

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 21-07-2023		Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:		Sub Strand: Consonant Sounds (Fricatives)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B8.1.3.1.2. Produce consonant sounds (fricatives) in context	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 42			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract.</p> <p>Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.</p>		
PHASE 2: NEW LEARNING	<p>Play audio clips or recordings of words or sentences containing fricative sounds.</p> <p>Instruct learners to listen attentively and identify the fricative sounds they hear.</p> <p>Encourage learners to raise their hands or write down the identified fricative sounds on the board.</p> <p>Explain the concept of voiced and voiceless fricatives, where voiced fricatives engage the vocal cords, while voiceless fricatives do not.</p> <p>Provide examples of pairs of voiced and voiceless fricatives, such as /v/ and /f/, /ð/ and /θ/, /z/ and /s/, and /ʒ/ and /ʃ/.</p> <p>Pronounce these pairs of fricatives and guide learners to feel the difference by placing their fingers on their throat to sense the vibration for voiced fricatives.</p> <p>Distribute a handout or worksheet with practice exercises involving fricative sounds.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Instruct learners to complete the exercises, which may include matching fricative sounds to corresponding words, identifying voiced and voiceless fricatives in words, or pronouncing sentences containing fricatives.</p> <p>Monitor learners' progress and provide assistance as needed.</p> <p>Engage learners in a discussion about the importance of clear pronunciation in connected speech.</p> <p>Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech.</p> <p>Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech.</p> <p><u>Assessment</u> Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech.</p> <ol style="list-style-type: none"> 1. I have five funny frogs. 2. She sells seashells by the seashore. 3. The buzzing bees are busy in the garden. 4. Can you fish for fresh fish at the fish market? 5. Please be sure to close the door securely. 	
<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: 21-07-2023	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: B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	Lesson: 1 of 1
Performance Indicator: Learners can use derivation to expand vocabulary to new contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of vocabulary in understanding and engaging with various subjects, including history, culture, and politics.</p> <p>Explain that derivation is the process of forming new words by adding prefixes or suffixes to existing words, and it plays a vital role in expanding vocabulary.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the concept of prefixes and suffixes and their function in word formation.</p> <p>Write a few root words on the board (e.g., "nation," "culture," "power") and ask learners to brainstorm and suggest possible prefixes or suffixes to create new words related to historical, cultural, or political contexts.</p> <p>Discuss and explain the meaning and significance of the derived words as a class.</p> <p>Distribute the handouts with a list of words related to historical, cultural, and political contexts to each learners.</p> <p>Instruct learners to identify the affixes (prefixes or suffixes) in each word and write the root word and its derived form.</p> <p>Provide learners with reading materials related to historical, cultural, or political topics.</p> <p>Ask learners to identify and underline any derived words they find while reading.</p> <p>Instruct them to discuss the meaning of the derived words, the root words they are derived from, and how the derived words contribute to their understanding of the text.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
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: 21-07-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B8.3.2.1.1. Demonstrate the use of semi-colon in context
		Lesson: 1 of 1
Performance Indicator: Learners can; <ul style="list-style-type: none"> Understand the purpose and proper usage of semi-colon in writing. Identify and use semi-colon correctly in their own writing. Apply their knowledge of semi-colon to enhance sentence structure and clarity. 		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by explaining that the semicolon (;) is a punctuation mark that helps connect related ideas in a sentence.</p> <p>Discuss the importance of proper punctuation in writing to convey meaning effectively.</p>	
PHASE 2: NEW LEARNING	<p>Explain that the semicolon is primarily used to connect two independent clauses that are closely related in meaning.</p> <p>Write two independent clauses on the board, such as "She loves to read books" and "He enjoys playing video games."</p> <p>Demonstrate how a semicolon can be used to connect the two independent clauses: "She loves to read books; he enjoys playing video games."</p> <p>Discuss the rules of using semicolons:</p> <ul style="list-style-type: none"> The two independent clauses should be closely related in meaning. The clauses should be able to stand alone as separate sentences. Do not use a coordinating conjunction (e.g., and, but, or) after the semicolon. <p>Provide example sentences that require the use of a semicolon. Instruct learners to read each sentence and identify the appropriate place to insert a semicolon.</p> <p>Ask learners to write three sentences of their own that require the use of a semicolon to connect related independent clauses.</p> <p>Select a few learners to share their sentences aloud, highlighting the proper use of semicolons.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Read each sentence and determine where a semicolon should be placed to connect the related independent clauses. Rewrite the sentence with the correct use of a semicolon.</p> <ol style="list-style-type: none"> 1. John has a busy schedule, he manages to find time for exercise. 2. The weather was sunny, the picnic was a great success. 3. The book was captivating, it kept me up all night. 4. She traveled to Paris, she fell in love with the city. 5. The team worked hard to prepare for the competition, they were determined to win. 	
<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: 21-07-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Dialogues	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes	Lesson: 1 of 1
Performance Indicator: Learners can create dialogues among multiple interlocutors		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 64			
Keywords: appropriate, advertisement			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of dialogue in storytelling and communication.</p> <p>Explain that dialogue brings characters to life, reveals their thoughts and emotions, and advances the plot in narratives.</p> <p>Ask learners to share examples of their favorite dialogues from books, movies, or plays.</p>		
PHASE 2: NEW LEARNING	<p>Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks.</p> <p>Write an example sentence on the board, such as: "She said, 'I can't wait to go to the party!'"</p> <p>Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation.</p> <p>Discuss the use of dialogue tags, action beats, and paragraph breaks to indicate different speakers and actions within a conversation.</p> <p>Distribute examples of dialogues or short scripts involving multiple interlocutors.</p> <p>Let learners read the dialogues and identify the different speakers. Discuss the structure, punctuation, and character development in the dialogues as a class.</p> <p><u>Assessment</u> Divide the learners into small groups. Provide each group with a writing prompt or scenario, such as "A group of friends planning a surprise party" or "A family discussing vacation destinations."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Engage each group to create a dialogue involving at least three interlocutors based on the given prompt.</p> <p>Have each group select a spokesperson to present their dialogue to the class.</p> <p>After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.</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>	

Week Ending: 21-07-2023	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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners take turns to read aloud parts of the prose. Example: Ripples</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <p>1. In which general setting does the story take place?</p> <p>2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech?</p> <p>3. Mama Adamu had decided to give Abi' <i>the special gift</i>'. Considering what really that "gift" was, the word special could be said to be _____</p> <p>4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that makes you picture Sayibu in your mind is an example of _____"</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	5. Sayibu's bark was worse than his bite. The expression in italics is an example of	
	6. What is the theme of the story?	
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.	