**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:** B5 | | | **Class Size:** | | **Sub Strand:** Presentation | | | |
| **Content Standard:**  B5.1.10.3: Plan and present information and ideas for a variety of purposes | | | | **Indicator:**  B5.1.10.3.6-7. Use discourse markers to signpost stages in a presentation (e.g. “For the next part”, “For example”, “In summary”) | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use discourse markers to signpost stages in a presentation | | | | | | **Core Competencies:**  Communication and Collaboration | | |
| **Key words** |  | | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 90 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings.  The group to read first wins.   * Did you enjoy the game? * What new words have you learn? * Form two sentences with your new words.   Share performance indicators and introduce the lesson | | | | | Music box | |
| PHASE 2: **NEW LEARNING** | | Select a sample written speech and through discussion help learners to identify discourse markers to signpost stages in a presentation. E.g. “Let us look at,” also, “ To sum up,” “Finally”.  Learners write and use the appropriate words in both formal and informal situations.  Elaborate on points using concrete examples  Through model discussion help learners to elaborate on their points and substantiate them through the use of details, concrete examples, experiences and feelings.  Have learners present their works to the hearing of others.  Encourage the class to make inputs in one another’s work. | | | | | 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.  Next lesson: respond to questions to give further clarification of an opinion | | | | |  | |

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| **Week Ending:** | | | **DAY:** Tuesday | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | | **Strand:** Reading | | |
| **Class:** B5 | | **Class Size:** | | | | **Sub Strand:** Summarizing | | |
| **Content Standard:**  B5.2.10.1: Read and summarize passages read | | | | **Indicator:**  B5.2.10.1.2 write a short summary of a level-appropriate text/passage read | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**   * Learners can write a short summary of a level-appropriate text/passage read | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 104 | | | | | | | | |
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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: **NEW LEARNING** | 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. | | | | | |  | |

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| **Week Ending:** | | | **DAY:** WEDNESDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Grammar | | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Prepositions | | | |
| **Content Standard:**  B5.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing | | | | **Indicator:**  B5.3.10.1.1 Use prepositions to convey a variety of meanings | | | | **Lesson:**  1 of 1 |
| **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. 116 | | | | | | | | |
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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: **NEW LEARNING** | 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** | 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.  Next lesson: use prepositions to convey a variety of meanings | | | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing | | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Letter writing | | | |
| **Content Standard:**  B5.4.15.1: Write informal letters on given topics | | | | **Indicator:**  B5.4.15.1.1 write to friends about events using appropriate letter formats | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can write to friends about events using appropriate letter formats | | | | | | **Core Competencies:**  Communication and Collaboration, | | |
| **References:** English Language Curriculum Pg. 137 | | | | | | | | |
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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: **NEW LEARNING** | In groups learners are given samples of friendly letters.  Let them brainstorm and write the important features of the letter and other special things they identify in the letters.  Learners present their information to the whole class to guide the class to learn about such letters.  Guide learners in their groups to choose an imaginary friend they want to write to. | | | | | | 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. | | | | | |  | |

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| **Week Ending:** | | | **DAY:** FRIDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing Conventions/ Extensive Reading | | | |
| **Class:** B5 | | **Class Size:** | | | **Sub Strand:** Spelling | | | |
| **Content Standard:**  B5.5.10.1: Spell words correctly | | | | **Indicator:**  B5.5.10.1.1 use phonics knowledge to spell words | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**   * Learners can use phonics knowledge to spell words * Learners can read a variety of age- and level appropriate books. | | | | | | **Core Competencies:**  Communication and Collaboration, Personal | | |
| **References:** English Language Curriculum Pg. 149 | | | | | | | | |
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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: happy  Share performance indicators and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context E.g. i. It is eaten at Christmas.  ii. It is made of flour, eggs, sugar etc. iii. It is baked.  Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.  The scores are recorded and the champions rewarded.  Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.  Guide learners to choose and read independently books of their choice during the library period.  Assessment  Ask learners to write a-three-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. | | | | | |  | |