

## WEEKLY LESSON PLAN – B7

### WEEK 2

|  |  |   |
|--|--|---|
| <b>Date:</b> 24 <sup>TH</sup> JAN, 2022  | <b>Period:</b>   | <b>Subject:</b> English Language  |
| <b>Duration:</b>   |  | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Conversation/Everyday Discourse  |
| <b>Content Standard:</b><br>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations                      | <b>Indicator:</b><br>B7.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can interact in given formal situations using appropriate vocabulary for varied themes |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving |
| <b>References :</b> English Language Pg. 2   |  |   |
| <b>Keywords:</b> everyday communication, standard language, formal, informal   |  |   |
|  |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Review learners understanding in the previous lesson through questioning and answers.</p> <p>Introduce the topic and share performance indicators with learners</p>   |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standard for work, school and public gathering and offices, at the palace and business settings, and hospitals.</p> <p>Guide learners to use appropriate language to participate in formal interactions. e.g. no slang/jargon, no contracted forms. Learner should go online and read on the topic.</p> <p>Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc.</p> <p>Guide learners to use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings, etc.</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>   |

|                                       |   |  |
|---------------------------------------|---|--|
|                                       | <p>Examples of informal language include slang words, jargons, contracted forms, non-verbal communication</p> <p><u>Assessment</u></p> <p>1. Engage learners to talk formally on current issues in Ghana.</p> <p>2. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON</p> |  |
| <p>PHASE 3:<br/><b>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>Ask learners how the lesson will benefit them in their daily lives.</p>   |  |

|  |  |   |                                  |
|--|--|---|----------------------------------|
| <b>Date:</b> 24 <sup>TH</sup> JAN, 2022  |  | <b>Period:</b>  | <b>Subject:</b> English Language |
| <b>Duration:</b>   |  | <b>Strand:</b> Grammar  |                                  |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Noun   |                                  |
| <b>Content Standard:</b><br>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication |  | <b>Indicator:</b><br>B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts   | <b>Lesson:</b><br>1 of 1         |
| <b>Performance Indicator:</b><br>Learners can use naming words appropriately in speech and in writing          |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving |                                  |
| <b>Reference :</b> English Language Curriculum Pg. 12  |  |   |                                  |
| <b>Keywords:</b> possession, determiners   |  |   |                                  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                                  |
| <b>PHASE 1: STARTER</b>  | <p>Review learners understanding in the previous lesson through questioning and answers.</p> <p>Introduce the topic and share performance indicators with learners</p>   |   |                                  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to scan texts to identify nouns. Assist students to observe some features of nouns and changes they undergo in different sentences</p> <p>Learners construct sentences containing nouns having determiners and which express possession.</p> <p>Guide learners to scan passages e.g. those already read in class to identify and classify nouns into common and proper nouns</p> <p>Engage learners in groups to put proper nouns into the different categories: people, places, time, major land forms etc.</p> <p>Guide learners with examples to note special cases in which the noun and the determiner cannot be separated. In such cases both begin with capital</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>   |                                  |
| <b>PHASE 3: REFLECTION</b>   | <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>Ask learners how the lesson will benefit them in their daily lives.</p>  |   |                                  |

|  |  |   |   |
|--|--|---|---|
| <b>Date:</b> 24 <sup>TH</sup> JAN, 2022  |  | <b>Period:</b>  | <b>Subject:</b> English Language  |
| <b>Duration:</b>   |  | <b>Strand:</b> Writing  |   |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Paragraph development  |   |
| <b>Content Standard:</b><br>B7.4.1.2: Create different paragraphs on a given topic         |  | <b>Indicator:</b><br>B7.4.1.2.1. Organize information in a logical manner   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can write about 4 to paragraphs on a given topic |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving |   |
| <b>References :</b> English Language Curriculum Pg. 25                                     |  |   |   |
| <b>Keywords:</b> conjunctions, connectives   |  |   |   |
| Phase/Duration   | Learners Activities  |   | Resources   |
| PHASE 1: <b>STARTER</b>  | <p>Revise with learners on what was studied in the previous lesson.</p> <p>Share the performance indicators with learners</p>  |   |   |
| PHASE 2: <b>NEW LEARNING</b>   | <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"> <li>• <i>addition: moreover, furthermore, in addition, etc.</i></li> <li>• <i>similarity: similarly, likewise, in the same way, etc.</i></li> <li>• <i>contrast: however, nevertheless, although, though, on the other hand, etc.</i></li> <li>• <i>cause/effect: because, therefore, as a result, consequently, etc.</i></li> <li>• <i>sequence in time: next, soon, after, then, later, suddenly, afterwards, etc.</i></li> </ul> <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> |

|                                |  |  |
|--------------------------------|--|--|
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives. |  |
|--------------------------------|--|--|

|  |  |   |  |
|--|--|---|--|
| <b>Date:</b>   | <b>Period:</b>   | <b>Subject:</b> English Language  |  |
| <b>Duration:</b>   |  | <b>Strand:</b> Reading  |  |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Comprehension  |  |
| <b>Content Standard:</b><br>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading |  | <b>Indicator:</b><br>B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualization strategies to interpret texts                       | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use mental visualization strategies to interpret texts         |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving |  |
| <b>References:</b> English Language Pg. 7  |  |   |  |
| <b>Keywords:</b> visualization, strategies, monitor  |  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   |   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <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 |
| <b>PHASE 2: NEW LEARNING</b>   | <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><br/>Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</p> |   |  |
| <b>PHASE 3: REFLECTION</b>   | <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>Ask learners how the lesson will benefit them in their daily lives.</p>  |   |  |