

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 25-08-2023	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	<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. Have learners retell the story themselves, paying attention to these sounds.</p>		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.	
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Week Ending: 25-08-2023		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 analyze 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 learners 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.		

Week Ending: 25-08-2023		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	<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>On the board, write down a word (e.g., "happy"). Ask learners for synonyms and antonyms of that word.</p> <p>Discuss the feelings associated with the word "happy" (connotations) and its basic definition (denotation).</p> <p>Define the terms: synonym, antonym, analogy, denotation, and connotation. Use examples for each.</p> <p>Display sentences replacing words with their synonyms and discuss how the meaning slightly changes based on connotation.</p> <p>Introduce the concept of analogy, using familiar comparisons. E.g., "Finger is to hand as toe is to foot."</p> <p>Provide learners with a list of words. In pairs, they should come up with synonyms and antonyms for each.</p> <p>Provide a half-completed analogy and ask pairs to complete them. E.g., "Book is to reading as fork is to _____."</p> <p><u>Assessment</u> Find the Synonyms for the underlined words. 1. The weather today is <u>pleasant</u>.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>2. She is <u>brave</u> enough to face her fears and challenges head-on.</p> <p>3. The teacher's <u>calm</u> demeanor helped the learners relax during the test</p> <p>Fill the blanks with the correct Antonyms to make the sentences complete.</p> <p>1. The <u>tall</u> tower contrasts with the ____ building next to it.</p> <p>2. The <u>happy</u> puppy's energy is quite different from the ____ cat's behavior.</p> <p>3. In the story, the <u>dark</u> forest is the opposite of the ____ and open field.</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: 25-08-2023	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: 25-08-2023		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	<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: Debbie, Sandy And Pepe.</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> <ol style="list-style-type: none"> 1. Describe the setting of the girls finding the bird Pepe? 2. Debbie looked at the bird Pepe and said this of its peak: 'it looks like yellow plastic.' what figure of speech is used in this description. 3. "Poor little thing" crooned Debbie as she stroked the shivering bundle. What is that shivering bundle? 4. The genre or style of writing used in, Debbie, Sandy and Pepe is an example of 5. "She reached and gently slid her hand under the tiny body and lifted him out. <u>He was cold and stiff.</u>" The underlined words indicate a state of 	<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>		