

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 4

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| Week Ending: 03-02-2023 | 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: B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion | Lesson: 1 of 1 |
| Performance Indicator: Learners can ask relevant questions to find out the opinion of others about a given topic | | Core Competencies: Communication and Collaboration, Personal Development and Leadership |
| Reference : English Language Pg. 38 | | |
| Keywords: story, informal, communication | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p> | |
| PHASE 2: NEW LEARNING | <p>Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic.</p> <p>Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions.</p> <p>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</p> <p>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</p> <p>Have the group respond to the questions to give further clarifications</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <p>Encourage learners to ask and answer questions for clarification about key details.</p> <p>Ensure appropriate vocabulary use by dropping hints and showing word cards</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |

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| 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. | |
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| Week Ending: 03-02-2023 | Day: | Subject: English Language |
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| 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: B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can use prediction to assess and improve engagement and understanding of non-fiction texts | | Core Competencies: Communication and Collaboration, Personal Development and Leadership |
| Reference : English Language Pg. 8 | | |
| Keywords: interaction, necessary, connections | | |
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| 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 | Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better understand or to recall facts about events. Restate the gist/main idea and key details. Monitor your understanding of the text. Explain and support personal response to text. Develop own experience using textual evidence. Generate thought-provoking questions | 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. | |

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| Week Ending: 03-02-2023 | DAY: | Subject: English Language |
| Duration: 60mins | | Strand: Grammar |
| Class: B8 | Class Size: | Sub Strand: Relative Pronouns |
| Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication | Indicator: B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing | Lesson: 1 of 1 |
| Performance Indicator: Learners can use relative pronouns correctly in speaking and writing. | | 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 | Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are helpful | 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: 03-02-2023 | Day: | Subject: English Language |
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| Duration: 50MINS | | 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: B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs. | Lesson: 1 of 1 |
| Performance Indicator: Learners can use different techniques to capture the reader's attention in paragraphs | | Core Competencies: Communication and Collaboration, Personal Development and Leadership, |
| Reference : English Language Pg. 57 | | |
| Keywords: appropriate, advertisement | | |
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| 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 write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc. Have learners rite introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type. Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> • Contrast: however, nevertheless, although, though, on the other hand, etc. • Cause/effect: because, therefore, as a result, consequently, etc. • Conditions: if, provided that, unless, etc. | 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. | |

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| Week Ending: 03-02-2023 | DAY: | Subject: English Language |
| Duration: 50MINS | | Strand: Literature |
| Class: B8 | Class Size: | Sub Strand: Types Of Poems |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | Indicator: B8.5.1.1.2. Examine the features of different types of poems |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can examine the features of different types of poems | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 67 | | |
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| 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 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 |
| 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. | |