask and answer two questions.

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: 14 th OCT, 2022	DAY:	Subject: English Language
Duration: 60 MINS		Strand: Grammar
Class: B7	Class Size:	Sub Strand: Question Tags
Content Standard: B7.3.1.7: Show understanding and use of question tags in communication	Indicator: B7.3.1.7.1. Use question tags accurately	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. 20		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Which words can you use to ask questions? When do we ask questions?</p> <p>Allow learners to share their ideas and discuss. Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of questions tags.</p> <p>When we ask a question to confirm if we are correct about something we use question tags. Question tags go at the end of a statement to confirm if what we think is right.</p> <p>Draw a picture of a footballer on the board and write his name under it. Example: Asamoah Gyan. Have you heard of him? Do you know anything about him? Where was he born? Which football team did he play for?</p> <p>Listen to pupils' answers and write only the answers on the board. It does not matter if the answers are right or wrong.</p> <p>Go through the answers with learners. We want to check if what we think about Asamoah Gyan is right. If we do not know the answer then we would ask 'Where was he born?' but we think we know the answer so instead we can ask, 'He was born in England, wasn't he?'</p> <p>Rewrite the questions again on the board (taking into consideration whether we know the right answer or not) and underline the question tags. Example: He played for Manchester United, didn't he? He was born in Ghana, wasn't he?</p> <p>Learners to note that when we have a positive statement we use a negative question tag and vice versa.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Write some questions on the board and have learners in groups add the correct question tag.</p> <ul style="list-style-type: none"> • The capital of Ghana is Accra, _____? (Answer: isn't it) • Ghana shares a border with Togo, _____? (Answer: doesn't it) <p><u>Assessment</u> Ask pupils to write their own questions using question tags. For example, 'You were born in this town, weren't you?'</p> <p>Move around the classroom to make sure pupils understand and are doing the task.</p>	
<p>PHASE 3: REFLECTION</p>	<ul style="list-style-type: none"> • When do we use question tags? • Do we use question tags when we have no idea about the answer <p>Now we know another way of asking questions.</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: 14 th OCT, 2022	DAY:	Subject: English Language
Duration:		Strand: Reading
Class: B7	Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts	Indicator: B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts	Lesson: 1 OF 2
Performance Indicator: Learners can make opinions and state facts for text read.		Core Competencies: Communication and Collaboration, Personal Development
References: English Language Curriculum Pg. 9		

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>Write out essential questions.</p> <p>Read the text.</p> <p>Let learners make connections between texts and personal experiences.</p> <p>Have learners research or make inferences and share opinions on biases and facts in texts. Example: <i>By actually fishing for and catching other fish, the anglerfish grows to be almost four feet long. It lies quietly in mud at the bottom of the water. Three wormlike “fingers” on the top of its head attract other fish. When the fish come close, the anglerfish gets its meal. If fishing is slow, the anglerfish may rise to the surface and swallow ducks, loons, or even geese.</i></p> <ol style="list-style-type: none"> 1. From this passage, what can you conclude about anglerfish? <ol style="list-style-type: none"> a. Anglerfish prefer fish to other animals. b. They have worms growing out of their heads. c. Birds often eat anglerfish. d. They always remain at the bottom of the water. <p>Guide learners to distinguish between facts and opinions in a range of non-fiction texts.</p> <p>Have learners to interpret the different attitudes exhibited by the choice of words in texts to support understanding.</p> <p><u>Assessment</u> The shellfish shrimp is a popular food. Shrimp are found in both fresh and salt water. Most shrimp have five pairs of thin front</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>legs and five pairs of back legs. The front legs are used for walking and the back legs for swimming. Unlike most animals, if a shrimp damages or loses a leg, it can grow a new one.</p> <p>I. Which sentence below is an opinion, not a fact?</p> <ol style="list-style-type: none"> a. Shrimp can grow new legs. b. Shrimp live in fresh and salt water. c. Shrimp prefer to walk, not swim. d. Shrimp have five pairs of front legs. 	
<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: 14 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>)	