

# FIRST TERM

## WEEKLY LESSON NOTES – B8

### WEEK 7

<b>Week Ending:</b> 24-02-2023	<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> B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use appropriate language orally to describe familiar places and events		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 39		
<b>Keywords:</b> story, informal, communication		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<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>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.</p> <p>Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context.</p> <p>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).</p> <p>Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</p> <p>Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</p> <p>Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map</p> <p><u>Assessment</u></p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	
<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> 24-02-2023	<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> Prose
<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. read prose fluently and with understanding	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read prose fluently and with understanding		<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>	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
<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> 24-02-2023	<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> B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 45		
<b>Keywords:</b> interaction, necessary, connections		
Phase/Duration	Learners Activities	Resources
<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>	Have a specified purpose for your reading  Read the text closely for interpretation. Think actively as you read and monitor for comprehension.  Make connections between texts and your prior experience to build confidence.  Think about the sequence of events in the text.  Identify and restate the key words in the questions and relate to the text. Generate relevant answers to different types of questions. <ul style="list-style-type: none"> <li>• Right there questions</li> <li>• Think and search questions</li> <li>• Author and you questions</li> <li>• On your own questions</li> </ul>	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> 24-02-2023	<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> B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of the use of adjectives in discourse		<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>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Use adjectives to provide vivid descriptions of participants: o opposing sides in a football match E.g. The team captain arrived wearing bushy hair.  o settings (urban, rural, environment) E.g.: The hotel is situated in a serene environment.  o materials (textile/cloth) o objects etc.	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> 24-02-2023	<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> B8.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational, persuasive and argumentative texts	<b>Indicator:</b> B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can write personal narratives using effective techniques incorporating descriptive details and logical event sequences		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 58		
<b>Keywords:</b> appropriate, advertisement		
<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>	Plan and record ideas detailing personal experiences or past events: o Use: - Descriptive details (setting, experiences or series of events).  - First person's point of view to convey feelings, experiences and thoughts.  - Appropriate grammatical structures. <input type="checkbox"/> adjectives and adjective phrases for producing vivid descriptions  <input type="checkbox"/> adverbs and adverbials for describing how an action has been carried out  <input type="checkbox"/> connectors for showing sequence of events  <input type="checkbox"/> direct and indirect speech for variation and adding interest <ul style="list-style-type: none"> <li>• nouns and noun phrases (e.g., participants, objects)</li> <li>• prepositions and prepositional phrases</li> <li>• first-person pronouns</li> </ul>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Have learners publish writing using different media including ICT.</p>	
<p><b>PHASE 3:</b> <b>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>	