SECOND TERM
WEEKLY LESSON NOTES – B8
WEEK 8

Week Ending: 26-05-2023	Day:		Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:	Sub Strand: Writing brochures & flyers	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.2 Compose notes, brochures and flyers for different purposes and audiences		Lesson: 1 of 1
Performance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiences			Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 63				
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**	Begin the lesson by asking learners if they have ever received a note, brochure, or flyer that caught their attention. Discuss their experiences and what made those communications effective. Divide the whiteboard or chalkboard into three sections: Notes, Brochures, and Flyers. Start with the Notes section: Explain that notes are concise messages intended for personal or professional communication. Discuss the purpose and characteristics of effective notes, such as clarity, brevity, and a friendly tone. Provide examples of different types of notes, such as thank-you notes, reminder notes, and informal messages. Ask learners to brainstorm situations where they might need to compose a note and discuss the appropriate format and tone for each situation. Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.	
	Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.	
	Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.	
	Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.	
	Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.	
	Show examples of flyers and point out their key elements, such as event details, contact information, and call-to-action statements.	
	Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.	
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: 26-05-2023	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**	Guide learners to select a topic of interest. Example can be climate change and social media and its impact on society. Let learners research on the following topics to get more information on it. Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic. Let learners listen and write down key information from texts. Discuss the key information from texts and add opinions. Assessment Climate Change is a global issue that affects us all and has a significant impact on the environment, economy, and society. Many experts believe that human activities, such as burning fossil fuels and deforestation, are contributing to global warming and other environmental changes that can have far-reaching consequences. Some people believe that climate change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Discuss the above issue and share your ideas on it.	
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: 26-05-2023	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: B8.2.1.2.5. Generate simple themes from a text and apply to different situations			Lesson: 1 of 1
Performance Indicator: Learners can generate simple themes from a text and apply to different situations			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**	Read a text closely for interpretation. Identify the main ideas. Generate simple themes from the text. Gather relevant details to support the themes. Apply these themes to relevant situations.	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: 26-05-2023	DAY:		Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B8	Class Size:		Sub Strand: Question Tags	
Content Standard: B8.3.1.1: Show understanding and use of question tags in communication		Indicator: B8.3.1.1.8. Demonstrate command of question tags		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of question tags.			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 53				

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 a discussion about questions and statements in English. Ask them to give examples of questions and statements they use in their daily conversations. Write the following sentence on the board: "You're coming to the party, aren't you?" Explain that a question tag is a short phrase added to the end of a statement to turn it into a question or to seek confirmation or agreement. Break down the sentence into two parts: the statement and the question tag. Explain that the statement expresses an assumption or belief, while the question tag seeks confirmation or agreement. Highlight that in question tags, the subject and auxiliary verb in the statement are usually inverted or reversed in the question tag. Give examples of positive and negative question tags using different auxiliary verbs and tenses. For example: • Positive statement: "She is a doctor." • Positive question tag: "She is a doctor, isn't she?" • Negative statement: "You don't like coffee." • Negative question tag: "You don't like coffee, do you?" • Positive statement: "They have finished their homework." • Positive question tag: "They have finished their homework, haven't they?"	Word cards, sentence cards, letter cards, handwriting on a manila card

	Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag. Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples. Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags. <u>Assessment</u> 1. He's coming to the party, isn't he? 2. You don't like chocolate, do you? 3. She hasn't finished her homework yet, has she? 4. They won't be late, will they? 5. We should go for a walk, shouldn't we?	
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.	

Week Ending: 26-05-2023	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: The Generous Hunter

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. | |