**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:** B6 | | | **Class Size:** | | **Sub Strand:** Presentation | | |
| **Content Standard:**  B6.1.10.3: Plan and present information and ideas for a variety of purposes | | | | **Indicator:**  B6.1.10.3.6-7. Elaborate on points using experiences and feelings | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning | | | | | **Core Competencies:**  Communication and Collaboration, Cultural Identity and Global Citizenship. | | |
| **Key words** | Speech, Expression, Clarity, Audience, Confidence | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 164 | | | | | | | |
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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 | | | |  | |
| PHASE 2: **NEW LEARNING** | | Provide topics and lead class discussions to:  − generate ideas;  − expand the points with such details such as facts, examples, explanations and personal experiences.  Learners repeat the activity in pairs and in groups.  Learners in turns speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning  Through discussion, explain the need to be able to speak with confidence before an audience.  Show video clips of well-known persons delivering speeches for learners to observe and comment on. Let learners practice these in pairs and groups. | | | | 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: Create and present simple instructions or a manual on how to play a game | | | |  | |

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| **Week Ending:** | | | **DAY:** Tuesday | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | **Strand:** Reading | | |
| **Class:** B6 | | **Class Size:** | | | **Sub Strand:** Summarizing | | |
| **Content Standard:**  B6.2.10.1: Read and summarize passages read | | | | **Indicator:**  B6.2.10.1.2. Write short summary of a level appropriate passage/text read | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can write short summary of a level appropriate passage | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum For Primary Schools Pg. 178 | | | | | | | |
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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.  Next lesson: determine the contextual meaning of words and phrases | | | | |  | |

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| **Week Ending:** | | | **DAY:** WEDNESDAY | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | | **Strand:** Grammar | | |
| **Class:** B6 | | **Class Size:** | | | | **Sub Strand:** Direct and Reported Speech | | |
| **Content Standard:**  B6.3.13.1: show understanding of direct and reported speeches in oral and written communication | | | | **Indicator:**  B6.3.13.1.1. Form and use reported speech appropriately | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can change direct speech into reported speech | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | | |
| **References:** English Language Curriculum Pg. 192 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Write these two sentences on the board:   * Kwame said, “I love ice cream.” * Kwame said that he loved ice cream.   Ask Students: What is different about these two sentences?  Expected answers:   * The first sentence has quotation marks (direct speech). * The second sentence reports what Kwame said without quotation marks.   Explain: The first sentence is direct speech (exact words spoken). The second sentence is reported speech (someone telling what was said). | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain that Direct Speech are quotes the exact words of a speaker and uses quotation marks.   * Example: Mum said, “Dinner is ready.”   Explain that Reported Speech tells what someone said without quotation marks and often changes the tense.   * Example: Mum said that dinner was ready.   Guide learners to identify the key differences between direct and reported speech   |  |  | | --- | --- | | **Direct Speech** | **Reported Speech** | | Uses quotation marks (“ ”) | No quotation marks | | Tense remains the same | Verb tense often changes | | Pronouns remain the same | Pronouns may change | | Time expressions stay the same | Time expressions may change |   Guide learners to change direct speech into reported speech  Demonstrate Step-by-Step Conversion   * **Remove quotation marks.** * **Change the tense (if necessary).** * **Change pronouns and time expressions.**   **Examples:**   * *“I am tired,” said Joe.* → *Joe said that he was tired.* * *“We are playing football now,” said the boys.* → *The boys said that they were playing football then.*   Have learners write **three sentences in direct speech** then, they rewrite them in **reported speech**.  Example:   * Direct: *"I went to the market," said Kofi.* * Reported: *Kofi said that he had gone to the market.* | | | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Assessment   * Convert this sentence into reported speech: “I am happy,” said Aisha. * Change this direct speech into reported speech: “We went to school,” said the children. * Identify the tense change in this sentence: Kwame said, “I play football.” → Kwame said that he played football. * Rewrite the sentence in reported speech: “I will travel tomorrow,” said Kofi.   Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt | | | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing | | | |
| **Class:** B6 | | **Class Size:** | | | **Sub Strand:** Letter Writing | | | |
| **Content Standard:**  B6.4.15.1: Write informal letters on given topics | | | | **Indicator:**  B6.4.15.1.1 Write to friends to express their views on given topics using appropriate letter formats | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can write to friends to express their views on given topics using appropriate letter formats | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum Pg. 207 | | | | | | | | |
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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** | Discuss the features of informal letters with learners.  Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.  Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.  Learners identify purpose and audience and make a mind map to guide the writing.  Each group writes an informal letter and edits it. The letters are passed round the groups for editing. | | | | | | 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:** B6 | | **Class Size:** | | | **Sub Strand:** Spelling | | | |
| **Content Standard:**  B6.5.10.1: Spell words accurately | | | | **Indicator:**  B6.5.10.1.1 check pieces of literary work for spelling | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**   * Learners can check pieces of literary work for spelling * Learners can read a variety of age- and level appropriate books | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum Pg. 219 | | | | | | | | |
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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** | Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.  Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.  Learners write their stories in groups and as individuals.  Guide learners to create additional groups to correct spellings of words.  Engage learners in the “popcorn reading” game. 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.  Have learners read books of their choice independently during the library period.  Let learners write a one-page critical commentary based on the books read. Invite individuals to present their work to the class for feedback.  Encourage them to visit the local library to read and borrow books  Assessment   * 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. | | | | | |  | |