

WEEKLY LESSON PLAN – B7

WEEK I

Date:		Period:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B7		Class Size:		Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.I.I.I: Demonstrate use of appropriate language orally in specific situations			Indicator: B7.I.I.I.I. 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 Put learners into groups and use semantic map to guide them find meanings of the key vocabulary Introduce the topic and share performance indicators with learners			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING		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. Assessment			

	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.	

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	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages e.g. mouse – mice, child – children, sheep – sheep, half – halves. Use plural noun forms in paragraphs. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.			

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: 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	Invite learners to share some past experiences they will never forget with the whole class. Introduce the topic and share performance indicators with learners			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	Guide learners to consolidate basic understanding of compound sentences using conjunctions (connectives): nor, or, so, then, yet. Have learners write complex sentences using subordinating conjunctions: - 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. 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) Guide learners to use appropriate punctuation (question, exclamation, full-stop, comma, quotation (speech) marks). Learners to use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive text.			

	<u>Assessment</u> Provide learners with two set of sentences for them link them	
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.	

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		Lesson: 1 of 1
Performance Indicator: Learners can use mental visualization strategies to interpret texts			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	Invite learners to share some past experiences they will never forget with the whole class. Introduce the topic and share performance indicators with learners			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts			
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.			

WEEKLY LESSON PLAN – B7

WEEK 2

Date:		Period:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B7		Class Size:		Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.I.I.I: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.I.I.I.I. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues		Lesson: 1 of 1	
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		Review learners understanding in the previous lesson through questioning and answers. Introduce the topic and share performance indicators with learners			
PHASE 2: NEW LEARNING		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. 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. Let learners Identify informal situations: E.g. casual or intimate relationship between friends and acquaintances, family and team mates, etc. Guide learners to use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings, etc.			Word cards, sentence cards, letter cards, handwriting on a manila card

	Examples of informal language include slang words, jargons, contracted forms, non-verbal communication <u>Assessment</u> 1. Engage learners to talk formally on current issues in Ghana. 2. In groups, learners engage in a conversation informally about Ghana in the on-going AFCON	
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.	

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: possession, determiners				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Review learners understanding in the previous lesson through questioning and answers. Introduce the topic and share performance indicators with learners			
PHASE 2: NEW LEARNING	Guide learners to scan texts to identify nouns. Assist students to observe some features of nouns and changes they undergo in different sentences Learners construct sentences containing nouns having determiners and which express possession. Guide learners to scan passages e.g. those already read in class to identify and classify nouns into common and proper nouns Engage learners in groups to put proper nouns into the different categories: people, places, time, major land forms etc. 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			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. Ask learners how the lesson will benefit them in their daily lives.			

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	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Write a paragraph beginning with topic (main) sentence and supporting sentences. 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.). Learners use logical connectors to link sentences in a paragraph: o ordering ideas: firstly, secondly, finally, etc. • <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> 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).		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. Ask learners how the lesson will benefit them in their daily lives.	
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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		Lesson: 1 of 1
Performance Indicator: Learners can use mental visualization strategies to interpret texts			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	Invite learners to share some past experiences they will never forget with the whole class. Introduce the topic and share performance indicators with learners			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	Learners are engaged in narrative texts to create mental pictures to aid understanding. Have learners to read fluently to build confidence. Learners are engaged in meaningful interaction with text and peers. Monitor for understanding and self-correct where necessary. Let learners make connections with what is read to own experiences. <u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts			
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.			

WEEKLY LESSON PLAN – B7

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
Performance Indicator: Learners can express their own ideas clearly after reading a text		Lesson: 1 of 1
		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>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Let learners answer questions on the story/passage read. <u>Assessment</u> 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. 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"? 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. 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. Macbeth: But if we fail? 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. 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. 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?	
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: 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	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. The girl has a pen in <u>her</u> hands OR <u>she</u> has a pen. Introduce the lesson and share the performance indicators.			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 2: NEW LEARNING	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> Learners to identify (my, mine) as possessive pronouns. <i>A possessive pronoun is a word that is used to express ownership.</i> <i>Examples - my, mine, our, ours, its, hers, his, her, their, theirs, your and yours.</i> 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? 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> Explore the use of types of pronouns in narratives: 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> o Interrogative Pronouns – <i>whom, who, which, what and whose.</i> o Demonstrative Pronouns – <i>this, that, these and those.</i>			

	Guide learners to use pronouns in contextual sentences. <u>Assessment</u> 1. Underline the pronouns in the following sentences. a) My name is David. I am the youngest in the family. b) This is my father. He is a teacher c) Lisa, I told you to tidy your bed! 2. Fill in the blanks with the correct pronouns a) Peter and I are brothers. _____ share a bedroom together. b) Sue isn't well. Dad is taking _____ to see a doctor. c) My brother is a teacher. _____ teaches English. d) All his students like _____ very much	
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: Narrative 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: B7.4.2.1.1. 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 and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
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>			

	Guide learners to plan and write ideas detailing what they do on the first day of school : Let learners edit or proofread the writing for sense, meaning and effect (targeted audience reaction). Encourage learners to publish writing using different media including ICT. <u>Assessment</u> I. write a narrative of what you do every term on the first day of school	
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: Reading	
Class: B7		Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing		Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts		Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference : English Language Pg. 11				
Keywords: Summarize, important information, main ideas				
Phase/Duration	Learners Activities		Resources	
PHASE 1: STARTER	Engage learners in a conversation. E.g., 1. <i>how did you spend your christmas holidays?</i> 2. <i>Is it more fun than being at school?</i> Explain to learners that when you are telling your colleagues how you spent your holidays, you don't say everything and you don't tell them what happened every minute. - rather you give a summary and you share the most important information. Share performance indicators with learners and introduce the lesson.		Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 2: NEW LEARNING	Read a story as learners listen and pay attention to the important parts. Read the story and have learners follow along. After reading, ask learners questions about the story to bring out the most important parts. Have learners read a variety of passages/story and identify the main ideas in it. Guide learners to analyze and decide what is important. o <i>Do not write the same words as the author.</i> o <i>Think and write in your own words.</i> o <i>Ask, "What is the whole write up about?"</i> Restate or map out the gist/main idea and key details. Restate the main ideas in own words.			

	<u>Assessment</u> It was the first day of the school holidays and Zainab was feeling very lazy. She was looking forward to staying in bed late in the holidays. Her mum shouted for her to get up immediately. Zainab turned over and went to sleep. She did not want to go and work with her Mum. After ten minutes her mum shouted again. Zainab had a good idea. She decided to pretend to be sick so she would not have to work. She told her mum she had a fever and was feeling very bad. Her mum felt her head and gave her a strange look. "Ok, you can stay in bed today," she said. Zainab stayed in bed for a couple of hours then was bored so she got up. When she went outside she saw her family sitting outside looking happy. They had just finished eating a very tasty cake, but only the crumbs were left. "Why didn't you call me?" she asked her mum. "You told me you were sick. I hope you weren't lying," her mum replied, smiling at her. Zainab decided never to lie again – her mum knew her too well! 1. What was Zainab's biggest mistake? 2. write what Zainab did, how it went wrong and how she felt at the end	
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.	

WEEKLY LESSON PLAN – B7

WEEK 4

Date:		Day:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B7		Class Size:		Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.I.I.I: Demonstrate use of appropriate language orally in specific situations			Indicator: B7.I.I.I.I. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues		Lesson: 1 of 1
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		Use ‘Good morning’ if the lesson is in the morning and ‘Good afternoon’ if the lesson is in the afternoon. Introduce yourself and write your name on the board (if possible). Ask two learners to volunteer to introduce themselves. Prompt them to greet before the introduction. Invite learners (one girl and one boy) to stand up and introduce themselves to each other in the same way. Check pupils’ pronunciation and help them to correct it if necessary. Share performance indicator and introduce the lesson.			
PHASE 2: NEW LEARNING		Engage learners in a formal conversation situation. E.g. a conversation between a market stallholder and a customer. Share roles among learners to take up the conversation. Example: • Customer: Good morning. How are you? • Stallholder: Good, thanks. How can I help you? • Customer: Have you got some of those lovely, juicy grapes I bought last week? • Stallholder: Yes, here you are. • Customer: Thanks. And I need 6 large eggs – only the fresh ones please.			Word cards, sentence cards, letter cards, handwriting on a manila card

	• Stallholder: Of course! There you go. • Customer: Do you have any green mangoes left? • Stallholder: Sorry, sold out. • Customer: OK, no problem. How much is all that please? Guide learners to use appropriate language to participate in formal interactions. <u>Assessment</u> I. Engage learners to talk formally between a nurse and a patient.	
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:		Day:		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: I of I																														
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		Revise and ask learners to mention some examples of possessive pronouns. Write their answers on the board. (Answers: <i>my, your, his, her, its, our, their, mine, yours, his, hers, ours, theirs</i>) Paste a puzzle on the board and ask learners to find the pronouns in it. <table border="1"><tr><td>y</td><td>o</td><td>u</td><td>r</td><td>z</td><td>a</td></tr><tr><td>o</td><td>u</td><td>n</td><td>t</td><td>m</td><td>y</td></tr><tr><td>u</td><td>r</td><td>h</td><td>h</td><td>i</td><td>o</td></tr><tr><td>r</td><td>s</td><td>e</td><td>i</td><td>n</td><td>x</td></tr><tr><td>s</td><td>b</td><td>r</td><td>s</td><td>e</td><td>y</td></tr></table> Share performance indicators and introduce the lesson.			y	o	u	r	z	a	o	u	n	t	m	y	u	r	h	h	i	o	r	s	e	i	n	x	s	b	r	s	e	y	
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PHASE 2: NEW LEARNING		Ask the class: who do you see when you look in the mirror? Write their answers on the Board (myself) Brainstorm learners to come out with more words containing the suffix “self” Example: <i>yourself, himself and herself, etc</i> Let learners know that those words are known as reflexive pronouns. <i>Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb</i> Guide learners to use and identify reflexive pronouns in sentences. Example:			Word cards, sentence cards, letter cards, handwriting on a manila card																														

	• <i>My brother built this computer <u>himself</u>.</i> • <i>Be careful not to cut <u>yourself</u> with that knife.</i> • <i>John was looking at <u>himself</u> in the mirror.</i> • <i>Kate fell and hurt <u>herself</u>.</i> • <i>Our cat washes <u>itself</u> after every meal</i> Encourage learners to use reflexive pronouns in speech and in sentences. Guide learners to use pronouns in contextual sentences. <u>Assessment</u> Underline the pronouns in the following sentences. • We baked the cake by ourselves. • Come in, everybody, and find yourselves a seat. • The children cleaned their room all by themselves. • Bears like to rub themselves against a tree. • The bird washed itself by splashing in a puddle. • The players train every day to keep themselves fit	
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.	

Date:	Day:	Subject: English Language
Duration:		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 (description, narration, exposition/information and persuasion), audiences and contexts		Indicator: B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences
Performance Indicator: Learners can write narratives of personal experiences about the past.		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference : English Language Pg. 24		
Keywords: feelings, experiences		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Write these words on the board: party, wedding, festival. Have learners discuss the events and relate to them. Put learners into three groups. Each group is to share their experience with the events stated above. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to narrate and discuss incidents or events in the school/home e.g. sporting events, cultural festivals/other activities. In pairs, learners pick out important points/ideas in the narrative and write them down. Have learners to arrange points/ideas in a logical order in paragraphs, working in pairs. Guide learners to link paragraphs together into a full written composition using linking words. <u>Assessment</u> Students write a narrative on incidents/events that have taken place in school or at home	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.	

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	
Performance Indicator: Learners can access the understanding of text through prediction			Lesson:	
			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	Write ‘A C D’ at the top of the board. Ask learners to write down all the things in the classroom beginning with the letters on the board (A, C, D). Give learners three minutes to finish. Let learners share their words.			
PHASE 2: NEW LEARNING	Show the cover page or pictures of the story or passage you intend to read. Let learners make predictions based on the pictures or cover page. Teach new words, phrases and expressions. Using the dictionary, learners find the meaning of words and use them in context. Guide learners to retell or create a parallel story using the title or pictures on the cover page. Ask questions to form ideas. Answer questions to elicit understanding (meaning).			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.			

WEEKLY LESSON PLAN – B7

WEEK 5

Date:		Day:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B7			Class Size:		Sub Strand: Conversation/Everyday Discourse
Content Standard: B7.I.I.I: Demonstrate use of appropriate language orally in specific situations			Indicator: B7.I.I.I.I. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues		Lesson: 1 of 1
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		Play an audio video on your phone or laptop and let learners listen carefully. Set a task to guide them to focus on the activity. Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation			
PHASE 2: NEW LEARNING		Show the video of a talk show or introduce a talk show by drawing on learners background knowledge of such activities on TV. Identify an interesting topic e.g. “Children should not WhatsApp”. Initiate a conversation using questions. Learners take turns to contribute to the conversation. Put learners in groups and let them choose a topic for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation. Put learners in groups to identify and discuss social values (e. g. honesty), what they are and behaviors that portray these values. Assessment			Word cards, sentence cards, letter cards, handwriting on a manila card

	I. Engage learners in collaborative conversation on topics such as social issues, values and manners with adults.	
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: Grammar	
Class: B7		Class Size:	Sub Strand: Adjectives	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.3. Explore accurate use of adjectives in texts		Lesson:
Performance Indicator: Learners can recognize the effective use of adjectives in paragraphs			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 12				
Keywords: excellent, arrangement				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome) The words that we use to describe people are called adjectives. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Write ‘Adjectives’ at the top of the board. Say: We use adjectives to describe nouns. Remember a noun is a person, place or thing. Ask pupils to imagine a city and use words to describe the city? Listen to pupils’ answers. Write some answers on the board. Guide learners to recognize the effective use of adjectives in paragraphs: E.g. Asiedu is an excellent singer. Adzo was very tired. Guide learners to identify the order of arrangement of adjectives. When you use two or more adjectives, the usual order is: size, quality, color, origin, substance Example: a small green plastic box size color substance a stylish red Italian car			Word cards, sentence cards, letter cards, handwriting on a manila card

	quality color origin Learners to practice using adjectives in sentences. <u>Assessment</u> <i>The following passage contains a lot of adjectives. Some of the adjectives appear in the wrong order. First underline the wrongly ordered adjectives. Then write them in their correct order on the lines below the passage.</i> My friend Jeremy is a handsome tall boy. He always wears a white long T-shirt and a big red cap. He carries a blue huge canvas bag to school. His favorite food is red crunchy apples and he always has one in his bag. Our teacher is an English kind tall man called Mr. Clark. He wears a blue smart suit and glasses with black plastic thick frames	
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: 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	Lesson:
Performance Indicator: Learners can write descriptions of events, places and processes.			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: • 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

	Make a summary of points and appropriate vocabulary. Students write a description of particular events/places giving distinctive features. <u>Assessment</u> Students write descriptions of a particular event/place.	
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:		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	
Performance Indicator: Learners can access the understanding of text through prediction			Lesson:	
			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	Write ‘A C D’ at the top of the board. Ask learners to write down all the things in the classroom beginning with the letters on the board (A, C, D). Give learners three minutes to finish. Let learners share their words.			
PHASE 2: NEW LEARNING	Show the cover page or pictures of the story or passage you intend to read. Let learners make predictions based on the pictures or cover page. Teach new words, phrases and expressions. Using the dictionary, learners find the meaning of words and use them in context. Guide learners to retell or create a parallel story using the title or pictures on the cover page. Ask questions to form ideas. Answer questions to elicit understanding (meaning).			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.			

WEEKLY LESSON PLAN – B7

WEEK 6

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
Performance Indicator: Learners can listen to extended reading and identify key information		Lesson:
Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference : English Language Pg. 5		
Keywords: old millionaire, village, test, sons, gift		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation. Example: Who is a millionaire? (Answer: someone with more than a million dollars) Ask learners: What would you do if you were a millionaire? Listen to pupils' answers. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Write new words in the story on the board: Example: old millionaire, village, test, sons, gift, Guide learners to find the meaning of the new words and use them in context. Have learners to predict what the story is about from the new words? Write some pre reading questions on the board to guide learners listening. Tell the story to the class. Ask pupils to follow along. Guide learners to Identify key points: o <i>intent or purpose of the message (e.g. to inform, persuade, instruct);</i> o <i>the speaker's enthusiasm and passion for the topic;</i>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<i>o main idea (s) and supporting points.</i> Ask learners to write one sentence for each of the new words. When they finish, invite them in turns to read their sentences to the class. <u>Assessment</u> Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families. Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it. 1. Everyone has a mobile phone now. T/F 2. Teenagers never text at dinner. T/F 3. Mobile phones cost a lot of money. T/F 4. Mobile phones can help you study. T/F 5. You can only use mobile phones in the city. T/F	
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: Grammar	
Class: B7	Class Size:	Sub Strand: Adjectives
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B7.3.1.1.3. Explore accurate use of adjectives in texts	Lesson:
Performance Indicator: Learners can recognize the effective use of adjectives in paragraphs		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
Reference : English Language Pg. 12		
Keywords: famous, mountainous, courageous , adventurous, explorer		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Let learners know that adjectives have many different endings. Example: Some adjectives end in -ful. These adjectives describe noun or pronouns that are full of something or have a lot of something. <i>a beautiful face a painful injury</i> <i>a cheerful baby a joyful smile</i> <i>a powerful machine</i> Some adjectives end in -ous. Examples are; <i>a famous writer, a mountainous area, a courageous soldier, an adventurous explorer, etc</i> Some adjectives end in -less. These adjectives describe a person or thing that does not have something. Example: <i>a cloudless sky, a sleeveless dress, a careless driver, homeless people, a joyless song, etc.</i> Guide learners to explore the different adjective endings. Examples: <i>y = a messy room, a noisy car, a muddy path, etc.</i> <i>al = a national flag, personal possessions, etc.</i> <i>ing = a caring nurse, a flashing light, a smiling face, etc.</i>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Let learners use and identify the various adjective endings in sentences. <u>Assessment</u> <i>Fill in the blank spaces with adjectives made from the verbs in parentheses. Remember that both present participles and past participles can be used as adjectives. Choose the adjective that suits the sentence best. The first one has been done for you.</i> 1. It wasn't a very <u>interesting</u> (interest) movie. 2. We could hear the _____ (excite) fans screaming. 3. I hope the pupils don't think that my classes are ____ (bore). 4. My dad had a very _____ (worry) look on his face. 5. Have the police found the _____ (steal) car yet? 6. The supermarket sells lots of _____ (freeze) food. 7. The players on the _____ (win) team don't look tired at all. 8. Some of the old houses had _____ (break) windows	
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: 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		Lesson:
Performance Indicator: Learners can write descriptions of events, places and processes.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 24				
Keywords: Figurative, metaphor, personification, devices				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.			
	Share performance indicators and introduce the lesson			
PHASE 2: NEW LEARNING	Briefly revise the writing process by having learners name the stages and say what happens at each stage.			Word cards, sentence cards, letter cards, handwriting on a manila card
	Revise descriptive writing with learners			
	Have learners select a topic e.g. “A Day I will never forget”.			
	Provide a sample text. Guide learners to identify the descriptive words and expressions:			
	Discuss the descriptive words and expressions with learners.			
	Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices			
<u>Assessment</u> In not more than 300 words, describe a special time that you and your family had together.				

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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Date:	Period:	Subject: English Language	
Duration:		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing		Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 11			
Keywords: Summarize, important information, main ideas			
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 read and re-read a text to identify the main idea in a given paragraph. Guide learners with examples to restate information read in a few words Guide learners to write a summary of passages taking note of the main ideas. In pairs or groups, learners summarize specific paragraphs of a passage to be presented to the class		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.		

WEEKLY LESSON PLAN – B7

WEEK 7

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	Ask learners to think about a special occasion or special place they have visited recently. Example: to the mall, hospital, market, bank, etc. <u>RCA QUESTIONS</u> What was good about it? Why did you like it? Have learners share their experiences to their partners. Share performance indicator and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise with learners on the features of a conversation. Example: participants that take turns in talking, etc. Through discussion, guide learners to identify some places they visited recently. Example: Hospital Choose one such place and engage in a model conversation with a learner earlier prepared. Converse on a given topic with a learner as others watch. Example; Doctor: <i>Hi Mary. How are you feeling today?</i>		Word cards, sentence cards, letter cards, handwriting on a manila card

	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> Doctor: <i>Great. Say, your test results came in this morning.</i> Patient: <i>It's about time. Is it good news or bad?</i> Doctor: <i>I guess it's a bit of both. Which do you want first?</i> Let learners, converse in pairs on different topics after the example. Encourage them to follow the rules of conversation. Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word. <u>Assessment</u> Engage learners to role play a conversation in a bank between a bank manager and a customer.	
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: 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	Tell the class two or three things you do before you come to school. Point to the question on the board and ask: What do you do before school every day? 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 Ask: Which tense are the questions in? (Answer: present simple.) Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Draw a picture of a girl on the board and give her a name. Example; This is Chantal. Write these words on the board: bananas, school uniform. Ask learners: Who can give me a question for Chantal about bananas? (example: What does she eat for breakfast?) Ask learners: Who can give me a question for school uniform? (example: What does she wear to school?) Guide learners to answer the questions above. Example: She eats bananas. She wears a school uniform.			Word cards, sentence cards, letter cards, handwriting on a manila card

	In pairs/groups, learners scan verbs in given texts. Guide learners to Identify the use of verbs that show present tense and aspect in sentences. E.g. - 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> <u>Assessment</u> Underline the verbs in the sentences 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.	
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: 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: o the simple present for conveying timeless statements and facts o rhetorical questions and repetition for persuasion Learners to Edit/Proofread the writing for sense or meaning, and effect (emotional reaction). Guide learners to publish writing using different media including ICT. <u>Assessment</u> Have learners to write freely on topics of choice on issues in the community.			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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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	Lesson:
Performance Indicator: Learners can read silently and answer comprehension questions on text/passage read			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

	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. 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?	
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.	

WEEKLY LESSON PLAN – B7

WEEK 8

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 engage in collaborative conversation on topics such as myself, family, personalities etc. with peers		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 3			
Keywords: character, relevant			
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	Model describing yourself: e.g. name, physical features, character, likes and dislikes etc. Guide learners with appropriate questions to give oral descriptions of themselves. Select and describe a family member using relevant vocabulary e.g. – sister/brother/parent – name, age – how he/she looks like – shape of face, facial marks if any, shape of nose, eyes, etc. – height, color and any minute detail that can be used to identify the person easily. Guide learners with questions and other activities, to mention the name of the Assembly Member or Regional Minister for the region in which their school is located.		Word cards, sentence cards, letter cards, handwriting on a manila card

	Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc. Through questions and answers have learners talk about the roles and duties of these ministers. Individually, ask learners to talk about their favorite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned.	
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: 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 (present continuous tense)		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	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicator.				
PHASE 2: NEW LEARNING	Begin teaching the present continuous by speaking about what is happening in the classroom at the moment. Example: The sun is <u>shining</u> . We are <u>learning</u> about present progressive tense. Once learners recognize this usage, extend it to other things you know are happening now. Example: The boys are <u>playing</u> tennis over there. Ask learners what they are doing at the moment to help them begin using the form. Choose a book with lots of activities, and ask learners questions based on the pictures. Example: What are they doing? What is she holding in her hands? Introduce learners to negative form of progressive tense. Use the Yes/No questions to illicit negative responses. Example: is she <u>playing</u> football? – No, she isn't <u>playing</u> tennis. She is <u>playing</u> golf.			Word cards, sentence cards, letter cards, handwriting on a manila card	

	Using comprehension activities, guide learners to identify and use present continuous forms of verbs in speech and writing. <u>Assessment</u> Fill in the blank spaces with the present progressive tense of the verbs in parentheses. 1. We(go) to the zoo tomorrow. 2. He(fix) my bike in the garage. 3. I(help) Mom in the kitchen. 4. My sister and I(watch) television in our bedroom. 5. The train(leave) in ten minutes. 6. They(come) with us to the museum.	
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: 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: • <i>Must be attractive with a catchy caption or heading.</i> • <i>Use figurative language (alliteration and metaphors especially)</i> • <i>The proportionate spacing of fonts with different sizes.</i> • <i>Special offers or discount, if any.</i> Example: You want a Maths teacher for your son who is in B7. Draft a suitable advertise in not more than 50 words stating you requirements. Brainstorm from learners the title to be used for the advertisement. Guide learners to write the advertisement. E.g. Wanted An experienced male mathematics teacher is needed for a B7 student. Candidate should have least 10 years’ experience of teaching math in a public school, he should be strict disciplinarian to be able to deal with the student on a			Word cards, sentence cards, letter cards, handwriting on a manila card

	astern note. Remuneration is negotiable. Send your application to <i>fayolinc@gmail.com</i> <u>Assessment</u> You want to sell your newly built flat. Draft a suitable advertisement in not more than 50 words to be inserted in a popular newspaper.	
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: 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	Lesson:
Performance Indicator: Learners can read silently and answer comprehension questions on text/passage read			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> Three friends, Emmanuel, Lysen and Unisa lived in a small village just outside Port Loko. There was a tea shop near the bus stop where they sat every day drinking tea and		Word cards, sentence cards, letter cards, handwriting on a manila card

	talking while they waited for the bus to take them home from their jobs in the city. One day, Emmanuel was sitting in silence in the tea shop and did not join the conversation with the others. His friends saw he was very quiet and asked him why he looked so worried? Emmanuel said it was no problem, but he still looked sad. Lysen said he should share his problem, so that they all could help him solve it. Finally Emmanuel decided to tell them and said 'I lost 70 million Leone!' His friends were very shocked and Unisa said, '70 million Leone? When did you have so much money?' Emmanuel said again, 'I lost 70 million Leone. I'm very sad to lose so much money!' Lysen said 'You were with us most of the time. We didn't see the money. How did you lose it?' Emmanuel was silent. Unisa said: 'If you tell us about it, maybe we can help you!' Emmanuel then told them that he had read in the newspaper about a lottery. The winner of the lottery would get 70 million Leone. 'Today I read the newspaper again and it gave the number of the winning ticket.' Unisa and Lysen were very shocked and shouted at the same time 'Did you lose the ticket?' Emmanuel shook his head. 'Then why you are sad?' they asked? Emmanuel said 'I was going to buy a ticket. I decided to buy it on Wednesday because it is my lucky day, but I forgot! I only remembered about the lottery when I read the newspaper today. If I had bought the ticket, I would have won the lottery. I feel so bad I have lost 70 million Leone.' 5. They waited for a bus together to come home from work. 6. He was sad because thought he had he lost 70 million Leone. 7. His friends were shocked because they didn't know he had that much money 8. He didn't buy a ticket because he forgot. 9. You can't be sad or shocked by something if you didn't try to make it happen	
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.	

WEEKLY LESSON PLAN – B7

WEEK 9

Date:		Period:		Subject: English Language											
Duration:				Strand: Oral Language											
Class: B7		Class Size:		Sub Strand: Short vowel											
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 (short vowels) in context		Lesson:										
Performance Indicator: Learners can pronounce and spell words with vowel sounds				Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving											
Reference : English Language Pg. 6															
Keywords: consonants, vowels															
Phase/Duration		Learners Activities			Resources										
PHASE 1: STARTER		Have learners say or sing the alphabet song. Ask learners to identify the two types of letters in the English alphabet? (Answer: consonants and vowels) Recap with learners to find out they already know about vowels. Share the performance indicators with learners and introduce the lesson.													
PHASE 2: NEW LEARNING		Brainstorm the meaning of vowels from learners. <i>A vowel is a syllabic speech sound pronounced without any stricture in the vocal tract.</i> Write the letters of the alphabet on the board or cardboard. Let learners identify all the vowel sounds in the alphabet. Example: a, e, o, i, u Draw the following table on the board. <table border="1"><tr><td>Short a</td><td>Short e</td><td>Short o</td><td>Short i</td><td>Short u</td></tr><tr><td>Apple</td><td>Egg</td><td>Ink</td><td>Orange</td><td>umbrella</td></tr></table> Now pronounce these vowels and ask learners to tell some words that start with these vowels. Example: ‘a’ in apple.			Short a	Short e	Short o	Short i	Short u	Apple	Egg	Ink	Orange	umbrella	Word cards, sentence cards, letter cards, handwriting on a manila card
Short a	Short e	Short o	Short i	Short u											
Apple	Egg	Ink	Orange	umbrella											

	Write 'apple' in "a" column and ask them to add more words. Mention and write some words on the board and guide learners to identify vowels in the words. Engage learners to say these tongue twisters to aid them pronounce words with vowel sounds. Example: "A big brown bat bit a big blue bug and made the big blue bug bleed" Guide learners to pronounce vowel sounds correctly in connected speech. <u>Assessment</u> 1. What is a vowel sound? 2. List 10 words that contain a vowel sound.	
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: 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 (past perfect) in context.		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: perfect, historical, timelines				
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 understand the meaning of past perfect tense. <i>The past perfect deals with two events that took place in the past, but one before the other, not simultaneously.</i> Introduce the past perfect tense with timelines of activities. Example: <i>I left the school at 6pm. My son started preparing dinner at 6pm and finished at 7pm. I got home at 7:15pm</i> Say, “ When I got home, my son had finished preparing dinner.” Guide learners to form past perfect tense. Give examples using any historical timelines that learners can relate to. Example: <i>when you were born, the internet had already been invented, etc.</i> Ask learners to provide more examples, comparing historical or past events. Introduce the past perfect tense negative forms to learners.			Word cards, sentence cards, letter cards, handwriting on a manila card

	Continue using the timelines, but this time make negative statements. Example: <i>When my grandmother was born, mobile money hadn't been discovered yet.</i> <i>When I finished high school, I hadn't started teaching yet.</i> Engage learners to practice with more examples. <u>Assessment</u> Complete the sentences using past perfect tense 1. The fire ____ (already/reach) the roof by the time the firemen arrived. 2. Henry went to prison because he ____ (steal) a lot of money. 3. My father bought the new car after he ____ (try) it a few times. 4. There was a lot of snow outside because it ____ (snow) earlier that day.	
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.			

Date:		Period:	Subject: English Language
Duration: 100mins			Strand: Reading
Class: B7	Class Size:		Sub Strand: Summarizing
Content Standard: B7.2.2.1: Demonstrate an understanding in summarizing		Indicator: B7.2.2.1.1. Use summarizing to understand key ideas in a range of texts	Lesson: 1 of 1
Performance Indicator: Learners can summarize ideas in a text		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference : English Language Pg. 11			
Keywords: Summarize, important information, main ideas			
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 read and re-read a text to identify and distinguish the main idea in a given paragraph. Have learners write the main ideas in phrase form. The main ideas can be noted in a list, in a topic web, etc. Begin the summary with an introductory statement. Have learners turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea. Let learners combine the sentences into one or more paragraphs. Guide learners to use transition words to connect the sentences and the paragraphs. <u>Assessment</u> In not more than three sentences, write a summary for the following passage and suggest a suitable title. <i>In this selfish world, man has one friend who is totally and unselfish, that is the dog. He is never ungrateful. He never leaves his master. A man's dog is loyal to him in wealth and property, in health and sickness. He will sleep on the cold ground when the winter is severe. His only wish is to be with his master. Even when his master has no food to offer, the dog licks his hand. He guards the sleep of his master as though he were a prince.</i>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<i>When all other friends desert his master, he remains. He is as steady in his love as the sun in his journey through the heavens. Even if the master becomes friendless and homeless.</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.	

WEEKLY LESSON PLAN – B7

WEEK 10

Date:	Period:	Subject: English Language
Duration:	Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Long vowel
Content Standard: B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B7.1.3.1.2. Produce pure vowel sounds (long vowels) in context	Lesson:
Performance Indicator: Learners can pronounce and spell words with vowel sounds		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
Reference: English Language Curriculum Pg. 6		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Have learners say or sing the alphabet song. Recap with learners to find out they already know about vowels. Share the performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Revise with learners on the meaning of a vowel. Mention and write some words on the board and guide learners to identify vowels in the words. Review learners understanding in using short vowels in writing. Introduce learners to the usage of long vowels. 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. Examples are sale, cage, tape.</i> The letter 'i' can make a long sound, as in <u>hide</u>, when it is followed by a consonant and silent 'e'. examples are rice, mice, spice, etc.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

	The letter 'o' can make a long sound, as in <u>rope</u>, when it is followed by a consonant and silent 'e'. The letter 'o' can also make a long sound when it is followed only by silent 'e', as in <u>Joe</u>. Examples are home, joke, whole, etc. Guide learners to identify and produce long vowels in context. E.g.: part, peel, bloom. Distinguish between long and short vowels in context. Listen to and produce sounds as used in connected speech.	
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: Grammar
Class: B7		Class Size:	Sub Strand: Adverbs
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level	Lesson:
Performance Indicator: Learners can use adverbs correctly in speech and writing.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
Reference: English Language Curriculum Pg. 14			
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	Have pairs present their work to the class for feedback. Introduce the adverb in context and get learners to understand that an adverb is a grammatical structure that modifies a verb. It is usually a single word or more than a single word. Guide learners to identify the types of adverbs. Example: Adverb of manner. Adverbs of manner tells how an action is done. e.g. <i>Obeng walks <u>fast</u></i> Guide learners to recognize the effective use of adverbs in paragraphs; • to give more information about the verb. E.g. She slowly entered the room. • to give more information about the adjective. E.g. The test was extremely difficult. Provide several examples in context for learners to read out. Pair up learners to write short paragraphs using adverbs of manner. Let learners use the adverb phrases in sentences. E.g. He comes to the house every day. <u>Assessment</u> Underline the adverbs in the sentences. • The girls answered all the questions correctly. • He was driving carelessly.		Word cards, sentence cards, letter cards, handwriting on a manila card

	• The plane landed safely. • Katy plays the piano skillfully. • Sam is behaving like a baby. • Please speak in a clear voice	
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 about incidence or events of the day.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Curriculum Pg. 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 Let learners watch TV news at home and write their own news from the pictures they see. Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class. Let each group choose one person to present the news. Have learners publish their works on the internet. Help learners to organize a radio or talk show.			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.			

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: B7.2.1.1.4. Use text structure to understand and read texts independently		Lesson:
Performance Indicator: Learners can read and answer questions an text read				Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Curriculum Pg. 8					
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		Engage learners to interact with a variety of texts. Examine the topic sentences that give clues to a specific structure. Learners to Identify how the structure (how the information is organized) of the text influences meaning. These may include: o description, o sequence, o problem and solution, o cause and effect and o compare and contrast. Use a graphic organizer to make a chart of the text structure. Write paragraphs that follow a specific text structure. Read independently and identify how text structure helps with understanding other texts.			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.			

WEEKLY LESSON PLAN – B7

WEEK 11

Date:		Period:		Subject: English Language		
Duration:				Strand: Oral Language		
Class: B7		Class Size:		Sub Strand: Conversation/Everyday Discourse		
Content Standard: B7.I.I.1: Demonstrate use of appropriate language orally in specific situations			Indicator: B7.I.I.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		Engage Learners in a warm up-directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask “where is the school?” Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Share the performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING		Engage learners to discuss location of their homes and other important places in their neighborhood. Introduce to learners the “directions vocabulary” That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation. 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. Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc. The group that gets all directions correctly wins. Also using flash cards, Introduce learners to some “directional phrase” - turn right/left, go straight, you will see it on the right/left. - go across (the school, the park, the post office)			Word cards, sentence cards, letter cards, handwriting on a manila card	

	- <i>its next to (the school, the park, the post office)</i> - <i>opposite, adjacent, a few metres away, ten minute-walk /drive,</i> Guide learners to explain each of the phrase. Call out learners to give directions to their various homes using the “directions vocabulary and phrases” <u>Assessment</u> Have Learners sketch the direction to their homes on paper.	
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: Grammar	
Class: B7		Class Size:		Sub Strand: Adverbs	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication			Indicator: B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level		Lesson:
Performance Indicator: Learners can use adverbs correctly in speech and writing.			Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving		
Reference: English Language Curriculum Pg. 14					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Revise with learners to identify adverbs of manner in sentences. Learners give more examples of adverbs of manner and use them in context. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING		Engage learners in a conversation. Ask learners to talk about what they do each day. Write these words on the board relating to things they do. Example: • Always – bathing, eating, etc. • Usually – brushing of teeth, combing of hair, etc. • Often – bringing food to school, etc. • Sometimes – polishing shoe, etc. • Seldom – walking to school, etc. • Never Introduce and use the adverb of frequency in context to learners. Adverbs and adverb phrases answer the question “how often?” They are called adverbs of frequency. The list above (always, often, usually) will help learners associate the adverbs of frequency with the concept of relative repetition or frequency. Paste a short passage on the board. <i>I always have breakfast. I usually get up at 7 o'clock. I often watch television. I sometimes exercise. I seldom go shopping. I never wash my cloths.</i>			Word cards, sentence cards, letter cards, handwriting on a manila card

	Model each adverb of frequency by pointing to it on the board while slowly saying the phrases allowing learners to take in the regularity associated with the adverb of frequency being used. Ask learners questions to illicit responses using adverbs of frequency. Example: Chantal, how often do you come to class? Esther, how often do you watch television? Henry, how often do you cook at home? Continue this exercise until each child answers a questions. <u>Assessment</u> Underline the adverbs in the sentences. 1. Katy practices the piano regularly. 2. The children always go to school on the bus. 3. I'll never make that mistake again. 4. Have you ever been to Japan? 5. We've been to Disneyland twice. 6. The shops are often very busy.	
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: Letter Writing
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: B7.4.2. 2.1 Compose informal letters on varied topics using appropriate format	Lesson:
Performance Indicator: Learners can write letters to friends on varied themes using the appropriate format		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
Reference: English Language Curriculum Pg. 30			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners in a conversation. Say: We all like talking to our friends. What do you talk about with your friends? Listen to pupils’ answers. Write some of their ideas on the board. Example answers: home, school, other friends, music Ask, Assuming your friend goes away. How do you keep in contact? Example answers: mobile phone, internet, letters. Tell learners that today they are going to study how to write a letter to a friend. This is called an informal letter.		
PHASE 2: NEW LEARNING	Guide learners to identify features of informal letters (writer’s address, date, salutation, body, subscription, name). Learners to use the correct features of informal letters appropriately. Example: 1 ————— (Sender’s Address) Obomeng Presby JHS P. O. Box 258 Mpraeso – kwahu 25th March, 2022. (Salutation) Hello, Hi, Dear chantal, 2 ————— (Body) • Ask about your friend • Say why you are writing • Tell your friend your news • End the letter 3 —————		Word cards, sentence cards, letter cards, handwriting on a manila card

	• Closing (with best wishes) 4 Subscription and name Engage learners to write informal letters on a range of themes to friends and relatives. E.g. of themes; school life, excursions, games, festivals etc. Help learners to correct errors of informal letters written by others. <u>Assessment</u> Write a letter to your friend in another school, describing your experience in your new class (B7)	
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: Reading
Class: B7		Class Size:	Sub Strand: Comprehension
Content Standard: B7.2.1.2: Read, comprehend and interpret texts		Indicator: B7.2.1.2.1. Identify the main text features of a non-literary texts.	Lesson:
Performance Indicator: Learners can identify the main text features of a non-literary texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 9			
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	Engage learners to interact with a variety of texts. Use samples of varied texts such as non-fiction – articles, formal letters, etc. to identify text features Discuss how the text features aid in the comprehension of a text. E.g. o A title indicates the topic, subject matter or the main idea of an entire text. o Bold print signals important vocabulary and/or a phrase that is integral to understanding the content of a text. Examine the topic sentences that give clues to a specific structure. Use a graphic organizer to make a chart of the text structure. Write paragraphs that follow a specific text structure. Read independently and identify how text structure helps with understanding other texts.		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 12

REVISION AND END OF TERM ASSESSMENT

Date:	Period:	Subject: English Language
Duration:	Strand: All Strands	
Class: B7	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term.	Lesson:
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 1 to 30		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing a song containing lyrics both formal and informal Put learners into groups and use semantic map to guide them find meanings of the key vocabulary Introduce the topic and share performance indicators with learners	
PHASE 2: NEW LEARNING	Revise with learners to identify formal and informal situations. <i>E.g. interactions between strangers on varied themes, announcements, casual or intimate relationship between friends and acquaintances, family and teammates, etc.</i> In turns, ask learners to talk about their favorite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned. Revise with learners to identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. In pairs, have learners to read passages and underline all the nouns in the passage. Revise with learners on the use of pronoun types accurately in speaking and texts. Encourage learners to use reflexive pronouns in speech and in sentences.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Revise with learners to relate forms of verbs to everyday activities. Example: The sun is <u>shining</u>. We are <u>learning</u> about present progressive tense. Revise with learners to consolidate basic understanding of compound sentences using conjunctions (connectives): nor, or, so, then, yet. Guide learners to write personal narratives using effective techniques incorporating descriptive details and logical event sequences. Guide learners to create advertisements to persuade a given audience to take decisions on products and services. <u>Assessment</u> Underline the nouns and pronouns in the following sentences. • We baked the cake by ourselves. • Come in, everybody, and find yourselves a seat. • The children cleaned their room all by themselves. • Bears like to rub themselves against a tree. • The bird washed itself by splashing in a puddle. The players train every day to keep themselves fit	
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: All Strands
Class: B7	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Preparation towards vacation
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
References: English Language Curriculum Pg. 1 to 30		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner's SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.