

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 3

<b>Week Ending:</b> 27-01-2023	<b>Day:</b>	<b>Subject:</b> English Language												
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language												
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Conversation												
<b>Content Standard:</b> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> B8.1.1.1.1. Use appropriate register in everyday communication (informal) with diverse partners on grade-level topics/texts/issues		<b>Lesson:</b> 1 of 1										
<b>Performance Indicator:</b> Learners can use appropriate register in everyday communication		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership												
<b>Reference :</b> English Language Pg. 38														
<b>Keywords:</b> story, informal, communication														
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>										
<b>PHASE 1: STARTER</b>	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> <li>• What was good about it?</li> <li>• Why did you like it?</li> </ul> <p>Have learners raise their hand to answer.</p> <p>Introduce the topic and share performance indicators with learners.</p>													
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners to choose a special occasion or an event that they went to. Think of something important to you that you remember well.</p> <p>Give learners a minute to think.</p> <p>Who is there?            What are you wearing?            What can you see?            What can you hear?            Is there music?            Are people talking?            What can you smell? Is there food?</p> <p>Have learners write these headings on the board</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;">See</td> <td style="width: 20%;">Hear</td> <td style="width: 20%;">Smell</td> <td style="width: 20%;">Taste</td> <td style="width: 20%;">touch</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Task learners to copy this table and write down all of the things that they can remember about the event.</p>			See	Hear	Smell	Taste	touch						Word cards, sentence cards, letter cards, handwriting on a manila card
See	Hear	Smell	Taste	touch										

	<p>Write them down in the correct column. Try to remember as much as you can. Don't write sentences; just write words and ideas.</p> <p>Give learners time to write their ideas into their exercise books. Move around the classroom to make sure learners understand and are doing the task.</p> <p>Guide learners to use their own ideas to say stories. Let them start the story by saying 'I will never forget the time when...' This means you are going to talk about something very important to you.</p> <p>Encourage learners to say their stories using past simple and past continuous tense.</p> <p><u>Assessment</u> In pairs, let learners practice telling their story to their partners</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b> 27-01-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use monitoring and mental visualization to engage and understand non-fictional texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 8		
<b>Keywords:</b> interaction, necessary, connections		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<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>	
<b>PHASE 2: NEW LEARNING</b>	<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>
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 27-01-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Plural Forms Of Nouns
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use plural forms of compound nouns correctly and appropriately in sentences.		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 50		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1:</b> <b>STARTER</b>	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?	
<b>PHASE 2:</b> <b>NEW LEARNING</b>	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
<b>PHASE 3:</b> <b>REFLECTION</b>	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.	

<b>Week Ending:</b> 27-01-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Use of cohesive devices
<b>Content Standard:</b> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use cohesive devices appropriate in writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 56		
<b>Keywords:</b> appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Ask learners to mimic a popular TV or radio advert they know.  Share performance indicators and introduce the lesson.	
PHASE 2: <b>NEW LEARNING</b>	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: <b>REFLECTION</b>	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.	

<b>Week Ending:</b> 27-01-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Types Of Poems
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	<b>Indicator:</b> B8.5.1.1.2. Examine the features of different types of poems	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can examine the features of different types of poems		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 67		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.).  Have learners compose different types of poems (sonnet, acrostic, haiku etc.).  In groups, let learners perform different types of poems	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	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.	