

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 28-04-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Listening Comprehension
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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Have learners listen to teacher-read texts or video/audio recording on familiar topics. Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points: <ul style="list-style-type: none"> • <i>Identify the main topic of the conversation and focus on the information that relates to it. This will help you filter out irrelevant information and identify the key points being discussed.</i> • <i>If multiple speakers are discussing the same point or idea, it is likely that this information is important. Pay attention to any phrases or ideas that are repeated throughout the conversation.</i> • <i>Take notes to help you keep track of the key information being discussed. Write down the main points of each speaker's argument, and any supporting evidence or examples they provide.</i> • <i>Encourage learners to practice constructing meaning from the texts or play</i> • <i>Identify the speaker's tone to provide clues about the importance of the information being discussed. If a speaker is using a more urgent or emphatic tone, it may indicate that the information they are discussing is particularly important.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • <i>The context of the conversation can also help you identify key information. Think about the purpose of the conversation, who is involved, and what the desired outcome is.</i> <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 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>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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 28-04-2023	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	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> Read the following passage and answer the question below: "The sun was shining and the birds were singing as Lily walked to the park. She had a picnic basket in her hand and a big smile on her face. When she arrived at the park, she spread out a blanket and unpacked sandwiches, fruit, and lemonade. As she enjoyed her lunch, she watched children playing on the swings and couples walking hand in hand. It was a perfect day."	Word cards, sentence cards, letter cards, handwriting on a manila card

	Question: What did Lily bring to the park?	
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: 28-04-2023	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.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<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>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: 28-04-2023	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	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. <u>Assessment</u> What are the causes and effects of climate change?	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: 28-04-2023	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: B8.5.1.1.5. 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	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	
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.		