

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 10

Week Ending: 01-09-2023	Day:	Subject: English Language	
Duration:		Strand: Oral language	
Class: B8	Class Size:	Sub Strand: Consonant Sounds (nasals and affricates)	
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context	Lesson: 1 of 1
Performance Indicator: Learners can produce consonant sounds (nasals and affricates) in context		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 63			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	<p>Prepare a list of words that include both nasal and non-nasal sounds. For example: "sun," "run," "cat," "rat," "moon," "mood," "pin," "bin," etc.</p> <p>Read aloud the words, emphasizing the nasal sounds (like [n] and [m]) and non-nasal sounds.</p> <p>Ask learners to listen carefully and categorize each word as either having a nasal sound or not.</p> <p>Explain the concept of an affricate sound, which is a combination of a stop sound and a fricative sound.</p> <p>Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound.</p> <p>Provide a list of words containing the target sound, like "cheese," "church," "judge," "giant," etc.</p> <p>Have learners practice saying these words, focusing on the accurate articulation of the affricate sound.</p> <p><u>Assessment</u> Create a short story or a few sentences that include words with nasals and affricates.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	Have learners retell the story themselves, paying attention to these sounds.	
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: 01-09-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	Indicator: B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas	Lesson: 1 of 1
Performance Indicator: Learners can determine the central idea in paragraphs and analyse to identify supporting ideas		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	Display a simple, short paragraph on the board. Ask students to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board. Guide learners to discuss the terms "central idea" and "supporting details". Explain that the central idea is what the text is mostly about, while supporting details back up or explain the central idea. Revisit the initial paragraph and identify the central idea and supporting details together as a class. Highlight or underline the details to visually represent their role. <u>Assessment</u> Divide learners into pairs or small groups. Provide each group with a new paragraph or short text. Instruct each group to identify the central idea first and then underline or highlight the supporting details.	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.	
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Week Ending: 01-09-2023		Day:	Subject: English Language
Duration: 60mins		Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Vocabulary	
Content Standard: B8.3.3.1: Demonstrate appropriate use of vocabulary in communication		Indicator: B8.3.3.1.1. Use vocabulary appropriately in speaking and writing	Lesson: 1 of 1
Performance Indicator: Learners can use vocabulary appropriately in speaking and writing		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	Display sentences and ask students to replace the underlined word with another that has a similar denotation but a different connotation, changing the tone of the sentence. For instance, "The room was small" could change to "The room was cozy." Provide students with word cards. They should match synonyms, find antonyms, and create analogies. Ask students to write short passages using words with similar denotations but different connotations to change the mood of the passage. E.g., describing a house in both a positive and negative light using different words. Have a few students share their analogies and connotation writings. Discuss how understanding word relationships and connotations can improve both their reading comprehension and their writing. <u>Assessment</u> Provide the right Analogies to make the sentences true. Ocean is to water as desert is to _____. Chef is to kitchen as pilot is to _____. Whisper is to quiet as shout is to _____.	Word cards, sentence cards, letter cards, handwriting on a manila card	

<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><u>Homework</u></p> <ol style="list-style-type: none">1. Identify at least three words with strong connotations and discuss their feelings associated with each.2. Write three analogies based on content from their current reading assignments.	
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Week Ending: 01-09-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Writing
Class: B8	Class Size:	Sub Strand: Interpret Non-Textual Elements
Content Standard: B8.4.3.1: Research to build and present knowledge	Indicator: B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing	Lesson: 1 of 1
Performance Indicator: Learners can use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing		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	Display a simple bar graph on the board. Ask learners about what they observe and what information they can infer. Elicit responses and discuss the importance of such non-textual elements in providing information. Introduce the different types of non-textual elements: figures, tables, graphs, and maps. Discuss how each provides specific types of information and how they can be related to accompanying text. Show a table and explain how to read the data, or a map and explain how to interpret the legends, scales, and symbols. Provide learners with examples containing a mix of non-textual elements. Work through the first example together. For instance, if it's a graph, discuss the X and Y axis, the data presented, and what inferences can be made. Pair up learners and assign each pair a different non-textual element to interpret. Ask learners to read the passage and then interpret the associated non-textual element, answering questions like: <ul style="list-style-type: none"> • What does the graph/table/map/figure show? • How does it relate to the text? • What information can be gathered from it? 	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: 01-09-2023	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	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 Colour Of God 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.	