

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 14-04-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	Lesson: 1 of 1
Performance Indicator: Learners can listen to a level-appropriate discussion by more than one speaker attentively and identify key information		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 40			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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>	
PHASE 3: REFLECTION	<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>		

Week Ending: 14-04-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently and answer more complex comprehension questions on texts /passages		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords:		
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	Read a text closely for interpretation. Make connections between texts and prior experience. Read silently to comprehend a text. Answer questions appropriately	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: 14-04-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Prepositions
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of use of prepositions 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	Revise prepositions such as those that convey meanings of position, possession and comparison. Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i> Let learners use complex prepositions to express: <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. Assessment Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree. ii. There's a wooden floor <u>underneath</u> the carpet. iii. School starts <u>at</u> nine o'clock. iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>v. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>vi. This road leads <u>away from</u> the stadium.</p> <p>vii. You should eat fruit <u>instead of</u> candy.</p> <p>viii. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>ix. I made this bookmark <u>for</u> Mom.</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: 14-04-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Expository Writing
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Let learners analyze and write about a topic by identifying a problem and proposing one or more solutions: <ul style="list-style-type: none"> o Explain your solution clearly. o Give details about how this solution will solve the problem. o Explain who will be in charge and how it will be funded. o Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument). <p>Have learners write to show the following clearly in the body of a problem/ solution text. That the solution you provide:</p> <ul style="list-style-type: none"> o will solve the problem. o is cost-effective. o is feasible to implement. o is a reasonable solution to the problem. o can stand up to possible objections. o is better than other solutions 	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: 14-04-2023	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: B8.5.1.1.1. Analyze the types of characters in texts	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	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	
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.		