**WEEK 11**

**REVISION**

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

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

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| **Week Ending:** | | | **DAY:** MONDAY | | **Subject:** English Language | | | |
| **Duration:** 50mins | | | | | **Strand:** Oral Language | | | |
| **Class:** B4 | | | **Class Size:** | | **Sub Strand:** Presentation | | | |
| **Content Standard:**  B4.1.10.3: Plan and present information and ideas for a variety of purposes | | | | **Indicator:**  B4.1.10.3.7. Speak with confidence before peers and maintain eye contact | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can speak with confidence before peers and maintain eye contact | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development and Leadership, | | |
| **Key words** | Confidence, audiences, presentation, contact | | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 16 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Call learners in turns, for them to describe themselves.   * What things did you say about yourself? * Do you have the same names and age? * What makes you unique from your friends?   Let learners sing songs describing themselves.  Share performance indicators and introduce the lesson. | | | | | Music box | |
| PHASE 2: **NEW LEARNING** | | Encourage learners doing presentations to speak before different audiences. e. g. small and large groups  Invite a learner and model maintaining eye contact while speaking with him or her.  Have pairs of learners practice talking to each other on topics of interest while maintaining eye contact | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | | Learners are guided to summarize the lesson through questions and answers.  Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson. | | | | |  | |

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| **Week Ending:** | | | **DAY:** Tuesday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Reading | | | |
| **Class:** B4 | | **Class Size:** | | | **Sub Strand:** Summarizing | | | |
| **Content Standard:**  B4.2.9.1: Read fluently to enhance comprehension | | | | **Indicator:**  B4.2.10.1.2. Write short summary of a level-appropriate passage/text read | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can work in pairs or groups to summarize a paragraph in simple sentences. | | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum For Primary Schools Pg. 31 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Ask: “What do you think patriotism means?”  Learners think individually, then discuss with a partner.  Share answers. Write some key responses on the board.  Introduce the word "Patriotism" and define it as love and loyalty for one’s country. | | | | | |  | |
| PHASE 2: **MAIN** | Ask: “Have you ever told someone what a story or book was about without saying everything in it?”  Explain what a summary is – a shorter version that tells only the main points.  Teach a simple 3-step strategy:   * Read the paragraph * Find the main idea * Say it in a few words   Model this with a short paragraph on the board.  Read the first paragraph of “Patriotism” aloud.  Highlight key sentence(s) – usually the topic sentence or repeated ideas.  Write a summary together:  Example: "Patriotism means loving your country and helping it grow."  Show how to ignore small details and focus on the big message.  Divide class into pairs or groups of 3–4.  Give each group one paragraph from the “Patriotism” passage.  Learners read their paragraph together.  Use guiding questions:   * What is the main thing this paragraph is saying? * What examples or reasons are given?   Groups write 1–2 sentences summarizing their paragraph.  Assessment  Groups write their final summaries on mini chart papers or worksheets.  They prepare to present to the class.  Fast finishers can draw a picture showing how to be patriotic (e.g., waving a flag, helping clean a park). | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Summarize the important points in the lesson with learners.  Next lesson: summarize level-appropriate passages/texts orally | | | | | |  | |

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| **Week Ending:** | | **DAY:** WEDNESDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | **Strand:** Grammar | | | |
| **Class:** B4 | | **Class Size:** | | **Sub Strand:** Preposition | | | |
| **Content Standard:**  B4.3.10.1: Apply the knowledge of prepositions in oral and written communication | | | **Indicator:**  B4.3.10.1.1 use prepositions to convey a variety of meanings | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can use prepositions to convey a variety of meanings | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **New words** | For, of, than, with, to | | | | | | |
| **References:** English Language Curriculum Pg. 46 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Display three pictures:   * A boy carrying a gift (Purpose) * A dog with a bone (Possession) * Two children standing, one taller (Comparison)   Ask: “What do you think is happening here? What words can we use to describe this?”  Highlight responses that lead to for, of, and than. | | | | |  | |
| PHASE 2: **MAIN** | Explain that prepositions can tell us different things:   * Purpose: Why something is done. * Possession: Who owns or has something. * Comparison: How two things are different or similar.   Write on the board:   * This card is for you. (Purpose) * The cover of the book is red. (Possession) * She is faster than her brother. (Comparison)   Read them aloud and ask students what each sentence tells us.  Use visuals and gestures to explain:   * For: Point to someone and say, “This is for you.” * Of: Hold a pencil and say, “The eraser of the pencil.” * Than: Stand beside a student and say, “I am taller than Ali.”   Write three columns on the board:   |  |  |  | | --- | --- | --- | | Purpose | Possession | Comparison | | For | Of | Than |   Give 2-3 examples of each and let learners repeat after you.  Divide students into pairs.  Give each pair sentence strips with missing prepositions.   * “This cake is \_\_\_ my mother.” (for) * “The wings \_\_\_ the bird are big.” (of) * “Elephants are bigger \_\_\_ cows.” (than)   Learners fill in the blanks and share with the class.  Teacher walks around for support and corrections. | | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Assessment  Fill in the blanks with the correct preposition.   * This song is \_\_\_ my sister. * The tail \_\_\_ the cat is long. * He is shorter \_\_\_ his friend. * The toy \_\_\_ the boy is new. * I made this card \_\_\_ my teacher.   Summarize the important points in the lesson with learners. | | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | | **Strand:** CompositionWriting | | |
| **Class:** B4 | | **Class Size:** | | | | **Sub Strand:** Letter Writing | | |
| **Content Standard:**  B4.4.15.1: Write informal letters on given topics | | | | **Indicator:**  B4.4.15.1.1. Write to friends about personal experiences using appropriate letter formats | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | | |
| **References:** English Language Curriculum Pg. 56 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Have learners recite familiar rhymes.   * Would you love to sing more songs? * What words did you hear in the song? * Write some of the words you heard.   Share the performance indicators and introduce the lesson. | | | | | |  | |
| PHASE 2: **MAIN** | Present samples of friendly letters to learners.  Let learners read samples in groups and identify important features of friendly letters.  Discuss these features with learners.  Each group writes a friendly letter (about their personal experiences) showing the important features. | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Orally help learners to complete the writers’ reflection worksheet.   * My piece of writing is about? * My favorite part of my writing is…… * Something I found difficult was…………   Summarize the important points in the lesson with learners. | | | | | |  | |

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| **Week Ending:** | | | **DAY:** FRIDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing Conventions/ Extensive Reading | | | |
| **Class:** B4 | | **Class Size:** | | | **Sub Strand:** Spelling | | | |
| **Content Standard:**  B4.5.10.1: Spell words accurately | | | | **Indicator:**  B4.5.10.1.1 use invented spelling to increase fluency and free writing | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**   * Learners can use invented spelling to increase fluency and free writing * Learners can read a variety of age- and level appropriate books. | | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum Pg. 68 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to play the “Tapping Out” Game.  Spread your fingers apart as learners do same.  Each finger represents a letter sound of single-syllable words.  Turn your back to the class and raise your right hand.  Raise the index finger straight as learners watch.  Bring the index finger down to meet the thumb as you make the sound.  Use fingers to demonstrate blending. | | | | | |  | |
| PHASE 2: **MAIN** | Let learners spell given words with invented spellings.  Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.  Give learners the meanings of words to identify and spell the words.  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two-paragraph summary of the book read. | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Summarize the important points in the lesson with learners. | | | | | |  | |