

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 4

| <b>Week Ending:</b> 03-02-2023   | <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><br>B8.1.1.1: Demonstrate use of appropriate language orally in specific situations                |   | <b>Indicator:</b><br>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 | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can ask relevant questions to find out the opinion of others about a given topic |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership   |                          |
| <b>Reference :</b> English Language Pg. 38   |   |   |                          |
| <b>Keywords:</b> story, informal, communication  |   |   |                          |
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| Phase/Duration   | Learners Activities   | Resources   |                          |
| <b>PHASE 1:<br/>STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>   | Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic.<br><br>Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions.<br><br>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.<br><br>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.<br><br>Have the group respond to the questions to give further clarifications<br><br>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.<br><br>Encourage learners to ask and answer questions for clarification about key details.<br><br>Ensure appropriate vocabulary use by dropping hints and showing word cards | Word cards, sentence cards, letter cards, handwriting on a manila card  |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. |  |
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| <b>Week Ending:</b> 03-02-2023   | <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><br>B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.                        | <b>Indicator:</b><br>B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can use prediction to assess and improve engagement and understanding of non-fiction texts |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership |
| <b>Reference :</b> English Language Pg. 8  |   |   |
| <b>Keywords:</b> interaction, necessary, connections   |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |   |
| <b>PHASE 2: NEW LEARNING</b>   | Make connections with your prior knowledge and experiences.<br><br>Think critically ahead and ask own questions.<br><br>Re-read/ skim portions of the text to better understand or to recall facts about events.<br><br>Restate the gist/main idea and key details. Monitor your understanding of the text.<br><br>Explain and support personal response to text.<br><br>Develop own experience using textual evidence.<br>Generate thought-provoking questions | 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.<br><br>Take feedback from learners and summarize the lesson.   |   |

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| <b>Week Ending:</b> 03-02-2023   | <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> Relative Pronouns                                   |
| <b>Content Standard:</b><br>B8.3.1.1: Apply the knowledge of word classes and their functions in Communication | <b>Indicator:</b><br>B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use relative pronouns correctly in speaking and writing.         |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 50  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1:<br/>STARTER</b>  | Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as:<br><br>What did you eat this morning?<br>Where do you come from?<br>What is the name of your pet?  |  |
| <b>PHASE 2:<br/>NEW<br/>LEARNING</b>   | Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that).<br>E.g. The boy (who/that) won the competition is Kwame.<br>The girl whose picture you sent me is now our prefect.<br><br>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.<br><br>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 |
| <b>PHASE 3:<br/>REFLECTION</b>   | Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.<br><br>Teacher leads a discussion to provide responses to learners' questions.   |  |

| <b>Week Ending:</b> 03-02-2023   | <b>Day:</b>  | <b>Subject:</b> English Language   |
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| <b>Duration:</b> 50MINS  |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Use of cohesive devices   |
| <b>Content Standard:</b><br>B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing         | <b>Indicator:</b><br>B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use different techniques to capture the reader's attention in paragraphs |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development and Leadership, |
| <b>Reference :</b> English Language Pg. 57   |  |  |
| <b>Keywords:</b> appropriate, advertisement  |  |  |
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| Phase/Duration   | Learners Activities  | Resources  |
| <b>PHASE 1:<br/>STARTER</b>  | Ask learners to mimic a popular TV or radio advert they know.<br><br>Share performance indicators and introduce the lesson.  |  |
| <b>PHASE 2: NEW<br/>LEARNING</b>   | Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc.<br><br>Have learners rite introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type.<br><br>Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> <li>• Contrast: however, nevertheless, although, though, on the other hand, etc.</li> <li>• Cause/effect: because, therefore, as a result, consequently, etc.</li> <li>• Conditions: if, provided that, unless, etc.</li> </ul> | Word cards, sentence cards, letter cards, handwriting on a manila card                             |
| <b>PHASE 3:<br/>REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |  |

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| <b>Week Ending:</b> 03-02-2023   | <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><br>B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | <b>Indicator:</b><br>B8.5.1.1.2. Examine the features of different types of poems   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can examine the features of different types of poems                                   |   | <b>Core Competencies:</b><br>Communication and Collaboration,<br>Personal          |
| <b>References:</b> English Language Curriculum Pg. 67  |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1:<br/>STARTER</b>  | Revise with learners on the previous lesson.<br><br>Share performance indicators with learners and introduce the lesson.  |  |
| <b>PHASE 2: NEW<br/>LEARNING</b>   | Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.).<br><br>Have learners compose different types of poems (sonnet, acrostic, haiku etc.).<br><br>In groups, let learners perform different types of poems | Word cards,<br>sentence cards,<br>letter cards,<br>handwriting on a<br>manila card |
| <b>PHASE 3:<br/>REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |  |