**2023 GRADE 7KLB TOP SCHOLAR ENGLISH LESSON PLANS TERM 2**

**WEEK 1: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Drug and Substances Abuse**

**Sub- strand: Listening and Speaking; Conversational Skills**

**Specific learning outcome:**

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

1. Give reasons why people abuse drugs.
2. Make a list of the polite expressions on a manilla paper, flashcards or sticky notes.
3. Recite the choral poem in learner’s book, “No!”
4. Use polite language.

**Key inquiry question**

What drugs are abused by young people?

What can we do to avoid interrupting other people?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what drugs are abused by young people?*  **Lesson development**  **Step 1**  In groups, learners to give reasons why people abuse drug  **Step 2**  In pairs, learners are guided to make a list of the polite expressions on a manilla paper, flashcards or sticky notes  **Step 3**  Learners are guided to recite the choral poem in learner’s book, “No!” on page 88  **Extended Activities**  Learners to search the internet and list common drugs abused by young people with the help of a parent or guardian.  **Conclusion**  Teacher to ask learners questions, *for example, what can we do to avoid interrupting other people?* |

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**WEEK 1: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Drug and Substances Abuse**

**Sub- strand: Listening and Speaking; Conversational Skills**

**Specific learning outcome:**

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

1. Discuss whether or not it is always polite to mention people’s names as you introduce them.
2. Read and role play the dialogue in learner’s book.
3. Enjoy role playing the dialogue.

**Key inquiry question**

What are the effects of drugs on those who abuse them?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 85-91, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1  **Lesson development**  **Step 1**  In groups, learners to discuss whether or not it is always polite to mention people’s names as you introduce them  **Step 2**  In pairs, learners are guided to read the conversation in learner’s book page 86  **Step 3**  In groups, learners are guided to role the conversation in learner’s book page 86  **Extended Activities**  With the guidance of a parent/ guardian at home, learners to construct sentences orally using words related to the theme  **Conclusion** *y*  Teacher to ask learners questions, *for example, what are the effects of drugs on those who abuse them?* |

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**WEEK 1: LESSON 3**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Drug and Substances Abuse**

**Sub- strand: Listening and Speaking; Conversational Skills**

**Specific learning outcome:**

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

1. List polite expressions used in conversations.
2. Make posters on turn taking skills and polite interruptions.
3. Use polite expressions as they speak

**Key inquiry question**

Which polite words do you use?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 2  **Lesson development**  **Step 1**  Learners are guided to list polite expressions used in conversations  **Step 2**  In purposive groups, learners are guided to discuss about turn taking and interrupting politely.  **Step 3**  In groups, learners are guided to make posters on turn taking skills and polite interruptions  **Extended Activities**  Learners to use digital devices and search the internet or textbooks for poems about drugs and substances abuse.  **Conclusion**  Teacher to ask learners questions, *for example, which polite words do you use?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 1: LESSON 4**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Drug and Substances Abuse**

**Sub- strand: Reading 1; Reading Fluency**

**Specific learning outcome:**

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

1. Read the poem in leaner’s book.
2. Answer factual and inferential questions from the poem.
3. Act out the poem.
4. Participate in a reading competition.

**Key inquiry question**

What do you like reading on your own?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 89-91, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what will you do to ensure your classmates understand you and enjoy listening to you?*  **Lesson development**  **Step 1**  In groups of three, learners to read the poem, ‘I, Drug’  **Step 2**  In purposive groups, learners are guided to answer factual and inferential questions from the poem  **Step 3**  In groups, learners to recite and act out the poem  **Extended Activities**  Learners to write messages against drug abuse among young people with the help of a parent or guardian.  **Conclusion**  Teacher to ask learners questions, *for example, what do you like reading on your own?* |

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**WEEK 1: LESSON 5**

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**Strand: Drug and Substances Abuse**

**Sub- strand: Grammar in Use; Work Classes: Adverbs**

**Specific learning outcome:**

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

1. Define an adverb.
2. Read the passage in learner’s book and identify the adverbs used.
3. Arrange the nouns in the passage into adverbs of manner and place.
4. Use adverbs in their daily conversations.

**Key inquiry question**

What is an adverb?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what is an adverb?*  **Lesson development**  **Step 1**  In pairs, learners to explain the meaning of an adverb.  **Step 2**  In purposive groups, learners are guided to read the passage in learner’s book and identify the adverbs used.  **Step 3**  Learners to arrange the nouns in the passage into adverbs of manner and place  **Extended Activities**  With the guidance of a parent/guardian learners are guided to complete the table in learner’s book 7 page 93  **Conclusion**  Teacher to ask learners questions, *for example, have you used adverbs before?* |

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**WEEK 2: LESSON 1**

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**Strand: Drug and Substances Abuse**

**Sub- strand: Grammar in Use; Work Classes: Adverbs**

**Specific learning outcome:**

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

1. Identify types of adverbs.
2. Construct sentences using adverbs of manner, time and place.
3. Appreciate the use of adverbs sentences.

**Key inquiry question**

What would you say to people who are considering taking drugs?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 91-94, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In groups, learners are guided to identify types of adverbs  **Step 2**  In purposive groups, learners to put the words in the correct column in the table on page 93  **Step 3**  Learners to construct sentences using adverbs of manner, time and place  **Extended Activities**  Learners to search online, in magazines, newspapers or books for personal accounts of people who have recovered from drug abuse and share the stories with their classmates with the help of a parent, guardian or sibling.  **Conclusion**  Teacher to ask learners some questions, *such as, what would you say to people who are considering taking drugs?* |

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**WEEK 2: LESSON 2**

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**Strand: Drug and Substances Abuse**

**Sub- strand: Intensive Reading: Oral Literature: Songs**

**Specific learning outcome:**

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

1. Define a lullaby.
2. Sing the lullaby in learner’s book.
3. Answer the questions that follow.
4. Have fun and enjoy singing the song.

**Key inquiry question**

What are the singer’s feelings towards the baby in each lullaby?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by explaining the meaning of a lullaby.  **Lesson development**  **Step 1**  In groups, learners are guided to explain the meaning of a lullaby.  **Step 2**  In groups, learners to sing the lullaby in learner’s book 7 page 94  **Step 3**  Learners are guided to answer the questions that follow.  **Extended Activities**  Learners to search the internet for more lullaby and listen to their tunes.  **Conclusion**  Teacher to ask learners some questions, *for example, what are the singer’s feelings towards the baby in each lullaby?* |

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**WEEK 2: LESSON 3**

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**Strand: Drug and Substances Abuse**

**Sub- strand: Intensive Reading: Oral Literature: Songs**

**Specific learning outcome:**

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

1. Create lullabies to soothe a baby to sleep or to stop crying.
2. Sing the lullabies.
3. Identify the words or lines that are repeated.
4. Have fun and enjoy singing lullabies.

**Key inquiry question**

Why do you think these words are repeated?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 94-95, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In groups, learners are guided to create lullabies to soothe a baby to sleep or to stop crying  **Step 2**  In groups, learners to sing the lullabies  **Step 3**  In groups, learners to identify the words or lines that are repeated  **Extended Activities**  Learners to ask a member of the family or community to sing a lullaby for them. Analyse it and say (a) who sings the lullaby (b) what is meant to do to the baby (c) which, if any, lines are repeated.  **Conclusion**  Teacher to ask the learners some questions, *such as, why do you think these words are repeated?* |

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**WEEK 2: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Drug and Substances Abuse**

**Sub- strand: Writing; Mechanics of Writing: Commonly Misspelt Words**

**Specific learning outcome:**

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

1. State the importance of spelling words correctly.
2. Read the passage and identify the words that are commonly misspelt.
3. Construct sentences using vocabulary learnt about drug and substance abuse.
4. Appreciate the importance of spelling words correctly.

**Key inquiry question**

Why is it important to spell words correctly?

Which words do you find difficult to spell and why?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, why is it important to spell words correctly?*  **Lesson development**  **Step 1**  In groups, learners are guided to state the importance of spelling words correctly  **Step 2**  In pairs, learners are guided to read the passage and identify the words that are commonly misspelt  **Step 3**  In pairs, learners are guided to construct sentences using vocabulary learnt about drug and substance abuse.  **Extended Activities**  Learners to complete the table in learner’s book 7 page 100  **Conclusion**  Teacher to ask the learners questions, *for example,* *which words do you find difficult to spell and why?* |

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**WEEK 2: LESSON 5**

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**Strand: Drug and Substances Abuse**

**Sub- strand: Writing; Mechanics of Writing: Commonly Misspelt Words**

**Specific learning outcome:**

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

1. Write a story titled “A Drug Free Neighbourhood”. Use some of the commonly misspelt words they have learnt.
2. Fill in the crossword puzzle using the clues provided to make complete words.
3. Have a desire to educate people about drug and substance abuse.

**Key inquiry question**

How can we learn how to spell words that we normally misspell?

Why must you be careful to write the right word?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 95-100, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In groups, learners are guided to write a story titled “A Drug Free Neighbourhood”.  **Step 2**  Learners to use some of the commonly misspelt words they have learnt.  **Step 3**  In groups, learners to fill in the crossword puzzle using the clues provided to make complete words  **Extended Activities**  Learners to search the internet or textbooks for commonly misspelt words. Write them down and tell a classmate or someone at home how these words are spelt.  **Conclusion**  Teacher to ask the learners questions, *for example, why must you be careful to write the right word?* |

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**WEEK 3: LESSON 1**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Listening and Speaking; Listening for Details**

**Specific learning outcome:**

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

1. Study the picture and talk about the importance of forests.
2. Listen to the story being read and write down the important details.
3. Appreciate the importance of detailed information.

**Key inquiry question**

What is the importance of detailed information?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 101-104, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what are natural resources?*  **Lesson development**  **Step 1**  In groups, learners are guided to study the picture and talk about the importance of forests  **Step 2**  In pairs, learners to listen to the story being read and write down the important details  **Step 3**  In groups, learners to do Activity 3 in learner’s book 7 page 101  **Extended Activities**  Learners to search the internet or books for the importance of forests with your parent or guardian at home.  **Conclusion**  Teacher to ask the learners questions, *for example, what is the importance of detailed information?* |

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**WEEK 3: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Listening and Speaking; Listening for Details**

**Specific learning outcome:**

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

1. Prepare a short speech on the topic: “What I Love about Forests”
2. Read the passage in learner’s book and then answer the questions that follow.
3. Appreciate proper pronunciation of words during communication.

**Key inquiry question**

How can you listen more attentively?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 101-104, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  Learners to read the passage in learner’s book and then answer the questions that follow  **Step 2**  In groups, learners to prepare a short speech on the topic: “What I Love about Forests”  **Step 3**  In purposive groups, learners are guided to do Activity 6 in learner’s book 7 page 103  **Extended Activities**  With the guidance of a parent/ guardian at home, learners to listen to a news bulletin on radio or television and write down words that tell us what information might follow. Share the information with family members.  **Conclusion**  Teacher to ask learners questions, *for example, how can you listen more attentively?* |

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**WEEK 3: LESSON 3**

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**Strand: Natural Resources: Forests**

**Sub- strand: Reading I; Intensive Reading: Visuals**

**Specific learning outcome:**

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

1. Define visuals.
2. Identify different types of visuals.
3. Draw different types visuals.
4. Appreciate the use of visuals.

**Key inquiry question**

Why is it important to interpret pictures and photographs correctly?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 104-107, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what is a visual?*  **Lesson development**  **Step 1**  The learners are guided to study the pictures on page 104 and the answer the questions that follow.  **Step 2**  Learners are guided to identify different types of visuals  **Step 3**  In pairs, learners are guided to draw different types visuals  **Extended Activities**  With the guidance of a parent/ guardian at home, learners to search the internet for more visuals and draw them in their exercise books.  **Conclusion**  Teacher to ask learners questions, *for example, why is it important to interpret pictures and photographs correctly?* |

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**WEEK 3: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**Strand: Natural Resources: Forests**

**Sub- strand: Reading I; Intensive Reading: Visuals**

**Specific learning outcome:**

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

1. Identify national or community needs that they can communicate about using visuals.
2. Create some of the visuals.
3. Appreciate the importance of visuals.

**Key inquiry question**

What are the advantages of pictures and photographs over other forms of communication?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 104-107, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  Learners are guided to identify national or community needs that they can communicate about using visuals.  **Step 2**  In pairs, learners are guided to talk about every step of washing hands.  **Step 3**  Learners to study the pictures on page 106 and then answer the questions that follow.  **Extended Activities**  Learners to think of an issue in school or community that they would want to talk about using a visual. Create one using a digital device and share it with someone at home.  **Conclusion**  Teacher to ask learners questions, *for example, what are the advantages of pictures and photographs over other forms of communication?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 3: LESSON 5**

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**Strand: Natural Resources: Forests**

**Sub- strand: Grammar; Word Classes: Personal and Possessive pronouns**

**Specific learning outcome:**

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

1. Explain the meaning of pronouns.
2. Read the passage in learner’s book and identify the pronouns used.
3. Arrange the pronouns in the passage into personal and possessive pronouns.
4. Use personal and possessive pronouns in their daily conversations.

**Key inquiry question**

What are personal pronouns?

What are possessive pronouns?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 107-109, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry questions, *for example, what are pronouns?*  **Lesson development**  **Step 1**  Learners are guided to explain personal and possessive pronouns.  **Step 2**  In groups, learners are guided to read the passage in learner’s book 7 page 108 and identify the pronouns used  **Step 3**  In purposive groups, learners to arrange the pronouns in the passage into personal and possessive pronouns  **Extended Activities**  At home, with the help of a parent or guardian, learners to write a paragraph about forests and use possessive pronouns.  **Conclusion**  Teacher to ask learners questions, *for example, what are personal pronouns? What are possessive pronouns?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 4: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Grammar; Word Classes: Personal and Possessive pronouns**

**Specific learning outcome:**

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

1. Define personal and possessive pronouns
2. Construct sentences using personal and possessive pronouns
3. Appreciate the use of pronouns in sentences.

**Key inquiry question**

Which types of pronouns are commonly used?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 107-109, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  In pairs, learners are guided to complete the sentences in learner’s book 7 page 108  **Step 2**  Learners are guided to state the differences between the sentences in leaner’s book 7 page 109  **Step 3**  Learners to construct sentences using personal and possessive pronouns  **Extended Activities**  Learners to complete the chart in learner’s book 7 page 109 with the help of a parent or guardian.  **Conclusion**  Teacher to ask learners questions, *for example, which types of pronouns are commonly used?* |

**Reflection in the lesson/self-remarks: .** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 4: LESSON 2**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Reading II; Intensive Reading: Characters in Class Readers**

**Specific learning outcome:**

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

1. Define class readers.
2. Identify characters in class reader.
3. Recognize different types of class readers.
4. Appreciate the importance of class readers.

**Key inquiry question**

Which characters seems to do the most in each class reader?

Which characters say or do little in the class readers?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 109, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, who are characters?*  **Lesson development**  **Step 1**  Learners are guided to explain the meaning of class readers.  **Step 2**  Learners are guided to identify characters in class reader  **Step 3**  In pairs, learners to recognize different types of class readers  **Extended Activities**  Learners to use online sources such as, YouTube or Google Chrome and search for more class readers and list them in their exercise books.  **Conclusion**  Teacher to ask learners questions, *for example, which characters seems to do the most in each class reader? Which characters say or do little in the class readers?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 4: LESSON 3**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Reading II; Intensive Reading: Characters in Class Readers**

**Specific learning outcome:**

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

1. Read the story, “Julius’ Vision”
2. Discuss how minor characters in the class readers relate to one another.
3. Answer factual and inferential questions from the passage.
4. Enjoy reading the story.

**Key inquiry question**

Why do you think the children kept out of Julius’ way?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 110-112, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  In groups, learners are guided to read the story, “Julius’ Vision”  **Step 2**  In pairs, learners are guided to discuss how minor characters in the class readers relate to one another  **Step 3**  In pairs, learners are guided to answer factual and inferential questions from the passage  **Extended Activities**  Learners to write down the words that describe relationships on a chart and display them on the noticeboard.  **Conclusion**  Teacher to ask the learners some questions, *for example, why do you think the children kept out of Julius’ way?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 4: LESSON 4**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Natural Resources: Forests**

**Sub- strand: Writing; Composition Writing: The Writing Process**

**Specific learning outcome:**

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

1. Watch a video on the writing process the teacher will play for you.
2. Draw a mind map representing the different steps of the writing process.
3. Appreciate the importance of writing neatly and legibly.

**Key inquiry question**

What is the importance of neat and legible handwriting?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 3 and 4  **Lesson development**  **Step 1**  In pairs, learners are guided to watch the video on the writing process that the teacher will play.  **Step 2**  Learners are guided to talk about the five steps and write them down.  **Step 3**  In pairs, learners are guided to draw a mind map representing the different steps of the writing process.  **Extended Activities**  Learners to reflect on this, “It is better to be silent and be considered a fool than to speak and remove all doubts (*Abraham Lincoln*) “  **Conclusion**  Teacher to ask learners some questions, *such as, what is the importance of neat and legible handwriting?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 4: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**Strand: Natural Resources: Forests**

**Sub- strand: Writing; Composition Writing: The Writing Process**

**Specific learning outcome:**

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

1. Read the passage and talk about whether or not it is well-written
2. Writing a narrative composition following the writing process.
3. Appreciate the importance of writing neatly and legibly

**Key inquiry question**

How do we make our composition interesting?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 112-116, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In pairs, learners are guided to read the passage and talk about whether or not it is well-written  **Step 2**  Learners are guided to suggest suitable compositions topics on natural resources. Example, “Benefits of Forests” and “What the Youth Can Do to Conserve Forests”  **Step 3**  Learners are guided to write a narrative composition following the writing process  **Extended Activities**  Learners to write a narrative composition about a tour in a forest. Make sure that you go through all the steps before writing the final draft.  **Conclusion**  Teacher to ask learners some questions, *such as, how do we make our composition interesting?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 5: LESSON 1**

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**Strand: Travel**

**Sub- strand: Listening and Speaking; Listening Comprehension: Explanatory Narratives**

**Specific learning outcome:**

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

1. Identify the features of explanatory narratives.
2. Create a story that explain why the cat lives with human beings.
3. Appreciate the features of explanatory narrative

**Key inquiry question**

What are explanatory narrative?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry questions, *for example, why does the giraffe have a long neck?*  **Lesson development**  **Step 1**  In groups, learners are guided to talk about the most exciting place they have travelled to and what they have learned.  **Step 2**  In groups, learners to identify the features of explanatory narratives  **Step 3**  In groups, learners to create a story that explain why the cat lives with human beings  **Extended Activities**  Learners to search online about narratives, *for example, ‘why the cat lives with human beings’* with the help of a parent or guardian.  **Conclusion**  Teacher to ask learners questions, *for example, what are explanatory narrative?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 5: LESSON 2**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Listening and Speaking; Listening Comprehension: Explanatory Narratives**

**Specific learning outcome:**

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

1. Identify what makes the performance of an explanatory narrative more enjoyable.
2. Watch videos of people telling explanatory narrative. Make notes on how the story is made interesting.
3. Appreciate ways of making an explanatory narrative more interesting.

**Key inquiry question**

What are the features of explanatory narratives?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In purposive groups, learners to read the story, ‘Hen and Hawk’ on page 117  **Step 2**  In pairs, learners to identify what makes the performance of an explanatory narrative more enjoyable  **Step 3**  In pairs, learners to act out the conversation in the story on page 118  **Extended Activities**  Learners to search the internet for the uses of the full stop, exclamation marks and question marks.  **Conclusion**  Teacher to ask learners questions, *for example, what are the features of explanatory narratives?* |

**Reflection in the lesson/self-remarks:** ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................ ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

**WEEK 5: LESSON 3**

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|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Listening and Speaking; Listening Comprehension: Explanatory Narratives**

**Specific learning outcome:**

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

1. Choose one narrative and discuss the features they will include in their performance of it.
2. Perform the explanatory narratives.
3. Have fun and enjoy performing the explanatory narrative.

**Key inquiry question**

What can you do to make the performance of an explanatory narrative more enjoyable?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 117-119, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 3 and 4  **Lesson development**  **Step 1**  In groups, learners are guided to talk about whether chickens and hawks today behave as described in the story.  **Step 2**  Learners to choose one narrative and discuss the features they will include in their performance of it  **Step 3**  In groups, learners to take turns to role-play the storyteller of the explanatory narrative on page 117-118  **Extended Activities**  Learners to collect explanatory narratives from their parents or guardians, grandparents or other older people. Narrate the story to someone at home later and ask them what the moral lessons in the stories are.  **Conclusion**  Teacher to ask learners questions, *for example, what can you do to make the performance of an explanatory narrative more enjoyable?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 5: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Reading I; Intensive Reading**

**Specific learning outcome:**

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

1. Explain the meaning of reading for interpretation and reading for evaluation.
2. Listen to a recording of the poem, “Mother to Her child”
3. Enjoy reading the poem.

**Key inquiry question**

Why do you think some lines are repeated several times?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 3 and 5  **Lesson development**  **Step 1**  In groups, learners are guided to search online and in books for the meaning of reading for interpretation and reading for evaluation.  **Step 2**  In groups, learners to read the poem, “Mother to Her Child”  **Step 3**  In groups, learners to answer the questions from the poem.  **Extended Activities**  Learners to do Activity 8 on page 121 with the puzzle with the help of a parent or guardian at home.    **Conclusion**  Teacher to ask the learners some questions, *for example, why do you think some lines are repeated several times?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 5: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Reading I; Intensive Reading**

**Specific learning outcome:**

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

1. Read the poem, “Growing Pains” and answer the questions that follow.
2. Talk about the main idea of the poem and the details that support it.
3. Write a summary of what the poem is talking about.
4. Have fun and enjoy reading the poems.

**Key inquiry question**

Where are the events of this poem taking place?

Who are the people involving in these events?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 119-122, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In groups, learners are guided to read the poem, “Growing Pains” and answer the questions that follow  **Step 2**  In groups, learners to talk about the main idea of the poem and the details that support it  **Step 3**  Individually, learners to write a summary of what the poem is talking about.  **Extended Activities**  Learners to select a passage on the theme of travel or any other that interests you. Identify any new words and use them to create a crossword puzzle.    **Conclusion**  Teacher to ask the learners some questions, *for example, where are the events of this poem taking place? Who are the people involving in these events?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 7: LESSON 1**

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**Strand: Travel**

**Sub- strand: Grammar; Word Classes: Simple Prepositions**

**Specific learning outcome:**

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

1. Define prepositions.
2. Sing the sing in learner’s book.
3. Identify all the prepositions in the song.
4. Appreciate the use of prepositions.

**Key inquiry question**

What are prepositions?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what are prepositions?*  **Lesson development**  **Step 1**  In pairs, learners are guided to take out a class reader and, with their eyes closed, open a page. Try to find the words on page 122 and write them down.  **Step 2**  Learners to sing the sing in learner’s book 7 page 122  **Step 3**  In groups, learners to identify all the prepositions in the song.  **Extended Activities**  Learners to use digital devices and search for more prepositions and write them down.  **Conclusion**  Teacher to ask learners some questions, *such as, what are prepositions?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 7: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Grammar; Word Classes: Simple Prepositions**

**Specific learning outcome:**

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

1. Match the verbs in the left column with the prepositions in the right column.
2. Construct sentences using prepositions.
3. Use prepositions in their day to day lives.

**Key inquiry question**

What are the uses of prepositions?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 122-124, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  Learners to construct sentences using prepositions  **Step 2**  Learners are guided to match the verbs in the left column with the prepositions in the right column  **Step 3**  Learners to create a crossword puzzle using the verbs and prepositions.  **Extended Activities**  Learners to search the internet for an interesting game that can be used to learn simple prepositions. Use the prepositions they have learnt and play it with somebody at home.  **Conclusion**  Teacher to ask the learners questions, *for example, what are the uses of prepositions?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 7: LESSON 3**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Travel**

**Sub- strand: Reading II; Intensive Reading: Poetry**

**Specific learning outcome:**

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

1. Read the poem, “Betrothed”
2. Identify the characters in the poem.
3. Act out the poem.
4. Enjoy reading and acting the poem.

**Key inquiry question**

Which events is taking place in the poem?

Who are the characters involved in the poem?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 124-127, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, do you love poems?*  **Lesson development**  **Step 1**  In groups, learners are guided to read the poem, “Betrothed” on page 124  **Step 2**  In pairs, learners are guided to identify the characters in the poem  **Step 3**  In groups, learners are guided to act out the poem  **Extended Activities**  Learners to search online or in books for a poem that has human characters. Describe the traits of each character. Share the poem and their description of the characters with someone at home.  **Conclusion**  Teacher to ask some learners some questions, for example, *which events is taking place in the poem? Who are the characters involved in the poem?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 7: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**Strand: Travel**

**Sub- strand: Writing: Composition Writing: Self-Assessment**

**Specific learning outcome:**

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

1. Search online or in books for information on assessing their own narrative composition.
2. Give reasons why self-assessment is important.
3. Assess a composition using a checklist.
4. Appreciate the importance of a checklist.

**Key inquiry question**

What is self-assessment?

What is the importance of checklist?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 127-128, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what is self-assessment?*  **Lesson development**  **Step 1**  In pairs, learners are guided to search online or in books for information on assessing their own narrative composition  **Step 2**  In pairs, learners are guided to give reasons why self-assessment is important  **Step 3**  Learners are guided to assess a composition using a checklist as shown on page 127  **Extended Activities**  Learners to search online, in books, newspapers and magazines for poems on travel. Share their poems in a reader’s theatre.  **Conclusion**  Teacher to ask the learners questions, *for example, what is the importance of checklist?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 7: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**Strand: Travel**

**Sub- strand: Writing: Composition Writing: Self-Assessment**

**Specific learning outcome:**

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

1. Read the passage, “How to Assess a Narrative Composition”
2. Write a narrative composition about a class trip.
3. Assess their compositions.
4. Appreciate the importance of self-assessment.

**Key inquiry question**

What is the importance of self-assessment?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 128-130, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1, 2 and 3  **Lesson development**  **Step 1**  Learners are guided to read the passage, “How to Assess a Narrative Composition”  **Step 2**  In groups of three, learners to write a narrative composition about a class trip  **Step 3**  Individually, learners to assess their compositions  **Extended Activities**  Learners to do the self-Assessment exercise in learner’s book 7 page 130  **Conclusion**  Teacher to ask the learners questions, *for example, what is the importance of self-assessment?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 8: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Listening and Speaking: Pronunciation: Consonant and Vowel Sounds**

**Specific learning outcome:**

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

1. Identify constant and vowels Sounds.
2. Read the conversation between Dorty and Mother aloud.
3. Identify words with the same sound as /t/ and /d/ such as wrote, den
4. Appreciate the importance of correct pronunciation of words

**Key inquiry question**

Who is your hero?

Why do you consider this person a hero?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 132-133, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, do you have a hero? Who is your hero?*  **Lesson development**  **Step 1**  In pairs, learners identify constant and vowels Sounds.  **Step 2**  In pairs, learners to read the conversation between Dorty and Mother aloud  **Step 3**  In pairs, learners to identify words with the same sound as /t/ and /d/ such as wrote, den  **Extended Activities**  Learners to ask their siblings or peers their hero and the reason as to why the person is their hero.  **Conclusion**  Teacher to ask learners questions, *for example, who is your hero? Why do you consider this person a hero?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 8: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand:** **Listening and Speaking: Pronunciation: Consonant and Vowel Sounds**

**Specific learning outcome:**

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

1. Read the poem in the learner’s book.
2. Recite the poem in the learner’s book.
3. Enjoy reciting the poem.

**Key inquiry question**

What is the poem about?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 134-135, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In groups, learners to read the poem in the learner’s book 7 page 134  **Step 2**  In groups, learners to recite the poem in learner’s book 7 page 134  **Step 3**  In groups, learners are guided to identify words with letters /u/ and /oo/  **Extended Activities**  Learners to look for a poem which has two stanzas. Each stanza should have the same number of lines.  **Conclusion**  Teacher to ask learners questions, *for example, what is the poem about?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 8: LESSON 3**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Listening and Speaking: Pronunciation: Consonant and Vowel Sounds**

**Specific learning outcome:**

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

1. Listen to an audio recording.
2. Identify nouns and verbs from the recording.
3. Talk about the importance of correct pronunciation and stress.
4. Appreciate the importance of correct pronunciation.

**Key inquiry question**

What have you learnt about nouns and verbs?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 135-136, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 4 and 5  **Lesson development**  **Step 1**  Learners are guided to listen to an audio recording played by the teacher.  **Step 2**  In pairs, learners to identify nouns and verbs from the recording.  **Step 3**  Learners are guided to talk about the importance of correct pronunciation and stress  **Extended Activities**  Learners to search the internet or in books for other Kenyan heroes. Tell a peer or someone at home what he/she found.  **Conclusion**  Teacher to ask learners questions, *for example, what have you learnt about nouns and verbs?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 8: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Reading I; Extensive Reading: Grade Appropriate Fictional Materials**

**Specific learning outcome:**

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

1. Define the term fictional.
2. Talk about their favourite storybooks.
3. Appreciate the importance of reading widely

**Key inquiry question**

What are fictional materials?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 136-137, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 5 and 6  **Lesson development**  **Step 1**  In pairs, learners to explain the meaning of fictional.  **Step 2**  In pairs, learners are guided to write down the titles of a few of their favourite storybooks.  **Step 3**  In groups, learners to discuss the meaning of a blurb.  **Extended Activities**  Learners to select a part of a story and dramatize it in front of their parents or siblings.  **Conclusion**  Teacher to ask learners questions, *for example, what are fictional materials?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 8: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Reading I; Extensive Reading: Grade Appropriate Fictional Materials**

**Specific learning outcome:**

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

1. Read the passage, “Dedan Kimathi’s Early Years”
2. Retell the story of Dedan Kimathi.
3. Select a part and dramatize it in front of the class.
4. Have fun and enjoy dramatizing the story.

**Key inquiry question**

What true details do you learn about Dedan Kimathi from the passage?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 137-139, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  Learners are guided to read the passage, “Dedan Kimathi’s Early Years”  **Step 2**  In groups, learners to retell the story of Dedan Kimathi  **Step 3**  In groups, learners to select a part and dramatize it in front of the class  **Extended Activities**  Learners to search the internet or in books for young Kenyan heroes and note down their accomplishments. Share what they find with their parent or guardian or a sibling at home.  **Conclusion**  Teacher to ask the learners questions, *for example, what true details do you learn about Dedan Kimathi from the passage?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 9: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Grammar; Word Classes: Conjunctions and, but, or**

**Specific learning outcome:**

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

1. Define conjunctions.
2. Identify uses of conjunctions.
3. Fill in the spaces using conjunctions.
4. Construct sentences using conjunctions.
5. Appreciate the uses of conjunctions.

**Key inquiry question**

How did Mandela help South Africa to get freedom?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 140-141, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry questions, *for example, what are conjunctions?*  **Lesson development**  **Step 1**  In groups, learners to identify uses of conjunctions  **Step 2**  In purposive groups, learners to fill in the spaces using conjunctions  **Step 3**  Learners to construct sentences using conjunctions  **Extended Activities**  Learners to come up with situations in which they need to use the conjunctions **and**, **but** and **or** at home. Tell their parent, a guardian or siblings at home about these situations.  **Conclusion**  Teacher to ask learners questions*, for example, how did Mandela help South Africa to get freedom?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 9: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Reading II Intensive Reading: Class reader**

**Specific learning outcome:**

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

1. Read the passage, “The Password”
2. Answer the questions that follow.
3. Make short notes on the events that occur in the passage.
4. Appreciate the uses of class readers.

**Key inquiry question**

Why does Sauna’s uncle decide to take him to school?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by explaining the meaning of intensive reading.  **Lesson development**  **Step 1**  In purposive groups, learners are guided to read the passage, “The Password”  **Step 2**  In pairs, learners to answer the questions that follow  **Step 3**  In pairs, learners to make short notes on the events that occur in the passage  **Extended Activities**  With the guidance of a parent/guardian or sibling, learners to read a passage from the internet or a book and identify the main idea.  **Conclusion**  Teacher to ask the learners some questions, *for example, why does Sauna’s uncle decide to take him to school?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 9: LESSON 3**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Reading I Intensive Reading: Class reader**

**Specific learning outcome:**

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

1. Talk about the characters and how they make the events in the story happen.
2. Act out the events of the passage.
3. Enjoy acting the story.

**Key inquiry question**

What have you learnt about heroes and heroine?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 141-144, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In pairs, learners are guided to explain the meaning of a mind map.  **Step 2**  Learners are guided to talk about the characters and how they make the events in the story happen  **Step 3**  In groups, learners to act out the events of the passage  **Extended Activities**  If learners did enjoy reading the passage from *Sauna and the drug peddlers*, search the internet for other storybooks about drugs and read them.  **Conclusion**  Teacher to ask the learners to some questions, *for example, what have you learnt about heroes and heroine?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 9: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Writing; Creative Writing: Narrative Compositions**

**Specific learning outcome:**

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

1. Identify features of narrative compositions.
2. Take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life.
3. Appreciate narrative compositions.

**Key inquiry question**

What are narrative compositions?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, what are some of the most interesting stories have you ever read?*  **Lesson development**  **Step 1**  Learners are guided to identify features of well-written narrative compositions  **Step 2**  In groups, learners to take turns to talk about the funniest, hardest, saddest or most surprising experiences of their life  **Step 3**  In groups, learners to discuss the lessons they can draw for the story for their own life  **Extended Activities**  Learners to search the internet for well-written stories. Look at what the authors do to make the stories interesting.  **Conclusion**  Teacher to ask the learners questions, *for example, what are narrative compositions?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 9: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Heroes and Heroines- Kenya**

**Sub- strand: Writing; Creative Writing: Narrative Compositions**

**Specific learning outcome:**

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

1. Read the story in learner’s book.
2. Create well-written narrative compositions on different topics.
3. Appreciate narrative compositions.

**Key inquiry question**

What are some of the most interesting stories they have ever read?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 144-145, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  Learners are guided to read the story in learner’s book 7 page 145  **Step 2**  In groups, learners to fill in a story map to help them organize the stages of their story as shown on page 147  **Step 3**  Learners are guided to create well-written narrative compositions on different topics  **Extended Activities**  Learners to search the internet or in books for information on heroes in Kenya.  **Conclusion**  Teacher to ask the learners questions, *for example, what are some of the most interesting stories they have ever read?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 10: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Listening and Speaking; Oral Presentation: Delivering Speeches**

**Specific learning outcome:**

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

1. Define the term speech.
2. Identify features of oral presentation.
3. Listen to a recording on features of oral presentation and take notes.
4. Have a desire to make a speech.

**Key inquiry question**

What is a speech?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, for example, which kind of music do you listen to?  **Lesson development**  **Step 1**  Learners are guided to explain the meaning of speech.  **Step 2**  In purposive groups, learners to identify features of oral presentation  **Step 3**  Learners are guided to listen to a recording on features of oral presentation and take notes  **Extended Activities**  Learners to complete the table in learner’s book 7 page 153  **Conclusion**  Teacher to ask learners questions*, for example, what is a speech?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 10: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Listening and Speaking; Oral Presentation: Delivering Speeches**

**Specific learning outcome:**

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

1. Read the speech, “Riddle. Riddle”
2. Talk about the importance of delivering speech.
3. Appreciate the importance of delivering speech.

**Key inquiry question**

What is the importance of delivering speech?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151-153, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In purposive groups, learners are guided to read the speech, “Riddle. Riddle”  **Step 2**  In pairs, learners to discuss the importance of music.  **Step 3**  In pairs, learners to talk about the importance of delivering speech  **Extended Activities**  Learners to prepare a speech on the importance of learning English. Rehearse the speech and present it to their parents, guardians or peers.  **Conclusion**  Teacher to ask the learners some questions, *for example, what is the importance of delivering speech?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 10: LESSON 3**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Reading I; Study Skills: Note Making**

**Specific learning outcome:**

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

1. Explain the meaning of note-making.
2. Discuss how useful sub-divisions are in note-making.
3. Talk about why it is important to make notes.
4. Appreciate the importance of note-making.

**Key inquiry question**

What is note-making?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151-153, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 4, 5 and 6  **Lesson development**  **Step 1**  Learners are guided to explain the meaning of note-making  **Step 2**  In groups, learners to discuss how useful sub-divisions are in note-making  **Step 3**  In groups, learners to talk about why it is important to make notes  **Extended Activities**  Learners to write down how note-making aids their memory and their understanding of what they are studying with the help of a parent or guardian.  **Conclusion**  Teacher to ask the learners to some questions, *for example, what is note-making?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 10: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Reading I; Study Skills: Note Making**

**Specific learning outcome:**

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

1. Read the passage, “We get Paid and Do What We Love Most”
2. Identify and discuss the meaning of the key words in the passage.
3. Appreciate the importance of note-making.

**Key inquiry question**

What is the importance of note-making?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 151-153, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  Learners are guided to read the passage, “We get Paid and Do What We Love Most”  **Step 2**  In groups, learners to identify and discuss the meaning of the key words in the passage  **Step 3**  In pairs, learners to read the passage and complete the second column, and in turns, show their notes to members of their groups.  **Extended Activities**  Learners to complete the table in learner’s book 7 page 156 with the help of a parent or guardian.  **Conclusion**  Teacher to ask the learners questions, *for example, what is the importance of note-making?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 10: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Reading I; Study Skills: Note Making**

**Specific learning outcome:**

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

1. Read the passage, “The importance of Music”
2. Make notes on the origin and role of the music.
3. Appreciate the importance of music.

**Key inquiry question**

What is the role music?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 155-156, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 4 and 5  **Lesson development**  **Step 1**  Learners are guided to draw and study the mind map in learner’s book 7 page 155  **Step 2**  In groups, learners to read the passage, “The importance of Music”  **Step 3**  Learners are guided to make notes on the origin and role of the music  **Extended Activities**  At home, learners to find out from books and the internet the common short forms that can help them make notes faster with the help of a parent or guardian.  **Conclusion**  Teacher to ask the learners questions, *for example, what is the role music?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 11: LESSON 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Grammar; Word Classes: Determiners**

**Specific learning outcome:**

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

1. Define determiners.
2. Identify the uses of determiners.
3. Recite the poem, “The Spice of Life” and identify determiners.
4. Appreciate the uses of determiners.

**Key inquiry question**

What are determiners?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 5 and 6  **Lesson development**  **Step 1**  In groups, learners to explain the meaning of determiners.  **Step 2**  In purposive groups, learners to identify the uses of determiners  **Step 3**  Learners to recite the poem, “The Spice of Life” and identify determiners  **Extended Activities**  Learners to search online for more uses of determiners with the help of a parent or guardian.  **Conclusion**  Teacher to ask learners questions*, for example, what are determiners?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 11: LESSON 2**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Grammar; Word Classes: Determiners**

**Specific learning outcome:**

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

1. Read the passage in learner’s book and identify the articles and possessives.
2. Make flashcards with the possessive they have learnt.
3. Appreciate the importance of possessives.

**Key inquiry question**

What are articles?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 157-159, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

|  |  |
| --- | --- |
| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 1 and 2  **Lesson development**  **Step 1**  In purposive groups, learners are guided to read the passage in learner’s book 7 page 157  **Step 2**  In pairs, learners to make flashcards with the possessive they have learnt  **Step 3**  In pairs, learners to study the words in the table on page 158 and answer the questions that follow.  **Extended Activities**  With the guidance of a parent/guardian or sibling, learners to complete the table in learner’s book 7 page 160  **Conclusion**  Teacher to ask the learners some questions, *for example, what are articles?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 11: LESSON 3**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Grammar; Word Classes: Determiners**

**Specific learning outcome:**

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

1. Match the articles with the correct nouns.
2. Compose a song on children’s rights.
3. Use articles in their day to day conversations.
4. Appreciated the importance of children rights.

**Key inquiry question**

What have you learnt about articles?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 159-160, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to recap the previous lesson; Activity 3, 4 and 5  **Lesson development**  **Step 1**  In pairs, learners are guided to match the articles with the correct nouns as shown on page 159  **Step 2**  In groups, learners to do Activity 7 in learner’s book page 159  **Step 3**  In groups, learners to compose a song on children’s rights. Ensure they use articles and possessives correctly, for example, the right to…is one of the children’s rights  **Extended Activities**  Learners to look at all the objects in their classroom. Write a paragraph about them. Use articles and possessives in their paragraph, with the help of a parent or guardian.  **Conclusion**  Teacher to ask the learners to some questions, for examples, *what are synonyms? What are antonyms?* |

**Reflection in the lesson/self-remarks: ...................................................................**

**WEEK 11: LESSON 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Reading II; Intensive Reading: Characters and their Traits**

**Specific learning outcome:**

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

1. Read the ogre narrative, “Anakamuna and Anakanani the ogre”
2. Role play the story of “Anakamuna and Anakanani the ogre”
3. Have fun reading ogre narratives

**Key inquiry question**

What are ogre narratives?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 160-163, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| --- | --- |
| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry questions, *for example, what’s an ogre?*  **Lesson development**  **Step 1**  In pairs, learners are guided to read the ogre narrative, “Anakamuna and Anakanani the ogre”  **Step 2**  In pairs, learners to describe their character traits of Anakamuna and Anakanani the ogre. Explain to their partner why Anakanani was eventually defeated.  **Step 3**  In groups, learners to role play the story of “Anakamuna and Anakanani the ogre”  **Extended Activities**  Learners to ask their parents, guardians, grandparents or siblings about ogre or monsters stories from their community. Put them together, analyze each one of them and compile them into an anthology of narratives from their community.  **Conclusion**  Teacher to ask the learners questions, *for example, what are ogre narratives?* |

**Reflection in the lesson/self-remarks: ....................................................................**

**WEEK 11: LESSON 5**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **ENGLISH** |  |  |  |

**Strand: Music**

**Sub- strand: Writing; Functional Writing: Packing and Shopping List**

**Specific learning outcome:**

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

1. Identify parts of a shopping list.
2. Prepare a shopping list showing the items they plan to buy, the quantity and the price of each.
3. Appreciate the importance of shopping list.

**Key inquiry question**

What is a shopping list?

**Learning resources:**

KLB; Top Scholar: English Learner’s Book Grade 7 pg. 163-166, Dictionaries, Charts, Realia, Journals, Internet, Computing devices

**Organization of Learning**:

In the Classroom individual and group work.

Natural environment.

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| --- | --- |
| **TIME** | **CONTENT** |
| **5 minutes**  **20minutes**  **5 minutes** | **Introduction**  The teacher to introduce the lesson by asking a key inquiry question, *for example, have you ever gone shopping?*  **Lesson development**  **Step 1**  Learners are guided to identify parts of a shopping list  **Step 2**  In groups, learners to state the importance of a shopping list.  **Step 3**  In groups, learners are guided to prepare a shopping list showing the items they plan to buy, the quantity and the price of each  **Extended Activities**  Learners to write a letter to a friend and tell him or her why it is important to prepare shopping and packing lists.  **Conclusion**  Teacher to ask the learners questions, *for example, what is a shopping list?* |

**Reflection in the lesson/self-remarks: ....................................................................**