

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 17-02-2023	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: B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate language orally to describe familiar places and events		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 39		
Keywords: story, informal, communication		
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 use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs. Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context. Demonstrate the activity by describing a classroom object. • Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on). Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc. Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy). Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	
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: 17-02-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B8.5.1.1.3. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		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	Have learners take turns to read aloud parts of the prose. Example: Desert Rivers Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Let learners read again, parts of the prose which were not well read. In groups, learners read a story silently and answer questions posed by teacher	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: 17-02-2023	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: B8.2.1.1.2. 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		
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	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
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: 17-02-2023	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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
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 <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
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: 17-02-2023	Day:	Subject: English Language
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		
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	<p>Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc.</p> <p>Have learners write introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type.</p> <p>Use logical connectors to link sentences in a paragraph:</p> <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. • Result: so, therefore, as a result, thus, etc. • Qualifying: but, however, although, except, etc. • Exemplification: for example, for instance, to illustrate, such as, namely, etc. • Highlighting: in particular, especially, mainly, particularly, above all, etc. <p><u>Assessment</u> Choose the correct conjunction from the list to complete these sentences.</p> <p>(While because but and so when then)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • The weather was very cold..... John wore gloves. • Paul was sad.....his cricket team had lost the match. • We waited for Sue she didn't turn up. Mary had her dinner..... went to bed. • The children washed their hands..... they had finished gardening. • We wanted to go to the beach..... it rained. • Charlie read a book.....he waited for the train. • Paul dropped the cup..... it broke. • Julie was a good girl.....she got a sticker. 	
<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>	