

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 13-01-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.I.I.I: Demonstrate use of appropriate language orally in specific situations		Indicator: B8.I.I.I.I. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 38			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings.</p> <p>Use appropriate language to participate in formal interactions. (No slang/jargon).</p> <p>Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc.</p> <p>Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc.</p> <p>NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.</p> <p><u>Assessment</u> Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 13-01-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	Lesson: 1 of 1
Performance Indicator: Learners can use monitoring and mental visualization to engage and understand non-fictional texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 13-01-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Plural Forms Of Nouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages E.g. mouse – mice, child – children, sheep – sheep, half – halves. Use plural noun forms in paragraphs. Identify and use plural forms of compound nouns correctly in a variety of communication. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions.	

Week Ending: 13-01-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	Lesson: 1 of 1
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords: appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Use logical connectors to create a cohesive paragraph. Use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). Use defining and non-defining relative clauses to expand sentences. Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. Communication	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 13-01-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Characters In Texts
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can analyze the types of characters in texts		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts. Guide learners to compare different types of characters in two texts. Create texts to illustrate different types of characters.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	