

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

2026 RATIONALIZED ENGLISH TERM 1

WEEK 1: LESSON 1

Strand: Theme: Personal Responsibility - Listening and Speaking

Sub-Strand: Conversational Skills: Polite Language

Specific Learning Outcomes:

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

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

Key Inquiry Question:

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

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

Lesson Development (30 minutes):

Step 1: Identifying Necessary Details

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

Step 2: Types of Introductions

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

Step 3: Polite Expressions

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

Step 4: Matching Activity

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

Conclusion (5 minutes):

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

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Listening and Speaking

Sub Strand: Conversational Skills: Polite Language

Specific Learning Outcomes:

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

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

Key Inquiry Question(s):

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

Lesson Development (30 minutes):

Step 1: Understanding Polite Introductions

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

Step 2: Role-Playing Scenarios

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

Step 3: Recording and Reviewing

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

Step 4: Reviewing Recordings

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

Conclusion (5 minutes):

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Reading I

Sub Strand: Extensive Reading: Independent Reading

Specific Learning Outcomes:

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

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

Key Inquiry Question(s):

- What do you consider while selecting reading materials?

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

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

Lesson Development (30 minutes):

Step 1: Brainstorming

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

Step 2: Selection of Reading Materials

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

Step 3: Setting Reading Goals

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

Step 4: Journal Reflection

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

Conclusion (5 minutes):

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

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Reading I

Sub-Strand: Extensive Reading: Independent Reading

Specific Learning Outcomes:

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

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

Key Inquiry Question(s):

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

Learning Resources:

- Skills in English, pages 4-6
- Dictionaries

Organisation of Learning:

Introduction (5 minutes):

1. Review the Previous Lesson:

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

Lesson Development (30 minutes):

Step 1: Guided Reading

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

Step 2: Paired Reading

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

Step 3: Question and Answer

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

Step 4: Good Reading Habits Activity

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

Conclusion (5 minutes):

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

- Interactive Activity:

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

- Prepare for Next Session:

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

Extended Activities:

- For Homework:

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

- Reading Journal:

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

- Book Club:

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

Teacher Self- Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

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

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

Key Inquiry Questions:

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

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

Lesson Development (30 minutes):

Step 1: Definition and Examples

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

Step 2: Group Discussion on Types

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

Step 3: Reading Activity

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

Step 4: Sharing and Class Discussion

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

Conclusion (5 minutes):

- Summarize the key points about nouns and their types discussed during the lesson.

- Conduct a brief interactive activity, such as a noun scavenger hunt where students find nouns in their environment, or a quick quiz to reinforce what they've learned.
- Give students a preview of the next session, suggesting they think about how nouns can change within different contexts.

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Grammar in Use

Sub Strand: Word Classes: Nouns

Specific Learning Outcomes:

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

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

Key Inquiry Questions:

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

Lesson Development (30 minutes):

Step 1: Explore Nouns

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

Step 2: Sentence Construction

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

Step 3: Language Games

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

Step 4: Poem Creation

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

Conclusion (5 minutes):

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

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Reading

Sub Strand: Intensive Reading: Trickster Narratives

Specific Learning Outcomes:

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

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

Key Inquiry Question(s):

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

Learning Resources:

- Skills in English pg 10-13

Organisation of Learning:

Introduction (5 minutes):

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

Lesson Development (30 minutes):

Step 1: Pre-Reading Activities

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

Step 2: Story Elements

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

Step 3: Character Analysis

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

Step 4: Moral Lessons and Real-Life Application

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

Conclusion (5 minutes):

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Writing

Sub Strand: Handwriting: Legibility and Neatness

Specific Learning Outcomes:

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

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

Key Inquiry Questions:

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

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

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

Lesson Development (30 minutes):

Step 1: Analyzing Handwriting Samples

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

Step 2: Discussing Key Features

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

Step 3: Engaging in Handwriting Games

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

Step 4: Reflecting on Bad Habits

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

Conclusion (5 minutes):

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

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
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Strand: Theme: Science and Health Education. Listening and Speaking.

Sub Strand: Oral Presentations: Oral Narratives

Specific Learning Outcomes:

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

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

Key Inquiry Questions:

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

Learning Resources:

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

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on narrative structure and elements.

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

Lesson Development (30 minutes):

Step 1: Understanding Oral Narratives

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

Step 2: Exploring Performance Techniques

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

Step 3: Practice through Role-Playing

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

Step 4: Perform and Feedback

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

Conclusion (5 minutes):

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

Extended Activities:

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

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading: Simple Poems

Specific Learning Outcomes:

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

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

Key Inquiry Questions:

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

Learning Resources:

- Skills in English, pg 18
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

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

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

Lesson Development (30 minutes):

Step 1: Understanding Differences

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

Step 2: Engaging with Poetry

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

Step 3: Exploring Interest Factors

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

Step 4: Research Activity

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

Conclusion (5 minutes):

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

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

Extended Activities:

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

Teacher Self-Evaluation: