

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 5

<b>Week Ending:</b> 10-02-2023	<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> B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		<b>Indicator:</b> 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>Performance Indicator:</b> Learners can ask relevant questions to find out the opinion of others about a given topic		<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership			
<b>Reference :</b> English Language Pg. 38			
<b>Keywords:</b> story, informal, communication			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<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>	

<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.	
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<b>Week Ending:</b> 10-02-2023	<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> B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	<b>Indicator:</b> B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use prediction to assess and improve engagement and understanding of non-fiction 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		
<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>	Through relevant questions, have learners make personal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather.  Have learners relate two or more ideas within the text or from different texts.  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
<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.	

<b>Week Ending:</b> 10-02-2023	<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> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use relative pronouns correctly in speaking and writing.		<b>Core Competencies:</b> 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: 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: NEW LEARNING</b>	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  <u>Assessment</u> Circle the relative pronouns in the sentences below. 1. The movie that I bought at the store was about a lion. 2. My brother, whom I admire, decided to give me his old baseball glove 3. I always have a difficult time with people who chew food with open mouth. 4. We saw the teacher with whom we had spoken earlier.	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: 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> 10-02-2023	<b>Day:</b>	<b>Subject:</b> English Language
<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> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use different techniques to capture the reader's attention in paragraphs		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 57		
<b>Keywords:</b> appropriate, advertisement		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Ask learners to mimic a popular TV or radio advert they know.  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW 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.  Have learners write 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"> <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> <li>• Result: so, therefore, as a result, thus, etc.</li> <li>• Qualifying: but, however, although, except, etc.</li> <li>• Exemplification: for example, for instance, to illustrate, such as, namely, etc.</li> <li>• Highlighting: in particular, especially, mainly, particularly, above all, etc.</li> </ul> <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Choose the correct conjunction from the list to complete these sentences.</p> <p><i>(While because but and so when then)</i></p> <ul style="list-style-type: none"> <li>• The weather was very cold..... John wore gloves.</li> <li>• Paul was sad.....his cricket team had lost the match.</li> <li>• We waited for Sue she didn't turn up. Mary had her dinner..... went to bed.</li> <li>• The children washed their hands..... they had finished gardening.</li> <li>• We wanted to go to the beach..... it rained.</li> <li>• Charlie read a book.....he waited for the train.</li> <li>• Paul dropped the cup..... it broke.</li> <li>• Julie was a good girl.....she got a sticker.</li> </ul>	
<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> 10-02-2023	<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> Drama
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts
		<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>	Brainstorm learners for the meaning of monologues and dialogues in texts <ul style="list-style-type: none"> <li>• Monologue is a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.</li> <li>• Dialogue is a written or spoken conversational exchange between two or more people.</li> </ul> <p>Guide learners to identify monologues and dialogues in texts.</p> <p>Guide learners to create dialogue and monologue using appropriate punctuation</p> <p><u>Assessment</u> Learners in pairs Create dialogue and monologue using appropriate punctuation</p>	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.	