

RATIONALIZED ENGLISH LESSON PLANS TERM 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

WEEK 1: LESSON 1

Strand: Theme: Personal Responsibility - Listening and Speaking

Sub-Strand: Conversational Skills: Polite Language

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Identify polite expressions used in the introduction of self and others.
2. Discuss reasons for using polite language in introductions.
3. Acknowledge the use of polite language in introductions.

Key Inquiry Question:

- Why is it important to be polite while introducing yourself or others?

Learning Resources:

- Digital devices (tablets/laptops)
- Skills in English textbook, pages 1-2
- Charts with polite expressions

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, reinforcing any relevant concepts related to introductions and the importance of communication skills.

- Guide learners to read and discuss the content from the learning resources, particularly pages 1-2, focusing on polite language and its significance.

Lesson Development (30 minutes):

Step 1: Identifying Necessary Details

- Group students into small teams and ask them to brainstorm a list of necessary details about people that one needs to know for effective introductions (e.g., name, relationship, role, etc.).
- Have each group share their lists and compile a master list on the board.

Step 2: Types of Introductions

- In pairs, students will discuss and categorize different types of introductions (e.g., formal vs. informal, professional vs. personal).
- Each pair should present one type of introduction to the class, providing examples.

Step 3: Polite Expressions

- Direct students to the charts with polite expressions and guide them in identifying polite phrases they could use for introductions (e.g., "Nice to meet you," "May I introduce...", etc.).
- Encourage learners to add their own examples to the chart as well.

Step 4: Matching Activity

- Provide students with a worksheet that has different types of introductions on one side and polite expressions on the other.
- Students will match the appropriate polite expressions to the corresponding types of introductions.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, including the necessary details for introductions, types of introductions, and polite expressions.
- Conduct a brief interactive activity, such as practicing introductions with polite phrases in pairs.

- Preview the next session by posing questions like: "What are some cultural differences you know about introductions?"

Extended Activities:

1. Role-Playing: Students can create skits where they practice introducing themselves and others in various scenarios (e.g., a job interview, a formal party, or a classroom setting).
2. Polite Letter Writing: Ask learners to write a polite letter introducing themselves to a new student, using the expressions learned in class.
3. Research Project: Have students explore polite introductions in different cultures and present their findings on how introductions vary globally.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Conversational Skills: Polite Language

Specific Learning Outcomes:

- By the end of the sub-strand, the learner should be able to:

1. Use polite expressions in the introduction of self and others in different speaking contexts.
2. Model respectful behavior during introductions.

Key Inquiry Question(s):

- What considerations should one make when introducing other people?
- How would you introduce your parents or guardians to your teachers?

Learning Resources:

- Skills in English pg 3
- Digital devices
- Audio-visual resources

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson with a quick review of the previous concepts learned regarding introductions.
- Guide learners to read and discuss relevant content from "Skills in English" p. 3, focusing on polite language and respectful behavior during introductions.

Lesson Development (30 minutes):

Step 1: Understanding Polite Introductions

- As a class, discuss the characteristics of polite language. Ask students to share examples of phrases they think are polite.
- Introduce key phrases for self-introduction (e.g., "Hello, my name is...") and for introducing others (e.g., "I would like to introduce my friend...").

Step 2: Role-Playing Scenarios

- Divide students into small groups. Each group will role-play different scenarios (e.g., introducing a friend at a party, introducing a parent to a teacher).
- Encourage creativity in their role-play and to incorporate the polite expressions discussed in Step 1.

Step 3: Recording and Reviewing

- Provide each group with digital devices to record their role-plays.
- Allow time for each group to perform their introductions while recording.

Step 4: Reviewing Recordings

- Gather the class together and select a few recordings to review as a group.
- Discuss what the groups did well in terms of polite language and respectful behavior, and offer constructive feedback on how to improve.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, such as the importance of polite expressions and respectful behavior in introductions.
- Conduct a brief interactive activity, such as a quick round of "What would you say?" where students practice introducing different people on the spot.
- Prepare learners for the next session by previewing an upcoming topic related to conversation skills or interpersonal communication.

Extended Activities:

- Create a Class Introductions Book: Have students write a short bio (3-5 sentences) about themselves and create an illustration to go with it. Compile these into a "Class Introduction Book" to share with parents during a school event.
- Introduce a Classmate: Pair students to interview each other and create a presentation to introduce their partner to the class, focusing on being respectful and using polite language.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading I

Sub Strand: Extensive Reading: Independent Reading

Specific Learning Outcomes:

- By the end of the sub-strand, the learner should be able to:

1. Identify a variety of texts for independent reading.
2. Outline factors to consider when selecting reading materials.
3. Set reading goals.
4. Acknowledge the importance of setting reading goals.

Key Inquiry Question(s):

- What do you consider while selecting reading materials?

Learning Resources:

- Skills in English (pages 4 and 7)
- Digital devices (e.g., tablets, e-books)
- Storybooks

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focusing on independent reading.
- Ask students to share their favorite books and what they enjoy about them.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of factors for selecting reading materials.

Lesson Development (30 minutes):

Step 1: Brainstorming

- In small groups, learners brainstorm and list factors to consider when selecting reading materials (e.g., interests, age-appropriateness, genre, length, themes).
- Each group will share one or two points from their discussions.

Step 2: Selection of Reading Materials

- Individually, learners will choose a book or text that interests them, using the factors discussed in Step 1 as guidelines.
- Encourage learners to think about how their selection relates to their responsibilities (e.g., managing reading time, balancing schoolwork).

Step 3: Setting Reading Goals

- Learners will write down two reading goals for this session (e.g., "I will read for 20 minutes every day this week" or "I will finish this book by the end of the month").
- Students should then share their goals with a partner.

Step 4: Journal Reflection

- After reading, learners will write in their journals about their reading experience, what they enjoyed, and how their goals guided their reading choices.

Conclusion (5 minutes):

- Summarize the key points discussed: factors for selecting books, setting personal reading goals, and the importance of independent reading.
- Conduct a quick interactive quiz where students raise hands or use thumbs up/down to indicate understanding of concepts.

- Preview the next session topic, focusing on a specific genre of books and its characteristics.

Extended Activities:

- Reading Blog: Students create a class blog where they can post reviews of books they read, share their reading goals, and discuss their experiences with independent reading.
- Book Recommendation Presentation: Each student prepares a short presentation about the book they chose, outlining why they selected it, what factors influenced their choice, and their reading goals.
- Reading Challenge: Initiate a month-long reading challenge where students track their reading time and share the books they've read.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading I

Sub-Strand: Extensive Reading: Independent Reading

Specific Learning Outcomes:

- By the end of the sub-strand, the learner should be able to:

1. Read selected materials for information and enjoyment.
2. Appreciate the value of independent reading in lifelong learning.

Key Inquiry Question(s):

- How can you ensure you benefit from a reading session?

Learning Resources:

- Skills in English, pages 4-6
- Dictionaries

Organisation of Learning:

Introduction (5 minutes):

1. Review the Previous Lesson:

- Begin with a quick discussion about the last topic covered in class. Ask students to share what they enjoyed most about the reading material.
- Introduce key concepts of this lesson, focusing on the importance of independent reading for lifelong learning.

Lesson Development (30 minutes):

Step 1: Guided Reading

- Activity:
- Students will read the selected material on "Personal Responsibility" from their learner's book.
- Teacher will model good reading habits and encourage students to follow along, focusing on clarity and expression.

Step 2: Paired Reading

- Activity:
- In pairs, students take turns reading aloud sections of the passage to each other. This peer support promotes comprehension and builds confidence in reading aloud.

Step 3: Question and Answer

- Activity:
- After reading, students will answer comprehension questions about the passage.
- Encourage them to discuss their answers with their partner before sharing with the class.

Step 4: Good Reading Habits Activity

- Activity:
- Discuss and record 'good reading habits' on the board (e.g., finding a quiet place, using a dictionary for unfamiliar words, summarizing what they read).
- Ask students to share their own strategies for enjoying and benefiting from reading.

Conclusion (5 minutes):

- Summarize Key Points:
- Review the importance of independent reading and recap good reading habits discussed in the lesson.

- Interactive Activity:

- Conduct a quick quiz or thumbs-up/thumbs-down game where students indicate their understanding of the concepts covered.

- Prepare for Next Session:

- Briefly introduce the next reading topics and encourage students to think about what they enjoy reading at home.

Extended Activities:

- For Homework:

- Students can choose a short story or a book to read at home. They will write a brief summary and share how it relates to our lesson on personal responsibility.

- Reading Journal:

- Encourage students to keep a reading journal, documenting what they read each week, including their thoughts and feelings about the material.

- Book Club:

- Organize a weekly book club where students can discuss their readings and recommend books to their peers.

Teacher Self- Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

- By the end of the sub-strand, the learner should be able to:

1. Define the term noun.
2. Identify the different types of nouns from a print or digital text.
3. Acknowledge the different types of nouns.

Key Inquiry Questions:

- What is a noun?
- Why is it important to identify items by name?

Learning Resources:

- Skills in English, pages 8-9
- Realia (real-life objects)
- Digital devices (tablets, laptops)
- Print texts (books, worksheets)

Organisation of Learning:

Introduction (5 minutes):

1. Review Previous Lesson: Begin with a quick recap of what was covered in the last lesson, focusing on any related grammatical concepts.

2. Key Concepts Discussion: Introduce the topic of nouns by asking students, "What do you understand by the term 'noun'?" and facilitate a discussion on its significance in language.

Lesson Development (30 minutes):

Step 1: Definition and Examples

- Guide learners to define 'noun' as a word that names a person, place, thing, or idea.
- Write the definition on the board and elicit examples from students.
- Introduce the four types of nouns: common, proper, concrete, and abstract.

Step 2: Group Discussion on Types

- Divide students into small groups and assign each group a specific type of noun (common, proper, abstract, concrete).
- In their groups, students will list examples of their assigned noun type found in the classroom or school setting. Encourage them to think creatively and share their lists with the class.

Step 3: Reading Activity

- Provide students with a short print or digital text.
- Ask them to read independently or in pairs, and to highlight or note down examples of all four types of nouns as they find them in the text.

Step 4: Sharing and Class Discussion

- Reconvene as a whole class and invite students to share their findings from the reading activity.
- Discuss the different examples of nouns identified and clarify any misconceptions.

Conclusion (5 minutes):

- Summarize the key points about nouns and their types discussed during the lesson.
- Conduct a brief interactive activity, such as a noun scavenger hunt where students find nouns in their environment, or a quick quiz to reinforce what they've learned.

- Give students a preview of the next session, suggesting they think about how nouns can change within different contexts.

Extended Activities:

- Noun Hunt: Have students conduct a noun scavenger hunt at home or in their community, where they document examples of different types of nouns, either by drawing or writing.
- Creative Writing: Assign students to write a short story using at least ten nouns from each category (common, proper, concrete, abstract). This helps reinforce their understanding through creative expression.
- Digital Presentation: Encourage students to create a digital presentation or poster that includes definitions, examples, and illustrations of different types of nouns.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Use different types of nouns in sentences.
2. Appreciate the role of correct grammar in written and spoken communication.

Key Inquiry Questions:

- Why is knowledge on the use of capital letters useful?
- Why should we use capital letters in certain nouns?

Learning Resources:

- Skills in English, pg 9-10
- Digital devices
- Word puzzles
- Poems

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students what they remember about nouns.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the definition and types of nouns, especially emphasizing when and why capital letters are used.

Lesson Development (30 minutes):

Step 1: Explore Nouns

- Activity: In pairs, students will search online for examples of different types of nouns (common, proper, concrete, and abstract).
- Goal: Compile a list of at least five examples for each type of noun. Encourage students to use reliable sources and discuss their findings with their partner.

Step 2: Sentence Construction

- Activity: Individually, learners will construct sentences using at least one example from each type of noun they researched.
- Goal: Write clear and correct sentences. After writing, students will share their favorite sentences with the class, highlighting the different noun types.

Step 3: Language Games

- Activity: Engage students in a quick game of word puzzles where they will search for nouns within a set of scrambled letters.
- Goal: Reinforce recognition of different nouns while making learning fun and interactive.

Step 4: Poem Creation

- Activity: In small groups, students will write a short poem that includes at least one common noun, one proper noun, one concrete noun, and one abstract noun.
- Goal: Display their poems and illustrate their understanding of noun usage and capital letters.

Conclusion (5 minutes):

- Summarize key points: types of nouns, examples, usage of capital letters in proper nouns, and their importance in communication.
- Conduct a brief interactive activity where students identify different types of nouns in a provided sentence as a class.

- Prepare learners for the next session by giving them a preview of themes like verb forms and their functions in sentences.

Extended Activities:

- Noun Dictionary Project: Have students create a personal noun dictionary, where they will define and illustrate nouns they come across in their reading each week.
- Noun Hunt: Encourage students to read a chapter from a book of their choice and highlight every noun they can find, categorizing them into the four types.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Trickster Narratives

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain what a trickster narrative is.
2. Identify the main events in trickster narratives.
3. Analyze the characters in narratives.
4. Appreciate the importance of trickster narratives in the inculcation of values.

Key Inquiry Question(s):

- What is a trickster narrative?
- Who is a trickster and dupe in a trickster narrative?
- What can we learn from narratives?

Learning Resources:

- Skills in English pg 10-13

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on narrative structure and elements.
- Guide learners to read and discuss the content from the learning resources, focusing on understanding trickster narratives.

Lesson Development (30 minutes):

Step 1: Pre-Reading Activities

- In pairs, learners preview the title of a selected trickster narrative and look at any accompanying pictures.
- Prompt students to brainstorm what they think the story might be about based on these clues.

Step 2: Story Elements

- After reading the trickster narrative, students recount the main events and identify the 'trick' within the story.
- Each group will summarize the plot and the conflict, taking notes on key details.

Step 3: Character Analysis

- Discuss the characters in the narrative. Ask learners to work in groups to identify the traits of the trickster and the dupe.
- Each group presents their findings, focusing on how these characters represent different values in society.

Step 4: Moral Lessons and Real-Life Application

- Guide a brainstorming session where learners share moral lessons learned from the narrative.
- Challenge them to relate character actions and events in the story to real-life situations, discussing how personal responsibility emerges from these lessons.

Conclusion (5 minutes):

- Summarize key points discussed about what trickster narratives are, highlighting the importance of character traits and moral lessons.
- Conduct a brief interactive activity, such as a quiz or a group discussion, to reinforce learning.
- Preview the next session's focus on creating their own trickster narratives or exploring another type of narrative.

Extended Activities:

1. Creative Writing Assignment: Have students write their own short trickster narrative, using a familiar character or scenario, to reinforce their understanding of the elements of the genre.
2. Character Trait Chart: Create a chart comparing the traits of trickster characters from different stories, analyzing how different cultures represent trickster figures.
3. Role-Playing: In groups, students can act out different scenes from trickster narratives to deepen their understanding of character motivations and conflict resolution.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Handwriting: Legibility and Neatness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify and describe the features of legible and neat handwriting for efficient writing.
2. Outline the importance of developing legible and neat handwriting.
3. Write texts legibly and neatly.
4. Acknowledge the importance of writing neatly and legibly.

Key Inquiry Questions:

- Why should we learn to write legibly and clearly?
- What kind of misunderstandings could arise as a result of bad handwriting?
- How can you make your handwriting presentable?

Learning Resources:

- Skills in English, pages 13-14
- Charts
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students about their experiences with handwriting.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on the importance of handwriting.

Lesson Development (30 minutes):

Step 1: Analyzing Handwriting Samples

- Display various samples of legible and neat handwriting featuring all letters of the alphabet and short texts.
- In pairs, have students discuss the characteristics that make the handwriting legible and neat, such as letter formation, spacing, and consistency.

Step 2: Discussing Key Features

- Guide groups to clearly describe the features of neat handwriting. Ask questions like, "What do you notice about how the letters are shaped?" and "How do the letters join together?"
- Encourage students to write down their findings on the whiteboard or in their notebooks.

Step 3: Engaging in Handwriting Games

- Organize fun handwriting games such as "blind writing," where students write without looking, and "speed writing," where they write as quickly as possible while maintaining legibility.
- Set up letter stations for students to practice forming letters correctly.

Step 4: Reflecting on Bad Habits

- Discuss common bad handwriting habits, like joining letters improperly.
- Have students suggest ways to correct these habits. After this, ask them to copy a given text on personal responsibility on charts to practice neat handwriting.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson, reinforcing why neat handwriting is critical.

- Conduct a brief interactive activity, such as a peer quiz on identifying legible vs. illegible handwriting characteristics.
- Preview the upcoming session on how presentation affects writing impact and importance.

Extended Activities:

- Home Practice: Have students keep a handwriting journal for one week, where they write a paragraph daily about their day.
- Digital Handwriting Apps: Introduce students to digital handwriting apps that allow them to practice handwriting and share their work with peers for feedback.
- Create Handwriting Posters: In groups, students can create informative posters that illustrate tips for writing neatly and legibly. Display these in the classroom as a reminder.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Theme: Science and Health Education. Listening and Speaking.

Sub Strand: Oral Presentations: Oral Narratives

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline the oral narrative performance techniques/skills during the performance.
2. Use oral narrative techniques during the performance.
3. Appreciate the importance of performance techniques in the successful delivery of oral material.

Key Inquiry Questions:

- What is an oral narrative?
- How can you become a good storyteller?
- Which skills are used in performing oral narratives?

Learning Resources:

- Skills in English pg 16-18
- Digital devices
- Songs

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on narrative structure and elements.

- Guide learners through reading and discussing pages 16-18 of the learning resource, focusing on key concepts such as the definition of oral narratives and why storytelling is important.

Lesson Development (30 minutes):

Step 1: Understanding Oral Narratives

- Discuss what an oral narrative is and its components.
- Introduce the concept of performance techniques (e.g., voice modulation, gestures, eye contact).
- Watch a short video of an oral narrative performance to model effective storytelling.

Step 2: Exploring Performance Techniques

- In pairs, learners search for examples of storytelling performances online or from classroom resources.
- Each pair identifies two or three performance techniques used by the storytellers in the videos or examples they found.
- Discuss findings as a class to build a list of important skills and techniques used in oral narratives.

Step 3: Practice through Role-Playing

- In small groups, learners choose a brief story or create a short oral narrative.
- Each group practices telling their story while implementing at least two performance techniques they identified earlier (e.g., using expressive gestures, varying tone of voice).

Step 4: Perform and Feedback

- Groups present their oral narratives to the class.
- After each performance, encourage classmates to provide positive feedback focusing on the use of performance techniques.
- Record the performances for future reflection if technology permits.

Conclusion (5 minutes):

- Summarize the key skills and techniques discussed during the lesson, emphasizing their importance in effective storytelling.
- Conduct a brief interactive activity: Have students shout out one performance technique they plan to use in their next storytelling session.
- Preview the next session, which will focus on constructing compelling story plots.

Extended Activities:

- Story Circle: Have students create a collaborative story where each one adds a sentence or two, focusing on using performance techniques in their delivery.
- Storytelling Contest: Organize a mini storytelling contest where students can perform their oral narratives for extra credit or recognition.
- Research Project: Students can explore different cultural oral narrative styles and present their findings to the class.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Simple Poems

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Distinguish between poems and other literary genres.
2. Outline features that make reading simple poems interesting.
3. Search the internet for features of poems that make them interesting.
4. Acknowledge the features of poems.

Key Inquiry Questions:

- How are poems different from stories?
- Why would you use a poem instead of a story to pass a message?

Learning Resources:

- Skills in English, pg 18
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Begin with a review of the previous lesson on literary genres.
- Prompt a brief discussion: Ask students about their favorite type of literature and if they've read any poems.

- Guide learners to explore the relevant content from the learning resources, highlighting key concepts such as rhythm, rhyme, and imagery in poetry.

Lesson Development (30 minutes):

Step 1: Understanding Differences

- Activity: In pairs, students brainstorm the characteristics unique to poems compared to oral narratives.
- Discussion Prompt: What makes a poem different in structure or purpose from a story?

Step 2: Engaging with Poetry

- Activity: Listen to a live or recorded recitation of a simple poem as a class.
- Discussion Prompt: How did the rhythm and tone of the poem affect your understanding and feelings about it?

Step 3: Exploring Interest Factors

- Activity: In small groups, learners will list what makes reading simple poems interesting, such as emotions, imagery, and personal experiences.
- Discussion Prompt: Why might people choose to read poems rather than stories to express feelings?

Step 4: Research Activity

- Activity: Using digital devices, students will search for specific features of poems that make them appealing (like alliteration, similes, or metaphors) and prepare to share their findings with the class.
- Discussion Prompt: How do these features enhance the reading experience?

Conclusion (5 minutes):

- Summarize key points: differences between poems and stories, features of poetry that engage readers, and findings from the research activity.

- Conduct a brief interactive activity, such as a group "think-pair-share" on which features stand out the most and why.
- Prepare learners for the next session by introducing the idea of creating their own simple poems based on what they've learned today.

Extended Activities:

- Creative Writing: Encourage students to write their own simple poem, focusing on at least three features discussed in class (e.g., emotion, imagery, sound).
- Poetry Reading Event: Organize a poetry reading where students can share their favorite poems or their own creations with the class, enhancing their public speaking skills.
- Poem Review: Students can choose a simple poem from an anthology or online resource, write a brief review focusing on its features, and present it to the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns (Count, Non-count, Singular, and Plural)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify count and non-count nouns as well as singular and plural nouns from various texts.
2. Categorize the identified nouns accurately.
3. Enjoy the process of categorizing different types of nouns.

Key Inquiry Questions:

- Why are some things impossible to count?
- How can you group things that cannot be counted?

Learning Resources:

- Digital devices
- Skills in English (pg. 20-21)
- Magazines and newspapers

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share examples of nouns they learned about.
- Introduce the key concepts of count and non-count nouns using illustrations from the learning resources.

Lesson Development (30 minutes):

Step 1: Explanation of Noun Types

- Initiate a class discussion about count nouns (e.g., apples, chairs) and non-count nouns (e.g., water, information).
- Ask students to provide examples of each type as you write them on the board.

Step 2: Internet Search Activity

- In pairs or small groups, students will use digital devices to search for examples of count and non-count nouns online.
- Each group will compile their lists and write them on chart paper to share with the class later.

Step 3: Classroom Objects Identification

- Have students look around the classroom to identify and categorize objects into count nouns (e.g., desks) and non-count nouns (e.g., furniture).
- Ask students to share their findings with the class, writing examples on the board.

Step 4: Audio Text and Magazine Analysis

- Play an audio text on science and health education.
- Instruct students to listen carefully and jot down the nouns they hear.
- After the audio, students will find count and non-count nouns, as well as singular and plural forms from magazines or newspaper articles.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson, reinforcing the definitions of count and non-count nouns.
- Conduct a brief interactive activity where students categorize a new set of nouns as a class.
- Preview the next session's topic and encourage students to think about other types of nouns they may encounter.

Extended Activities:

- Noun Scavenger Hunt: Assign students to find various count and non-count nouns in their home environment and create a visual poster showcasing their findings.
- Creative Writing: Ask students to write a short story or paragraph that includes a variety of count and non-count nouns, highlighting their use in context.
- Classroom Noun Quiz: Prepare a fun quiz where students identify and categorize nouns from a set of sentences.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Use count, non-count, singular, and plural nouns in sentences.
2. Change singular nouns to plural and vice versa.
3. Appreciate the importance of the correct use of nouns in communication.

Key Inquiry Question:

- Why should you specify the number of things you require to accomplish a task?

Learning Resources:

- Posters
- Digital devices
- Word puzzle
- Skills in English (pg 22-23)

Organisation of Learning:

Introduction (5 minutes):

- Start by reviewing the previous lesson focusing on basic noun definitions and examples.
 - Invite learners to read aloud and discuss relevant content from the learning resources.
- Emphasize understanding key concepts such as count vs. non-count nouns.

Lesson Development (30 minutes):

Step 1: Identifying Noun Types

- In pairs, learners will discuss and list examples of count nouns (e.g., apple, car) and non-count nouns (e.g., water, rice) from their context.
- Share examples with the class, confirming their understanding.

Step 2: Constructing Sentences

- Individually, learners create 3 sentences each that include a count noun and a non-count noun.
- Share sentences with the class, allowing peers to provide feedback on noun usage.

Step 3: Changing Noun Forms

- Provide learners with singular nouns and ask them to convert them to plural. Use digital devices for a quick quiz to reinforce this (e.g., live quiz on platforms like Kahoot!).
- Discuss common irregular plural nouns (e.g., child/children).

Step 4: Creative Application

- In small groups, learners will create a poster or a short poem that includes a mix of count and non-count nouns and their plural forms.
- Display their work on the classroom wall for classmates to see.

Conclusion (5 minutes):

- Summarize the main points covered in the lesson: types of nouns, converting noun forms, and their importance in communication.
- Conduct a quick interactive quiz to reinforce key topics (e.g., "Is 'milk' count or non-count?").
- Prepare learners for the next session by previewing the topic of adjectives and how they modify nouns, encouraging them to think about how adjectives work with nouns.

Extended Activities:

1. Assign learners to keep a 'Noun Journal' for a week, where they write down examples of nouns they encounter in their daily life along with their types (count/non-count).
2. Organize a "Noun Hunt" around the classroom or school where learners find and identify different types of nouns on objects, labels, or signs.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Simple Poems

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Recite a variety of simple poems for enjoyment.
2. Collaborate in poetry recitation for enjoyment and learning.

Key Inquiry Question(s):

- What makes poems interesting?

Learning Resources:

- Poems, Digital devices, Skills in English (pg 19-20)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson, focusing on key terms and concepts learned about poetry.
- Engage learners in a brief discussion about their favorite poems and what they find interesting about them.
- Introduce the day's key inquiry question: "What makes poems interesting?"

Lesson Development (30 minutes):

Step 1: Group Formation and Poem Selection

- Divide learners into small groups or pairs.
- Instruct each group to browse through the provided poems in the learning resources and select one poem to read aloud together.
- Remind students to look for poems that resonate with them personally or reflect themes they find engaging.

Step 2: Recitation of "Did You Hear?"

- Direct the groups to recite the poem "Did You Hear?" from their learner's book.
- Encourage students to pay attention to expression, tone, and pace during the recitation.
- After reciting, invite each group to share their thoughts on the poem's theme and their reading experience.

Step 3: Exploring Science and Health Themes

- Provide a brief overview of poems that address science and health issues, including HIV and AIDS.
- Ask groups to select and recite one poem from this thematic category.
- Facilitate a discussion on the messages conveyed in the poems and their relevance to real-life situations.

Step 4: Peer Feedback and Reflection

- Encourage groups to give each other feedback on their recitations, focusing on aspects such as clarity, expression, and emotional engagement.
- Ask students to reflect on how working collaboratively influenced their understanding and enjoyment of poetry.

Conclusion (5 minutes):

- Summarize the key points and learning objectives achieved during the lesson, highlighting the importance of cooperation in poetry recitation.

- Conduct a brief interactive activity, such as a “Poetry Scavenger Hunt,” where students find specific poetic elements within the poems they read (e.g., rhyme, repetition).
- Preview the next session’s topics by posing questions for consideration: “What is the role of imagery in poetry?” and “How can we convey feelings through words?”

Extended Activities:

1. Poetry Journal: Have students start a poetry journal where they can write their own poems or reflect on the poems studied in class. Encourage them to try different styles, such as haikus or acrostics.
2. Poetry Presentation: Organize a “Poetry Day” where students can perform their favorite poem in front of the class, allowing them to express their interpretation of the text.
3. Poetry Analysis: Assign students to choose a poem from the lesson and analyze its theme, structure, and language, then present their analysis to the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Mechanics of Writing: Punctuation Marks

Specific Learning Outcomes:

- By the end of the lesson, the learners should be able to:

1. Recognize the full stop, exclamation mark, and question mark in texts.
2. Outline the uses of exclamation marks, question marks, and full stops.
3. Punctuate texts correctly using these punctuation marks.
4. Acknowledge the importance of exclamation marks, question marks, and full stops in texts.

Key Inquiry Question(s):

- Why is it important to punctuate a text?

Learning Resources:

- Skills in English, pages 26-27
- Digital devices (tablets/laptops)
- Print texts (books, articles)
- Non-print texts (videos, graphic novels)

Organisation of Learning:

Introduction (5 minutes):

- Quickly review the previous lesson focused on writing and voice in texts.

- Guide learners to read aloud and discuss relevant sections from the provided learning resources, focusing on how punctuation affects meaning and expression.

Lesson Development (30 minutes):

Step 1: Recognizing Punctuation Marks

- In pairs, learners will look through the print and non-print texts to identify examples of full stops, exclamation marks, and question marks.
- Each pair will share their findings with the class, discussing specific sentences where these punctuation marks appear.

Step 2: Understanding Uses of Punctuation

- Facilitate a group discussion on the uses of each punctuation mark:
- Full Stop: Indicates a pause or the end of a statement.
- Exclamation Mark: Expresses strong emotion or emphasis.
- Question Mark: Indicates a question or inquiry.
- Use examples from the texts to illustrate how meaning changes based on punctuation.

Step 3: Punctuating Sentences

- Provide learners with a short paragraph that is missing punctuation marks.
- In small groups, they will work together to punctuate the text properly and discuss their rationale for the punctuation choices made.

Step 4: Role-Playing Dialogues

- Ask learners to create a short dialogue without punctuation initially.
- They will then punctuate their dialogues, ensuring the correct use of the target punctuation marks.
- Finally, invite groups to role-play their dialogues in front of the class while focusing on how punctuation changes the tone and delivery of their lines.

Conclusion (5 minutes):

- Summarize the key points: the types of punctuation marks, their uses, and why they are crucial for clarity in writing.
- Conduct a brief interactive quiz where learners must choose the correct punctuation mark for given sentences or provide examples of their own.
- Give a preview of the next lesson topic, emphasizing why a solid understanding of punctuation will help them in more complex writing tasks.

Extended Activities:

- Creative Writing Task: Have students write a short story or dialogue using at least five examples of punctuation marks correctly. Students can illustrate their stories with drawings.
- Punctuation Hunt: Assign a home activity where students find examples of punctuation in their favorite books or articles and bring them to share in the next class.
- Punctuation Songs: Encourage learners to create a song or rap about the importance of punctuation, which will help them remember the rules in a fun way.

Teacher Self – Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Mechanics of writing: Punctuation Marks

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Use full stops, exclamation marks, and question marks in sentences.
2. Discuss the effectiveness of punctuation marks in expressing meaning.
3. Acknowledge the importance of punctuating sentences accurately.

Key Inquiry Question:

- Which punctuation marks do you use in writing?

Learning Resources:

- Charts and Posters
- Skills in English pg 27-28
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, highlighting any relevant punctuation concepts discussed.
- Introduce the day's key concepts by asking students to identify punctuation marks they used in their previous writing exercises. Leverage learning resources for visual aid.

Lesson Development (30 minutes):

Step 1: Sentence Construction

- In pairs, students will take turns creating three sentences, ensuring each one utilizes a full stop, exclamation mark, and question mark.
- Encourage students to share their sentences with the class. Provide feedback on correct usage as needed.

Step 2: Dialogue or Short Story Writing

- Individually, students will write a short story or dialogue focused on the theme of Science and Health Education. Students must incorporate at least two instances of each punctuation mark.
- Circulate the room, offering assistance and checking for accurate punctuation use.

Step 3: Creating Posters/Charts

- In small groups, students will create a visual display (poster/chart) with sentences that correctly use punctuation marks, themed around Science and Health Education.
- Plan to display these around the classroom for peer review.

Step 4: Peer Review & Reflection

- Have groups present their posters/charts to the class, sharing their sentences and the punctuation choices made.
- Facilitate a brief discussion on how punctuation impacts their sentences' meaning and effectiveness in communication.

Conclusion (5 minutes):

- Summarize the key points covered, including the importance and function of punctuation marks in writing.
- Conduct a quick interactive quiz using “Punctuation Jeopardy” or similar to reinforce the learned material.

- Preview upcoming lessons by asking students to think about how punctuation might change the meaning of different sentences they encounter in their reading.

Extended Activities:

- Punctuation Games: Create an online punctuation game using educational platforms (Kahoot, Quizlet) to further engage students with punctuation practice at home.
- Writing Journal: Encourage students to maintain a writing journal where they regularly practice using the punctuation marks learned—dictating daily entries that must include all three types of punctuation discussed.
- Peer Editing: Start a peer editing partner system where students can exchange papers and check each other's use of punctuation, providing constructive feedback.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Class Reader

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the different parts that aid in previewing a book.
2. Outline the outstanding features of a class reader.
3. Appreciate the importance of class readers.

Key Inquiry Questions:

- What would you consider when designing the cover of a book?
- Why do we read storybooks?
- What is a class reader?

Learning Resources:

- Class reader
- Skills in English pg 23-24
- Digital devices
- Dictionaries
- Storybooks

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Ask students what they remember about reading elements and their importance.
- Introduce today's objectives and key inquiry questions to set the context for the lesson.

Lesson Development (30 minutes):

Step 1: Brainstorming

- In pairs, students brainstorm the meanings of "class reader," "blurb," and "preview."
- Encourage students to share their ideas, and write key terms on the board to foster a collaborative atmosphere.

Step 2: Cover Page Study

- Distribute the class reader to each student.
- In groups, have students examine the cover page, focusing on visual elements like illustrations, title, and author.
- Ask them to discuss what these elements might tell them about the content of the book.

Step 3: Blurb Exploration

- Students read the blurb on the back of the book.
- Ask them to highlight or note the features that stand out, such as key characters, themes, and questions that the blurb raises.
- Each group shares one feature they found interesting.

Step 4: Title Discussion

- Ask students to discuss the title of the class reader in their groups.
- What does it suggest about the story? What feelings does it evoke?
- Have a few students share their thoughts with the class to encourage diverse interpretations.

Conclusion (5 minutes):

- Summarize key points discussed: the importance of a good blurb, distinct features of the class reader, and what makes reading enjoyable.
- Conduct a brief interactive quiz where students match terms (like "blurb," "title," "illustration") with their definitions or roles in a class reader to reinforce learning.
- Prepare learners for the next session by briefly discussing the upcoming topics or questions to ponder related to the class reader.

Extended Activities:

- Book Cover Design: Have students design an alternative cover for a book they've read, incorporating learned elements (title, visual elements, blurb).
- Class Reader Journal: Students maintain a journal where they reflect on each chapter of the class reader, noting down features they observe and their personal thoughts on each reading session.
- Storytelling Role-Play: In groups, students can create a short play or skit based on a chapter of the class reader, focusing on presenting its themes and characters, which also helps with comprehension.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Class Reader

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Describe the author and the setting of the text in terms of time and place.
2. Underscore the value of reading for lifelong learning.

Key Inquiry Question(s):

- What is a setting?
- Why should we not judge a book by its cover?

Learning Resources:

- Skills in English, pages 25-26

Organisation of Learning:

Introduction (5 minutes):

- Review the Previous Lesson:

Begin with a quick review of the previous lesson to ensure that students are engaged and recall key concepts. Ask students to share what they remember and relate it to the current topic.

- Warm-Up Discussion:

Introduce the key inquiry questions. Ask the class to think about what they believe a "setting" is and why judging a book by its cover can be misleading.

Lesson Development (30 minutes):

Step 1: Understand the Setting

- Activity: Define "setting" as a class. Discuss how it comprises both time and place.
- Guided Reading: Have students read selected passages from Skills in English to identify examples of setting in the text.

Step 2: Graphic Organizer Creation

- Activity: In pairs, students will create a mind map or tree map to visualize the setting. They will write down keywords, images, and details from their reading that describe the setting in terms of place and time.
- Sharing: Pairs will share their graphic organizers with another pair for peer feedback.

Step 3: K-W-W-L Chart Activity

- Activity: Introduce the K-W-W-L chart (What I Know - Where I Learned It - What I Want to Know - What I Learned). Students will fill this out individually based on their reading and discussions.
- Discussion: After filling out the chart, ask students to share one thing they learned about the setting or author that surprised them.

Step 4: Note-Taking on Author and Setting

- Activity: Students will take short notes on the author and key elements of the setting, including time and place, using a structured template provided by the teacher.
- Wrap-up Discussion: Discuss why understanding the setting and author is important for interpreting the text.

Conclusion (5 minutes):

- Summarize Key Points:

Review the main topics covered in the lesson: the definitions of setting and author, and their importance in understanding a text.

- Interactive Activity:

Conduct a quick game or quiz where students match different settings to potential books, reinforcing the idea of not judging a book by its cover.

- Preview Upcoming Topics:

Briefly inform students about next lesson's topic, which focuses on character development and plot structure, encouraging them to think about how these elements will be explored.

Extended Activities:

- Reading Journals: Encourage students to keep a reading journal where they jot down their thoughts on different books' settings and authors. They can reflect on how settings influence their understanding of the story.

- Book Cover Redesign: Task students with redesigning a book cover for a story they have read, based on their understanding of the setting and themes, emphasizing that appearances (covers) may not reveal the depth of the story.

- Author Study: Assign students to research a specific author whose work they enjoy. They can present their findings, focusing not only on the author's life but also on the settings they often depict in their works.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Hygiene

Sub Strand: Listening for Information and the Main Idea

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Listen for specific information from an audio recording.
2. Identify the main ideas from varied descriptive texts.
3. Appreciate the importance of listening attentively.

Key Inquiry Questions:

- Why is it important to get the main points from an oral text?
- What is a main idea?
- Which words are used to introduce the main idea?

Learning Resources:

- Skills in English (pgs. 29-30)
- Audio resources
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

1. Begin with a brief review of the previous lesson, focusing on the importance of hygiene.

2. Prompt learners to share what they remember about how to listen for main ideas and details in oral information.
3. Introduce today's focus: listening for specific information about hygiene through audio resources.

Lesson Development (30 minutes):

Step 1: Listening for Main Ideas

- In pairs, students will listen to a short audio recording about hygiene practices.
- As they listen, they will focus on identifying the main idea of the recording.

Step 2: Note-Taking for Specific Information

- After listening, each pair will compare their notes and discuss the specific information they heard.
- Guide them to write down key details that support the main idea.

Step 3: Diagram Activity

- Students will create a simple diagram (like a mind map) highlighting the main idea at the center and branching out with the supporting details they noted.
- Encourage creativity! They can use keywords, symbols, or drawings to represent their understanding.

Step 4: Share and Reflect

- Each pair will present their diagrams to another pair or to the whole class, sharing what they identified as the main idea and supporting details.
- Facilitate a class discussion on different interpretations of the main ideas, reinforcing that understanding can vary.

Conclusion (5 minutes):

1. Summarize the key points discussed in class, including the importance of listening and identifying main ideas.
2. Conduct a quick interactive activity, such as a 'main idea charade' where students act out the main ideas they identified.
3. Preview the next session's topic: exploring how to communicate those main ideas effectively in discussions.

Extended Activities:

- Research Project: Assign students to select a specific hygiene topic (e.g., handwashing, dental hygiene) and prepare a short presentation, focusing on the main idea and supporting details.
- Audio Diary: Encourage students to keep an audio diary for a week, where they discuss their thoughts on a hygiene topic each day. They can listen back to their entries to identify main ideas and important details.
- Group Debate: Organize a friendly debate on the importance of different hygiene practices in daily life, using evidence from research and listening activities to defend their points.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening for Information and the Main Idea

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify expressions that signal the main idea.
2. Pick out specific information from varied descriptive texts.
3. Acknowledge the importance of listening skills in communication.

Key Inquiry Question(s):

- Why is it important to understand the main points from an oral text?
- What can you do to get the main point from a speaker?

Learning Resources:

- Videos
- Digital devices
- Skills in English pg 30

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on descriptive texts and how to identify the main idea.
- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of identifying main ideas and supporting details.

Lesson Development (30 minutes):

Step 1: Introduction to Expressions Signaling Main Ideas

- Discuss with students examples of expressions that signal the main idea (e.g., "The main point is...", "In summary...", "The key takeaway is...").
- Divide class into pairs and ask them to brainstorm additional phrases that indicate main ideas.

Step 2: Identifying Main Ideas in Texts

- Provide students with several short descriptive texts and ask them to read individually.
- In groups, students will use the expressions identified in Step 1 to discover and discuss the main idea of each text.
- Encourage them to support their answers with evidence from the texts.

Step 3: Watching a Video

- Show a relevant video that describes a process, person, or object.
- Ask students to take notes of specific information presented in the video.

Step 4: Discussion on Listening Strategies

- Facilitate a class discussion on strategies to identify main points from a speaker, such as note-taking, asking questions, and summarizing.
- Students can share their personal experiences of how these strategies have helped them in the past.

Conclusion (5 minutes):

- Summarize the key points and learning objectives achieved during the lesson, reinforcing the importance of identifying main ideas.
- Conduct a brief interactive quiz or game (e.g., a Kahoot) to review expressions and main ideas.
- Preview the next session's topic, encouraging students to think about different contexts in which they might need to listen for information.

Extended Activities:

1. Interview a Classmate: Students will conduct a short interview with a classmate about a topic of interest, practicing their listening skills and identifying the main ideas from their peer's responses.
2. Watch a News Clip: Have students watch a news clip at home, take notes, and identify the main ideas presented, preparing to share their findings in class the next session.
3. Create a Presentation: As a project, students can create a short presentation on a topic of their choice, focusing on expressing main ideas clearly and effectively using the phrases discussed in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word classes: Verbs and tense

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the meaning of regular and irregular verbs and give examples.
2. Identify regular and irregular verbs in sentences.
3. Construct correct sentences using regular and irregular verbs.
4. Appreciate the importance of verbs.

Key Inquiry Questions:

- What is a verb?
- What are regular and irregular verbs?
- How did you spend the last holiday?

Learning Resources:

- Skills in English pg. 34
- Digital devices
- Dictionaries

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson by asking students what they remember about verbs.

2. Introduce new content by guiding learners to read a section from the learning resources that explains verbs, regular, and irregular verbs. Highlight the importance of understanding verbs in good writing and speaking.

Lesson Development (30 minutes):

Step 1: Understanding Verbs

- Begin with a discussion about what verbs are. Ask students to provide examples of verbs they use daily.
- Write key definitions on the board:
- Verbs: Action words in a sentence.
- Regular Verbs: Verbs that follow a standard pattern when changing tense (e.g., "talk" becomes "talked").
- Irregular Verbs: Verbs that do not follow a set pattern (e.g., "go" becomes "went").
- Use digital devices or dictionaries to look up additional examples of regular and irregular verbs.

Step 2: Group Activity on Identifying Verbs

- Divide students into small groups and provide them with sentences from a passage related to hygiene.
- Ask each group to read the sentences and identify all the verbs, categorizing them into regular and irregular verbs.
- Circulate among groups to facilitate discussions and address any questions.

Step 3: Sentence Construction

- Individually, have students construct sentences using at least one regular verb and one irregular verb.
- Encourage learners to be creative and relate their sentences back to personal experiences, such as describing their last holiday.

Step 4: Sharing and Feedback

- Invite a few students to share their sentences with the class.
- Provide constructive feedback and correct any misunderstandings regarding verb usage.

Conclusion (5 minutes):

1. Summarize the key points from the lesson, emphasizing the definitions of regular and irregular verbs, their examples, and their importance.
2. Conduct a quick quiz or interactive game (like a verb charades) to reinforce knowledge about regular and irregular verbs.
3. Prepare learners for the next session by previewing the topic of verb tenses and posing questions to ponder, such as “Why do we need different tenses?”

Extended Activities:

- Verb Journals: Have students maintain a journal where they write down one regular and one irregular verb used in their daily conversations each week.
- Verb Scavenger Hunt: Create a scavenger hunt where students find and document verbs from books, magazines, or online articles, classifying them as regular or irregular.
- Creative Writing Assignment: Assign students to write a short story or diary entry of their last holiday, ensuring they use both regular and irregular verbs correctly.
- Verb Flashcards: Encourage students to create verb flashcards, listing regular and irregular verbs on one side and their past forms on the other, for use in future studies.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word classes: Verbs and tense.

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain what past tense, future tense, and present tense are, and cite examples.
2. Identify the tenses of the verbs in sentences.
3. Construct sentences using the past, present, and future tense.
4. Appreciate the correct use of verbs and tense for effective communication.

Key Inquiry Question:

- Which misunderstandings can arise when people use the wrong tense?

Learning Resources:

- Skills in English pg 35
- Dictionaries

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Quickly recap the previous topic to build on prior knowledge.
- Guide Discussion: Read and discuss relevant content from the learning resources, focusing on the definitions and characteristics of the three tenses to ensure understanding.

Lesson Development (30 minutes):

Step 1: Introduction to Tenses

- Introduce the concept of past, present, and future tenses.
- Provide definitions:
 - Past Tense: Describes actions that have already happened.
 - Present Tense: Describes current actions or habits.
 - Future Tense: Describes actions that will happen.
- Give examples for each tense, e.g., "I walked" (past), "I walk" (present), "I will walk" (future).

Step 2: Identifying Tenses

- Distribute sentences on the board or on handouts with mixed verb tenses.
- In pairs, have learners identify the tense of the verbs in each sentence.
- Discuss as a class, allowing learners to share their answers and reasoning.

Step 3: Constructing Sentences

- Guide learners to create their own sentences for each tense.
- Instruct them to write one sentence in the past, one in the present, and one in the future.
- Encourage creativity and ensure they focus on the correct verb forms.

Step 4: Class Discussion

- Come together as a class and ask learners to share their sentences.
- Highlight any common errors and clarify doubts.
- Discuss the importance of using the correct tense for clear communication.

Conclusion (5 minutes):

- Summarize Key Points: Recap the definitions and examples of each tense.

- Interactive Activity: Conduct a quick quiz where learners shout out the tense of a verb you call out, reinforcing their understanding.
- Preview Next Session: Briefly introduce the upcoming topic (perhaps covering more complex sentence structures, such as continuous forms) and ask learners to think about how tenses might change in those structures.

Extended Activities:

- Writing Assignment: Have students write a short story or a diary entry that includes at least five verbs in the past tense, five in the present tense, and five in the future tense.
- Verb Timeline: Create a visual timeline where students plot out events in their life using all three tenses, helping reinforce understanding of when each tense is used.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Reading for Information and Meaning

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Distinguish between reading for information and reading for meaning.
2. Pick out information from varied texts.
3. Use new words and phrases in sentences.
4. Appreciate the importance of reading for information and meaning.

Key Inquiry Questions:

- Why do we read texts?
- How would you tell the meaning of a word in a passage?

Learning Resources:

- Skills in English (pg. 31-33)
- Word puzzles
- Dictionaries

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they remember about reading strategies.

- Guide learners to read a brief excerpt from the learning resources and discuss its main ideas, emphasizing the importance of both reading for information and meaning.

Lesson Development (30 minutes):

Step 1: Understanding the Concepts

- Explain the difference between reading for information (focusing on facts) and reading for meaning (comprehending deeper themes and implications).
- Discuss with students why both types of reading are important in different contexts.

Step 2: Text Features

- In pairs, learners will scan through a provided text and identify text features such as titles, subtitles, highlighted terms, and bullet points.
- Discuss as a class how these features help in understanding the text's purpose.

Step 3: Inferring Meaning

- Guide students to infer the meaning of words from context. Provide a sentence with an unfamiliar word highlighted and brainstorm meanings with the class.
- Encourage students to find synonyms or antonyms for new words.

Step 4: Application

- Each student will write sentences using the new words and phrases learned during the lesson.
- Then, learners will fill in crossword puzzles using these new words to reinforce their understanding.

Conclusion (5 minutes):

- Summarize key points covered in the lesson, recapping the differences between reading for information and reading for meaning.

- Conduct a brief interactive quiz where students share insights on how different reading strategies apply in real-life scenarios.
- Prepare learners for the next session by previewing the importance of reading comprehension in various subjects.

Extended Activities:

- Reading Journals: Encourage students to keep a journal where they summarize articles or stories they read outside of class. They should note interesting new words and their definitions.
- Word of the Day: Introduce a 'word of the day' challenge where students are expected to use that new word in conversation and writing for the week.
- Research Project: Ask students to select a topic of interest and find a varied set of texts (articles, books, web resources) to collect information, focusing on both facts and the deeper meaning related to their topic.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Writing Narrative Paragraphs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the parts of a narrative paragraph.
2. Compose a narrative paragraph with the appropriate structure.
3. Acknowledge the significance of paragraphing in written communication.

Key Inquiry Question(s):

- What are the parts of a paragraph?
- Why do we write paragraphs?

Learning Resources:

- Skills in English pp. 39-40
- Digital devices (for writing and presentations)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on narrative writing and its importance.
- Discuss with learners the purpose of paragraphs in writing, asking guiding questions to stimulate thinking.

- Guide students to read and discuss the relevant content from the learning resources, specifically focusing on the key concepts of narrative paragraphs.

Lesson Development (30 minutes):

Step 1: Identify the Parts of a Narrative Paragraph

- In pairs, students will break down a sample narrative paragraph provided by the teacher.
- They should identify and label the parts of the paragraph (introduction, details, conclusion).
- Facilitate a class discussion on their findings to ensure everyone understands the structure.

Step 2: Discuss Flow of Ideas

- Read additional narrative samples as a class, focusing on how ideas connect logically from one sentence to another.
- Allow students time to discuss with their partner how the transition between sentences contributes to the overall coherence of the paragraph.

Step 3: Writing a Narrative Paragraph

- Instruct students to use their digital devices to write a narrative paragraph on a chosen prompt related to hygiene, safety, and security.
- Encourage them to include all the identified parts and maintain a clear flow of ideas.

Step 4: Peer Review and Presentation

- Once students have completed their paragraphs, have them present their work to the class or in small groups.
- Peers will provide constructive feedback based on the key components discussed earlier (structure and flow).

Conclusion (5 minutes):

- Summarize the key points learned during the lesson, reiterating the importance of structuring paragraphs effectively.
- Conduct a brief interactive activity, such as a quick quiz or a game, to reinforce the main topics (e.g., matching parts of a narrative paragraph to their definitions).
- Preview the next session's topics, such as exploring character development or plot structure in narratives.

Extended Activities:

- Creative Writing Assignment: Encourage students to expand on their paragraph by developing a short story that explores the same themes of hygiene, safety, or security.
- Paragraph Challenge: Have learners choose a partner and create a 'Paragraph Challenge,' where they take turns writing a sentence that builds on the previous sentence, creating a cohesive narrative together.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Poetry

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the parts of a poem.
2. Identify the features of poems.
3. Read the poems in the learner's book and answer the questions.
4. Acknowledge the different features of poems.

Key Inquiry Questions:

- What are the parts of a poem?
- What makes a poem interesting?
- Why do people write poems?

Learning Resources:

- Skills in English (pg 36-37)
- Selected poems
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on narrative forms and how they differ from poetry.

- Ask students to share their thoughts on any poems they may have read and discuss what they remember about them.
- Introduce the key concepts of parts and features of poetry using the provided learning resources.

Lesson Development (30 minutes):

Step 1: Identifying the Parts of a Poem

- In pairs, students will discuss and identify common parts of a poem, including title, stanza, line, and rhyme scheme.
- Have students share their findings with the class to create a collective list on the board.

Step 2: Features of Poetry

- Guide students in small groups to explore specific features of poems, such as imagery, symbolism, alliteration, and metaphor.
- Each group will select one feature and draft a simple definition with an example from a poem in their book or one they find online.

Step 3: Reading and Comprehension

- Direct students to read a selected poem from their book silently.
- After reading, facilitate a discussion where students answer comprehension questions about the poem, focusing on its parts and features.

Step 4: Poetry Hunt

- Encourage students to use digital devices or library resources to find another poem that they like.
- Have them note the title and the poet for a brief sharing session at the end of class.

Conclusion (5 minutes):

- Summarize the key points discussed regarding the parts and features of poems.
- Conduct a quick interactive activity where students create a “poem feature” poster with illustrations representing the parts of a poem.
- Preview the next lesson where students will write their own poems, encouraging them to think creatively about the themes they might choose.

Extended Activities:

- Poem Journal: Encourage students to keep a poem journal where they write down any new poems they read, analyze their features, and respond to them in personal reflections.
- Poetry Anthology: Have students work individually or in small groups to create a poetry anthology, compiling their favorite poems along with short analysis and illustrations for each one.
- Poem Writing Challenge: Challenge students to write a poem using at least three of the features discussed in class, encouraging them to experiment with style and content.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Poetry

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the structure of poems.
2. Analyze the structure of varied simple poems.
3. Appreciate how a poem's structure communicates a message.

Key Inquiry Questions:

- How can repetition and rhyme be used to bring out a message in a poem?
- What are the elements in a poem's structure?

Learning Resources:

- Skills in English, pages 38-39
- Digital devices
- Charts
- Selected poems

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they learned about poetic devices.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the structure of poems and the key inquiry questions.

Lesson Development (30 minutes):

Step 1: Introduction to Poem Structure

- Discuss the different elements of a poem's structure, including stanzas, lines, repetition, and rhyme schemes.
- Use a chart to visually represent these elements and illustrate how they contribute to a poem's overall message.

Step 2: Group Activity: Analyze Poems

- Divide the class into small groups and assign each group a different simple poem.
- Have them identify and analyze the poem's structure, focusing on its stanzas, lines, rhyme scheme, and any use of repetition.

Step 3: Create Graphic Organizers

- In groups, learners create a graphic organizer that depicts the structural elements of their assigned poem.
- Encourage them to highlight how the structure helps convey the poem's message and discuss their findings within their groups.

Step 4: Class Comparison and Discussion

- Regroup as a class and have each group present their findings.
- Facilitate a discussion comparing the structures of the different poems, emphasizing how different structures can lead to different interpretations or messages.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson and reiterate the learning objectives.

- Conduct a brief interactive activity where students match poems to their structural descriptions to reinforce understanding.
- Prepare learners for the next session by previewing that they will explore thematic elements in poetry.

Extended Activities:

1. Poetry Journal: Encourage students to keep a poetry journal where they write their own poems, focusing on varying structures and using repetition and rhyme purposefully.
2. Poetry Presentation: Assign learners to select a favorite poem, memorize it, and present it to the class, analyzing its structure and discussing what message they interpret from it.
3. Poetry Art: Have students create a visual representation of a poem's structure, integrating artistic elements that symbolize themes or feelings expressed in the poem.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar

Sub- Strand: Word Classes: Verbs and Tense

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State how the simple past tense and simple present tense are formed.
2. Identify verbs in the simple present and simple past tense in a text.
3. Acknowledge the use of verbs in simple present and past tense in texts.

Key Inquiry Question:

- Why is it necessary to indicate when an activity takes place?

Learning Resources:

- Skills in English (pg 46-47)
- Charts
- Digital devices (tablets/computers for interactive activities)

Organisation of Learning:

Introduction (5 minutes):

1. Review Previous Lesson: Start with a quick recap of the last lesson to refresh their memory.
2. Introduction of Key Concepts: Briefly discuss the importance of tense in conveying when actions happen, leading into a discussion about the simple present and simple past tense using the resources.

Lesson Development (30 minutes):

Step 1: Formation of Tenses

- Discussion: In pairs, learners will discuss and share how simple present and simple past tenses are formed.
- Example Display: Teacher presents examples on a chart, highlighting the structure (e.g., "I walk" vs. "I walked").

Step 2: Text Analysis

- Identification Activity: Provide each student with a short text containing verbs in both tenses.
- Task: Learners will identify and underline the verbs in the simple present and simple past tense.

Step 3: Reflection on Tenses

- Group Reflection: As a class, reflect on the formation rules. Discuss differences between present and past tense verbs.
- Reiterate the importance of the time marker for clarity in communication.

Step 4: Chart Creation

- Creative Activity: In small groups, learners create visual charts displaying various verbs in both simple present and simple past tense.
- Display: Groups will exhibit their charts around the classroom for a gallery walk, allowing for peer learning.

Conclusion (5 minutes):

1. Summarize Key Points: Quickly recap the major concepts covered in the lesson, emphasizing the formation and identification of tenses.
2. Interactive Activity: Conduct a fun quiz (e.g., "Verb Hunt") where students call out verbs they spotted in the earlier analysis round.
3. Preview Next Session: Introduce the next topic, which will apply these tense concepts to writing narratives about leadership experiences, posing questions for them to think about.

Extended Activities:

- Verbal Stories: Encourage students to write and present a short story about a leader they admire, using a mix of simple present and simple past tenses.
- Online Quizzes: Use digital resources (like Kahoot or Quizizz) to create engaging quizzes on verbs that they can take at home.
- Interactive Tense Games: Create interactive games focused on verb tenses that students can play in pairs or small groups.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar

Sub Strand: Word Classes: Verbs and Tense

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Write sentences in the simple present and simple past tense.
2. Advocate appropriate use of tense in communication.

Key Inquiry Question:

- What makes correct use of tense difficult for some people?

Learning Resources:

- Skills in English, pg 47-48
- Digital devices (tablets, computers, etc.)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to recall what they learned about verbs and tenses.
- Guide the learners to read and discuss relevant content from pages 47-48 in the learning resources, focusing on identifying verbs in the simple present and simple past tense.

Lesson Development (30 minutes):

Step 1: Sentence Construction

- In pairs, have learners discuss a current issue related to leadership in school.
- Each pair will construct 3 sentences about their chosen topic, ensuring they use a mix of simple present and simple past tense verbs.

Step 2: Typing Sentences

- Each pair will type their constructed sentences into a shared document on their digital devices.
- Encourage them to check each other's work to ensure the verbs are used correctly according to the tense.

Step 3: Verb Completion Activity

- Distribute a worksheet with sentences that have missing verbs.
- Students will complete the sentences with the appropriate forms of the verbs in either the simple present or simple past tense.

Step 4: Language Games

- Organize a quick language game, such as "Tense Charades," where students act out a sentence while the rest of the class identifies if it is in the simple present or simple past tense.

Conclusion (5 minutes):

- Summarize the key points regarding the use of tenses and the importance of context in choosing the correct verb tense.
- Conduct a brief interactive polling activity where students choose the correct verb tense from various examples presented on the board.
- Preview the next session by asking, "What questions do you have about more complex tenses we will cover next time?"

Extended Activities:

1. Verb Journal: Ask students to keep a journal for one week, writing down sentences using different verbs in both simple present and simple past tense. They can write about their daily activities, focusing on using the correct tense.
2. Tense Usage Presentation: In groups, have students select a topic of interest and prepare a short presentation that includes sentences in both the simple present and simple past tense.
3. Tense Detective Game: Create a set of story cards where students identify and highlight the verbs, then categorize them into simple present and simple past tense, discussing why each tense is used in that context.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening Comprehension: Selective Listening

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

- 1.Distinguish between specific and general information from a listening text.
- 2.Select specific information from a listening text.
- 3.Develop good listening skills to identify specific information.

Key Inquiry Questions:

- Why is it important to get the main points from an oral text?
- What is the difference between specific and general information?

Learning Resources:

- Skills in English pg 41
- Audio recordings
- Teacher's guide

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson's content.
- Ask students to share what they remember about listening skills.

- Introduce the day's objectives by discussing the importance of identifying main points and understanding the difference between specific and general information.

Lesson Development (30 minutes):

Step 1: Understanding Information Types

- In pairs, students brainstorm and outline the differences between general information and specific information.
- Encourage them to create examples for each type. Examples may include:
 - General: "Dogs are pets."
 - Specific: "Golden Retrievers are friendly pets."

Step 2: Listening Activity Preparation (5 minutes)

- Prepare students for the listening activity. Explain that they will listen to an audio recording and must pay attention to identify whether the information presented is specific or general.
- Provide guiding questions such as: "What type of information is being shared?" and "Is it more about the whole idea or specific details?"

Step 3: Listening to the Audio Text

- Play the selected audio recording.
- Ask students to take notes while listening, marking down examples of general and specific information they hear.
- After listening, instruct them to share their notes with their partner.

Step 4: Class Discussion

- Facilitate a class discussion where pairs share examples of general and specific information they identified from the audio.
- Chart these examples on the board, helping students to visualize the differences clearly.

Conclusion (5 minutes):

- Summarize the key points discussed today about the importance of identifying main ideas in listening.
- Engage students in a quick interactive activity, such as a listening quiz or a "think-pair-share" where they must come up with their own examples of general vs. specific information.
- Give a brief preview of the next session's topic, highlighting the continuation of listening skills, possibly focusing on summarization techniques.

Extended Activities:

- Homework: Ask students to find a short audio or video clip (like a podcast or news segment) at home. They should listen to it and write down one example of general information and three examples of specific information they heard.
- Group Project: Have students create a small presentation about a topic of interest, ensuring they distinguish between general facts and specific details. This can incorporate visuals or recordings to present to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening Comprehension: Selective Listening

Specific Learning Outcomes

- By the end of the lesson, the learner should be able to:

1. Listen and respond to texts on leadership.
2. State the importance of listening skills.
3. Emphasize the value of listening skills in communication.

Key Inquiry Question(s)

- What can you do to ensure you capture the relevant information from a speaker?

Learning Resources:

- Skills in English pg 42
- Digital devices
- Teacher's guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they learned about communication.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the concepts of listening and leadership.

Lesson Development (30 minutes):

Step 1: Listening to a Passage on Leadership

- In pairs, students will listen to a short audio passage about a famous leader.
- After listening, they will answer questions posed by the teacher regarding the main ideas and key details from the passage.

Step 2: Role Play Listening Activity

- Groups will be formed, and each group will perform a short role play on leadership scenarios.
- While one group acts, the rest will listen and then answer specific questions about the actions and decisions made by the characters in the role play.

Step 3: Online Audio Exploration

- Students will use digital devices to search for and listen to an audio recording of a leadership speech.
- They will take notes on specific information that stands out and be prepared to discuss it.

Step 4: Analyzing a Speech Video

- Watch a short video of a leader giving a speech.
- After watching, students will state the general themes and specific points made in the speech during a class discussion.

Conclusion (5 minutes):

- Summarize key points learned about leadership and the importance of listening skills in communication.
- Conduct a brief interactive activity, such as a quick quiz or group discussion, to reinforce the main topics covered.
- Preview the next session, highlighting what students will learn about effective communication strategies.

Extended Activities:

- Reflection Journal: Students can write a reflection on how careful listening can impact their understanding of leadership and communication both inside and outside the classroom.
- Listening Challenge: Over the next week, students could choose a leader, listen to one of their speeches, and prepare a brief presentation on what they learned, focusing on listening details and communication styles.
- Peer Interviews: Pair students to interview each other about their perceptions of leaders in their lives, emphasizing active listening, which they can share with the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the reading strategies used in reading activities.
2. Discuss the identified reading strategies.
3. Select the main ideas and details from a variety of written texts.
4. Apply the different reading strategies in reading books.

Key Inquiry Questions:

- What can one do to understand a text better?
- Why should one read for main ideas?

Learning Resources:

- Skills in English, pg. 42-43

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on reading comprehension and strategies.
- Prompt students to discuss any reading strategies they remember.
- Introduce the day's topic, focusing on the importance of reading for main ideas and details.

Lesson Development (30 minutes):

Step 1: Group Formation

- Divide the class into small groups, ensuring a mix of abilities in each group.
- Assign each group to explore a specific reading strategy: reading for main ideas or reading for details.

Step 2: Research and Exploration

- Allow students to use tablets or computers to search for video clips that demonstrate their assigned reading strategies.
- Encourage students to note down key points from the videos about effective techniques for identifying main ideas and supporting details.

Step 3: Group Presentation

- Each group will present what they learned about their assigned reading strategy to the class.
- Students should explain how to identify the main idea and details using examples from the videos or texts they have previously read.

Step 4: Application Activity

- Provide learners with a short passage from the learning resource.
- Ask each student to individually read the passage and then write down the main idea and at least two details that support it.
- Optionally, students can share their findings in pairs to discuss their answers, fostering collaborative learning.

Conclusion (5 minutes):

- Summarize the key points discussed regarding reading strategies and their importance in understanding texts.
- Conduct a quick quiz or interactive activity where students can use sticky notes to write down a main idea or detail and place it on a designated board area.

- Preview the next lesson, hinting at a focus on summarizing texts and analyzing author's purpose.

Extended Activities:

- Reading Journals: Encourage students to maintain a reading journal where they jot down main ideas and details from books they read independently. This will help reinforce their understanding of reading strategies.
- Book Club: Organize a monthly book club where students read a selected book and engage in discussions using the strategies learned in class to identify main ideas and supporting details.
- Strategy Posters: Have students create posters illustrating different reading strategies, showcasing examples and tips on how to apply each strategy effectively.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read and underline the main ideas in texts.
2. Acknowledge the importance of reading for main ideas and details as a comprehension skill.

Key Inquiry Question(s):

How can you improve your reading?

Learning Resources:

- Skills in English (pg 43-45)
- Substitution tables
- Mind maps
- Digital devices
- Print texts

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson with a focus on reading comprehension. Ask students to share what they remember about underlining main ideas.

- Guide learners to read and discuss relevant content from the "Skills in English" pages, highlighting the importance of identifying main ideas.

Lesson Development (30 minutes):

Step 1: Group Read and Underline

- In small groups, learners will read a selected text about gender roles in leadership. They will use their highlighters to underline the main ideas and any supporting details.
- Encourage each group to discuss their underlined sections and check for understanding.

Step 2: Peer Review

- After underlining, students will exchange their texts with another group. They will review each other's work, providing feedback on the highlighted main ideas and suggesting additional details that could be considered.

Step 3: Fill in Substitution Tables

- Students will fill in substitution tables using specific details from the texts they read. This will help them analyze the information and practice rephrasing main ideas and details.

Step 4: Create a Mind Map

- Individually or in pairs, learners will complete a mind map focusing on the main idea of the text and how the details support it. Encourage creativity in their presentation.

Conclusion (5 minutes):

- Summarize key points covered in the lesson about identifying main ideas and details in texts.
- Conduct a brief interactive quiz where students can shout out or write down one main idea they identified today.
- Prepare learners for the next session by discussing what they will learn about summarization and its importance in reading comprehension.

Extended Activities:

1. Reading Journal: Students can keep a reading journal where they write down the main ideas and details from texts they read outside of class, summarizing them in their own words.
2. Book Club: Form a book club where students choose a book to read and present its main idea and supporting details to the class.
3. Create a Presentation: Learners can choose a topic related to gender roles in leadership and create a short presentation summarizing their main ideas and supporting details, using visuals for effective communication.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Paragraphing: Using examples and incidents

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify the parts of a paragraph.
2. Discuss the different parts of a paragraph.
3. Outline examples and incidents to include in a paragraph.
3. Acknowledge the different parts of paragraphs.

Key Inquiry Question(s):

How can you organize your ideas logically?

Learning Resources:

- Digital devices.
- Written texts.
- Skills in English pg 51.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they remember about paragraphs.
- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying the components of a paragraph.

Lesson Development (30 minutes):

Step 1: Discussion of Paragraph Parts

- In pairs, students will discuss the different components of a paragraph: topic sentence, supporting sentences, examples, and concluding sentence.
- Each pair will come up with one example of each part and share with the class.

Step 2: Exploring Texts for Examples

- Students will be divided into small groups. Each group will receive different written texts (short stories, articles, etc.).
- They will read the texts and identify sentences that illustrate examples and incidents within paragraphs.

Step 3: Individual Research

- Students will use digital devices to search for tips on how to use examples and incidents effectively in a paragraph.
- Encourage them to look for clear examples or resources that explain this concept.

Step 4: Sharing and Class Discussion

- Each group presents their findings, focusing on how different texts used examples and incidents in their paragraphs.
- Engage in a class discussion to reinforce understanding of the different paragraph parts and the purpose of examples and incidents.

Conclusion (5 minutes):

- Summarize key points from the lesson, such as the parts of a paragraph and the role of examples and incidents.
- Conduct a brief interactive activity, like a “Paragraph Building” game where students create a paragraph collaboratively using key points discussed.

- Preview the next session by introducing the concept of writing coherent paragraphs and asking students what they think makes a paragraph effective.

Extended Activities:

1. Paragraph Writing Exercise: Have students write a short paragraph on a topic of their choice, ensuring they use examples and incidents effectively.
2. Peer Review: Pair students up for peer editing, where they will exchange paragraphs and provide feedback on the use of examples and structure.
3. Create a Visual Aid: Students can create a graphic organizer that outlines the structure of a paragraph and where to incorporate examples and incidents, which can be used for future reference.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Paragraphing: Using examples and incidents.

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Create a well-developed paragraph using examples and incidents.
2. Appreciate the importance of well-written paragraphs in writing.

Key Inquiry Question:

- Why should we write coherently?

Learning Resources:

- Sample paragraphs
- Teacher's guide
- Skills in English pg 51-52
- Mind maps
- Digital resources

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson on paragraph structure.
2. Engage learners in a discussion about what makes paragraphs successful.
3. Highlight the importance of examples and incidents in supporting ideas.

Lesson Development (30 minutes):

Step 1: Brainstorming

- In pairs, students will brainstorm ideas related to leadership. They will discuss relevant examples and incidents they have encountered or learned about. Students can jot down their ideas using mind maps.

Step 2: Group Collaboration

- In small groups, learners will share their brainstormed ideas. They will then collaborate to develop a main idea or topic sentence focused on leadership and select strong examples/incidents that will support their main idea.

Step 3: Paragraph Compositio

- Each student will individually write a well-developed paragraph about leadership, utilizing the ideas and examples generated in the previous steps. Emphasize coherence and the connection between the topic sentence, supporting examples, and concluding sentence.

Step 4: Peer Review

- After writing, students will exchange paragraphs with a partner for peer feedback. They will comment on clarity, use of examples, and coherence.

Conclusion (5 minutes):

1. Summarize key points discussed, including the elements of a strong paragraph.
2. Conduct a brief interactive activity where students identify good examples from their peers' paragraphs.
3. Preview the next lesson, which will focus on types of essays and how to structure them.

Extended Activities:

- Homework Assignment: Write a paragraph on another topic of personal interest, ensuring it includes at least two examples or incidents.
- Creative Writing Project: Start a journal where students write weekly paragraphs on different topics, each focusing on using examples and incidents to support their ideas.
- Peer Teaching: Have students present their paragraphs in small groups, encouraging discussions about effective writing techniques.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Class Readers

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the main characters in a class reader.
2. Explain how the characters make the story flow.
3. Enjoy reading and identifying characters in class readers.

Key Inquiry Questions:

- How can you tell a main character in a story?
- How do characters develop a story?

Learning Resources:

- Digital devices
- Class readers
- Skills in English (pg 48-50)
- Teacher's guide

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they remember about the last reading material.

- Introduce today's focus on identifying main characters. Display key inquiry questions on the board and discuss briefly.

Lesson Development (30 minutes):

Step 1: Group Reading

- Divide students into small groups and assign them a section of the class reader.
- Instruct each group to read their assigned section aloud.

Step 2: Identify Characters

- After reading, each group will list the main characters introduced in their section.
- Encourage them to think critically about what makes these characters main characters.

Step 3: Character Actions Discussion

- Have groups discuss within themselves the actions of each character and how these actions contribute to the overall story.
- Prompt them with guiding questions such as: What do the characters do? Why are they important to the story?

Step 4: Summary Writing

- Each group will write a brief summary (3-4 sentences) explaining how the characters they discussed make the story flow.
- Encourage creativity and clarity while ensuring they use proper language structures taught in previous lessons.

Conclusion (5 minutes):

- Summarize key points from the group discussions, addressing the inquiry questions.
- Conduct a quick, interactive quiz using digital devices—students can work in pairs to answer questions about the main characters they've identified.

- Preview the next lesson's focus on character development and conflict related to those characters, asking students to think about how characters can change throughout a story.

Extended Activities:

1. Character Journals: Have students keep a journal where they write entries from the perspective of one of the main characters in the story. They can write about their thoughts, feelings, and motives for each chapter they read.
2. Character Posters: Students can create posters that highlight a character's traits, actions, and their impact on the story. They can include quotes from the text and illustrations.
3. Role Play: Organize a role-play activity where students act out a scene from the story focusing on their character's actions and motivations, promoting deeper engagement with the material.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Class Readers

Specific Learning Outcomes:

- By the end of this lesson, learners should be able to:

1. Outline things to consider when choosing a storybook to read.
2. Make predictions based on the title and sections read.
3. Appreciate the role of characters in the class reader.

Key Inquiry Questions:

- Why are some stories usually more interesting than others?
- What should you consider when selecting a storybook to read?

Learning Resources:

- Class readers
- Digital devices
- Dictionaries
- Skills in English pg. 50

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson: Briefly ask students what they learned about story elements and their importance in narrative comprehension. What makes a story engaging?

- Discussion: Introduce the key inquiry questions and briefly discuss them with the class. Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of choice when picking a storybook.

Lesson Development (30 minutes):

Step 1: Brainstorming Session

- In pairs, learners will brainstorm and list things to consider when choosing a storybook (e.g., genre, author, cover art, blurb, length).
- Each pair shares their list with the class, and the teacher records responses on the board.

Step 2: Prediction Making

- Each student selects a title from the class readers and reads the first section or chapter.
- They will then write down their predictions about the story based on the title and what they've read so far, focusing on potential themes and character development.

Step 3: Readers Theatre

- Divide the class into small groups. Each group will perform a short readers theatre with different sections of the class reader. This helps in vocal interpretation of characters and builds character appreciation.

Step 4: Group Discussion

- After the performances, regroup and discuss as a class the predictions made earlier.
- Encourage students to elaborate on how the title and initial sections shaped their predictions and what roles they think the characters will play in the story.

Conclusion (5 minutes):

- Summarize Key Points: Recap the elements to consider when picking a storybook and the importance of making predictions based on titles and character roles.

- Interactive Activity: Conduct a quick quiz (either digital or paper-based) on the main ideas discussed to reinforce learning.
- Preview: Inform learners about the next lesson, which will focus on character analysis in more detail.

Extended Activities:

1. Book Review Assignment: Each student can select a storybook to read at home and write a short review, including elements such as why they chose it, their predictions, and their final thoughts on the character development and plot.
2. Character Profiles: Students create a detailed character profile of their favorite character from a storybook, including their traits, motivations, and relationships with other characters.
3. Prediction Wall: Set up a "Prediction Wall" in the classroom where students can post predictions based on titles they come across throughout the term, allowing them to track their evolving thoughts.

Teacher Self-Evaluation:

WEEK 9: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: THEME: FAMILY - Listening and Speaking

Sub Strand: Pronunciation: Sounds and Word Stress

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the consonant and vowel sounds in words.
2. Articulate consonants and vowel sounds for oral fluency.

Key Inquiry Question(s):

- Why is it important to articulate sounds correctly?

Learning Resources:

- Skills in English, pg 53-54
- Digital devices
- Dictionaries
- Audio-visual recordings

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson, focusing on any feedback or questions from students.
 - Guide learners to read aloud and discuss relevant content from the learning resources.
- Emphasize the importance of pronouncing word sounds accurately for effective communication.

Lesson Development (30 minutes):

Step 1: Identifying Sounds

- Introduce minimal pairs by providing examples (e.g., "pin" vs. "bin").
- In pairs, students listen to and identify the differing sounds.
- Have them share examples of minimal pairs they come up with.

Step 2: Articulating Consonant Sounds

- In small groups, learners practice pronouncing the target consonant sounds: /p/, /b/, /k/, and /g/.
- Go through a list of words that contain these sounds.
- Use a digital device to record each group, allowing them to hear their pronunciation.

Step 3: Practicing Vowel Sounds

- Focus on the short /i/ and long /i/ sounds.
- Students pronounce words containing these sounds.
- Encourage them to pay attention to the mouth movements for each sound.

Step 4: Listening to Audio-Visual Recordings

- Play audio-visual recordings featuring selected consonants and vowel sounds.
- Have students listen actively, noting any new sounds they hear.
- Discuss their observations and any challenges they faced in articulation.

Conclusion (5 minutes):

- Summarize key points covered in the lesson, reinforcing the importance of articulating sounds correctly.
- Conduct a brief interactive activity (e.g., a quick game where students shout out words they practiced) to reinforce the main topics.

- Preview the next session's topics, such as word stress or intonation patterns, and pose questions for students to consider.

Extended Activities:

- Encourage students to record themselves reading a short passage aloud, focusing on the sounds practiced in class.
- Assign students to research a family member and create a short presentation. They should focus on clear articulation of the sounds learned to enhance their oral fluency.
- Create a word wall in the classroom of commonly mispronounced words for ongoing practice.

Teacher Self-Evaluation:

WEEK 9: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation: Sounds and Word Stress

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain what stress is.
2. Distinguish the meaning of words on the basis of stress.
3. Advocate the role of correct pronunciation in communication.

Key Inquiry Questions:

- What is stress and syllable?
- How can we improve our pronunciation?

Learning Resources:

- Skills in English pg 55
- Digital devices
- Dictionaries
- Audio-visual resources

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share one thing they learned.

- Introduce the concept of word stress and its importance in pronunciation. Use a few examples to illustrate the concept to spark discussion.

Lesson Development (30 minutes):

Step 1: Understanding Stress and Syllables

- In pairs, learners will define 'stress' and 'syllables.' Provide them with the definitions and ask them to discuss and give examples of each.
- Teacher facilitates discussion and clarifies misconceptions, encouraging students to think critically about how stress changes meaning.

Step 2: Distinguishing Word Meaning

- Introduce examples of words that change meaning based on word stress, such as 'record' (noun vs verb) and 'project' (noun vs verb).
- Students will work individually to list at least three additional pairs of words with different meanings based on stress. They will share their lists with the class.

Step 3: Language Games

- Organize a quick language game (such as “Word Race”) where students take turns shouting out a word, and the class responds with whether it's a noun or verb based on stress.
- Encourage students to emphasize pronunciation and volume to illustrate word stress.

Step 4: Sentence Completion Activity

- Provide incomplete sentences that require students to fill in the blanks with the correct form of a word (using either the noun or verb form based on stress).
- Students will work in pairs to complete these sentences, then share with the class.

Conclusion (5 minutes):

- Summarize the key points of the lesson, reiterating the definitions of stress and syllables, examples of words with changing meanings, and the importance of correct pronunciation.

- Conduct an interactive activity by having students come up with a sentence using the word 'record' in both contexts (noun and verb), showcasing their understanding.
- Briefly preview what will be discussed in the next lesson, such as different types of intonation in spoken English.

Extended Activities:

- Assign learners to create a short presentation or poster that explains the importance of pronunciation and word stress in effective communication. They can use examples of words and show how stress changes their meanings.
- Encourage students to record themselves reading a passage, focusing on word stress, then play it back to evaluate their pronunciation.
- Suggest students find a short poem or lyrics from a song and identify the stressed words, analyzing how this affects the overall meaning and delivery.

Teacher Self-Evaluation:

WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Oral Narratives

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Define what legends are.
2. Identify heroic characters in legends.
3. Explain the moral lessons in legends.
4. Relate the characters in the legends to real life.

Key Inquiry Questions:

- What is a legend?
- Why are heroes celebrated?
- Why are some people considered heroic?

Learning Resources:

- Skills in English pg 60-62
- Digital devices
- Legends

Organisation of Learning:

Introduction (5 minutes):

- Review the Previous Lesson: Start with a quick recap, asking students what they remember about narratives and their importance.
- Read and Discuss: Guide learners to read pages 60-62 and discuss the definition and significance of legends, encouraging them to share ideas and questions.

Lesson Development (30 minutes):

Step 1: Define Legends

- Activity: In groups, brainstorm a definition of legends.
- Discussion: Share definitions with the class and create a collective definition on the board.

Step 2: Read a Heroic Narrative

- Activity: Assign a short legend for students to read aloud in turns.
- Task: Identify the heroic character(s) during the reading and note their traits on paper.

Step 3: Moral Lessons

- Discussion: As a class, discuss the moral lessons derived from the legend read.
- Activity: Each student writes down one moral lesson they can identify and share it with a partner.

Step 4: Real-Life Connections

- Discussion: Ask students to think of real-life figures who could be considered heroes.
- Activity: Discuss how the qualities of these real-life heroes relate to the characters in the legends studied.

Conclusion (5 minutes):

- Summarize Key Points: Reinforce the definition of legends, heroic characters, and moral lessons discussed in the lesson.

- Interactive Activity: Conduct a quick quiz or a discussion round where each student shares one thing they learned about legends or heroes.
- Preview Next Session: Briefly introduce the concept of myths and how they differ from legends to spark interest for the next lesson.

Extended Activities:

1. Research Project: Assign students to research a legend from their culture or a different culture, then present it to the class, focusing on its moral lesson and heroic character.
2. Creative Writing: Ask students to write their own legend, including a heroic character and a moral lesson. Encourage them to share their stories in small groups.
3. Draw and Illustrate: Have students create a comic strip of the legend read in class, illustrating key scenes and characters, along with written moral lessons.

Teacher Self-Evaluation:

WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Oral Narratives

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. State the benefits of moral lessons to the community.
2. Outline ways in which oral narratives can be collected.
3. Creatively develop a legend narrative.
4. Enjoy creating legend narratives from their communities.

Key Inquiry Question(s):

- What heroic acts have been done in your school or community?
- What challenges might one face when collecting narratives from the community?

Learning Resources:

- Skills in English, pages 62-63
- Digital devices
- Mind maps

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on oral narratives and their significance.

- Guide learners to read and discuss relevant sections from the learning resources, focusing on the value of moral lessons in legends.

Lesson Development (30 minutes):

Step 1: Importance of Legends

- Activity: In groups, learners discuss why legends are vital in various communities. Encourage them to share examples of legends from their own communities and discuss the values they convey.

Step 2: Collecting Oral Narratives

- Activity: Together, identify and discuss methods for collecting oral narratives, such as interviews, recording stories from elders, or storytelling events.
- Discussion Points: Address possible challenges, such as language barriers or accessibility, and how to overcome them.

Step 3: Mind Mapping Moral Lessons

- Activity: Using a mind map, learners outline the moral lessons found in the legends discussed and demonstrate how these lessons benefit the community. This visual representation should highlight connections between the moral and community values.

Step 4: Developing Legend Narratives

- Activity: Prompt learners to brainstorm ideas for their own legend narrative based on their community's experiences. They can draft an outline or start writing their narrative, focusing on a particular heroic act or moral lesson.

Conclusion (5 minutes):

- Summarize key points covered during the lesson, emphasizing the importance of oral narratives and their community impact.
- Conduct a brief interactive activity, such as a "popcorn" sharing session where learners share one idea or example from their group discussions.

- Preview the next session's focus on further developing their narratives and presenting them to the class.

Extended Activities:

1. Community Interviews: Have students interview family members or community members about legends and stories in their culture and share their findings with the class.
2. Create a Story Map: Students can create a visual "story map" for their legend, illustrating key events and characters to help visualize their narrative.
3. Storytelling Event: Organize a storytelling session where students can present their legends to peers or community members, celebrating the oral narrative tradition.

Teacher Self-Evaluation:

WEEK 9: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word classes: Comparative and Superlative Adjectives

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

- 1.Explain what comparative and superlative adjectives are.
- 2.Discuss how comparative and superlative adjectives are formed.
3. Identify comparative and superlative adjectives in texts.
4. Acknowledge the importance of comparative and superlative adjectives in texts.

Key Inquiry Question(s):

- How do we compare different people, places, and things?

Learning Resources:

- Skills in English pg 58-59
- Digital devices (for research)
- Charts (for visual representation)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on adjectives.
- Pose the inquiry question to the class: "How do we compare different people, places, and things?"

- Guide learners to read and discuss relevant content from the learning resources, emphasizing comparative and superlative adjectives.

Lesson Development (30 minutes):

Step 1: Introduction to Comparative and Superlative Adjectives

- Explain that adjectives describe nouns and that comparative adjectives are used to compare two items (e.g., taller, faster), while superlative adjectives compare more than two items (e.g., tallest, fastest).
- Write examples on the board and discuss how they change based on syllables (e.g., nice → nicer → nicest).

Step 2: Forming Comparative and Superlative Adjectives

- In pairs, learners will discuss the rules for forming comparative and superlative adjectives:
- One-syllable adjectives: add "-er" for comparative and "-est" for superlative (e.g., tall → taller, tallest).
- Two-syllable adjectives ending in "y": change "y" to "i" and add "-er" or "-est" (e.g., happy → happier, happiest).
- Adjectives with two or more syllables: use "more" for comparative and "most" for superlative (e.g., beautiful → more beautiful, most beautiful).
- Have pairs share their findings with the class.

Step 3: Identifying Adjectives in Texts

- Provide students with a passage from the learning resources and ask them to identify and highlight any comparative and superlative adjectives.
- In small groups, learners will compare their findings and ensure everyone is clear on the characteristics of the adjectives they identified.

Step 4: Online/Offline Search for Examples

- Allow learners to use digital devices to search for examples of comparative and superlative adjectives in online articles, stories, or literary excerpts.
- Each student will compile a list of at least three examples they found on their own, which they will share in the next class.

Conclusion (5 minutes):

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quick game where students read sentences and identify the comparative or superlative adjectives used.
- Prepare learners for the next session by previewing the topic of using adjectives in writing and prompting them to think of sentences they can create using comparative and superlative forms.

Extended Activities:

- Adjective Poster: Have students create a poster that illustrates a comparative and a superlative adjective with visuals (e.g., showing "tall," "taller," and "tallest" using real images).
- Adjective Story: Assign a creative writing task where students must write a short story or description that includes at least five comparative and five superlative adjectives.
- Adjective Scavenger Hunt: Organize a scavenger hunt in which learners find items around the classroom or school that can be described using comparative or superlative adjectives (e.g., "the biggest book," "the fastest runner").

Teacher Self-Evaluation:

WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Comparative and Superlative Adjectives

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Use comparative and superlative adjectives in communication.
2. Construct correct sentences using comparative and superlative adjectives.
3. Acknowledge the value of comparative and superlative forms of adjectives in communication.

Key Inquiry Question(s):

- Why are comparisons important in life?

Learning Resources:

- Skills in English (textbook) pg 59-60
- Flashcards
- Substitution tables
- Language games

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Briefly revisit content covered in the last lesson, focusing on adjectives.

- Discussion: Engage learners in reading and discussing relevant content from the learning resources, emphasizing the principles of comparative and superlative adjectives.

Lesson Development (30 minutes):

Step 1: Exploring Comparatives

- Activity: In pairs, learners choose five adjectives from the previous lesson. Each pair constructs sentences using the comparative form of these adjectives (e.g., "This book is more interesting than that one.").
- Share: Have pairs share their sentences with the class, promoting discussion about early examples of comparisons.

Step 2: Understanding Superlatives

- Group Activity: In small groups, learners select three adjectives and create sentences using the superlative form (e.g., "Mount Everest is the highest mountain in the world.").
- Share and Discuss: Each group presents one of their sentences, allowing discussions on how superlatives change the meaning compared to comparatives.

Step 3: Substitution Tables

- Activity: Using prepared substitution tables, learners fill in the blanks to complete sentences featuring comparative and superlative adjectives.
- Purpose: This will help reinforce the grammar rules and structure of these forms while allowing peer interaction.

Step 4: Language Games

- Play Games: Divide the class into two teams to play an interactive language game focusing on quick responses to comparative and superlative prompts (e.g., "What is the fastest animal?" or "Which food is tastier – pizza or sushi?").
- Engage: Encourage students to elaborate on their answers to promote discussion and reasoning.

Conclusion (5 minutes):

- Summarize: Recap the key points learned about comparative and superlative adjectives, ensuring that the learning objectives have been met.
- Interactive Activity: Invite learners to answer the inquiry question, “Why are comparisons important in life?” through a quick round of responses.
- Preview Next Session: Briefly outline what students can expect in the next lesson, such as the application of these adjectives in descriptive writing.

Extended Activities:

- Homework Assignment: Learners write a short descriptive paragraph about their favorite place, using at least five comparative or superlative adjectives to enhance their descriptions.
- Creative Project: Students create a poster comparing three items of their choice (e.g., three different sports, foods, or animals) using comparative and superlative adjectives to describe differences.

Teacher Self-Evaluation:

WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Writing

Sub Strand: Functional Writing: Friendly Letters

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the parts of a friendly letter.
2. Compose a friendly letter using the correct format.
3. Appreciate the role of friendly letters in communication.

Key Inquiry Question(s):

- Why do we write friendly letters?
- When do we write friendly letters?

Learning Resources:

- Skills in English pg 63-64
- Sample Friendly Letters
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson, revisiting any relevant concepts related to letter writing.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on identifying the parts of a friendly letter (e.g., date, greeting, body, closing, signature).

Lesson Development (30 minutes):

Step 1: Identifying Parts of a Friendly Letter

- In pairs, learners will examine sample friendly letters provided in the resources.
- They will identify and underline the different parts of the letters (date, greeting, body, closing, signature).
- Ask pairs to share their findings with the class and create a collective list of the letter parts on the board.

Step 2: Reading and Understanding

- Encourage learners to read additional sample friendly letters aloud in their pairs.
- Discuss the purpose and tone of friendly letters, helping them understand the context of communicating with friends and family.

Step 3: Composing a Friendly Letter

- Each student will draft a friendly letter to a friend, using the correct format learned earlier.
- Once they've written their letters, they will exchange them with a peer for feedback.

Step 4: Revision and Presentation

- Each student will incorporate feedback from their peers into their letters.
- Use digital devices for students to type their final versions of the friendly letters.
- Finally, compose the formal version on manila paper to prepare for display on a class chart.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson, including parts of a friendly letter and the importance of communication through letters.

- Engage the students in a brief interactive activity, such as a class discussion on who they would write their letter to and why it matters to them.
- Provide a preview of the next lesson, which may cover different styles of writing or the history of letter writing.

Extended Activities:

- Encourage learners to write a friendly letter to a historical figure or author they admire, explaining why they are writing and what they would like to ask.
- Challenge students to create a "Letter Writing Club" where they regularly exchange letters with classmates, practicing their writing skills.
- Organize a presentation day where students can share their letters with the class, promoting confidence in writing and speaking.

Teacher Self-Evaluation:

WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Study Skills: Synonyms and Antonyms

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain what synonyms and antonyms are and give examples.
2. Identify synonyms and antonyms of words from written texts.
3. Spell synonyms and antonyms correctly for written fluency.

Key Inquiry Question(s):

- Why do we use antonyms and synonyms?
- What are synonyms and antonyms?

Learning Resources:

- Skills in English pg 56-57
- Dictionaries
- Digital devices
- Print texts

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson's key concept to activate prior knowledge.

- Guide learners in reading and discussing relevant content from the learning resources, focusing on understanding synonyms and antonyms. Ask guiding questions to prompt discussion.

Lesson Development (30 minutes):

Step 1: Defining Synonyms and Antonyms

- Collaboratively, as a class, define synonyms (words with similar meanings) and antonyms (words with opposite meanings).
- Provide examples, such as:
 - Synonyms: happy - joyful; small - tiny
 - Antonyms: hot - cold; big - small

Step 2: Dictionary and Digital Search

- In pairs, have students use dictionaries or digital devices to find additional examples of synonyms and antonyms:
- Each pair should find 5 synonyms and 5 antonyms for a chosen word (e.g., "fast").
- Encourage them to write these down for later exercises.

Step 3: Word Matching Activity

- Distribute a list of words to each student.
- Ask them to match each word with its correct synonym and antonym using their notes and discussions.
- This can be done individually or in pairs for collaboration.

Step 4: Pronunciation and Chart Creation

- Have students practice pronouncing their identified synonyms and antonyms.
- Guide them to create a chart on paper or digital devices that lists their chosen words next to their synonyms and antonyms, illustrating their understanding visually.

Conclusion (5 minutes):

- Summarize the key points and outcomes achieved during the lesson.
- Discuss how synonyms and antonyms enhance our language and communication.
- Conduct a brief interactive quiz where students can share one synonym and one antonym they learned.
- Preview the next session by introducing the concept of homonyms and asking students to think of examples.

Extended Activities:

- Synonym and Antonym Hunt: Assign students to find synonyms and antonyms in any book or article they read at home. They should create a mini-presentation on their findings.
- Creative Writing: Have students write a short story or poem using at least 5 pairs of synonyms and antonyms, encouraging creativity.
- Synonym/Antonym Flashcards: Students can create flashcards with a word on one side and its synonyms or antonyms on the other to help with study and memorization.

Teacher Self-Evaluation:

WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Study Skills: Synonyms and Antonyms

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Use synonyms and antonyms in sentences.
2. Appreciate the importance of correct use of words in communication.

Key Inquiry Question:

- Why is it important to spell words correctly?

Learning Resources:

- Skills in English pg 57-58
- Word puzzles
- Dictionaries
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on vocabulary and word meaning.
- Guide learners in reading and discussing relevant content from the learning resources, emphasizing synonyms and antonyms. Introduce the key inquiry question about spelling accuracy.

Lesson Development (30 minutes):

Step 1: Introduction to Synonyms and Antonyms

- Begin by defining synonyms and antonyms with examples.
- Explain why precise word choice is essential for clear communication.

Step 2: Group Work on Charts

- Divide learners into small groups.
- Each group gets a word from the provided resources and creates a chart that includes synonyms and antonyms for that word. Ensure the words are spelled correctly.
- Groups will share their charts with the class, reinforcing both spelling and understanding.

Step 3: Sentence Construction

- In pairs, students will construct sentences using the synonyms and antonyms they created in their charts.
- Encourage them to share their sentences with each other, focusing on correct usage and spelling.

Step 4: Crossword Puzzle Activity

- Individually, learners will create a simple crossword puzzle using at least five synonyms and antonyms.
- They will then use digital devices to share their puzzles with classmates, fostering a collaborative approach.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, reiterating the importance of synonyms, antonyms, and correct word usage.
- Conduct a short interactive activity where students guess synonyms and antonyms from quick prompts.

- Prepare learners for the next session by previewing upcoming topics, such as exploring more about word roots and affixes.

Extended Activities:

- Assign students to keep a 'Word Journal' where they find and write down new synonyms and antonyms they encounter in their daily reading for a week.
- Encourage students to read a short story or article and identify at least five pairs of synonyms and antonyms used by the author, discussing their effects on the writing style.

Teacher Self-Evaluation:

WEEK 10: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Theme: Drug and Substance Abuse

Sub Strand: Conversation Skills

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify verbal and non-verbal forms of polite interruptions.
2. Use verbal and non-verbal cues to interrupt a conversation politely.
3. Acknowledge the use of verbal and nonverbal cues in interrupting conversations politely.

Key Inquiry Question(s):

- How can you interrupt a conversation politely?

Learning Resources:

- Skills in English, pg 65-66
- Digital devices (for videos or examples)
- Posters/charts

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on communication and its importance in building relationships.
- Guide learners to read and discuss relevant content on polite interruptions from the learning resources, emphasizing key concepts such as respect and consideration in conversations.

Lesson Development (30 minutes):

Step 1: Understanding Polite Interruptions

- Discuss with the class what it means to be polite during conversations.
- Introduce examples of verbal phrases (e.g., "Excuse me," "May I add something?") and non-verbal cues (e.g., raising a hand, smiling) that can be used to interrupt politely.
- Ask students to share any experiences they have had with interruptions and how they handled them.

Step 2: Practice Makes Perfect

- In pairs, have learners role-play scenarios where one student is speaking, and the other practices interruption using the polite phrases and cues discussed.
- Encourage students to provide each other with constructive feedback on their use of language and body language.

Step 3: Watching and Analyzing a Dialogue

- Play a short video or audio clip of a conversation that includes examples of polite interruptions.
- After viewing, engage the class in a discussion where they identify the verbal and non-verbal cues used during interruptions and turn-taking. Record these on the board to highlight the variety of polite forms available.

Step 4: Creative Expression – Creating Posters

- In groups, have students create a poster that showcases polite expressions and non-verbal cues for interrupting conversations.
- Allow them to illustrate examples through images or diagrams, making it visually engaging. Posters can later be displayed around the classroom to reinforce learning.

Conclusion (5 minutes):

- Summarize key points covered in the lesson, including the significance of polite interruptions in maintaining respectful communication.

- Conduct a brief interactive activity, such as a “Polite Interruptions Relay,” where students quickly practice making a polite interruption when prompted by a classmate.
- Preview next session's content, focusing on the importance of listening and understanding within conversations, and suggest students think of a conversation they had recently where interruptions were necessary.

Extended Activities:

1. Reflection Journal: After class, ask students to write a short paragraph reflecting on a time they interrupted a conversation. What went well? What could they improve?
2. Real-Life Application: Encourage students to practice polite interruptions at home or in social settings and note their experiences for discussion in the next class.
3. Research Project: Assign students to research different cultural norms surrounding conversation and interruptions, presenting their findings in the next lesson.

Teacher Self-Evaluation:

WEEK 11: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Conversation Skills

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Apply turn-taking skills in different speaking contexts.
2. Use digital devices to record themselves as they turn-take in different speaking contexts.
3. Acknowledge the importance of politeness in communication.

Key Inquiry Questions:

- Why should people speak one at a time in a conversation?
- How can you ensure that you do not dominate a conversation?

Learning Resources:

- Skills in English pg 66-67
- Digital devices (smartphones, tablets, audio recorders)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focusing on basic conversation skills.
- Guide learners to read and discuss pages 66-67 of the Skills in English textbook, emphasizing the importance of turn-taking and politeness in conversations.

Lesson Development (30 minutes):

Step 1: Understanding Turn-Taking

- Briefly explain turn-taking in conversations. Discuss why it is important for effective communication and how it helps all participants feel heard.
- Pose the key inquiry question: "Why should people speak one at a time in a conversation?"

Step 2: Practicing Polite Interruptions

- In pairs, learners will practice having conversations where they occasionally need to interrupt politely to ask clarifying questions or add comments.
- Encourage them to use phrases like, "I'm sorry to interrupt, but..." or "Can I add something here?"

Step 3: Role Play Dialogue on Drug/Substance Abuse

- In small groups, learners will create a short dialogue (2-3 minutes) about the effects of drug and substance abuse.
- They must apply learned turn-taking skills and polite interruptions within their dialogue.

Step 4: Recording Conversations

- Using digital devices, learners will record their dialogues while ensuring turn-taking and politeness are maintained.
- After recording, groups will select the best recording for sharing with the class.

Conclusion (5 minutes):

- Summarize key points: the importance of turn-taking, polite communication, and listening skills.
- Conduct an interactive activity where students discuss (in small groups) what they learned about communication.
- Prepare learners for the next session, hinting at exploring more complex conversation scenarios.

Extended Activities:

- Homework: Write a reflection on a recent conversation where turn-taking was not followed. Discuss how it could have been improved.
- Project: Create a podcast episode discussing conversation skills and relationships. Learners can interview peers or family members about their experiences with communication.

Teacher Self-Evaluation:

WEEK 11: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Adverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Define what an adverb is.
2. Identify adverbs of time, place, and manner in texts.
3. Group adverbs of time, place, and manner from a list of words.
4. Enjoy grouping the different types of adverbs.

Key Inquiry Question(s):

- What is an adverb?

Learning Resources:

- Skills in English, pg 71-72
- Digital devices (tablets/laptops)
- Print texts
- Charts
- Flashcards
- Word list

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on parts of speech, briefly discussing nouns and verbs.
- Guide learners to read and discuss relevant content from the learning resources, particularly focusing on the definition and examples of adverbs.

Lesson Development (30 minutes):

Step 1: Definition Introduction

- Explain the meaning of an adverb. Provide simple definitions:
- An adverb describes or modifies a verb, an adjective, or another adverb.
- Give examples of adverbs in sentences (e.g., She ran quickly; He is very happy).
- Encourage students to think of adverbs they already know.

Step 2: Types of Adverbs

- Introduce the three types of adverbs: time, place, and manner.
- Use flashcards to illustrate examples for each type:
- Time: yesterday, soon
- Place: here, everywhere
- Manner: carefully, loudly
- Allow pairs to work together to search online or use word lists provided to find additional examples for each type.

Step 3: Identifying Adverbs in Texts

- Distribute a print text on a topic (e.g., drug and substance abuse).
- Individually, students will read the text and underline or highlight the adverbs of time, place, and manner as they come across them.

Step 4: Categorizing Adverbs

- Provide learners with a list of mixed adverbs and have them categorize each one into time, place, or manner on a chart.
- Students can work in small groups to compare their lists and discuss any differing opinions on categorization.

Conclusion (5 minutes):

- Summarize key points: What is an adverb, the types of adverbs, and the importance of using them to add more detail to writing.
- Conduct a brief interactive activity where students shout out examples of adverbs as they come to mind, reinforcing their learning.
- Preview the next session on adverb placement within sentences, prompting students to think about how the position of an adverb can change the meaning.

Extended Activities:

- Creative Writing: Ask students to write a short story or descriptive paragraph, including at least five adverbs of different types.
- Adverb Hunt: Challenge students to find adverbs from their favorite books or articles at home and bring them to share with the class next session.
- Adverb Bingo: Create a bingo game using adverbs of time, place, and manner. Play the game in groups to reinforce learning through play.

Teacher Self-Evaluation:

WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Adverbs

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Use adverbs of time, place, and manner in different contexts.
2. Construct sentences using adverbs of time, place, and manner.
3. Acknowledge the value of adverbs of time, place, and manner in communication.

Key Inquiry Question(s):

- Why is it important to describe where, when, and how something happens?

Learning Resources:

- Skills in English pg 72-73
- Digital devices
- Games

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson: Ask students to share what they remember about adjectives and how they enrich sentences.
- Discussion: Guide learners to read and discuss relevant content from the learning resources, emphasizing the definitions and examples of adverbs of time, place, and manner.

Lesson Development (30 minutes):

Step 1: Identifying Adverbs

- Activity: Provide sentences with missing words and ask students to fill in the blanks with appropriate adverbs. Encourage them to use adverbs of time, place, and manner.
- Example: "She ran _____ (quickly) to the store."
- Discussion: Review the sentences as a class and discuss why certain adverbs are more suitable than others.

Step 2: Constructing Sentences

- Pair Work: In pairs, students will create five sentences each, using at least one adverb of time, place, or manner in each.
- Sharing: Have students share their sentences with another pair, offering positive feedback and suggestions for improvement.

Step 3: Role Play

- Group Activity: Groups of four will create a short role play that incorporates at least three adverbs of time, place, and manner.
- Recording: Each group will perform their role play in front of the class, demonstrating an understanding of how adverbs enhance their scenes.

Step 4: Adverb Game

- Game: Use a digital device to play an interactive game where students identify adverbs within a selection of video clips or short stories. This can be a timing challenge where they buzz in when they spot an adverb.

Conclusion (5 minutes):

- Summarize: Highlight the key points and learning objectives achieved during the lesson, emphasizing the role of adverbs in providing context.

- Interactive Activity: Conduct a brief quiz where students categorize a list of words into adverbs of time, place, or manner.
- Preview: Prepare learners for the next session by asking, "What do you think happens when we use adverbs incorrectly?"

Extended Activities:

- Creative Writing: Encourage students to write a short story or paragraph that includes a set number of adverbs of time, place, and manner, highlighting their importance in conveying meaning.
- Research Project: Have students research various interesting adverbs from different languages and present them to the class, discussing how they compare to English adverbs.

Teacher Self-Evaluation:

WEEK 11: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Reading: Fluency

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the terms: fluency, reading accurately, and reading with expression.
2. Identify instances of expressive reading from a reading or digital text.
3. Acknowledge the qualities of a good reader.

Key Inquiry Question:

- Why is it important to read fluently?

Learning Resources:

- Skills in English pg 67-69
- Digital devices for video clips
- Printed texts

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson's key points on reading comprehension.
- Engage learners in a discussion about what they know regarding reading fluency, encouraging them to use examples from their readings.

Lesson Development (30 minutes):

Step 1: Understanding Key Terms

- Introduce and define the terms: fluency, reading accurately, and reading with expression.
- Engage learners in a brief discussion, asking them to provide their interpretations or examples of each term.

Step 2: Watching and Analyzing

- Divide learners into small groups.
- Assign each group to watch short clips from a favorite television program or news presenter.
- Instruct groups to take notes on the presenter's speed, accuracy, and expression while reading.

Step 3: Reflecting on Reading Qualities

- Regroup and hold a class discussion. Each group shares their observations about the presenter's reading style.
- Together, brainstorm qualities of a good reader as a class and create a list on the board.

Step 4: Reading Practice

- Distribute the passage "Where is Jacob."
- Have students read the passage individually or in pairs, focusing on using appropriate speed, accuracy, and expression.
- Circulate the room, providing guidance and support as students practice.

Conclusion (5 minutes):

- Recap the key points covered in the lesson.
- Ask students to share what they learned about reading fluency and its importance.
- Conduct a brief interactive quiz or game to reinforce main topics covered.

- Preview the next session with questions related to different genres of reading material and their unique characteristics.

Extended Activities:

- Reading Challenge: Encourage students to pick a favorite book and create a short video of them reading a passage with fluency and expression, to share with the class.
- Peer Review: Students can pair up and read to each other, providing feedback on fluency, expression, and accuracy.
- Fluency Journal: Maintain a journal where students can track their reading progress weekly, noting improvements in fluency and expression with specific examples.

Teacher Self-Evaluation:

WEEK 11: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Reading: Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Read texts at the right speed, accurately, and with expression.
2. Appreciate the importance of reading fluency in communication.

Key Inquiry Question(s):

How does the appropriate use of verbal and non-verbal cues enhance reading fluency?

Learning Resources:

- Skills in English pg 69-70.
- Dialogues.
- Poem.
- Written texts.
- Choral verse.
- Digital devices.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they learned about reading fluency.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to reading fluency and its impact on communication.

Lesson Development (30 minutes):

Step 1: Expressive Reading

- In pairs, students select a short dialogue from the provided texts.
- They take turns reading the dialogue aloud, focusing on expressive reading.
- After finishing, each pair discusses how tone, pace, and emotion changed the meaning of their reading.

Step 2: Choral Verse Reading

- The class reads a selected choral verse together.
- Emphasize the importance of speed, accuracy, and expression.
- Encourage students to focus on their pronunciation and to listen for how their classmates read.

Step 3: Timed Reading Exercise

- Each student chooses an excerpt from the learning resources to read silently for one minute, then reads it aloud while timing themselves.
- Students reflect on whether they maintained speed, accuracy, and expression during their read-aloud.

Step 4: Reader's Theatre

- Organize a brief Reader's Theatre segment.
- Assign roles to each student in small groups to read and dramatize a scene from a dialogue or poem.
- After performing, group members give feedback on each other's reading fluency, including expression and pacing.

Conclusion (5 minutes):

- Summarize the key points: the importance of speed, accuracy, and expression in reading fluency.
- Engage students in a quick interactive activity, such as a "fluency quiz," where they identify elements of effective reading heard during the lesson.
- Prepare learners for the next session by previewing upcoming topics related to reading comprehension.

Extended Activities:

- Fluency Journals: Students maintain a reading journal for a week where they write down passages they read, time their reading, and reflect on their fluency improvements.
- Create a Poem or Short Story: Encourage students to write a short poem or story, then practice reading it aloud expressively. They can perform it for the class or record themselves for self-evaluation.
- Online Reading Programs: Introduce students to age-appropriate digital resources and reading applications that help build their fluency through practice and tracking progress.

Teacher Self-Evaluation: