**WEEK 11**

**REVISION**

Name of School: ……………………………………………………………………………….……..

Name of Teacher: ……………………………………………………………………………………

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| **Week Ending:**  | **DAY:** MONDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Oral Language |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** Presentation |
| **Content Standard:** B3.1.10.1: Plan and present information and ideas for a variety of purposes | **Indicator:** B3.1.10.1.2. Use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can use appropriate verbal and non-verbal cues to convey meaning while speaking, | **Core Competencies:**Communication and Collaboration, Leadership  |
| **Key words** |  |
| **References:** English Language Curriculum For Primary Schools Pg. 80 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Select 10 words and write them two different times on word cards.Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.* Did you enjoy the game?
* What words did you hear in the game?
* Make a list of ten words you heard.

Share performance indicators with learners and introduce the lesson. | Music box |
| PHASE 2: **NEW LEARNING** | Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. Let the groups plan their presentations on an appropriate topic. Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lessonTake feedback from what have learnt and summarize the lesson.  |  |

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| **Week Ending:**  | **DAY:** Tuesday | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Reading |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** Fluency |
| **Content Standard:** B3.2.9.1: Read texts fluently | **Indicator:** B3.2.9.1.3. Use self-correction strategy to make meaning from texts | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can read aloud with appropriate pace and intonation. | **Core Competencies:**Communication and Collaboration |
| **New words** | Energy, solar, electricity, fuel, machine |
| **References:** English Language Curriculum For Primary Schools Pg. 88 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Engage learners to sing familiar rhymes.Ask learners;* Whether they enjoyed singing the songs?
* What words did you hear in the songs?
* Are these words food, animals, objects?

Write the word “Energy” on the board.Ask: “What do you know about energy?” “Where does it come from?”Introduce the passage title: “Sources and Uses of Energy.” | flashcards |
| PHASE 2: **NEW LEARNING** | Explain what a read-aloud is and why intonation (voice rise and fall), pace (speed), and self-correction are important.Model poor reading (e.g., reading too fast or flat) and ask learners what sounded wrong.Then model good reading using a short section: use clear voice, correct pace, and proper intonation.Show 3 common strategies for self-correction:* Reread the sentence if it doesn’t sound right
* Break the word into parts to pronounce it
* Use context clues to guess the correct word

Read the first paragraph of the passage slowly and clearly. Stop at one or two tricky words and model how to self-correct: “Solar energy is used to power ho—ho—houses. Oh, it’s ‘houses’ not ‘horses.’ Let me go back and read it again.”Divide learners into small groups or pairs.Give them copies of the passage and let each learner take turns reading 1–2 sentences aloud.Partners listen for fluency and encourage self-correction if needed.Teacher walks around with a fluency checklist, listening for:✅ Correct word reading✅ Intonation✅ Pacing✅ Self-correction | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lessonTake feedback from what have learnt and summarize the lesson.  |  |

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| **Week Ending:**  | **DAY:** WEDNESDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Writing |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** ArgumentativeWriting |
| **Content Standard:** B3.4.12.1: Demonstrate knowledge of description of writing | **Indicator:** B3.3.13.1.1 write a short paragraph to support an opinion or claims with clear reasons | **Lesson:**2 of 2 |
| **Performance Indicator:** Learners can write a short paragraph to support an opinion or claims with clear reasons | **Core Competencies:**Communication and Collaboration, Personal Development |
| **References:** English Language Curriculum Pg. 95 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Engage learners to sing familiar songs. E.g. Five little ducksAsk learners;* Whether they enjoyed singing the song?
* What words did you hear in the song?
* Are these words food, animals, objects?

Share performance indicators with learners and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Choose a simple topic for an argument. e.g. Which food is better; rice or fufu?Let learners choose one of the meals and give reasons why they think it is better. Put the class into two to argue on the topic. | Word cards, paper, letter cards, |
| PHASE 3: **REFLECTION** | Summarize the important points in the lesson with learners.Take feedback from what have learnt and summarize the lesson. Next lesson: make a radio/TV presentations/performances |  |

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| **Week Ending:**  | **DAY:** THURSDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Grammar Usage |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** Spelling |
| **Content Standard:** B3.5.10.1: Use phonics knowledge to spell words | **Indicator:** B3.5.10.1.1 spell phonically irregular words correctly | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can spell phonically irregular words correctly | **Core Competencies:**Communication and Collaboration, Personal |
| **References:** English Language Curriculum Pg. 102 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happyShare performance indicators and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Write the following words on the board:*enough, answer, because, bought, through*Pronounce each word clearly and slowly.Ask learners to repeat.Briefly explain why these words are irregular.E.g., “Enough” sounds like it ends in ‘uff’, but it’s spelled -ough.Introduce the “Pick and Spell” game:Words are placed in a box or container.Learners take turns to pick a word and try to spell it aloud.If correct, they use the word in a sentence (spoken).Example: Learner picks “bought” → Spells it: B-O-U-G-H-T → Sentence: “I bought a new pencil yesterday.”Model this once or twice before starting group play.In small groups, learners play the “Pick and Spell” game with teacher support.Each learner must spell the word they pick and use it in an oral sentence.Encourage peer correction and clapping for correct answers.Assessment Give learners sentences with blank spaces and let them fill in the correct word.Example:* I \_\_\_\_\_\_ a gift for my friend. (bought)
* She could not go out \_\_\_\_\_\_ it was raining. (because)
* He walked \_\_\_\_\_\_ the tunnel. (through)
* That’s \_\_\_\_\_\_ rice for everyone. (enough)
* Please \_\_\_\_\_\_ the question carefully. (answer)
 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Assessment Fill in the blanks with the correct word:* I did not go to school \_\_\_\_\_\_ I was sick.
* My father \_\_\_\_\_\_ a new car.
* That is not \_\_\_\_\_\_ sugar for the cake.
* We walked \_\_\_\_\_\_ the gate quietly.
* Can you \_\_\_\_\_\_ this riddle?

Give learners a text with names of particular places and days of the week, beginning with small letters. |  |

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| **Week Ending:**  | **DAY:** Friday | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Extensive Reading |
| **Class:** B3 | **Class Size:**  | **Sub Strand:** Reading |
| **Content Standard:** B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | **Indicator:** B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can read a variety of age and level-appropriate books and summarize them | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum For Primary Schools Pg. 112 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Engage learners to sing familiar songs. E.g. Five little ducksAsk learners;* Whether they enjoyed singing the song?
* What words did you hear in the song?
* Are these words food, animals, objects?

Share performance indicators with learners and introduce the lesson. |  |
| PHASE 2: **NEW LEARNING** | Using book tease or book talk, introduce the reading/ library time. Have a variety of age appropriate books for learners to make a choice from.Introduce picture or wordless books, pop-up and flip-the-page texts to learners.Encourage them to read individually and in pairs, and provide support and encouragement.AssessmentUsing think-pair-share, learners retell their story books to their partners.Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class. | Word cards, sentence cards, letter cards. |
| 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.  |  |