

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 03-03-2023	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	<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>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.	
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: 03-03-2023	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: The Dilemma of a Ghost 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: 03-03-2023	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: B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
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	Start by scanning the text quickly to get a general idea of the content and structure of the article or passage. This will help you identify the main idea and key points. Read the text carefully and pay attention to the details. Look for evidence that supports the author's main idea and arguments. Take notes as you read to help you remember important information and to organize your thoughts. This will also help you identify key points and arguments to support your answer. Identify the main idea of the text, which is usually stated in the introduction or conclusion. This will help you focus your answer and keep it relevant to the question. Look for evidence in the text to support your answer. This may include statistics, examples, or quotes from experts. Analyze the text to understand how the author presents their ideas and arguments. This will help you evaluate the credibility of the author and identify any biases or assumptions.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.</p> <p>Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.</p>	
<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>	

Week Ending: 03-03-2023	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: B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		

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>Guide learners to use adjectives to provide vivid descriptions of participants:</p> <ul style="list-style-type: none"> • Think about the personality traits that best describe the participant. • Consider the participant's appearance. What do they look like? Are they tall or short? Thin or heavyset? • Describe the participant's behavior or actions. • Use sensory details to bring the participant to life. <p>Write examples on the board as learners read aloud. Learners in pairs write examples on their own and present to class.</p> <ol style="list-style-type: none"> 1. <i>The enthusiastic and energetic participants eagerly awaited the start of the race.</i> 2. <i>The curious and engaged students listened intently to the guest speaker's presentation.</i> 3. <i>The talented and passionate musicians performed a beautiful and emotive piece of music.</i> 4. <i>The friendly and welcoming hosts greeted their guests with warm smiles and open arms.</i> 5. <i>The determined and focused athletes pushed themselves to their limits in the grueling competition.</i> <p><u>Assessment</u> Learners in pairs write examples on their own and present to class</p> <ol style="list-style-type: none"> 1. <i>The diverse and multicultural group of attendees brought a wide range of perspectives and experiences to the discussion.</i> 2. <i>The knowledgeable and experienced professionals provided valuable insights and advice to the audience.</i> 3. <i>The confident and charismatic leader captivated the crowd with their inspiring and motivational speech.</i> 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>4. <i>The creative and innovative thinkers brainstormed new ideas and solutions to complex problems</i></p> <p>5. <i>The caring and compassionate volunteers worked tirelessly to help those in need.</i></p>	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 03-03-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational, persuasive and argumentative texts	Indicator: B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Lesson: 1 of 1
Performance Indicator: Learners can write personal narratives using effective techniques incorporating descriptive details and logical event sequences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 58		
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	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"> • nouns and noun phrases (e.g., participants, objects) • prepositions and prepositional phrases • first-person pronouns 	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>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>	