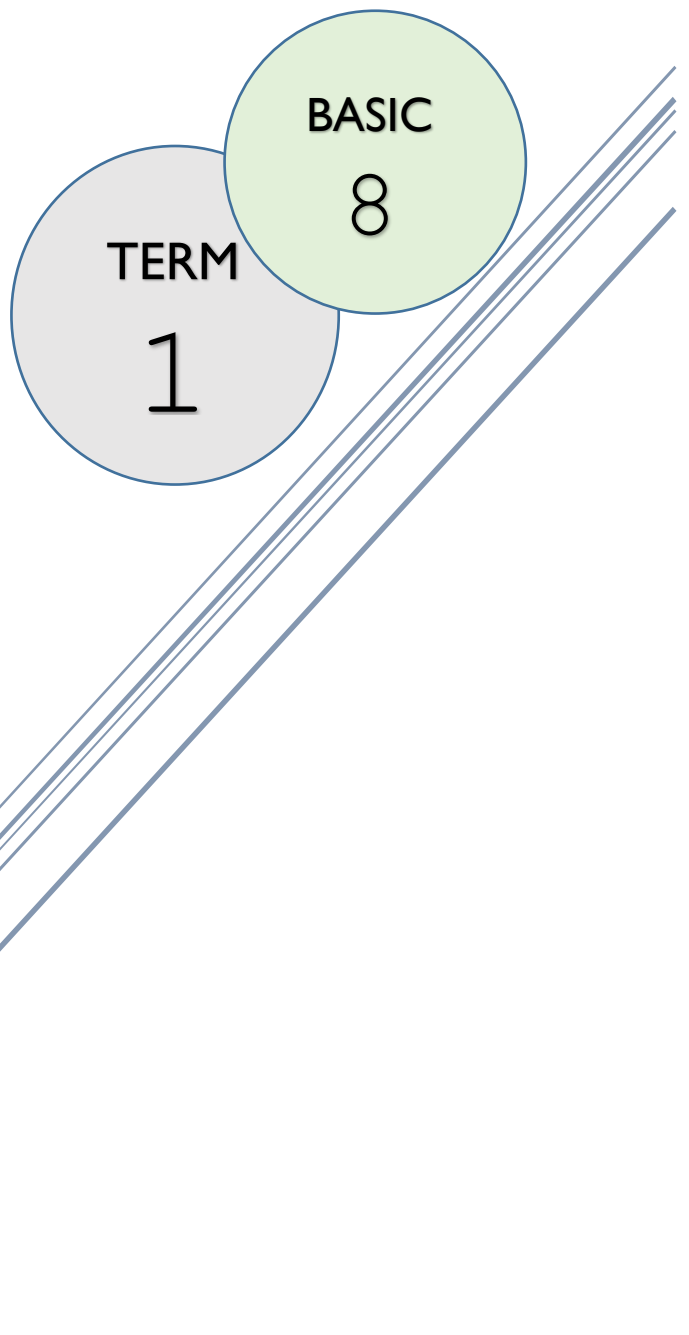


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

ENGLISH LANGUAGE



FAYOL INC
0547824419

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Oral language	Conversation	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.1	
	Grammar	Plural Forms Of Nouns	B8.3.1.1.1	
	Writing	Use of cohesive devices	B8.4.1.1.1	
	Literature	Characters In Texts	B8.5.1.1.1.	
2	Oral language	Conversation	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.1	
	Grammar	Plural Forms Of Nouns	B8.3.1.1.1	
	Writing	Use of cohesive devices	B8.4.1.1.1	
	Literature	Characters In Texts	B8.5.1.1.1.	
3	Oral language	Conversation	B8.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.1	
	Grammar	Plural Forms Of Nouns	B8.3.1.1.1	
	Writing	Use of cohesive devices	B8.4.1.1.1	
	Literature	Types Of Poems	B8.5.1.1.2	
4	Oral language	Conversation	B8.1.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.2	
	Grammar	Relative Pronouns	B8.3.1.1.2	
	Writing	Use of cohesive devices	B8.4.1.2.1	
	Literature	Types Of Poems	B8.5.1.1.2	
5	Oral language	Conversation	B8.1.1.1.2	

	Reading	Comprehension	B8.2.1.1.2	Word cards, sentence cards, letter cards, handwriting on a manila card
	Grammar	Relative Pronouns	B8.3.1.1.2	
	Writing	Use of cohesive devices	B8.4.1.2.1	
	Literature	Drama	B8.5.1.1.3	
6	Oral language	Conversation	B8.1.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.2	
	Grammar	Relative Pronouns	B8.3.1.1.2	
	Writing	Use of cohesive devices	B8.4.1.2.1	
	Literature	Drama	B8.5.1.1.3	
7	Oral language	Conversation	B8.1.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.3	
	Grammar	Adjectives	B8.3.1.1.3	
	Writing	Narrative Writing	B8.4.2.1.1.	
	Literature	Literary Devices	B8.5.1.1.4	
8	Oral language	Conversation	B8.1.1.1.3	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.3	
	Grammar	Adjectives	B8.3.1.1.3	
	Writing	Narrative Writing	B8.4.2.1.1.	
	Literature	Literary Devices	B8.5.1.1.4	
9	Oral language	Conversation	B8.1.1.1.4	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.1.3	
	Grammar	Adjectives	B8.3.1.1.3	
	Writing	Narrative Writing	B8.4.2.1.1.	

	Literature	The Cockcrow	B8.5.1.1.5	
10	Oral language	Conversation	B8.1.1.1.4	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.2.1	
	Grammar	Verbs	B8.3.1.1.4	
	Writing	Narrative Writing	B8.4.2.1.2	
	Literature	The Cockcrow	B8.5.1.1.5	
11	Oral language	Conversation	B8.1.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.2.1	
	Grammar	Verbs	B8.3.1.1.4	
	Writing	Narrative Writing	B8.4.2.1.2	
	Literature	The Cockcrow	B8.5.1.1.5	
12	Oral language	Conversation	B8.1.1.1.5	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension	B8.2.1.2.1	
	Grammar	Verbs	B8.3.1.1.4	
	Writing	Narrative Writing	B8.4.2.1.2	
	Literature	The Cockcrow	B8.5.1.1.5	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 13-01-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B8.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	
Performance Indicator: Learners can use appropriate register in everyday communication		Lesson: 1 of 1	
Core Competencies: Communication and Collaboration, Personal Development and Leadership			
Reference : English Language Pg. 38			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings.</p> <p>Use appropriate language to participate in formal interactions. (No slang/jargon).</p> <p>Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc.</p> <p>Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc.</p> <p>NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication.</p> <p><u>Assessment</u> Learners in groups role play scenarios using formal language on themes of their choice. Give feedback to guide them.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
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>		

	Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 13-01-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	Lesson: 1 of 1
Performance Indicator: Learners can use monitoring and mental visualization to engage and understand non-fictional texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</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: 13-01-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Plural Forms Of Nouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages E.g. mouse – mice, child – children, sheep – sheep, half – halves. Use plural noun forms in paragraphs. Identify and use plural forms of compound nouns correctly in a variety of communication. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	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.	

Week Ending: 13-01-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Use of cohesive devices	
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	Lesson: 1 of 1	
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 56			
Keywords: appropriate, advertisement			
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	Use logical connectors to create a cohesive paragraph. Use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). Use defining and non-defining relative clauses to expand sentences. Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. Communication	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: 13-01-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Characters In Texts
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 analyze the types of characters in texts		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	Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts. Guide learners to compare different types of characters in two texts. Create texts to illustrate different types of characters.	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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 20-01-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B8.1.1.1. Use appropriate register in everyday communication (informal) with diverse partners on grade-level topics/texts/issues	
Performance Indicator: Learners can use appropriate register in everyday communication		Lesson: 1 of 1	
Core Competencies: Communication and Collaboration, Personal Development and Leadership			
Reference : English Language Pg. 38			
Keywords: traditions, informal, communication			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to close their eyes and imagine a wedding.</p> <p>Give learners a minute to imagine and then ask them to raise their hand and tell you what they imagined.</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Write learners response on the board and discuss with them.</p> <p>Paste a chart on the board for learners to observe. Have them understand that they are all traditions that are common in different countries when couples get married.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. In the Congo the bride and groom are not allowed to smile on their wedding day. 2. In Germany the bride and groom clean up broken dishes together. 3. In the Czech Republic a baby is put on the couple's bed before the ceremony. <p>Read the statements. Have learners work in pairs to think of a reason for each one.</p> <p>Guide learners to use the correct pronunciation and phrases in their conversation.</p> <p>Example: <i>When you discuss a subject with your friends, what phrases can you use in English to give your opinion?</i> (Answers: I think/believe ... In my opinion ...)</p> <p><i>When you want to agree with someone what phrases can you use?</i> (Answers: I agree, I believe that is true).</p> <p><i>When you want to disagree with someone what phrases can you use?</i> (Answers: That's a good point but ... I'm disagree ... No way!)</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p><u>Assessment</u> Write a dialogue on the board. Ask learners in turns to read aloud and act the characters.</p> <p><i>Gabriel: I think you should spend lots of money on a wedding.</i> <i>Favour: I agree! It's a special day in your life.</i> <i>Claudetta: I'm not sure. Some people can't afford it and they borrow a lot of money from their family.</i></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: 20-01-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	Lesson: 1 of 1
Performance Indicator: Learners can use monitoring and mental visualization to engage and understand non-fictional texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords: interaction, necessary, connections		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</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: 20-01-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Plural Forms Of Nouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages E.g. mouse – mice, child – children, sheep – sheep, half – halves. Use plural noun forms in paragraphs. Identify and use plural forms of compound nouns correctly in a variety of communication. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	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.	

Week Ending: 20-01-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Use of cohesive devices	
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	Lesson: 1 of 1	
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 56			
Keywords: appropriate, advertisement			
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	Guide learners to use logical connectors to create a cohesive paragraph. Have learners use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). Guide learners to use defining and non-defining relative clauses to expand sentences. Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.	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: 20-01-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Characters In Texts
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 analyze the types of characters in texts		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	Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts. Guide learners to compare different types of characters in two texts. Create texts to illustrate different types of characters.	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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 27-01-2023	Day:	Subject: English Language												
Duration: 60mins		Strand: Oral Language												
Class: B8	Class Size:	Sub Strand: Conversation												
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B8.1.1.1.1. Use appropriate register in everyday communication (informal) with diverse partners on grade-level topics/texts/issues		Lesson: 1 of 1										
Performance Indicator: Learners can use appropriate register in everyday communication			Core Competencies: Communication and Collaboration, Personal Development and Leadership											
Reference : English Language Pg. 38														
Keywords: story, informal, communication														
Phase/Duration	Learners Activities			Resources										
PHASE 1: STARTER	<p>Ask learners to think about a special occasion or special event that you went to.</p> <ul style="list-style-type: none"> • What was good about it? • Why did you like it? <p>Have learners raise their hand to answer.</p> <p>Introduce the topic and share performance indicators with learners.</p>													
PHASE 2: NEW LEARNING	<p>Ask learners to choose a special occasion or an event that they went to. Think of something important to you that you remember well.</p> <p>Give learners a minute to think.</p> <p>Who is there? What are you wearing? What can you see? What can you hear? Is there music? Are people talking? What can you smell? Is there food?</p> <p>Have learners write these headings on the board</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">See</td> <td style="width: 15%;">Hear</td> <td style="width: 15%;">Smell</td> <td style="width: 15%;">Taste</td> <td style="width: 15%;">touch</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Task learners to copy this table and write down all of the things that they can remember about the event.</p> <p>Write them down in the correct column. Try to remember as much as you can. Don't write sentences; just write words and ideas.</p>			See	Hear	Smell	Taste	touch						Word cards, sentence cards, letter cards, handwriting on a manila card
See	Hear	Smell	Taste	touch										

	<p>Give learners time to write their ideas into their exercise books. Move around the classroom to make sure learners understand and are doing the task.</p> <p>Guide learners to use their own ideas to say stories. Let them start the story by saying 'I will never forget the time when...' This means you are going to talk about something very important to you.</p> <p>Encourage learners to say their stories using past simple and past continuous tense.</p> <p><u>Assessment</u> In pairs, let learners practice telling their story to their partners</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: 27-01-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts	Lesson: 1 of 1
Performance Indicator: Learners can use monitoring and mental visualization to engage and understand non-fictional texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords: interaction, necessary, connections		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Learners are engaged in narrative texts to create mental pictures to aid understanding.</p> <p>Have learners to read fluently to build confidence.</p> <p>Learners are engaged in meaningful interaction with text and peers.</p> <p>Monitor for understanding and self-correct where necessary.</p> <p>Let learners make connections with what is read to own experiences.</p> <p><u>Assessment</u> Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts</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: 27-01-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Plural Forms Of Nouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.	Lesson: 1 of 1
Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types. Engage learners Categorize plural noun forms (emphasis on irregular nouns) in passages E.g. mouse – mice, child – children, sheep – sheep, half – halves. Use plural noun forms in paragraphs. Identify and use plural forms of compound nouns correctly in a variety of communication. <u>Assessment</u> In pairs, have learners to read passages and underline all the nouns in the passage.	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.	

Week Ending: 27-01-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Use of cohesive devices	
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices	Lesson: 1 of 1	
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 56			
Keywords: appropriate, advertisement			
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	Guide learners to use logical connectors to create a cohesive paragraph. Have learners use repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning). Guide learners to use defining and non-defining relative clauses to expand sentences. Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.	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: 27-01-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Types Of Poems
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.2. Examine the features of different types of poems
Performance Indicator: Learners can examine the features of different types of poems		Lesson: 1 of 1
Performance Indicator: Learners can examine the features of different types of poems		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	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.). Have learners compose different types of poems (sonnet, acrostic, haiku etc.). In groups, let learners perform different types of poems	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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 03-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion	Lesson: 1 of 1
Performance Indicator: Learners can ask relevant questions to find out the opinion of others about a given topic		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 38		
Keywords: story, informal, communication		
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>Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic.</p> <p>Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions.</p> <p>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</p> <p>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</p> <p>Have the group respond to the questions to give further clarifications</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <p>Encourage learners to ask and answer questions for clarification about key details.</p> <p>Ensure appropriate vocabulary use by dropping hints and showing word cards</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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: 03-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can use prediction to assess and improve engagement and understanding of non-fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords: interaction, necessary, connections		
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	Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better understand or to recall facts about events. Restate the gist/main idea and key details. Monitor your understanding of the text. Explain and support personal response to text. Develop own experience using textual evidence. Generate thought-provoking questions	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: 03-02-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Relative Pronouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing	Lesson: 1 of 1
Performance Indicator: Learners can use relative pronouns correctly in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are helpful	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.	

Week Ending: 03-02-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.	Lesson: 1 of 1
Performance Indicator: Learners can use different techniques to capture the reader's attention in paragraphs		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 57		
Keywords: appropriate, advertisement		
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	Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc. Have learners rite introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type. Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> • Contrast: however, nevertheless, although, though, on the other hand, etc. • Cause/effect: because, therefore, as a result, consequently, etc. • Conditions: if, provided that, unless, etc. 	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: 03-02-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Types Of Poems
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.2. Examine the features of different types of poems
		Lesson: 1 of 1
Performance Indicator: Learners can examine the features of different types of poems		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	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.). Have learners compose different types of poems (sonnet, acrostic, haiku etc.). In groups, let learners perform different types of poems	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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 03-02-2023	Day:	Subject: Ghanaian Language
Duration: 60MINS		Strand: Language & Usage
Class: B8	Class Size:	Sub Strand: Concrete Nouns
Content Standard: B8.4.2.1 Demonstrate knowledge and understanding of nouns, pronouns and adjectives	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them	Lesson: 1 of 1
Performance Indicator: Learners can explore the use of concrete nouns in speech and writing		Core Competencies: CC 7.3: CC 8.2: DL 5.3:
Reference: Ghanaian Language Curriculum Pg. 45		
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	Start by asking learners to mention names of objects and items in the classroom and outside the classroom. Paste a chart showing pictures of items that are common to learners. Let learners identify and relate to the items. Brainstorm learners to mention the five senses of humans. Guide learners to understand that objects and things that can be experienced through the five senses (feel, touch, smell, hear and see) are concrete nouns. Have learners to mention and demonstrate more examples of concrete nouns. Example: I can see this bag, touch and feel it, so it is a concrete noun. <u>Assessment</u> Write different words on the board. Learners read and decide whether it is concrete or abstract. They can also draw and color the word if it is a concrete noun.	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
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: 03-02-2023	DAY:	Subject: Ghanaian Language	
Duration: 50MINS		Strand: Composition Writing	
Class: B8	Class Size:	Sub Strand: Letter Writing	
Content Standard: B8.5.1.1 Demonstrate knowledge and understanding in the ability to write meaningful compositions on the various text types		Indicator: B8.5.1.1.1 Develop coherent essays using the features of given text types.	Lesson: 1 OF 1
Performance Indicator: Learners can write good semi-formal letters		Core Competencies: Communication and Collaboration (CC), Cultural Identity and Global Citizenship	
References: Ghanaian Language Curriculum Pg. 55			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators with learners		
PHASE 2: NEW LEARNING	Discuss letter writing and its structure with learners. Show a sample of a letter to learners to point out the structure and features. Discuss the features and types of letters. Explain to learners the structure of semi-formal letters. Write a sample semi-formal letter on the board. Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters Write a semi-formal letter on the board. Assist learners to write semi-formal letters using controlled composition. Ask learners to point out the features and structure of the semi-formal letter written. Read a semi-formal letter to learners. Guide learners to write good semi-formal letters	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
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: 03-02-2023	DAY:	Subject: Ghanaian Language
Duration: 50mins		Strand: Literature
Class: B8	Class Size:	Sub Strand: Literature
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms.	Indicator: B8.6.1.1.1 Discuss the features of proverbs and idioms	Lesson: 1 of 1
Performance Indicator: Learners can discuss the features of proverbs and idioms		Core Competencies: CC 8.3
References : Ghanaian Language Curriculum Pg. 48		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on what was studied in the previous lesson. Share the performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners to describe the features of proverbs and idioms and give examples of each. Guide learners to identify and interpret proverbs and idioms in your language. Have learners state the occasions and situations in which the given proverbs and idioms are used. In groups, learners state the importance of proverbs and idioms.	Word cards, sentence cards, letter cards, Learners Reading Books
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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 10-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion	Lesson: 1 of 1
Performance Indicator: Learners can ask relevant questions to find out the opinion of others about a given topic		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 38		
Keywords: story, informal, communication		
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>Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic.</p> <p>Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions.</p> <p>Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</p> <p>Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</p> <p>Have the group respond to the questions to give further clarifications</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <p>Encourage learners to ask and answer questions for clarification about key details.</p> <p>Ensure appropriate vocabulary use by dropping hints and showing word cards</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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: 10-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can use prediction to assess and improve engagement and understanding of non-fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords: interaction, necessary, connections		
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	Through relevant questions, have learners make personal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. Have learners relate two or more ideas within the text or from different texts. Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better understand or to recall facts about events. Restate the gist/main idea and key details. Monitor your understanding of the text. Explain and support personal response to text. Develop own experience using textual evidence. Generate thought-provoking questions	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: 10-02-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Relative Pronouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing	Lesson: 1 of 1
Performance Indicator: Learners can use relative pronouns correctly in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are helpful <u>Assessment</u> Circle the relative pronouns in the sentences below. 1. The movie that I bought at the store was about a lion. 2. My brother, whom I admire, decided to give me his old baseball glove 3. I always have a difficult time with people who chew food with open mouth. 4. We saw the teacher with whom we had spoken earlier.	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.	

Week Ending: 10-02-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.	Lesson: 1 of 1
Performance Indicator: Learners can use different techniques to capture the reader's attention in paragraphs		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 57		
Keywords: appropriate, advertisement		
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	Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc. Have learners write introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type. Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> • Contrast: however, nevertheless, although, though, on the other hand, etc. • Cause/effect: because, therefore, as a result, consequently, etc. • Conditions: if, provided that, unless, etc. • Result: so, therefore, as a result, thus, etc. • Qualifying: but, however, although, except, etc. • Exemplification: for example, for instance, to illustrate, such as, namely, etc. • Highlighting: in particular, especially, mainly, particularly, above all, etc. <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Choose the correct conjunction from the list to complete these sentences.</p> <p><i>(While because but and so when then)</i></p> <ul style="list-style-type: none"> • The weather was very cold..... John wore gloves. • Paul was sad.....his cricket team had lost the match. • We waited for Sue she didn't turn up. Mary had her dinner..... went to bed. • The children washed their hands..... they had finished gardening. • We wanted to go to the beach..... it rained. • Charlie read a book.....he waited for the train. • Paul dropped the cup..... it broke. • Julie was a good girl.....she got a sticker. 	
<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: 10-02-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Drama
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts	Lesson: 1 of 1
Performance Indicator: Learners can examine the features of different types of poems		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	Brainstorm learners for the meaning of monologues and dialogues in texts <ul style="list-style-type: none"> • Monologue is a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme. • Dialogue is a written or spoken conversational exchange between two or more people. <p>Guide learners to identify monologues and dialogues in texts.</p> <p>Guide learners to create dialogue and monologue using appropriate punctuation</p> <p><u>Assessment</u> Learners in pairs Create dialogue and monologue using appropriate punctuation</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.	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 17-02-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate language orally to describe familiar places and events		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 39		
Keywords: story, informal, communication		
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	<p>Guide learners to identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs.</p> <p>Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context.</p> <p>Demonstrate the activity by describing a classroom object. • Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on).</p> <p>Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</p> <p>Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</p> <p>Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map</p> <p><u>Assessment</u> Ask learners to describe familiar places and events they have been to.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	E.g. a tourist site, a durbar of a festival.	
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: 17-02-2023	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: B8.5.1.1.3. 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	Have learners take turns to read aloud parts of the prose. Example: Desert Rivers 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a 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.	

Week Ending: 17-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can use prediction to assess and improve engagement and understanding of non-fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 8		
Keywords: interaction, necessary, connections		
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	Through relevant questions, have learners make personal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. Have learners relate two or more ideas within the text or from different texts. Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better understand or to recall facts about events. Restate the gist/main idea and key details. Monitor your understanding of the text. Explain and support personal response to text. Develop own experience using textual evidence. Generate thought-provoking questions	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: 17-02-2023		DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Relative Pronouns	
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing	Lesson: 1 of 1
Performance Indicator: Learners can use relative pronouns correctly in speaking and writing.		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 50			
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 construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are helpful <u>Assessment</u> Circle the relative pronouns in the sentences below. 5. The movie that I bought at the store was about a lion. 6. My brother, whom I admire, decided to give me his old baseball glove 7. I always have a difficult time with people who chew food with open mouth. 8. We saw the teacher with whom we had spoken earlier.	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.		

Week Ending: 17-02-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs.	Lesson: 1 of 1
Performance Indicator: Learners can use different techniques to capture the reader's attention in paragraphs		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 57		
Keywords: appropriate, advertisement		
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	<p>Guide learners to write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts etc.</p> <p>Have learners write introductory paragraphs showing how the sentences are organized in a logical sequence to create a coherence appropriate for the text type.</p> <p>Use logical connectors to link sentences in a paragraph:</p> <ul style="list-style-type: none"> • Contrast: however, nevertheless, although, though, on the other hand, etc. • Cause/effect: because, therefore, as a result, consequently, etc. • Conditions: if, provided that, unless, etc. • Result: so, therefore, as a result, thus, etc. • Qualifying: but, however, although, except, etc. • Exemplification: for example, for instance, to illustrate, such as, namely, etc. • Highlighting: in particular, especially, mainly, particularly, above all, etc. <p><u>Assessment</u> Choose the correct conjunction from the list to complete these sentences.</p> <p>(While because but and so when then)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • The weather was very cold..... John wore gloves. • Paul was sad.....his cricket team had lost the match. • We waited for Sue she didn't turn up. Mary had her dinner..... went to bed. • The children washed their hands..... they had finished gardening. • We wanted to go to the beach..... it rained. • Charlie read a book.....he waited for the train. • Paul dropped the cup..... it broke. • Julie was a good girl.....she got a sticker. 	
<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>	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 7

Week Ending: 24-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate language orally to describe familiar places and events		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 39		
Keywords: story, informal, communication		
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 identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs. Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context. Demonstrate the activity by describing a classroom object. Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on). Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc. Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy). Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map <u>Assessment</u> Ask learners to describe familiar places and events they have been to.	Word cards, sentence cards, letter cards, handwriting on a manila card

	E.g. a tourist site, a durbar of a festival.	
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: 24-02-2023	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: B8.5.1.1.3. 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	Have learners take turns to read aloud parts of the prose. Example: Desert Rivers 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a 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.	

Week Ending: 24-02-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords: interaction, necessary, connections		
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	Have a specified purpose for your reading Read the text closely for interpretation. Think actively as you read and monitor for comprehension. Make connections between texts and your prior experience to build confidence. Think about the sequence of events in the text. Identify and restate the key words in the questions and relate to the text. Generate relevant answers to different types of questions. <ul style="list-style-type: none"> • Right there questions • Think and search questions • Author and you questions • On your own questions 	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: 24-02-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Relative Pronouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
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	Use adjectives to provide vivid descriptions of participants: o opposing sides in a football match E.g. The team captain arrived wearing bushy hair. o settings (urban, rural, environment) E.g.: The hotel is situated in a serene environment. o materials (textile/cloth) o objects etc.	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.	

Week Ending: 24-02-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	Indicator: B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Lesson: 1 of 1
Performance Indicator: Learners can write personal narratives using effective techniques incorporating descriptive details and logical event sequences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 58		
Keywords: appropriate, advertisement		
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	Plan and record ideas detailing personal experiences or past events: o Use: - Descriptive details (setting, experiences or series of events). - First person's point of view to convey feelings, experiences and thoughts. - Appropriate grammatical structures. <input type="checkbox"/> adjectives and adjective phrases for producing vivid descriptions <input type="checkbox"/> adverbs and adverbials for describing how an action has been carried out <input type="checkbox"/> connectors for showing sequence of events <input type="checkbox"/> direct and indirect speech for variation and adding interest <ul style="list-style-type: none">• nouns and noun phrases (e.g., participants, objects)• prepositions and prepositional phrases• first-person pronouns	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Have learners publish writing using different media including ICT.</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>	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 03-03-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate language orally to describe familiar places and events		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 39		
Keywords: story, informal, communication		
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	<p>Guide learners to identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs.</p> <p>Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context.</p> <p>Demonstrate the activity by describing a classroom object. Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on).</p> <p>Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</p> <p>Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</p> <p>Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate these places on the map</p> <p><u>Assessment</u> Ask learners to describe familiar places and events they have been to.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	E.g. a tourist site, a durbar of a festival.	
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: 03-03-2023	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: B8.5.1.1.3. 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	Have learners take turns to read aloud parts of the prose. Example: The Dilemma of a Ghost 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a 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.	

Week Ending: 03-03-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords: interaction, necessary, connections		
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	Start by scanning the text quickly to get a general idea of the content and structure of the article or passage. This will help you identify the main idea and key points. Read the text carefully and pay attention to the details. Look for evidence that supports the author's main idea and arguments. Take notes as you read to help you remember important information and to organize your thoughts. This will also help you identify key points and arguments to support your answer. Identify the main idea of the text, which is usually stated in the introduction or conclusion. This will help you focus your answer and keep it relevant to the question. Look for evidence in the text to support your answer. This may include statistics, examples, or quotes from experts. Analyze the text to understand how the author presents their ideas and arguments. This will help you evaluate the credibility of the author and identify any biases or assumptions.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.</p> <p>Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.</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: 03-03-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Relative Pronouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication		Indicator: B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
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	<p>Guide learners to use adjectives to provide vivid descriptions of participants:</p> <ul style="list-style-type: none"> • Think about the personality traits that best describe the participant. • Consider the participant's appearance. What do they look like? Are they tall or short? Thin or heavyset? • Describe the participant's behavior or actions. • Use sensory details to bring the participant to life. <p>Write examples on the board as learners read aloud. Learners in pairs write examples on their own and present to class.</p> <ol style="list-style-type: none"> 1. <i>The enthusiastic and energetic participants eagerly awaited the start of the race.</i> 2. <i>The curious and engaged students listened intently to the guest speaker's presentation.</i> 3. <i>The talented and passionate musicians performed a beautiful and emotive piece of music.</i> 4. <i>The friendly and welcoming hosts greeted their guests with warm smiles and open arms.</i> 5. <i>The determined and focused athletes pushed themselves to their limits in the grueling competition.</i> <p><u>Assessment</u> Learners in pairs write examples on their own and present to class</p> <ol style="list-style-type: none"> 1. <i>The diverse and multicultural group of attendees brought a wide range of perspectives and experiences to the discussion.</i> 2. <i>The knowledgeable and experienced professionals provided valuable insights and advice to the audience.</i> 3. <i>The confident and charismatic leader captivated the crowd with their inspiring and motivational speech.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><i>4. The creative and innovative thinkers brainstormed new ideas and solutions to complex problems</i></p> <p><i>5. The caring and compassionate volunteers worked tirelessly to help those in need.</i></p>	
<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: 03-03-2023		Day:	Subject: English Language
Duration: 50MINS		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Use of cohesive devices	
Content Standard: B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts		Indicator: B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Lesson: 1 of 1
Performance Indicator: Learners can write personal narratives using effective techniques incorporating descriptive details and logical event sequences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 58			
Keywords: appropriate, advertisement			
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	Plan and record ideas detailing personal experiences or past events: o Use: - Descriptive details (setting, experiences or series of events). - First person's point of view to convey feelings, experiences and thoughts. - Appropriate grammatical structures. <input type="checkbox"/> adjectives and adjective phrases for producing vivid descriptions <input type="checkbox"/> adverbs and adverbials for describing how an action has been carried out <input type="checkbox"/> connectors for showing sequence of events <input type="checkbox"/> direct and indirect speech for variation and adding interest <ul style="list-style-type: none"> • nouns and noun phrases (e.g., participants, objects) • prepositions and prepositional phrases • first-person pronouns 		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).</p> <p>Have learners publish writing using different media including ICT.</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>	

FIRST TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 10-03-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	Indicator: B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations		Lesson: 1 of 1
Performance Indicator: Learners can listen to and give accurate directions of complex routes to different locations		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 39			
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	Have learners listen to and identify vocabulary and expressions used in giving accurate directions to complex locations e.g. street names, complex prepositions (in between, etc.), quite a distance, a day's journey, etc. Learners use relatively permanent landmarks as guides to specific locations e.g. high-rises, supermarkets avenues churches, mosques, schools, hospital, etc. Guide learners to use these in giving directions to complex locations e.g. from the airport to the Jubilee House	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: 10-03-2023	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: B8.5.1.1.3. 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	Have learners take turns to read aloud parts of the prose. Example: A Wreath Of Tears 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a 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.	

Week Ending: 10-03-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts	Lesson: 1 of 1
Performance Indicator: Learners can generate and answer questions to increase confidence and independent reading through a variety of non- fiction texts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords: interaction, necessary, connections		
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	Start by scanning the text quickly to get a general idea of the content and structure of the article or passage. This will help you identify the main idea and key points. Read the text carefully and pay attention to the details. Look for evidence that supports the author's main idea and arguments. Take notes as you read to help you remember important information and to organize your thoughts. This will also help you identify key points and arguments to support your answer. Identify the main idea of the text, which is usually stated in the introduction or conclusion. This will help you focus your answer and keep it relevant to the question. Look for evidence in the text to support your answer. This may include statistics, examples, or quotes from experts. Analyze the text to understand how the author presents their ideas and arguments. This will help you evaluate the credibility of the author and identify any biases or assumptions.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.</p> <p>Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.</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: 10-03-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Relative Pronouns
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
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	<p>Guide learners to use adjectives to provide vivid descriptions of participants:</p> <ul style="list-style-type: none"> • Think about the personality traits that best describe the participant. • Consider the participant's appearance. What do they look like? Are they tall or short? Thin or heavyset? • Describe the participant's behavior or actions. • Use sensory details to bring the participant to life. <p>Write examples on the board as learners read aloud. Learners in pairs write examples on their own and present to class.</p> <ol style="list-style-type: none"> 1. <i>The enthusiastic and energetic participants eagerly awaited the start of the race.</i> 2. <i>The curious and engaged students listened intently to the guest speaker's presentation.</i> 3. <i>The talented and passionate musicians performed a beautiful and emotive piece of music.</i> 4. <i>The friendly and welcoming hosts greeted their guests with warm smiles and open arms.</i> 5. <i>The determined and focused athletes pushed themselves to their limits in the grueling competition.</i> <p><u>Assessment</u> Learners in pairs write examples on their own and present to class</p> <ol style="list-style-type: none"> 1. <i>The diverse and multicultural group of attendees brought a wide range of perspectives and experiences to the discussion.</i> 2. <i>The knowledgeable and experienced professionals provided valuable insights and advice to the audience.</i> 3. <i>The confident and charismatic leader captivated the crowd with their inspiring and motivational speech.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><i>4. The creative and innovative thinkers brainstormed new ideas and solutions to complex problems</i></p> <p><i>5. The caring and compassionate volunteers worked tirelessly to help those in need.</i></p>	
<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: 10-03-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Use of cohesive devices
Content Standard: B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	Indicator: B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Lesson: 1 of 1
Performance Indicator: Learners can write personal narratives using effective techniques incorporating descriptive details and logical event sequences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 58		
Keywords: appropriate, advertisement		
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	Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. Guide learners with the questions below: i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? Have learners read their partners' draft and offer suggestions. Encourage learners to make as many changes as are necessary to improve their drafts. Have learners make a clean draft for publishing	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.	

FIRST TERM
WEEKLY LESSON NOTES – B8
WEEK 10
REVISION AND END OF TERM ASSESSMENT

Week Ending: 17-03-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 39		
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	Have learners listen to and identify vocabulary and expressions used in giving accurate directions to complex locations e.g. street names, complex prepositions (in between, etc.), quite a distance, a day's journey, etc. Learners use relatively permanent landmarks as guides to specific locations e.g. high-rises, supermarkets avenues churches, mosques, schools, hospital, etc. Guide learners to use these in giving directions to complex locations e.g. from the airport to the Jubilee House	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: 17-03-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: Communication and Collaboration, Personal Development and Leadership
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	Have learners take turns to read aloud parts of the prose. Example: A Wreath Of Tears 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a 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.	

Week Ending: 17-03-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords: interaction, necessary, connections		
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>Start by scanning the text quickly to get a general idea of the content and structure of the article or passage. This will help you identify the main idea and key points.</p> <p>Read the text carefully and pay attention to the details. Look for evidence that supports the author's main idea and arguments.</p> <p>Take notes as you read to help you remember important information and to organize your thoughts. This will also help you identify key points and arguments to support your answer.</p> <p>Identify the main idea of the text, which is usually stated in the introduction or conclusion. This will help you focus your answer and keep it relevant to the question.</p> <p>Look for evidence in the text to support your answer. This may include statistics, examples, or quotes from experts.</p> <p>Analyze the text to understand how the author presents their ideas and arguments. This will help you evaluate the credibility of the author and identify any biases or assumptions.</p> <p>Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.	
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: 17-03-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Development and Leadership		
References: English Language Curriculum Pg. 50		

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	<p>Guide learners to use adjectives to provide vivid descriptions of participants:</p> <ul style="list-style-type: none"> • Think about the personality traits that best describe the participant. • Consider the participant's appearance. What do they look like? Are they tall or short? Thin or heavyset? • Describe the participant's behavior or actions. • Use sensory details to bring the participant to life. <p>Write examples on the board as learners read aloud. Learners in pairs write examples on their own and present to class.</p> <ol style="list-style-type: none"> 1. <i>The enthusiastic and energetic participants eagerly awaited the start of the race.</i> 2. <i>The curious and engaged students listened intently to the guest speaker's presentation.</i> 3. <i>The talented and passionate musicians performed a beautiful and emotive piece of music.</i> 4. <i>The friendly and welcoming hosts greeted their guests with warm smiles and open arms.</i> 5. <i>The determined and focused athletes pushed themselves to their limits in the grueling competition.</i> <p><u>Assessment</u> Learners in pairs write examples on their own and present to class</p> <ol style="list-style-type: none"> 1. <i>The diverse and multicultural group of attendees brought a wide range of perspectives and experiences to the discussion.</i> 2. <i>The knowledgeable and experienced professionals provided valuable insights and advice to the audience.</i> 3. <i>The confident and charismatic leader captivated the crowd with their inspiring and motivational speech.</i> 4. <i>The creative and innovative thinkers brainstormed new ideas and solutions to complex problems</i> 5. <i>The caring and compassionate volunteers worked tirelessly to help those in need.</i> 	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: 17-03-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: Writing
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term
		Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 58		
Keywords: appropriate, advertisement		
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	Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. Guide learners with the questions below: i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? Have learners read their partners' draft and offer suggestions. Encourage learners to make as many changes as are necessary to improve their drafts. Have learners make a clean draft for publishing	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: 17-03-2023	Day:	Subject: English Language
Duration: 50MINS		Strand: All strands
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Preparation towards vacation	Lesson: 1 of 1
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.	Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 58		
Keywords: appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner's SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.