

# SECOND TERM

## WEEKLY LESSON NOTES – B8

### WEEK 3

<b>Week Ending:</b> 21-04-2023	<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>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>Have learners listen to teacher-read texts or video/audio recording on familiar topics.</p> <p>Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points:</p> <ul style="list-style-type: none"> <li>o intent or purpose of the message (e.g. to inform, persuade, instruct);</li> <li>o the speaker’s enthusiasm and passion for the topic;</li> <li>o main idea (s) and supporting points.</li> </ul> <p>Encourage learners to practice constructing meaning from the texts or play</p> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <p>Put learners into groups to express personal opinions about details of texts.</p> <p><u>Assessment</u> The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body.</p> <p>I. What is the paragraph mainly about? In about two to three sentences, summarize the text.</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 21-04-2023	<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> B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read silently and answer more complex comprehension questions on texts /passages		<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>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Engage learners in pre-reading activities that activate their prior knowledge and generate interest in the topic.  Write the title of the text and have learners discuss and relate to it. Allow learners to predict what might happen in the text.  Treat with learners' vocabulary words or concepts that may be unfamiliar to them before they read.  Do a model reading while learners listen. Have them read silently in pairs and in groups.  Encourage learners to use active reading strategies while they read, such as underlining, highlighting, or taking notes.  <u>Assessment</u> After students have finished reading, facilitate discussions or reflections on the text.  Guide learners to answer questions appropriately on the text.	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> 21-04-2023	<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> Prepositions
<b>Content Standard:</b> B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	<b>Indicator:</b> B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate command of use of prepositions in speaking and writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 50		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1:</b> <b>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:</b> <b>NEW LEARNING</b>	<p>Revise prepositions such as those that convey meanings of position, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>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></p> <p>Let learners use complex prepositions to express:</p> <ul style="list-style-type: none"> <li>• Place - e.g. near/close to, in front of, out of, far from, by the side of, etc.</li> <li>• Time - e.g. in time of, about to, during the course of, at noon, for one week, etc.</li> <li>• Reason - e.g. due to, because of, on account of, as a result of, etc.</li> <li>• Concession - e.g. in spite of, apart from etc.</li> </ul> <p><u>Assessment</u> Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>ii. There's a wooden floor <u>underneath</u> the carpet.</p> <p>iii. School starts <u>at</u> nine o'clock.</p> <p>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</p> <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><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b> 21-04-2023	<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> Expository Writing
<b>Content Standard:</b> B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	<b>Indicator:</b> B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 56		
<b>Keywords:</b>		
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>	Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.  Have learners select a topic and brainstorm to generate ideas.  Put them into groups to organize the points for the development of paragraphs.  Assign learners to individually develop the points into outlines and then into a draft.  Let them do self and peer-editing before finally presenting the final work.  Learners present their finished work in groups	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> 21-04-2023	<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> B8.5.1.1.5. 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>	Learners take turns to read aloud parts of the prose. Example: Makola  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.	