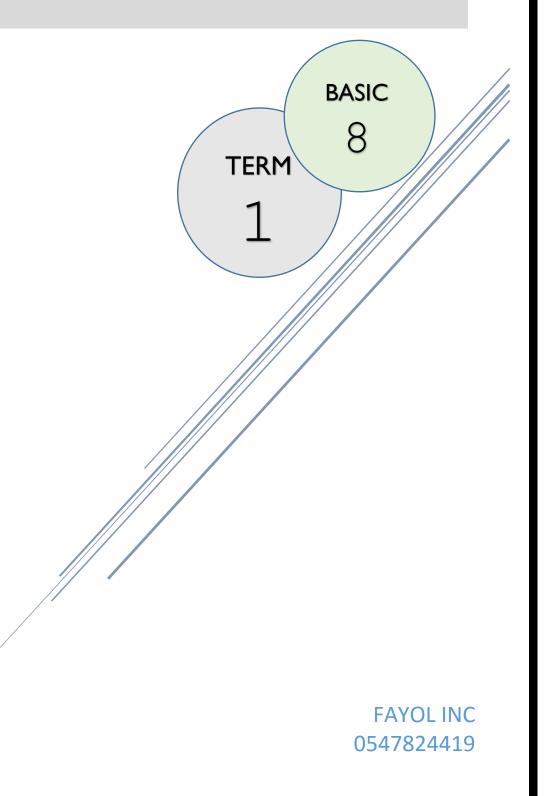
LESSON PLANS FOR JUNIOR HIGH SCHOOLS

ENGLISH LANGUAGE



SCHEME OF LEARNING - TERM I

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

	Dooding	Campushansian	DO 2 L L 2		
	Reading	Comprehension	B8.2.1.1.2	Word cards,	
	Grammar	Relative Pronouns	B8.3.1.1.2	sentence cards, letter cards,	
	Writing	Use of cohesive devices B8.4.1.2.1		handwriting on a manila card	
	Literature	Drama	B8.5.1.1.3	a mama card	
	Oral language	Conversation	B8.1.1.1.3		
	Reading	Comprehension	B8.2.1.1.2	Word cards, sentence cards,	
	Grammar	Relative Pronouns	B8.3.1.1.2	letter cards, handwriting on	
	Writing	Use of cohesive devices	B8.4.1.2.1	a manila card	
6	Literature	Drama	B8.5.1.1.3		
	Oral language	Conversation	B8.1.1.1.3		
	Reading	Comprehension	B8.2.1.1.3	Word cards, sentence cards,	
7	Grammar	Adjectives	B8.3.1.1.3	letter cards, handwriting on	
	Writing	Narrative Writing	B8.4.2.1.1.	a manila card	
	Literature	Literary Devices	B8.5.1.1.4		
	Oral language	Conversation	B8.1.1.1.3		
	Reading	Comprehension	B8.2.1.1.3	Word cards, sentence cards,	
8	Grammar	Adjectives	B8.3.1.1.3	letter cards, handwriting on	
	Writing	Narrative Writing	B8.4.2.1.1.	a manila card	
	Literature	Literary Devices	B8.5.1.1.4		
	Oral language	Conversation	B8.1.1.1.4	Word cards,	
	Reading	Comprehension	B8.2.1.1.3	sentence cards, letter cards,	
	Grammar	Adjectives	B8.3.1.1.3	handwriting on a manila card	
9	Writing	Narrative Writing	B8.4.2.1.1.	a mamia cai u	

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

FIRST TERM WEEKLY LESSON NOTES – B8

WEEK I

Week Ending: 13-	01-2023	Da	y:	Subject: English Language			
Duration: 60mins				Strand:	Oral Language	9	
Class: B8		Cla	ss Size:	Sub Stra	and: Convers	sation	
B8.1.1.1: Demonstra appropriate language situations Performance India	Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations Performance Indicator: Indicator: B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diver partners on grade-level topics/texts/issues Core Competencies						Lesson:
Learners can use a communication	ppropriate reg	giste	r in everyday		ication and Conent and Lead		Personal
Reference : English	n Language Pg.	38					
Keywords:							
						I -	
Phase/Duration	Learners Ac					Resource	S
PHASE I: STARTER			aining lyrics both forma				
			groups and use seman		o guide		
			pic and share perform	•	ators with		
	learners.	e 10	pic and share periornic	ance muic	ators with		
PHASE 2: NEW LEARNING	learners. Identify formal situations. E.g. interactions between strangers on varied themes, announcements, standards for work, school and public offices and business settings. Use appropriate language to participate in formal interactions. (No slang/jargon). Identify informal conversations: E.g. casual or intimate relationship between friends and acquaintances, family and teammates, different situations in the classroom etc. Use appropriate language to participate in conversations in the following situations: Greetings, requests, encouragements, partings etc. NB: Examples of informal language include; slang words, jargon, contracted forms and non-verbal communication. Assessment						rds, cards, ds, ng on a rd
PHASE 3:	on themes of	f the	ps role play scenarios eir choice. Give feedba ion and effective quest	ck to guid	e them.		
REFLECTION	from learner	s wl	nat they have learnt du	ring the le	esson.		
	Take feedba	ck fr	om learners and sumn	narize the	lesson.		

Ask learners how the lesson will benefit them in their daily	
lives.	

Week Ending: 13-01-2023		Day:	Subject: English La	nguage		
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comp	orehension		
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	•		Indicator: B8.2.1.1.1. Use monitoring and mental visualization to engage and understand non-fictional texts Lesson			
Performance Indicat Learners can use monitor engage and understand	es: Collaboration, Personal adership					
Reference : English La	anguage Pg.	8				
Keywords:						
Phase/Duration	Learners	Activities		Resources		
PHASE I:			ast experiences they wi			
STARTER		get with the whole cla				
	with learr	ners	performance indicators			
PHASE 2: NEW LEARNING		• •	rative texts to create	Word cards, sentence cards,		
LEARINING		ictures to aid under rners to read fluent	standing. ly to build confidence.	letter cards,		
	Learners text and		ningful interaction wit	th		
	Monitor necessar		nd self-correct where			
	Let learners make connections with what is read to own experiences.					
	Write a	Assessment Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts				
PHASE 3: REFLECTION			ve questioning to find or earnt during the lesson.	ut		
	Take feed	lback from learners ar	nd summarize the lessor	1.		

Week Ending: 13	-01-2023	DAY:	Subject: English Language			
Duration: 60mins	<u>'</u>		Strand: Grammar			
Class: B8		Class Size:	Sub S	Strand: Plural Form	ns Of Nouns	
Content Standar B8.3.1.1: Apply the word classes and th Communication	knowledge of	Indicator: B8.3.1.1.1. Use an increal plural forms of compour appropriately in sentence	nd nou		Lesson:	
Performance Ind Learners can use appropriately in so	plural forms of c	ompound nouns correctly	and	Core Competence Communication and Personal		
References: Englis	sh Language Cur	riculum Pg. 50				
Phase/Duration PHASE I: STARTER	by asking learned What did you	wledge of learners and engers questions such as: eat this morning?	gage in	terest in the topic	Resources	
DI LACE 2	What is the nai	me of your pet?				
PHASE 2: NEW LEARNING	Where do you come from? What is the name of your pet? 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 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. Assessment In pairs, have learners to read passages and underline all the					
PHASE 3: REFLECTION	what they have	calk about their experience learnt, and questions they a discussion to provide res	might	still have.		

Week Ending: 13-01	-2023	Day:	Subject: English Lang	uage		
Duration:			Strand: Writing			
Class: B8		Class Size:	Sub Strand: Use of	cohesive de	vices	
B8.4.1.1: Develop, orgexpress ideas coheren cohesively in writing	tly and		B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate		Lesson:	
Performance Indica Learners can use col writing.		ces appropriate in	Core Competencies: Communication and Colla Development and Leaders		sonal	
Reference : English I	_anguage P	g. 56				
Keywords: appropri	ate, advert	isement				
DI /D :		A				
Phase/Duration PHASE I:	Learners		T\/ d: d:	Resources	5	
STARTER	they know	ers to mimic a popula w.	r I v or radio advert			
	Share per	formance indicators a	nd 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.					
	phrases to Commun		lverbial			
PHASE 3: REFLECTION	•		scussion and effective questioning to find arners what they have learnt during the			
	Take feed	lback from learners ar	d summarize the lesson.			

Week Ending: 13-01-	23 DAY:		Subject: English Language			
Duration: 50MINS				Strand: Literature		
Class: B8		Class Siz	e:	Sub Strand: Characters	In Te	exts
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.1. And in texts	3.5.1.1.1. Analyze the types of charact		Lesson:
Performance Indicate Learners can analyze		characters	in toyts	Core Competencies: Communication and Colla	horati	on Personal
References: English L				Communication and Cona	.oor att	on, i ci sonai
Phase/Duration	Learners Ac	tivities			Resources	
PHASE I: 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.					rd cards, tence cards, er cards, dwriting on a hila card
PHASE 3: REFLECTION	Use peer dis from learner Take feedba					

FIRST TERM WEEKLY LESSON NOTES – B8

WEEK 2

Wook Endings 20 (01 2022	D-	.,,	Subjects English Laws	12.50	
Week Ending: 20-01-2023		Da	y:	Subject: English Langu	rage	
Duration: 60mins				Strand: Oral Language		
Class: B8		Cla	ss Size:	Sub Strand: Convers	ation	
B8.1.1.1: Demonstra appropriate language situations	te use of orally in specifi	С				Lesson:
Performance Indicator: Learners can use appropriate register in everyday communication Core Competencies: Communication and Coll Development and Leader						, Personal
Reference : English	n Language Pg.	38				
Keywords: tradition	ons, informal, c	omr	nunication			
Phase/Duration	Learners Act	·iv:+:	os		Resourc	205
PHASE I:				agine a wedding	Resourc	.es
PHASE 2: NEW LEARNING	them. sentence letter ca					e cards, irds, ting on a
	wedding day. 2. In Germany: 3. In the Czech ceremony. Read the stat a reason for Guide learne in their converse with their converse converse with the converse conv	the because temperature temper	n one. o use the correct pror	oroken dishes together. couple's bed before the ork in pairs to think of nunciation and phrases		
	(Answers: I th When you wan (Answers: I ag When you wan	ink/t t to o	pelieve In my opinion agree with someone what a libelieve that is true). disagree with someone who good point but I'm descriptions.	ohrases can you use? at phrases can you use?		

	Assessment Write a dialogue on the board. Ask learners in turns to read aloud and act the characters. Gabriel: I think you should spend lots of money on a wedding. Favour: I agree! It's a special day in your life. Claudetta: I'm not sure. Some people can't afford it and they borrow a lot of money from their family.	
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 Languag	ge		
Duration: 60mins			Strand:	Strand: Reading			
Class: B8		Class Size:	Sub Stra	Sub Strand: Comprehension			
B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	•		e monitoring and mental visualization understand non-fictional texts Lesson:				
Performance Indicate Learners can use monitor engage and understand	mpetencies: ication and Collab nent and Leadersh	poration, Personal					
Reference: English La	anguage Pg.	8					
Keywords: interaction	n, necessar	y, connections					
Phase/Duration	Lagrana	A asivisia a		1	Dagayyaas		
Phase/Duration PHASE I:	Learners .	Activities mers to share some p	ast experienc	es they will	Resources		
STARTER		get with the whole cl		es triey will			
	with learr		-				
PHASE 2: NEW LEARNING		are engaged in nar ictures to aid under		o create	Word cards, sentence cards,		
	Have lea	rners to read fluent	ly to build co	onfidence.	letter cards, handwriting on a manila card		
	Learners text and	are engaged in mea	aningful intera	action with			
	Monitor necessary	for understanding a y.	and self-corre	ect where			
	Let learners make connections with what is read to own experiences.						
		sample passage on 1					
		al visualization stra		•			
PHASE 3: REFLECTION		discussion and effect ners what they have					
	Take feed	back from learners a	nd summarize	the lesson.			

Week Ending: 20	k Ending: 20-01-2023 DAY: Subject: English Language			e		
Duration: 60mins	<u>'</u>		Stran	d: Grammar		
Class: B8	Class Size: Sub Strand: Plural Form				ns Of Nouns	
B8.3.1.1: Apply the word classes and the Communication	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:	
Performance Ind Learners can use appropriately in se	plural forms of c	ompound nouns correctly	and	Core Competence Communication and Personal		
References: Englis	sh Language Curi	riculum Pg. 50				
DI /D :						
Phase/Duration	Learners Activi				Resources	
PHASE I: STARTER	by asking learne	wledge of learners and eng ers questions such as:	gage in	terest in the topic		
		eat this morning?				
	Where do you					
PHASE 2:	What is the nar	ne of your pet? opic through a short story			Word cards,	
NEW LEARNING		the story aloud in pairs/gro		aking turns, a	sentence cards, letter cards, handwriting on a manila card	
	Let learners ide	entify and underline the no	uns in	the story.	a maima card	
		to Identify noun types (co uncountable, concrete) fro				
	Let learners co	nstruct sentences using no	un typ	es.		
	Engage learners	s Categorize plural noun fo) in passages	orms (e	emphasis on		
		ice, child – children, sheep	– she	ep, half – halves.		
	Use plural nour	n forms in paragraphs.				
	Identify and use variety of comm	use plural forms of compound nouns correctly in a ommunication.				
2000	Assessment In pairs, have learners to read passages and underline all the nouns in the passage.					
PHASE 3: REFLECTION		alk about their experience learnt, and questions they		_		
	Teacher leads a questions.	discussion to provide res	ponses	s to learners'		

Week Ending: 20-0	-2023	D	ay:	Subject: English Language				
Duration:				Strand: Writing				
Class: B8		С	lass Size:		Sub Strand: Use of co	ohesive devices		
B8.4.1.1: Develop, org express ideas coheren cohesively in writing	tly and				e understanding of how different I of I			
Performance Indica Learners can use co writing.		rice	s appropriate in	C	Core Competencies: Communication and Collab Development and Leadersh		sonal	
Reference : English	Language F	og.	56					
Keywords: appropri	ate, adver	tise	ment					
Di //D								
Phase/Duration	Learners			_		Resources		
PHASE I: STARTER	they kno	w.	s to mimic a popula rmance indicators a		introduce the lesson.			
PHASE 2: NEW	Guida la	na ri	ners to use logical		onnectors to create	Word car	de	
LEARNING	a cohesi Have lea and anto	ve arn	paragraph. ers use repetition ms to create a co	of he	f words, synonyms sive paragraph (i.e. a t together and give	Word cards, sentence cards, letter cards, handwriting on a manila card		
	it meani	ng) eari		g	and non-defining			
	Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.							
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
	Take fee	dba	ck from learners an	d	summarize the lesson.			

Week Ending: 20-01-2023 DAY:				Subject: English Language		
Duration: 50MINS				Strand: Literature		
Class: B8		Class Siz	e:	Sub Strand: Characters	In Te	exts
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.1. And in texts	nalyze the types of charac	cters	Lesson:
Performance Indica				Core Competencies:		
Learners can analyze				Communication and Colla	borati	on, Personal
References: English L	_anguage Curi	riculum Pg	. 6/			
Phase/Duration PHASE I: STARTER	Revise with	Learners Activities 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.					ord cards, entence cards, tter cards, endwriting on a anila card
	Create texts	s to illustra	te different ty	pes of characters.		
PHASE 3: REFLECTION	•	Create texts to illustrate different types of characters. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.				
	Take feedba	ck from le	arners and sun	nmarize the lesson.		

FIRST TERM WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 27-	O1-2023 Day: Subject: English Langua					uage		
Duration: 60mins	Strand: Oral Language							
Class: B8		Cla	ass Size:		Sub Strai	nd: Conversa	ition	
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 level topics/texts/issues						•		
Learners can use a communication Reference: English	Performance Indicator: Learners can use appropriate register in everyday communication Reference: English Language Pg. 38 Core Competencies Communication and Communication and Communication				cation and Col		Personal	
Keywords: story, i	ntormal, comn	nunic	cation					
Phase/Duration	Learners Ac	tiviti	es				Resourc	es
PHASE I: STARTER	event that you What What Have learned	Ask learners to think about a special occasion or special event that you went to. • What was good about it? • Why did you like it? Have learners raise their hand to answer. Introduce the topic and share performance indicators with						
PHASE 2: NEW LEARNING	they went to remember v Give learner Who is there What are you what can you lis there mus Are people of What can you have learner See	learners. Ask learners to choose a special occasion or an event that they went to. Think of something important to you that you remember well. Give learners a minute to think. 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? Have learners write these headings on the board						e cards, ords, ting on a
	Write them as much as y and ideas.				•			

	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.	
	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.	
	Encourage learners to say their stories using past simple and past continuous tense.	
	Assessment In pairs, let learners practice telling their story to their partners	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	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 Langua	ge			
Duration: 60mins			Strand: Reading				
Class: B8		Class Size:	Sub Strand: Comprehension				
I CONTIDENCE and enjoyment in			Lesson: monitoring and mental visualization understand non-fictional texts I of I				
Performance Indicat Learners can use monitor engage and understand	oring and me	texts	Core Competencies: Communication and Colla Development and Leader				
Reference : English La							
Keywords: interaction	n, necessar	y, connections					
Phase/Duration	Learners	Activities		Resources			
PHASE I: STARTER		rners to share some pass get with the whole class.					
	Introduce with learn	the topic and share per ners	formance indicators				
PHASE 2: NEW LEARNING	mental pi	are engaged in narrat ictures to aid understa rners to read fluently	Word cards, sentence cards, letter cards, handwriting on a manila card				
	Learners text and	are engaged in meanii peers.	ngful interaction with				
	Monitor necessary	for understanding and y.	self-correct where				
	Let learn own exp	ers make connections eriences.					
	use ment	sample passage on the cal visualization strateg	t mple passage on the board. Let learners visualization strategies to interpret texts				
PHASE 3: REFLECTION	•	discussion and effective ners what they have lear					
	Take feed	back from learners and	summarize the lesson.				

Week Ending: 27	-01-2023	DAY:	Subject: English Language			
Duration: 60mins			Stran	d: Grammar		
Class: B8		Class Size: Sub Strand: Plural Forms				
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:	
Learners can use	Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences. Core Competence Communication and Personal					
References: Englis	sh Language Curr	riculum Pg. 50				
Phase/Duration	Learners Activit				Resources	
PHASE I: STARTER	by asking learne	wledge of learners and en ers questions such as:	gage in	terest in the topic		
	Where do you What is the nam	ne 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.				Word cards, sentence cards, letter cards,	
		ntify and underline the no	ouns in	the story.	handwriting on a manila card	
		to Identify noun types (co incountable, concrete) fro				
	Let learners cor	nstruct sentences using no	oun typ	es.		
	Engage learners irregular nouns)	Categorize plural noun for in passages	orms (e	emphasis on		
		ce, child – children, sheep	o – she	ep, half – halves.		
		forms in paragraphs.				
		ntify and use plural forms of compound nouns correctly in a lety of communication.				
	Assessment In pairs, have learners to read passages and underline all the nouns in the passage.					
PHASE 3: REFLECTION		alk about their experience learnt, and questions the		•		
	Teacher leads a questions.	discussion to provide res	sponses	s to learners'		

Week Ending: 27-0	1-2023	Day:	Subject: English Language			
Duration:			Strand: Writing			
Class: B8 Class Size:			Sub Strand: Us	e of cohesive devices		
Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing	tly and		rate understanding of hin a paragraph using	appropriate 1 of 1		
Performance Indicate Learners can use cowriting.	hesive dev		Core Competend Communication and Development and L	d Collaboration, Personal		
Reference : English	Language F	Pg. 56				
Keywords: appropri	ate, advert	tisement				
Phase/Duration	Learners	Activities		Resources		
PHASE I: STARTER	they kno	Ask learners to mimic a popular TV or radio advert they know.				
PHASE 2: NEW LEARNING	Have lead and anto paragraphit meaning Guide lead relative Guide lead phrases sentence	Share performance indicators and introduce the lesson. 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				
PHASE 3: REFLECTION	out from lesson.	discussion and effecti learners what they ha dback from learners ar	ve learnt during the	2		

Week Ending: 27-01	DAY:		Subject: English Language			
Duration: 50MINS		l		Strand: Literature		
Class: B8		Class Siz	:e:	Sub Strand: Types Of Po	ems	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				ndicator: 38.5.1.1.2. Examine the features of different types of poems		Lesson:
	Performance Indicator: Learners can examine the features of different types of Core Competencies: Communication and Collaboration.					on, Personal
References: English	Language Curi	riculum Pg	. 67			
	_					
Phase/Duration		Learners Activities				
PHASE I:	Revise with	Revise with learners on the previous lesson.				
STARTER	Share perfor	rmance ind	licators with le	arners and introduce the		
PHASE 2: NEW LEARNING	(sonnet, acr	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.).				ndwriting on a anila card
	In groups, let learners perform different types of poems					
PHASE 3:	Use peer dis	scussion ar	nd effective que	estioning to find out from		
REFLECTION	learners who	at they hav	e learnt during	g the lesson.		
	Take feedba	ck from le	arners and sur	nmarize 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			
B8.1.1.1: Demonstra appropriate language situations Performance India	te use of orally in specific		pond to specific questio comments that contribu under discussion Core Competencies:		Lesson:	
Learners can ask re			Communication and Col Development and Leade		Personal	
Reference : English	n Language Pg. :	38				
Keywords: story, i	nformal, comm	unication				
Phase/Duration	Learners Act			Resourc	es	
PHASE I: STARTER	Share perform the lesson.		ners and introduce			
PHASE 2: NEW LEARNING	and answer q learners say of Revise the ac give examples Together wit conversation, clarification, a Put pupils into initiate a convand ask quest Have the gro- clarifications Put learners is spend my hole	Demonstrate the activity using a familiar topic. Learners ask and answer questions for clarification about what other learners say on a given topic. Revise the activity on a popular talk show on TV. Learners give examples of some vocabulary used to ask questions. Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions. Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions. Have the group respond to the questions to give further				

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-	2-2023 Day: Subject: English Language			age			
Duration: 60mins			Strand: Reading				
Class: B8		Class Size:	Sub Strand: Comprehe	ension			
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in	-	Indicator: B8.2.1.1.2. Use prediction to assess and improengagement and understanding of non-fiction to				
Performance Indicat Learners can use predice engagement and unde	ction to ass erstanding o	of non-fiction texts	·				
Reference : English La							
Keywords: interaction	n, necessar	y, connections					
Phase/Duration	Learners	Activities		Resources			
PHASE I: STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson					
PHASE 2: NEW LEARNING	experien Think cri Re-read/ understa Restate t	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.					
PHASE 3:	Develop Generate	own experience using e thought-provoking qu	d support personal response to text. wn experience using textual evidence. thought-provoking questions scussion and effective questioning to find out				
REFLECTION	from lear	ners what they have lear lback from learners and s	nt during the lesson.				

Week Ending: 03-02-2023			:	Subject: English Language				
Duration: 60mins				Strand: Grammar				
Class: B8 Class Size:			Size:	Sub Strand: Relativ	ve Pronouns			
Content Standar B8.3.1.1: Apply the classes and their fur Communication	knowledge of wo	rd		Indicator: B8.3.1.1.2 Demonstrate use of relative pronouns correctly in speaking and writing				
Performance Ind Learners can use writing.		ns cori	ectly in speaking and	Core Competend Communication and Personal				
References: Engli	sh Language Cui	rriculu	m Pg. 50					
Phase/Duration	Learners Activ	rities			Resources			
PHASE I: STARTER	by asking learn What did you Where do you	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?						
PHASE 2: NEW LEARNING	Guide learners that relate to I E.g. The boy (variety The girl whose Guide learners that relate to 1 (which/that) is Learners use r	What is the name of your pet? 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						
PHASE 3: REFLECTION	what they have	e learn	oout their experiences dur t, and questions they migh ussion to provide response	t still have.				

Week Ending: 03-02	2-2023	Day:	Subject: English Langu	age			
Duration: 50MINS			Strand: Writing				
Class: B8		Class Size:	Sub Strand: Use of co	Sub Strand: Use of cohesive devices			
l and express ideas coherently			Lesso I and use different techniques to capture I of I tion in introductory paragraphs.				
Performance Indicate Learners can use difference: English	Core Competencies: Communication and Collab Development and Leadersh	•	sonal				
Keywords: appropri							
теу жог азг арргоргі	acc, acrei	CISCITICITE					
Phase/Duration PHASE I: STARTER		Activities ners to mimic a popula ow.	r TV or radio advert	Resources			
PHASE 2: NEW LEARNING	Guide le technique introducetc. Have le showing logical sfor the Use log paragra Corthologous Cauconi	erformance indicators a earners to write para- ues to capture the re- ctory paragraphs, e.g. arners rite introductors how the sentences a equence to create a connectors to linity in the connectors	Word care sentence of letter card handwritin manila care	cards, ls, ng on a			
PHASE 3: REFLECTION	Use pee out from lesson.	r discussion and effective name of the description is a second contract they have the description of the description and effective and effecti	ve questioning to find				

Week Ending: 03-02	Veek Ending: 03-02-2023 DAY:				Subject: English Language				
Duration: 50MINS				Strand: Literature					
Class: B8		Class Size:		Sub	Strand: Types Of Po	ems			
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning different types of poems							Lesson:		
Performance Indicator: Learners can examine the features of different types of poems Core Competencies: Communication and Collaboration, Personal							ation,		
References: English I	Language Curi	riculum Pg. 67							
Phase/Duration	Learners Ac	tivities				Reso	urces		
PHASE I:	Revise with	learners on the	previous	lesso	on.				
STARTER	Share perfor								
PHASE 2: NEW LEARNING	(sonnet, acr	ostic, haiku etc.	.).		he types of poems	sente	d cards, ence cards, r cards,		
	Have learners compose different types of poems (sonnet, acrostic, haiku etc.). handwriting o manila card						•		
		t learners perfo			•				
PHASE 3: REFLECTION	•	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
	Take feedba	ck from learne	rs and sun	nmari	ize the lesson.				

FIRST TERM WEEKLY LESSON NOTES – B8 WEEK 4

Week Ending: 03	-02-2023	Day:		Subject: Ghanaian Language			
Duration: 60MINS				Stran	Strand: Language & Usage		
Class: B8		Class Size:		Sub Strand: Concrete Nouns			
Content Standar B8.4.2.1 Demonstra understanding of no adjectives	ate knowled	_	pronouns in	Indicator: B8.4.2.1.1 Explore the use of nouns and pronouns in an increasing range of texts and classify them			
	Performance Indicator: Learners can explore the use of concrete nouns in speech and CC 73: CC 8						
Reference: Ghana	aian Langua	ge Curriculum	Pg. 45				
Phase/Duration PHASE I:	Learners		.h			Resour	ces
STARTER	Share per	th learners on the formance indicate the lesson.	•		ınd		
PHASE 2: NEW LEARNING	Paste a cl to learne Brainstor humans. Guide lea that can be touch, sm Have lear examples Example: concrete Assessme Write diff decide we They can noun.	ent ferent words of hether it is cond also draw and d	nd outside the ctures of item identify and remention the firstand that objects are concreted and demonstrated and demonstrated and the board. It crete or abstraction the work of the color the color the work of the color than the colo	e classr is that a relate to ve sens iects an ive sen ete nou strate r feel it, _earner ract. rd if it i	are common of the items. es of d things ses (feel, ns. more so it is a es read and s a concrete	Word ca sentence letter ca handwrit manila ca class libr	e cards, rds, ting on a ard and a
PHASE 3: REFLECTION		discussion and ners what they					
	Take feed	lback from lear	ners and sum	marize	the lesson.		

Week Ending: 03	-02-2023	DAY:		Subject: Ghanaian Language			
Duration: 50MINS	5			Strand: Composition Writing			
Class: B8		Class Size:		Sub Strand: Letter V	/riting		
B8.5.1.1 Demonst understanding in t compositions on t	crate knowled the ability to v	vrite meaningful	B8.5.	licator: 5.1.1.1 Develop coherent essays ng the features of given text			
Performance Ind Learners can writ	icator:	· ·	, ,,	Core Competencies: Communication and Col Cultural Identity and Glo			
References: Ghar	naian Language	Curriculum Pg. 5	5				
Phase/Duration	Learners Ac				Resou	rces	
PHASE I: STARTER	lesson.			idied in the previous			
PHASE 2: NEW LEARNING	Show a samp structure an letters. Explain to le Write a sam the process Assist learner semi-formal Write a sem write semi-formal	Share the performance indicators with learners 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.					
PHASE 3: REFLECTION	Use peer dis		ive que	estioning to find out during the lesson.			
	Take feedba	ck from learners a	nd sun	nmarize the lesson.			

Week Ending: 03	-02-2023	Y:	Subject: Ghanaian Language						
Duration: 50mins				Strand: Literature					
Class: B8		Cla	ss Size:	Sub Str	and: Literature				
Content Standard: B8.6.1.1 Demonstrate knowledge and understanding of proverbs and idioms. Indicator: B8.6.1.1 Discuss the features of proverbs and idioms						proverbs and I of I			
Performance Indi Learners can discus		es o	f proverbs and idion	ns	CC 8.3	ncies:			
References : Gha	naian Langua	age (Curriculum Pg. 48						
Phase/Duration	Learners A	Activ	ities			Reso	urces		
PHASE I: STARTER	Revise wit lesson.	Revise with learners on what was studied in the previous							
PHASE 2: NEW LEARNING	Guide lear idioms in y Have learn the given p In groups, idioms.	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							
PHASE 3: REFLECTION	from learn	ers v	ssion and effective q what they have learn from learners and so	t during t	he lesson.				

FIRST TERM WEEKLY LESSON NOTES – B8 WEEK 5

Week Ending: 10-0	02-2023	nguage			
Duration: 60mins	<u> </u>		Strand: Oral Language		
Class: B8	C	Class Size:	Sub Strand: Conversa	ation	
B8.1.1.1: Demonstrate appropriate language situations Performance India Learners can ask reference and ask reference an	te use of orally in specific cator: elevant question	elaboration by making texts, issues or topics s to find out the	pond to specific questions with comments that contribute to under discussion Core Competencies: Communication and Collaboration, Person		
opinion of others a			Development and Leader	rship	
Reference : English					
Keywords: story, in	nformal, commu	nication			
Phase/Duration	Learners Activ	rities		Resourc	es
PHASE I:		arners on the previous le	sson.		
STARTER	Share perform the lesson.	ance indicators with lear	ners and introduce		
PHASE 2: NEW LEARNING	and answer quilearners say or Revise the acting give examples Together with conversation. It clarification, and ask question and ask question Have the group clarifications Put learners in spend my holicities.	learners, choose a topic Encourage learners to as and use appropriate expressions. Have each group ersation on their theme. The proposed of the question of th	bout what other ow on TV. Learners I to ask questions. and initiate a k questions for ssions. p choose a theme and Have the others listen ons to give further ics such as "How I itc. questions for	Word consented to sentence letter can handwri manila consented to sentence letter can handwrite let	e cards, ords, ting on a

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: Reading		
Class: B8		Class Size:	Sub Strand: Comprehension		
		Class Size:	Sub Strand: Comprehe	SUSION	
B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in	- I	ction to assess and impro		
Performance Indicat Learners can use predic engagement and unde	ction to asse	•	Core Competencies: Communication and Colla Development and Leaders	*	
Reference : English La	anguage Pg. 8	8			
Keywords: interaction	n, necessary	, connections			
Phase/Duration	Learners A			Resources	
PHASE I:	Revise wit	h learners on the previo	us lesson.		
STARTER	Share perfethe the lesson.	ormance indicators with	learners and introduce		
PHASE 2: NEW LEARNING	personal of E.g. Does of someth Answer: with my good Have learn text or from Make conference of the Experience of the Ex	This story reminds me grandfather. The relate two or moon different texts. The rections with your prices. The relate two or moon different texts. The rections with your prices. The rections with your prices. The rections of the text of the rection of the text of the text. The rections of the text of the text. The rections of the text of the text of the text of the text. The rections of the text of the	et read. Essage remind you e of a holiday I spent ore ideas within the for knowledge and wn questions. Ext to better out events. Ey details. Monitor esponse to text. Etextual evidence.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Use peer o	thought-provoking qu discussion and effective c ers what they have learr	questioning to find out		
	Take feedb	oack from learners and s	ummarize the lesson.		

Week Ending: 10	-02-2023	:	Subject: English Language				
Duration: 60mins				Strand: Grammar	Strand: Grammar		
Class: B8		Class	Size:	Sub Strand: Relative Pronouns			
Content Standar B8.3.1.1: Apply the classes and their fur Communication	knowledge of wor	d	Indicator: B8.3.1.1.2 Demonstrate pronouns correctly in sp			Lesson:	
Performance Ind Learners can use writing.		s cori	rectly in speaking and	Core Competence Communication and Personal			
References: Englis	sh Language Curi	riculu	m Pg. 50				
Phase/Duration	Learners Activi				Re	esources	
PHASE I: STARTER	by asking learned What did you e Where do you	ers que at this come	from?	nterest in the topic			
PHASE 2: NEW LEARNING	that relate to he E.g. The boy (work The girl whose Guide learners that relate to not (which/that) is sometimes. E.g. I helpful Assessment Circle the relate I. The movie 2. My brother baseball gloops.	Assessment Circle the relative pronouns in the sentences below. I. 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					
PHASE 3: REFLECTION	Have learners t what they have	alk at learn	oout their experiences dur t, and questions they migh	ring the lesson, at still have.			

Week Ending: 10-02-2023 Day:				Subject: English Language			
Duration: 50MINS				Strand: Writing			
Class: B8		Sub Strand: Use of c	cohesive devices				
Content Standard: B8.4.1.1: Develop, organd express ideas cohand cohesively in writ	erently ing		in	se different techniques i introductory paragraph	•	Lesson: I of I	
Performance Indicates Learners can use dift the reader's attention	ferent tec		C	Core Competencies: Communication and Collab Development and Leadersl		sonal	
Reference : English	Language	Pg. 57					
Keywords: appropr	iate, advei	rtisement					
Phase/Duration PHASE I: STARTER	Ask lear they kno	s Activities ners to mimic a popula ow. erformance indicators a			Resources		
PHASE 2: NEW LEARNING	techniq introdu etc. Have less showing logical stor the Use log paragra Corthodo Caucon Res Qua Exe illus High	ntrast: however, never ugh, on the other handse/effect: because, the sequently, etc. nditions: if, provided to ult: so, therefore, as a alifying: but, however, mplification: for exame trate, such as, namely hlighting: in particular, ticularly, above all, etc.	k s rthid, er al ipl	der's attention in sing anecdotes, facts ory paragraphs e organized in a herence appropriate sentences in a heless, although, etc. efore, as a result, at, unless, etc. esult, thus, etc. etchough, except, etc. e, for instance, to etc.	Word care sentence of letter card handwritin manila care	cards, ls, ng on a	

	Choose the correct conjunction from the list to
	complete these sentences.
	· ·
	(While because but and so when then)
	,
	The weather was very cold John wore gloves.
	Paul was sadhis 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 bookhe waited for the train.
	Paul dropped the cup it broke.
	Julie was a good girlshe got a sticker.
PHASE 3:	Use peer discussion and effective questioning to find
REFLECTION	out from learners what they have learnt during the
	lesson.
	Take feedback from learners and summarize the lesson.
	Take recuback from real fiels and summarize the resson.

Week Ending: 10-02		Sub	ject: English Languag	9				
Duration: 50MINS				Stra	and: Literature			
Class: B8		Class	Size:	Sub	Strand: Drama			
Content Standard: B8.5.1.1: Demonstrate how various elements contribute to meaning		ed to	ow monologues and convey characters in cripts Core Competencie		Lesson: of			
Performance Indica Learners can examin		of diffe	erent types of poe	ems	Communication and C Personal		ation,	
References: English	Language Curi	riculum	Pg. 67					
	T							
Phase/Duration	Learners Ac					Resc	ources	
PHASE I: STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson						
PHASE 2: NEW LEARNING	dialogues in Monolog or as pa Dialogue between Guide learne appropriate Assessment Learners in appropriate	lesson. Brainstorm learners for the meaning of monologues and dialogues in texts • 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. Guide learners to identify monologues and dialogues in texts. Guide learners to create dialogue and monologue using appropriate punctuation						
PHASE 3: REFLECTION	learners wha	at they	n and effective que have learnt during n learners and sun	g the				

FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 6

Week Ending: 17-0	-02-2023 Day: Subject: English Language					
Duration: 60mins	•	Strand: Oral Language				
Class: B8		Class Size	:	Sub Strand: Conversa	ation	
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 of familiar places and events						Lesson:
Learners can use a familiar places and	Performance Indicator: Learners can use appropriate language orally to describe familiar places and events Core Competencies: Communication and Coll. Development and Leader					
Reference : English	Language Pg.	39				
Keywords: story, i	nformal, comm	unication				
Phase/Duration	Learners Act	ivities			Resourc	es
PHASE I:			the previous le	esson.		·
STARTER	Share perfor the lesson.	mance indic	cators with lear	ners and introduce		
PHASE 2: NEW LEARNING	E.g. adjective creepy, tingli figurative land prill learners key words. The Demonstrate Learners give familiar object others, (Learners nand they are held learners state using the two should check provide a main portant plathese places. Assessment	s and wording, piercing guage (similar feach the me the activities or all descricts such as a me familiar feach their birth of formats in accuracy).	is that appeal to g, tantalizing, sta- le, metaphor, e- et pronunciation neaning of the way by describing riptions of classia a table, a school sk questions as festivals and tall now they are con- chdays/dates and andicated in the con- late and assist learn lik about them.	criptive language. To the senses (foggy, ale, bumpy, staggering), and adverbs. In and meaning of the words in context. In a classroom object. In a	Word c sentence letter ca handwri manila c	e cards, ards, ting on a

	E.g. a tourist site, a durbar of a festival.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	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				Stra	ınd: 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 understanding	prose	e fluently and with		Lesson: I of I
Performance Indica Learners can read pr		nd with	understanding		Core Competencies Communication and Co Personal		ation,
References: English I	_anguage Curr	riculum	Pg. 67				
Phase/Duration	Learners Ac	tivitios				Poso	urces
PHASE I:			s on the previous	losso	un.	Keso	urces
STARTER			·				
PHASE 2: NEW LEARNING	Example: De Let learners expressions with the help Ensure learn Let learners well read. In groups, le posed by tea	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					
PHASE 3: REFLECTION	learners wha	at they	n and effective que have learnt during n learners and sun	g the			

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 i confidence and enjoyme independent reading.	•		on to assess and improve tanding of non-fiction tex					
Performance Indicat Learners can use predic engagement and unde	ction to ass erstanding o	of non-fiction texts	Core Competencies: Communication and Colla Development and Leaders	,				
Reference : English La								
Keywords: interaction	n, necessar	y, connections						
Dha a a / Duna ti a ra	1	A -4:::4:		Danassan				
Phase/Duration PHASE I:	Learners Revise wi	Activities the learners on the previous	us lesson	Resources				
STARTER	Kevise wi	ui learners on the previo	us lesson.					
O PARTER	Share per	formance indicators with	learners and introduce					
PHASE 2: NEW LEARNING	Through	relevant questions, have	ve learners make	Word cards,				
	E.g. Doe of somet Answer: with my Have leatext or f	This story reminds mograndfather. rners relate two or mogrand different texts. nnections with your pr	e of a holiday I spent ore ideas within the ior knowledge and	sentence cards, letter cards, handwriting on a manila card				
	Restate in your understate in yo	skim portions of the tond or to recall facts about the gist/main idea and kelerstanding of the text. Ind support personal recovery and support personal recovery at thought-providing and the title and t						
PHASE 3:	Generate thought-provoking questions Use peer discussion and effective questioning to find out							
REFLECTION	-	ners what they have learn	-					
	Take feed	lback from learners and s	summarize the lesson.					

Week Ending: 17	-02-2023	DAY	:	Subject: English Language				
Duration: 60mins				Strand: Grammar				
Class: B8		Class	Size:	Sub Strand: Relativ	e Pronouns			
Content Standar B8.3.1.1: Apply the classes and their fur Communication	knowledge of wo	rd	Indicator: B8.3.1.1.2 Demonstrate pronouns correctly in sp		Lesson:			
Performance Ind Learners can use writing.		ns cori	ectly in speaking and	Core Competence Communication and Personal				
References: Englis	sh Language Cui	rriculu	m Pg. 50					
Phase/Duration	Learners Activ	vitios			Resources			
PHASE I:			on the previous lesson.		i Nesoui Ces			
STARTER			·	d introduce the				
PHASE 2: NEW LEARNING	that relate to I E.g. The boy (x The girl whose Guide learners that relate to 1 (which/that) is Learners use r together. E.g. I helpful Assessment Circle the rela 5. The movie 6. My brothe baseball gla 7. I always ha open mou	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 Assessment Circle the relative pronouns in the sentences below. The movie that I bought at the store was about a lion. My brother, whom I admire, decided to give me his old baseball glove						
PHASE 3: REFLECTION	Have learners what they have	8. We saw the teacher with whom we had spoken earlier. 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'						

Week Ending: 17-02	2-2023	Day:	Subject: English Langu	iage	
Duration: 50MINS		,	Strand: Writing		
Class: B8		Class Size:	Sub Strand: Use of c	ohesive dev	vices
B8.4.1.1: Develop, organd express ideas cohand cohesively in writing Performance Indicates Learners can use difference the reader's attention	erently ing ator: ferent tec	the reader's attention	use different techniques in introductory paragraph Core Competencies: Communication and Collal Development and Leaders	ooration, Pers	Lesson: I of I
Reference: English		· .	Development and Leaders	p,	
Keywords: appropri					
то, погазгарр орг	,				
Phase/Duration PHASE I: STARTER	Revise v	s Activities with learners on the pre erformance indicators v ce the lesson.		Resources	
PHASE 2: NEW LEARNING	Guide I techniq introdu etc. Have less showing logical stor the Use log paragra Contho Caucon Res Qua Exe illus Hig para	earners to write paraues to capture the restory paragraphs, e.g. earners write introduced how the sentences as text type. gical connectors to lingh: ntrast: however, nevelugh, on the other handse/effect: because, the sequently, etc. nditions: if, provided to the conditions: if, provided to the conditions i	tory paragraphs are organized in a coherence appropriate k sentences in a rtheless, although, ad, etc. erefore, as a result, that, unless, etc. a result, thus, etc. although, except, etc. although, except, etc. although, mainly, etc., especially, mainly, c.	Word care sentence of letter card handwritin manila care	cards, ls, ng on a

	The weather was very cold John wore gloves.	
	Paul was sadhis 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 bookhe waited for the train.	
	Paul dropped the cup it broke.	
	Julie was a good girlshe got a sticker.	
PHASE 3:	Use peer discussion and effective questioning to find	
REFLECTION	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 7

Week Ending: 24-	02-2023 Day: Subject: English Language						
Duration: 60mins					Strand: Oral Language		
Class: B8		С	lass Size:	9	Sub Strand: Conversa	tion	
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 in specific familiar places and					ate language orally to	describe	Lesson:
Learners can use a familiar places and	Performance Indicator: Learners can use appropriate language orally to describe familiar places and events Core Competencies: Communication and Colla Development and Leader						Personal
Reference : English	n Language Pg.	39					
Keywords: story, i	nformal, comm	nun	ication				
Phase/Duration	Learners Ac					Resourc	es
PHASE I: STARTER			rners on the previous le				
PHASE 2: NEW LEARNING	E.g. adjective creepy, tingli figurative land Drill learners key words. The Demonstrate Learners give familiar objection on the learners nare they are held Learners state using the two should check Provide a maimportant place these places. Assessment	es a ing sing sing sing sing sing sing sing	of Ghana and assist learnes and talk about them.	to to to tale etc. on a second like a coorne etc. The coorne etc.	che senses (foggy, e, bumpy, staggering), e, bumpy, staggering), e.) and adverbs. and meaning of the ords in context. classroom object. com and other or	Word consented to sentence letter can handwrite manila consented to sentence letter consented to sentence letter can handwrite manila consented to	e cards, irds, ting on a

	E.g. a tourist site, a durbar of a festival.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 24-02-2023 DA				Sub	ject: English Language		
Duration: 50MINS			Strand: Literature				
Class: B8		Class	Size:	Sub	Strand: Prose		
B8.5.1.1: Demonstrate how various elements of contribute to meaning	Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson:		
Performance Indicate Learners can read pr		nd with	understanding		Core Competencies Communication and Coresonal		ation,
References: English L	anguage Curr	riculum	Pg. 67				_
Phase/Duration	Learners Ac	tivitios				Dosa	urces
PHASE I:			s on the previous	lesso	nn	Keso	urces
STARTER			·		rs and introduce the		
PHASE 2: NEW LEARNING	Have learner Example: De		turns to read alou vers	ıd pa	rts of the prose.	sente	d cards, ence cards, r cards,
		and fig	•		figurative xplained in context		writing on a la card
	Ensure learn	ers use	e correct stress ar	nd int	onation 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						
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
	Take feedba	ck fron	n learners and sun	nmar	ize the lesson.		

Week Ending: 24-02-	2023	Day:	Subject: English Langua	ge	
Duration: 60mins			Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehension		
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in	Indicator: B8.2.1.1.3. Generate and answer questions to inconfidence and independent reading through a valor of non-fiction texts			
confidence and independent non-fiction texts	e and answe	er questions to increase ding through a variety of	Communication and Collaboration Personal		
Reference : English La					
Keywords: interaction	n, necessar	ry, connections			
Phase/Duration	Learners	Activities		Resources	
PHASE I:	Revise wi	th learners on the previo	us lesson.		
STARTER	the lesso				
PHASE 2: NEW LEARNING	Read the actively a Make co experient. Think ab Identify a and relat different. • R • T • A	e text closely for interpose for your text closely for interposes you read and monito nections between text are to build confidence. Out the sequence of every text of the text. Generate types of questions. Light there questions Think and search question your own questions.	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Use peer from lear	discussion and effective oners what they have learn alback from learners and s	nt during the lesson.		

Week Ending: 24-02-2023 D		DAY	:	Subject: English Language		
Duration: 60mins				Strand: Grammar		
Class: B8		Class	Size:	Sub Strand: Relativ	re 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 to discourse			the use of adjectives in	Core Competence Communication and Personal		
References: Engli	sh Language Cui	rriculu	m Pg. 50			
DI /D ::						
Phase/Duration	Learners Activ				Resources	
PHASE I: STARTER			on the previous lesson.			
	Share perform lesson.	ance ii	ndicators with learners and	l introduce the		
PHASE 2:	Use adjectives	to pro	ovide vivid descriptions of	participants:	Word cards,	
NEW	o opposing sid	es in a	football match		sentence cards,	
LEARNING	E.g. The team	captair	n arrived wearing bushy ha	ir.	letter cards, handwriting on	
	o settings (urb	an, rui	al, environment)		a manila card	
	E.g.: The hotel	is situ	ated in a serene environm	ent.		
	o materials (te	xtile/c	loth)			
	o objects etc.					
PHASE 3:			out their experiences dur	•		
REFLECTION	what they have	what they have learnt, and questions they might still have.				
	Teacher leads questions.	a discu	ussion to provide response	s to learners'		

Week Ending: 24-02	2-2023 I	Day:	nglish Langu	age			
Duration: 50MINS	<u> </u>		Strand: Writing				
Class: B8		Class Size:	Sub Strane	d: Use of co	ohesive o	devices	
to compose descriptive imaginative, information	B8.4.2.1: Use a process approach to compose descriptive, narrative/ maginative, informational, persuasive and argumentative texts indicator: B8.4.2.1.1.Write personal narratives using effective details a logical event sequences						
Learners can write properties incorporating descri	Performance Indicator: Learners can write personal narratives using effective techniques ncorporating descriptive details and logical event sequences Core Con Communication Collaboration Development						
Reference : English							
Keywords: appropri	ate, advertis	sement					
Phase/Duration PHASE 1:	Learners A		ious lesson		Resourc	ces	
STARTER	Share perf	ch learners on the previous or the previous community of the lesson.		nd			
PHASE 2: NEW LEARNING	Plan and rexperience or Use: - Description of events) - First perexperience - Approprial adjectivities described adverting adverting action has adding interpretation of the present of th	letter ca	e cards, ards, iting on a				

	Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).	
	Have learners publish writing using different media including ICT.	
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 8

Week Ending: 03	Veek Ending:03-03-2023Day:Subject:English Lang					age	
Duration: 60mins	-	1		9	Strand: Oral Language		
Class: B8		Cla	ss Size:	•	Sub Strand: Conversa	ation	
appropriate language situations	B8.1.1.1: Demonstrate use of appropriate language orally in specific situations Indicator: B8.1.1.1.3. Use appropriate language orally to familiar places and events						Lesson:
familiar places and	Learners can use appropriate language orally to describe familiar places and events Communication and Coll Development and Leader						, Personal
Reference : English	Language Pg.	39					
Keywords: story, i	nformal, comm	nunic	ation				
Phase/Duration	Learners Act	tiviti	es			Resourc	es
PHASE I:			ners on the previous le	ess	son.	. 1.0000110	
STARTER			ce indicators with lear				
PHASE 2: NEW LEARNING	E.g. adjective creepy, tingli figurative lan Drill learners key words. The Demonstrate Learners give familiar object others, (Learners nanthey are held Learners statusing the two should check Provide a maimportant plithese places Assessment	es an ing, page and ing, page and ing, page and ing, page and ing a second and ing and	f Ghana and assist lear and talk about them.	co to tale tale etc. on a woo ga a strong old like a cold in the	che senses (foggy, e, bumpy, staggering), e, bumpy, staggering), e.) and adverbs. and meaning of the ords in context. classroom object. com and other bag, a chair and he description goes about them: when ebrated, etc. write them down ontent. (Teacher ers to identify ave learners locate	Word consentence letter can handwrite manila consentence handwrite handwri	e cards, ards, ting on a

	E.g. a tourist site, a durbar of a festival.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 03-03-2023				Sub	ject: English Language		
Duration: 50MINS		•		Str	and: 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 understanding	pros	e fluently and with		Lesson:
Performance Indicator: Learners can read prose fluently and with understanding Core Competencies: Communication and Co Personal					ation,		
References: English I	Language Curi	riculum	Pg. 67				
Phase/Duration	Learners Ac	<u> </u>				Dosa	·····
Phase/Duration PHASE I:			s on the provision	losss	<u> </u>	reso	urces
STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the					
PHASE 2: NEW LEARNING					sente lette hand	d cards, ence cards, r cards, writing on a la card	
PHASE 3: REFLECTION	learners wh	at they	n and effective que have learnt during n learners and sun	g the			

Week Ending: 03-0	3-2023	Day:	Subject: English Langua	ge				
Duration: 60mins		,	Strand: Reading					
Class: B8		Class Size:	Sub Strand: Comprehension					
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in		te and answer questions to increase dependent reading through a variety					
•	e and answ	er questions to increase ding through a variety of	Core Competencies: Communication and Colla Development and Leaders	· ·				
Reference: English La	Reference: English Language Pg. 45							
Keywords: interaction	n, necessar	ry, connections						
Phase/Durstics	Lagrage	Activities		Dagayyaga				
Phase/Duration PHASE I:		Activities th learners on the previous	us lesson	Resources				
STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.						
PHASE 2: NEW LEARNING	idea of the passage. key point Read the details. Let main idea the details. Let main idea the details and argues and argues the questant Look for answer, quotes fire Analyze presents you evalue.	e text carefully and pay a cook for evidence that so a and arguments. The test as you read to help to information and to one and to support your the main idea of the text the introduction or co focus your answer and	re of the article or cify the main idea and attention to the supports the author's you remember reganize your identify key points answer. It, which is usually nclusion. This will keep it relevant to support your ics, examples, or how the author ents. This will help	Word cards, sentence cards, letter cards, handwriting on a manila card				

	Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.	
	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: 03-03-2023 DA'			:	Subject: English Language		
Duration: 60mins				Strand: Grammar		
Class: B8		Class	Size:	Sub Strand: Relative Pronouns		
B8.3.1.1: Apply the classes and their fu Communication	knowledge of wo	rd	Indicator: B8.3.1.1.3. Demonstrate of adjectives in discourse		Lesson:	
discourse	nonstrate comm		the use of adjectives in	Core Competend Communication and Personal		
References: Engli	sh Language Cui	riculu	m Pg. 50			
Phase/Duration PHASE I: STARTER	Learners Active Revise with least Share perform lesson.	Resources				
PHASE 2: NEW LEARNING	Guide learners participants: Think partici Consider look li Descriter Use see Write example pairs write example of the race. The curious of speaker's presendative piece of 4. The friendly of smiles and oper 5. The determinal limits in the gruen Assessment Learners in pair class The diverse of range of perspendations and additional limits	about pant. der the ke? Ar ibe the ensory es on tamples stic and engine and point and we in arms. In a multiple in	issionate musicians performation. Icoming hosts greeted their good athletes pushed the ompetition. It examples on their own alticultural group of attendeed and experiences to the disculand experienced professions.	What do they or heavyset? actions. pant to life. aloud. Learners in to class. erly awaited the start with the guest ed a beautiful and guests with warm emselves to their and present to so brought a wide ssion. als provided valuable	Word cards, sentence cards, letter cards, handwriting on a manila card	

	4. The creative and innovative thinkers brainstormed new ideas and	
	solutions to complex problems	
	5. The caring and compassionate volunteers worked tirelessly to help	
	those in need.	
PHASE 3:	Have learners talk about their experiences during the lesson,	
REFLECTION	what they have learnt, and questions they might still have.	
	Teacher leads a discussion to provide responses to learners'	
	questions.	

Week Ending: 03-	-03-2023	Day:	nglish Langu	age				
Duration: 50MINS	1		Strand: W	Strand: Writing				
Class: B8	(Class Size:	Sub Stran	d: Use of co	ohesive o	devices		
to compose descriptive imaginative, information	.2.1: Use a process approach ompose descriptive, narrative/ inative, informational, uasive and argumentative texts indicator: B8.4.2.1.1.Write personal narratives using expension of techniques incorporating descriptive details logical event sequences							
Performance Indica Learners can write incorporating descri	personal nar	Core Con Communic Collaborati Developme	ation and ion, Persor	nal				
Reference : English	Language Pg	g. 58						
Keywords: appropr	iate, advertis	sement						
Phase/Duration	Learners A				Resourc	ces		
PHASE I: STARTER	Share perf	th learners on the presormance indicators we the lesson.		nd				
PHASE 2: NEW	Plan and r	record ideas detailin	g personal		Word c	ards,		
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. adjectives and adjective phrases for producing vivid descriptions adverbs and adverbials for describing how an action has been carried out connectors for showing sequence of events direct and indirect speech for variation and adding interest nouns and noun phrases (e.g., participants, objects) prepositions and prepositional phrases							

	Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).	
	Have learners publish writing using different media including ICT.	
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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FIRST TERM WEEKLY LESSON NOTES – B8 WEEK 9

Week Ending: 10-03-2023			Pay:	Subject: English Language		
Duration: 60mins			Strand: Oral Language			
Class: B8		С	lass Size:	Sub Strand: Conversa	ition	
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations			Indicator: B8.1.1.1.4. Listen to an complex routes to diffe	d give accurate directio	ons of	Lesson:
Performance Indi				Core Competencies:		
Learners can listen complex routes to				Communication and Col Development and Leade		, Personal
Reference : English				2 0. Stopment and Leade	Р	
3	5 5 6					
Phase/Duration	Learners Act	tivi	ties		Resources	
PHASE I: STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.				
PHASE 2: NEW LEARNING	expressions locations e.g. between, etc. Learners use specific locations e.g. Guide learner locations e.g.	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				ards, e cards, ırds, ting on a ard
PHASE 3: REFLECTION	from learner	'S V	ssion and effective quest what they have learnt du from learners and summ	ring the lesson.		

Week Ending: 10-03-2023				ject: English Language			
Duration: 50MINS				Stra	and: Literature		
Class: B8		Class	Size:	Sub	Strand: Prose		
B8.5.1.1: Demonstrate how various elements contribute to meaning		Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson:	
Performance Indica Learners can read pr		nd with	understanding		Core Competencies Communication and Co Personal		ation,
References: English I	Language Curi	riculum	Pg. 67				
Phase/Duration	Learners Ac	41.44				D	
PHASE I:			s on the previous	losso	<u> </u>	Keso	urces
STARTER			·				
PHASE 2: NEW LEARNING	Let learners expressions with the hel Ensure learners well read. In groups, le posed by tea	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					
PHASE 3: REFLECTION	learners wha	at they	n and effective que have learnt during n learners and sun	g the			

Week Ending: 10-03	3-2023	Subject: English Languag	<u></u>			
Duration: 60mins	uration: 60mins Strand: Reading					
Class: B8		Class Size:	Sub Strand: Comprehe	nsion		
Content Standard: B8.2.1.1: Demonstrate in confidence and enjoyme independent reading.	nt in		d answer questions to inc dent reading through a va			
Learners can generate	rformance Indicator: arners can generate and answer questions to increase infidence and independent reading through a variety of Development and Leaders					
Reference : English La	inguage Pg.	45				
Keywords: interaction	n, necessar	y, connections				
Phase/Duration PHASE I:	Learners .		uus lassan	Resources		
STARTER		th learners on the previc formance indicators with				
	Read the details. Let main idea the details. Let main idea the details. Let main idea the details and arguing thoughts and arguing lidentify the stated in help you the quest Look for answer. It quotes from the details and arguing the details and arguing lidentify the question of the details and arguing the details are detailed to the details and arguing the details are details and arguing the details are detailed to the details. Let main idea the details are details and arguing the details are details and arguing the details are details. Let main idea the details are details and arguing the details are details are details are details are details are details. Let main idea the details are details. Let main idea the details are de	e text carefully and pay cook for evidence that a and arguments. The as you read to help at information and to o the main idea of the text the introduction or co- focus your answer and	letter cards, handwriting on a manila card			

	Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.	
	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:	Use peer discussion and effective questioning to find out	
REFLECTION	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	Duration: 60mins Strand: Grammar					
Class: B8	ss: B8 Class Size: Sub Strand: Relativ					
B8.3.1.1: Apply the classes and their full Communication	Lesson:					
discourse	nonstrate comm		the use of adjectives in	Core Competend Communication and Personal		
References: Engli	sh Language Cui	riculu	m Pg. 50			
Phase/Duration PHASE I: STARTER		rners	on the previous lesson.	d introduce the	Resources	
PHASE 2: NEW LEARNING	Guide learners participants: Think partici Consider look li Descriter Use see Write example pairs write example of the race. The curious of speaker's presendative piece of 4. The friendly of smiles and oper 5. The determination in the grue Assessment Learners in pair class The diverse of range of perspending of perspending pairs and adding the same and adding the	about pant. der the ke? Ar ibe the ensory es on tamples stic and engine and point and we in arms. In a multiple in	issionate musicians performation. Icoming hosts greeted their good athletes pushed the ompetition. It examples on their own alticultural group of attendeed and experiences to the disculand experienced professions.	What do they or heavyset? actions. pant to life. aloud. Learners in to class. erly awaited the start thy to the guest ed a beautiful and guests with warm emselves to their and present to s brought a wide ssion. als provided valuable	Word cards, sentence cards, letter cards, handwriting on a manila card	

	4. The creative and innovative thinkers brainstormed new ideas and	
	solutions to complex problems	
	5. The caring and compassionate volunteers worked tirelessly to help	
	those in need.	
PHASE 3:	Have learners talk about their experiences during the lesson,	
REFLECTION	what they have learnt, and questions they might still have.	
	Teacher leads a discussion to provide responses to learners'	
	questions.	

Week Ending: 10-	0-03-2023 Day: Subject: English Language							
Duration: 50MINS				Strand: W	riting			
Class: B8		CI	lass Size:	Sub Stranc	: Use of c	ohesive o	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 narrative techniques incorporating descriptive logical event sequences							Lesson:	
	personal na iptive detai	ls a	atives using effective t and logical event sequents	•	Core Con Communic Collaborati Developme	ation and on, Persor	nal	
Keywords: appropri								
- ,	,							
Phase/Duration	Learners	Ac	tivities			Resourc	ces	
PHASE I: STARTER	Share pe	rfor			nd			
PHASE 2: NEW LEARNING	slowly all words/e Guide le i. Are yo ii. Are al of the pariii. Are al Have leas suggestion Encoura are neces	Share performance indicators with learners and introduce the lesson. 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.						
PHASE 3: REFLECTION	Use peer out from lesson.	dis	scussion and effective arners what they have ck from learners and	questioning learnt durin	to find g the			

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FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending: 17	7-03-2023 Day: Subject: English Langua						
Duration: 60mins				Strand: Oral Language			
Class: B8		Class Size:		Sub Strand: Sub stran	ds for the	term	
Content Standar Demonstrate know understanding in th	vledge and	ed so far.	Indicator: Recall and su learnt within	mmarize all what they h	ave	Lesson:	
Performance Indicator: Learners can recall and summarize all what they have Commu			Core Competencies: Communication and Col Development and Leade		, Personal		
Phase/Duration	Loarnors As	tivitios			Posoure	205	
PHASE I: STARTER	Revise with	Learners Activities Resources 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					ards, e cards, ards, ting on a ard	
PHASE 3: REFLECTION	Use peer dis from learner	scussion and s what they	have learnt du	tioning to find out iring the lesson.			

Week Ending: 17-0	Yeek Ending: 17-03-2023 DAY: Subject: English Language						
Duration: 50MINS				Strand: Literature			
Class: B8		Class S	ize:	Sub	Strand: Sub strands f	or the	term
Content Standard Demonstrate knowle understanding in the	edge and topics treated	d so far.	Indicator: Recall and sum within the terr		ze all what they have l	earnt	Lesson:
Performance Indicate Learners can recall at within the term		all what	they have learn	t	Core Competencies Communication and Coresonal Development	ollabor	
References: English I	anguage Curi	riculum F	⁹ g. 67				
Phase/Duration PHASE I:	Learners Ac		on the previous	lesso	on.	Reso	urces
STARTER	Share perfor	Share performance indicators with learners and introduce the					
PHASE 2: NEW LEARNING	Let learners expressions with the hel Ensure learn Let learners well read.	lesson. 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					
PHASE 3: REFLECTION	learners wh	at they h	and effective que ave learnt during learners and sun	g the			

Week Ending: 17-0	ek Ending: 17-03-2023 Day: Subject: English Lang						
Duration: 60mins				Strand: Reading			
Class: B8		Class Siz	Sub Strand: Sub strand	ds for the term			
Demonstrate knowled understanding in the Performance Indicate Learners can recall at learnt within the terror	edge and topics treat tor: nd summariz	Lesson: I of I laboration, Personal					
Reference : English L	anguage Pg.	45					
Keywords: interaction	n, necessar	y, connect	ions				
Phase/Duration PHASE I: STARTER	Share per	th learners	on the previo	us lesson. learners and introduce	Resou	urces	
PHASE 2: NEW LEARNING	idea of the passage. key points. Key points Read the details. Let main idea Take not important thoughts and arguing lidentify the stated in help you the quest Look for answer. quotes from Analyze to presents you evaluate any biase Summaria points. Mention of the presents you evaluate the presents you evaluate the presents you evaluate the points. Mention of the presents you evaluate the presents you evaluate the points. Mention of the presents you evaluate the presents your evaluate the presents you evaluat	scanning to the content of this will he text care a and argulates as you at informa. This will ments to stand the introduction. evidence This may into the text to their idea a stand argulate the content of the text to their idea at the content of the text to the text t	efully and pay vidence that suments. read to help tion and to or also help your dea of the text duction or cour answer and in the text to include statisticts. o understand as and argume redibility of the pations.	identify key points answer. It, which is usually inclusion. This will likeep it relevant to support your ics, examples, or how the author ents. This will help he author and identify we sentences or bullet is clear, concise, and	sente letter handv	d cards, nce cards, cards, vriting on a a card	

	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				Str	and: Grammar			
Class: B8		Class Siz	ze:	Sub Strand: Sub strands for the term				
Content Standa			Indicator:			Lesson:		
Demonstrate kno	_		Recall and summa					
i i					in the term I of I			
Performance Indicator: Learners can recall and summarize all what they have learnt Core Com Communica						cies: d Collaboration,		
within the term	•							
References: Englis	sh Language Cu	rriculum F	² g. 50					
Phase/Duration	Learners Activ					Resources		
PHASE I:	Revise with lea	arners on	the previous lessor	۱.				
STARTER								
	•	ance indic	cators with learners	and	introduce the			
PHASE 2:	lesson.	to use sa	ljectives to provide	vivi	d descriptions of	Word cards,		
NEW	participants:	s to use at	ijectives to brovide	VIVIC	a describuons of	sentence cards,		
LEARNING	· •	about the	personality traits t	hat h	est describe the	letter cards,		
	partici		personancy craits t	nac b	rest describe the	handwriting on		
	•	-	rticipant's appearar	ice. \	What do they	a manila card		
		•	ney tall or short? Th		-			
	Describe the participant's behavior or actions.							
	Use sensory details to bring the participant to life.							
		_						
	Write examples on the board as learners read aloud. Learners in							
	pairs write examples on their own and present to class.							
	1. The enthusiastic and energetic participants eagerly awaited the start							
	of the race. 2. The curious and engaged students listened intently to the guest							
	2. The curious and engaged students listened intently to the guest speaker's presentation.							
	3. The talented and passionate musicians performed a beautiful and							
	emotive piece o							
	4. The friendly							
	smiles and oper							
	5. The determin							
	limits in the gru							
	Assessment							
	Learners in pairs write examples on their own and present to class							
			ıltural group of atten		-			
			experiences to the d					
		-	l experienced profess	sional	s provided valuable			
	insights and adv			المدا	the ground with			
	-		ismatic leader captiv	ated	trie crowd with			
	their inspiring and motivational speech. 4. The creative and innovative thinkers brainstormed new ideas and							
	solutions to con			JIIIE	d ricw ideas alla			
			sionate volunteers w	orked	l tirelessly to helb			
	those in need.	F			, r			

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: 17-03-2023				Subje	ct: English Langu	age		
Duration: 50MINS	Strand: Writing		d: Writing					
Class: B8		Class Size:		Sub S	trand: Sub stran	ds for the term		
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.			Indicator Recall and learnt with	summa	rize all what the	y have	Lesson:	
Performance Indicator: Learners can recall and summarize all what they have learnt Core Compete Communication					encies: and Collaboration, pment and Leadership			
Reference : English	Language I	Pg. 58						
Keywords: appropri	iate, adver	tisement						
Phase/Duration PHASE I:		Activities				Resources		
STARTER	Kevise w	ith learners o	on the previo	ous iess	son.			
O PAINTEIN	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.					Word of sentence letter can handwrite manila of	e cards, ards, iting on a	
PHASE 3: REFLECTION	Use peer	e learners make a clean draft for publishing peer discussion and effective questioning to find rom learners what they have learnt during the n.						
	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			eterm
Demonstrate knowledge and				ndicator: Preparation towards vacation			Lesson:
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books. Core C Communications Persona				Communication ar	Core Competencies: Communication and Collaboration, ersonal Development and Leadership		
Reference : English							
Keywords: appropr	ate, adver	tisement					
Phase/Duration PHASE I:						Resources Exercise books,	
STARTER	Ask learners to bring and display all the materials needed for the assessment.				pen, pencils, erasers, Answer		
	Educate them on the consequences of examination mal practice.						
PHASE 2: NEW LEARNING	sit for the assessment test. Questio				ssessment ons and e books.		
	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.						