WEEK 10

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| **Week Ending:** | | **DAY:** | | **Subject:** English Language | | |
| **Duration: 60mins** | | | | **Strand:** Oral Language | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Diphthongs | | |
| **Content Standard:**  B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking | | | **Indicator:**  B7.1.3.1.3. Produce diphthongs in context (centering and closing) | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can share opinions from a level-appropriate text. | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum Pg. 6 | | | | | | |
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| 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** | Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.  Learners come up with examples of words that have the diphthongs. Have learners identify these diphthongs as they read the words.  E.g. ei - take oi - boy ai– why, try  Learners form their own sentences using words having diphthongs  Learners use their rhyming words in meaningful sentences. Introduce words that contain the target diphthongs, one at a time, by writing examples on the board  e.g. /eƱ/ - go, no, boat, load etc.  /aƱ/ - how, fowl etc.  Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.  In a discussion have learners talk about diphthongs. Give several examples and elicit examples from them.  /iǝ/ - fear, ear, near, clear  /eǝ/ - prepare, there, stairs  /Ʊǝ/ - pure, secure  Have learners use words with diphthongs in meaningful sentences. | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** English Language | | |
| **Duration:** 50MINS | | | | **Strand:** Reading | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:** Summarizing | | |
| **Content Standard:**  B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece | | | **Indicator:**  B7.2.2.2.1. Determine and analyze central and supporting ideas of texts | | **Lesson:**  1 of 1 | |
| **Performance Indicator:**  Learners can analyze central and supporting ideas of texts read. | | | | **Core Competencies:**  Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving | | |
| **References:** English Language Curriculum Pg. 11 | | | | | | |
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| 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** | Have learners read a variety of texts for main ideas.  Guide them to identify the main idea/topic sentence in the paragraphs.  Learners to identify supporting details and how these relate to main details in texts.  Guide learners to summarize main ideas of texts in own words and peer edit it.  When you are reading, think about the following:  • *What are the main ideas?*  *• What are the crucial details necessary for supporting the ideas?*  *• What information is irrelevant or unnecessary?*  Assessment  The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body.   1. What is the paragraph mainly about? 2. Which title best summarizes this passage? | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  |

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| **Week Ending:** | | **DAY:** | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | **Strand:** Grammar | | | |
| **Class:** B7 | | **Class Size:** | | **Sub Strand:**  Use of proverbs | | | |
| **Content Standard:**  B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication | | | **Indicator:**  B7.3.4.1.1 Explore the use of proverbs to enrich communication | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use of proverbs to enrich communication | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum Pg. 23 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Review with learners on the previous lesson through questions and answers.  Share performance indicators and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Guide learners to identify and examine proverbs in context to figure out their meanings.  In groups let learners find Ghanaian proverbs to match the English ones identified.  Have learners use proverbs to construct meaningful sentences | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Week Ending:** | | **DAY:** | | | **Subject:** English Language | | |
| **Duration:** 60 mins | | | | | **Strand:** Writing | | |
| **Class:** B7 | | **Class Size:** | | | **Sub Strand:** Letter Writing | | |
| **Content Standard:**  B7.4.3.1: Research to build and present knowledge | | | **Indicator:**  B7.4.3.1.1. Identify and record information from non-text sources organize and present it in writing | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can compose formal writing on given topics using appropriate format. | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | | |
| **References:** English Language Curriculum Pg. 29 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners on semi-formal letters.   * When do we use the semi-formal format of letter writing? * Have you written a letter to your Head teacher recently? * What format did you use?   Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Learners in groups identify and record:   * Source information (title, author, date etc.) * headings to help you identify the key topics * key points, examples, names, new ideas * Triggers to make your notes more memorable – such as mnemonics, color or drawings. * Further reading and ideas to follow up later.   Guide learners to identify and select key ideas and organize ideas and make connections.  Learners exchange their books and proofread the writing for sense or meaning, and effect.  Have learners represent writing in a flow chart, illustrations and notes in other media including ICT. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts  Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Week Ending:** | | **DAY:** | | | **Subject:** English Language | | |
| **Duration:** 50MINS | | | | | **Strand:** Literature | | |
| **Class:** B7 | | **Class Size:** | | | **Sub Strand:** Prose | | |
| **Content Standard:**  B8.5.1.1: Demonstrate understanding of how various elements | | | **Indicator:**  B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.) | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use basic literary devices in texts | | | | **Core Competencies:**  Communication and Collaboration, Personal | | | |
| **References:** English Language Curriculum Pg. 67 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Learners take turns to read aloud parts of the prose.  Example: **Tell My Son to Hold On to His Gun**    Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.  Ensure learners use correct stress and intonation in reading.    Learners read again, parts of the prose which were not well read.  Learners read the story silently and answer questions posed by teacher. | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |