

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 18-08-2023		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	Guide learners to explain the concept of nasal and affricate consonant sounds.		Word cards, sentence cards, letter cards, handwriting on a manila card
	Explain that nasal sounds like /m/ and /n/ occur when air passes through the nose, while affricates like /tʃ/ and /dʒ/ involve a stop and a fricative at the same place of articulation.		
	Use a list of words that include nasal and affricate sounds. Pronounce each word, emphasizing the nasal or affricate sound. Explain the mouth and tongue positions for producing these sounds.		
	Have learners practice distinguishing between nasal and affricate sounds in context. Provide examples of words and have the learners identify whether the word contains a nasal or affricate sound.		
	Play a recording of a text or conversation that includes a number of nasal and affricate sounds. Have the learners listen carefully and identify the words that contain these sounds.		
Provide worksheets with phrases and sentences that incorporate nasal and affricate sounds. Have the learners practice reading these out loud, focusing on the accurate			

	<p>production of nasal and affricate sounds in connected speech.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. The sounds /m/ and /n/ are examples of _____ sounds. 2. The sounds /tʃ/ and /dʒ/ are examples of _____ sounds. 3. When pronouncing the affricate sound /tʃ/, the air is first _____, then released with a friction-like sound. 4. The sound /m/ is a(n) _____ sound, while the sound /tʃ/ is a(n) _____ sound. 5. The word "jam" contains a(n) _____ sound. 6. The word "nose" contains a(n) _____ sound. 	
<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: 18-08-2023	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: B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts	Lesson: 1 of 1
Performance Indicator: Learners can integrate appropriate grade level vocabulary in different 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>Revise with learners on the previous lesson.</p> <p>Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Display a few vocabulary word cards (without definitions) related to the passage.</p> <p>In pairs or small groups, ask learners to predict the meanings of the words based on their prior knowledge and the context of the passage.</p> <p>Have learners read the selected passage individually or in pairs.</p> <p>Encourage active reading by asking them to underline or highlight any vocabulary words they encounter.</p> <p>Instruct learners to write the underlined words in their notebooks and attempt to define them based on the context of the passage.</p> <p>After reading, discuss the vocabulary words as a class</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<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: 18-08-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Use of Apostrophe
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context
		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
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>Revise with learners to explain what an apostrophe is and its two main uses:</p> <ul style="list-style-type: none"> • to show possession (John's book) and • to indicate the omission of letters or numbers (it's for it is, '60s for 1960s). <p>Provide groups of learners with a list of phrases describing ownership and ask them to convert those using apostrophes to indicate possession. For example, the book that belongs to John would be converted to John's book.</p> <p>Let the groups share their answers with the rest of the class.</p> <p>Provide learners with sentences where some words need to be replaced with contractions. For example, "do not touch my book" should become "don't touch my book".</p> <p>Learners can write their answers on their own paper, then you can review the answers as a class.</p> <p>Have learners come up with their own sentences that demonstrate the use of the apostrophe. They should try to include both possessive and contraction uses of the apostrophe in their sentences.</p> <p>Pair up the learners and have them swap their sentences from Activity 4. Each learner should review their partner's sentences, checking for correct use of the apostrophe.</p> <p>Assessment</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Convert the following phrases to use an apostrophe to show possession:</p> <ol style="list-style-type: none"> 1. The book that belongs to John: _____ 2. The car that belongs to Mrs. Smith: _____ 3. The house that is owned by the Johnsons: _____ 4. The project that was completed by the learners: _____ <p>Replace the underlined words with contractions in the following sentences:</p> <ol style="list-style-type: none"> 1. "You <u>cannot</u> take my phone." 2. "She <u>will not</u> participate in the dance competition." 3. "We <u>are not</u> going to the park today." 	
<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: 18-08-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Speech Writing
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations	Indicator: B8.4.2.2.5. Compose speeches for different purposes and occasions	Lesson: 1 of 1
Performance Indicator: Learners can compose speeches for different purposes and occasions		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Write this question on the board. <i>“Imagine you have been elected as the class president. Write a speech you would deliver to your classmates about your plans for the coming school year.”</i></p> <p>Have learners brainstorm ideas for their speeches. What plans do they have for the coming school year if they were class president? Learners can note down their ideas.</p> <p>Guide the learners to create an outline for their speeches using their brainstormed ideas. They should have a clear introduction (greeting, self-introduction, thanks for election), a body (presentation of the plans), and a conclusion (inspiring message, call-to-action).</p> <p>Using their outlines, learners write a first draft of their speeches. Remind them to use persuasive language to convey their plans and create a connection with their audience.</p> <p>Have learners exchange their speech drafts and give each other constructive feedback. They should look for clarity, persuasiveness, and overall structure.</p> <p><u>Assessment</u></p> <p>I. You have been chosen to speak at a community event about the importance of environmental conservation.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Write a persuasive speech encouraging community members to take action to protect the environment.</p> <ol style="list-style-type: none"> 2. You are speaking at the school's talent show. Write a speech explaining the importance of expressing oneself through arts and culture. 3. Your school is organizing a charity event to support a local children's hospital. Write a speech you would deliver to encourage your peers and their families to contribute to the cause. 4. Your school is celebrating its 50th anniversary, and you have been selected to give a speech during the celebration. Write a speech highlighting the history of the school, its achievements, and your personal experiences. 	
<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: 18-08-2023	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: Mama Is Sunrise. 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. <u>Assessment</u> 1. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.	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.	