

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 1

<b>Week Ending:</b> 06-04-2023	<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> B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can listen to a level-appropriate discussion by more than one speaker attentively and identify key information		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 40			
<b>Keywords:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners to listen and note important issues in a range of level-appropriate dialogues/discussions by more than one speaker. e.g. message, mood, tone.</p> <p>Have learners listen to and compare the issues in the dialogues or discussions by more than one speaker with what was noted in first listening.</p> <p>Learners in groups identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 3: REFLECTION</b>	<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		

<b>Week Ending:</b> 06-04-2023	<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> B8.2.1.2: Read, comprehend, interpret texts	<b>Indicator:</b> B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyze text	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use contextual clues to analyze text		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 45		
<b>Keywords:</b>		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Invite learners to share some past experiences they will never forget with the whole class.  Introduce the topic and share performance indicators with learners	
<b>PHASE 2: NEW LEARNING</b>	Read age-appropriate texts.  Use contextual cues to understand the text.  Identify ways that any of the cues help with meaning.  Identify ways through which cues like date of writing/author/culture influence the writing to help with meaning.  Find other texts and use contextual cues to help with meaning	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> 06-04-2023	<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> Adverbs
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.5. Demonstrate command of the knowledge of adverbs.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of the knowledge of adverbs		<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>	Use adverbs to modify adjectives e.g. That was a very funny comedian.  Use adverbs to pre-modify another adverb. E.g.: I saw many very fast-moving vehicles on the road.  Use adverbs to pre-modify prepositions or prepositional phrases. E.g.: The bullet went right through the shooter. o Use adverbs to pre-modify: - Indefinite pronouns, e.g. Nearly everybody bought the same vehicle. - Pre-determiners, e.g. I paid more than three thousand Ghana Cedis for the laptop. - Cardinal numerals, e.g. We will stay for about three weeks.	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> 06-04-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Transactional Texts
<b>Content Standard:</b> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use cohesive devices appropriate in writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 56		
<b>Keywords:</b> appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
<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>	Compose texts on advertisements, diary entries, postcards, invitation cards, etc. using the appropriate formats/style using process approach: e.g. o title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?)  let learners use: o the simple present for conveying timeless statements and facts o modals/imperative (commanding) verbs for persuasive effect o mental verbs (e.g. I think, I believe) for conveying a viewpoint o phrasal verbs (e.g. pick up, run into, turn down, come across) o appropriate persuasive devices such as rhetorical questions and repetition	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> 06-04-2023	<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> B8.5.1.1.1. Analyze the types of characters in texts	<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			
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>	Learners take turns to read aloud parts of the prose. Example: The Girl Who Can  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.  Learners read again, parts of the prose which were not well read.  Learners read the 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.		