Grade 7 English

Term 1 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach Grade 7 English lesson plans for Term 1, covering the themes personal responsibility, Science and health education, hygiene, leadership and family, each with its own speaking, reading, grammar and writing lessons.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Polite expressions for introducing yourself

By the end of the lesson, the learner should be able to: a) identify polite expressions for self-introduction; b) introduce yourself politely

> **Polite self-introduction**
> Greet first: "Good morning." Then give details: name, class or school, where you come from, a hobby.
> Formal (to an adult or visitor): "Good morning, Madam. My name is Amani Otieno. I am a Grade 7 learner at Bidii Junior School. I am pleased to meet you."

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Polite expressions for introducing yourself

Strand 1.0 Personal Responsibility > Sub-strand 1.1.1 Conversational Skills: Polite Language | Lesson 1 of 2 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify polite expressions for self-introduction; b) introduce yourself politely

KEY INQUIRY QUESTION(S)

- Why is it important for people to introduce themselves?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Peace education**	Developed through the activities in this lesson.
PCI	**Effective communication**	Developed through the activities in this lesson.

LEARNING RESOURCES

Cards with polite expressions | A soft ball for "catch the ball" | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

introduce | polite | formal | informal | pleased | acquaintance | respect

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is it important for people to introduce themselves? What details should you give when you meet someone new?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Polite self-introduction" (teaching points and model text on the next page), explaining as you go. Use cards with polite expressions, a soft ball for "catch the ball", learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What body language shows respect?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Polite self-introduction

Greet first: "Good morning." Then give details: name, class or school, where you come from, a hobby.

Formal (to an adult or visitor): "Good morning, Madam. My name is Amani Otieno. I am a Grade 7 learner at Bidii Junior School. I am pleased to meet you."

Informal (to a peer): "Hi, I'm Amani. I'm new in Grade 7. I like football. What's your name?"

Polite expressions: "Pleased to meet you", "Nice to meet you", "May I introduce myself?", "Thank you."

Body language: stand straight, smile, look at the person, shake hands where appropriate.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two polite expressions used in introductions.	**Pleased to meet you; May I introduce myself?**
2	Should you say "Hi" to the principal on a first meeting?	**No; use a formal greeting such as "Good morning, Sir/Madam"**
3	Name three details to give when introducing yourself.	**Name, school or class, a hobby (also home area)**
4	What body language shows respect?	**Standing straight, smiling and looking at the person**

WATCH OUT FOR

Learners mumbling or looking down; model clear, confident speech.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify polite expressions for self-introduction confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify polite expressions for self-introduction accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify polite expressions for self-introduction, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify polite expressions for self-introduction without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a sentence frame: "Good morning. My name is ... I am ..."
Learners ready for more	Introduce yourself formally to a visiting education officer. (Answer: Answers will vary; check greeting, details and polite close)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "polite expressions for introducing yourself" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.