

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 20-01-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B8.1.1.1.1. Use appropriate register in everyday communication (informal) 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: traditions, informal, communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to close their eyes and imagine a wedding.</p> <p>Give learners a minute to imagine and then ask them to raise their hand and tell you what they imagined.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Write learners response on the board and discuss with them.</p> <p>Paste a chart on the board for learners to observe. Have them understand that they are all traditions that are common in different countries when couples get married.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. In the Congo the bride and groom are not allowed to smile on their wedding day. 2. In Germany the bride and groom clean up broken dishes together. 3. In the Czech Republic a baby is put on the couple's bed before the ceremony. <p>Read the statements. Have learners work in pairs to think of a reason for each one.</p> <p>Guide learners to use the correct pronunciation and phrases in their conversation.</p> <p>Example: <i>When you discuss a subject with your friends, what phrases can you use in English to give your opinion?</i> (Answers: I think/believe ... In my opinion ...)</p> <p><i>When you want to agree with someone what phrases can you use?</i> (Answers: I agree, I believe that is true).</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p><i>When you want to disagree with someone what phrases can you use? (Answers: That's a good point but ... I'm disagree ... No way!)</i></p> <p><u>Assessment</u> Write a dialogue on the board. Ask learners in turns to read aloud and act the characters.</p> <p><i>Gabriel: I think you should spend lots of money on a wedding. Favour: I agree! It's a special day in your life. Claudetta: I'm not sure. Some people can't afford it and they borrow a lot of money from their family.</i></p>	
<p>PHASE 3: REFLECTION</p>	<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: 20-01-2023	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: interaction, necessary, connections		
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: 20-01-2023	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: 20-01-2023	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	Guide learners to use logical connectors to create a cohesive paragraph. Have learners 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). Guide learners to use defining and non-defining relative clauses to expand sentences. Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.	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: 20-01-2023	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.	