

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 05-05-2023		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: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.		Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 41					
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 to learners. Let learners listen and write down key information from texts. Discuss the key information from texts and add opinions.				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. Ask learners how the lesson will benefit them in their daily lives.				

Week Ending: 05-05-2023	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: B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts	Lesson: 1 of 1
Performance Indicator: Learners can provide evidence and show mastery to support understanding of texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 47		
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	Guide learners to read a text closely for interpretation. Interpret the text, citing evidence to support ideas that help with implicit meaning. Generate relevant answers to questions	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: 05-05-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Reported Speech
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.7. Demonstrate command of the use of reported speech.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of reported speech.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo.</p> <p>Lead learners, with examples, to change direct speech into reported speech by:</p> <p>i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that..... c. Atongo said that.....</p> <p>ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle.</p> <p>iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired.</p> <p>Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time</p> <p><u>Assessment</u> Learners in groups compose news reports.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	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.	
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Week Ending: 05-05-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:		Sub Strand: Formal Letters
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format		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	Write formal letters (request / complaint / application / thanks / congratulations / sympathy) Correct errors of formal letters written by others. Write notices to class or club members to provide updates on rules, schedules or programmes. Identify and interpret media texts, highlighting overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine’s audience). Create a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints) for different purposes and audiences using appropriate forms, conventions, and techniques. Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).			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: 05-05-2023		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: Home Sweet Home 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.			