

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 30-06-2023		Day:	Subject: English Language	
Duration: 60mins			Strand: Oral Language	
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Plosives)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking			Indicator: B8.1.3.1.1. Produce consonant sounds in context (plosives)	
Performance Indicator: Learners can listen to a level-appropriate discussion by more than one speaker attentively and identify key information			Lesson: 1 of 1	
Core Competencies: Communication and Collaboration, Personal Development and Leadership				
Reference : English Language Pg. 40				
Keywords:				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Begin the lesson by asking learners if they know what plosive sounds are in consonants. Allow for a brief class discussion. Explain that plosive sounds are made when the airflow is momentarily stopped and then suddenly released in the mouth. This creates a distinct burst of sound. Share examples of plosive sounds with the class, such as /p/, /b/, /t/, /d/, /k/, and /g/.		
PHASE 2: NEW LEARNING		Display a chart with examples of words containing plosive sounds on the board. Read the words aloud, emphasizing the plosive sounds, and ask learners to listen carefully to identify the plosive sounds. Discuss the identified plosive sounds as a class, focusing on their characteristics (e.g., the brief pause before the sound burst, the release of air, the use of lips or tongue). Write several pairs of words on the board, each pair differing only in the presence or absence of a plosive sound (e.g., "pin" vs. "sin," "bat" vs. "mat," "coat" vs. "code"). Read the pairs of words aloud, emphasizing the plosive sounds, and ask learners to identify the difference in sound and write it down. Discuss the answers as a class, highlighting the specific plosive sound that distinguishes each pair.		Word cards, sentence cards, letter cards, handwriting on a manila card

	Provide learners with a list of words that contain plosive sounds. Have them practice pronouncing each word, focusing on the correct production of plosive sounds. <u>Assessment</u> Divide the class into pairs or small groups. Distribute a short passage or paragraph to each group, ensuring that it contains words with plosive sounds. Instruct learners to read the passage aloud, emphasizing the plosive sounds.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 30-06-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.6. Examine the connections between a text and other points of view	Lesson: 1 of 1
Performance Indicator: Learners can make connections between a text and other points of view		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 47		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Read a text closely for interpretation. Make connections between the text and your prior experiences. Make connections between the text and different viewpoints. Identify relevant answers to questions and provide evidence	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: 30-06-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Use of colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of colon in context	Lesson: 1 of 1
Performance Indicator: Learners can; - Understand the purpose and proper usage of colons in writing. - Identify and use colons correctly in their own writing. - Apply their knowledge of colons to enhance sentence structure and clarity.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by asking learners if they know what a colon is and where they have seen it used before (e.g., in writing, on a clock). Explain that a colon (:) is a punctuation mark used to introduce information, lists, explanations, or quotations. Share some examples of sentences with colons to illustrate their usage (e.g., "My favorite hobbies include: reading, painting, and playing soccer").	
PHASE 2: NEW LEARNING	Discuss with learners the different ways colons can be used in writing, emphasizing the following: <i>To introduce a list: "She bought three items at the store: apples, bread, and milk."</i> <i>To introduce an explanation or elaboration: "There was one thing she loved most about summer: the beach."</i> <i>To introduce a quotation: The teacher said, "Remember this important rule: always be kind to others."</i> Write these examples on the board, highlighting the placement of the colon and the purpose it serves in each sentences. Guide learners to explain the basic rules for using colons: <i>Use a colon after a complete sentence when introducing a list, explanation, or quotation.</i> <i>Do not use a colon after an incomplete sentence or a fragment.</i> Provide additional examples of correct colon usage and incorrect usage, encouraging learners to identify the mistakes. Ask learners to write five original sentences using colons. Remind them to follow the rules discussed in class. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Read each sentence carefully and choose the appropriate position for the colon. Write the correct answer in the blank provided. 1. Sarah has three favorite colors red, blue, and green. Answer: _____ 2. The teacher said remember this important rule always be kind to others. Answer: _____ 3. My favorite animals are lions, tigers and bears. Answer: _____ 4. Jane had only one thing on her mind winning the competition. Answer: _____ 5. The recipe called for the following ingredients flour sugar and eggs. Answer: _____ 6. Mary loves to visit warm destinations especially tropical islands. Answer: _____ 7. The famous actor once said acting is all about honesty courage and passion. Answer: _____ 8. It was clear what he wanted to do go hiking in the mountains. Answer: _____ 9. The teacher asked the learners to read the following passage from the book Alice in Wonderland. Answer: _____ 10. The storm was coming closer until it finally reached the shore. Answer: _____	
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: 30-06-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:	Sub Strand: Article Writing	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.3. Write articles on given issues for publication in school magazines		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. 64				
Keywords: appropriate, advertisement				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin the lesson by asking learners if they have ever read an article and what they think makes a good article. Explain that an article is a type of writing that provides information, analysis, or opinion on a specific topic. Discuss the purpose of articles, such as informing, persuading, or entertaining readers.			
PHASE 2: NEW LEARNING	Display a chart or list on the board with the key elements of an article: headline/title, introduction, body paragraphs, and conclusion. Discuss each element and its purpose. Emphasize the importance of a catchy headline, a strong introduction to hook the reader, well-developed body paragraphs with supporting evidence, and a conclusive ending. Distribute handouts with sample articles to learners. In pairs or small groups, have learners read and analyze the sample articles. Ask learners to identify the key elements of each article, including the headline, introduction, body paragraphs, and conclusion. Discuss various writing techniques that can enhance the quality of an article, such as: • <i>Using descriptive language and vivid details to engage readers.</i> • <i>Including relevant facts, statistics, or examples to support claims or arguments.</i> • <i>Organizing ideas logically and using transitions between paragraphs.</i>			Word cards, sentence cards, letter cards, handwriting on a manila card

	<i>Varying sentence structures and lengths for better flow and readability.</i> <u>Assessment</u> Learners write on a given topic. They are to write the title and the introduction.	
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: 30-06-2023		DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature	
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Old Man And His Children Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. What is the setting of the story? 2. Kamau, Mwangi and Njoroge are the main in the story. 3. What is the Narrative Technique used in the story? 4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong? 5. What is the theme of the story?		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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 07-07-2023		Day:		Subject: English Language	
Duration: 60mins				Strand: Oral Language	
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Plosives)	
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking			Indicator: B8.1.3.1.1. Produce consonant sounds in context (plosives)		Lesson: 1 of 1
Performance Indicator: Learners can listen to a level-appropriate discussion by more than one speaker attentively and identify key information				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 40					
Keywords:					
Phase/Duration		Learners Activities		Resources	
PHASE 1: STARTER		Begin the lesson by asking learners if they know what plosive sounds are in consonants. Allow for a brief class discussion. Explain that plosive sounds are made when the airflow is momentarily stopped and then suddenly released in the mouth. This creates a distinct burst of sound. Share examples of plosive sounds with the class, such as /p/, /b/, /t/, /d/, /k/, and /g/.			
PHASE 2: NEW LEARNING		Display a chart with examples of words containing plosive sounds on the board. Read the words aloud, emphasizing the plosive sounds, and ask learners to listen carefully to identify the plosive sounds. Discuss the identified plosive sounds as a class, focusing on their characteristics (e.g., the brief pause before the sound burst, the release of air, the use of lips or tongue). Write several pairs of words on the board, each pair differing only in the presence or absence of a plosive sound (e.g., "pin" vs. "sin," "bat" vs. "mat," "coat" vs. "code"). Read the pairs of words aloud, emphasizing the plosive sounds, and ask learners to identify the difference in sound and write it down. Discuss the answers as a class, highlighting the specific plosive sound that distinguishes each pair.		Word cards, sentence cards, letter cards, handwriting on a manila card	

	Provide learners with a list of words that contain plosive sounds. Have them practice pronouncing each word, focusing on the correct production of plosive sounds. <u>Assessment</u> Divide the class into pairs or small groups. Distribute a short passage or paragraph to each group, ensuring that it contains words with plosive sounds. Instruct learners to read the passage aloud, emphasizing the plosive sounds.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 07-07-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.6. Examine the connections between a text and other points of view	Lesson: 1 of 1
Performance Indicator: Learners can make connections between a text and other points of view		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 47		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Read a text closely for interpretation. Make connections between the text and your prior experiences. Make connections between the text and different viewpoints. Identify relevant answers to questions and provide evidence	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: 07-07-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Use of colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of colon in context	Lesson: 1 of 1
Performance Indicator: Learners can; - Understand the purpose and proper usage of colons in writing. - Identify and use colons correctly in their own writing. - Apply their knowledge of colons to enhance sentence structure and clarity.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by asking learners if they know what a colon is and where they have seen it used before (e.g., in writing, on a clock). Explain that a colon (:) is a punctuation mark used to introduce information, lists, explanations, or quotations. Share some examples of sentences with colons to illustrate their usage (e.g., "My favorite hobbies include: reading, painting, and playing soccer").	
PHASE 2: NEW LEARNING	Discuss with learners the different ways colons can be used in writing, emphasizing the following: <i>To introduce a list: "She bought three items at the store: apples, bread, and milk."</i> <i>To introduce an explanation or elaboration: "There was one thing she loved most about summer: the beach."</i> <i>To introduce a quotation: The teacher said, "Remember this important rule: always be kind to others."</i> Write these examples on the board, highlighting the placement of the colon and the purpose it serves in each sentences. Guide learners to explain the basic rules for using colons: <i>Use a colon after a complete sentence when introducing a list, explanation, or quotation.</i> <i>Do not use a colon after an incomplete sentence or a fragment.</i> Provide additional examples of correct colon usage and incorrect usage, encouraging learners to identify the mistakes. Ask learners to write five original sentences using colons. Remind them to follow the rules discussed in class. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Read each sentence carefully and choose the appropriate position for the colon. Write the correct answer in the blank provided. 1. Sarah has three favorite colors red, blue, and green. Answer: _____ 2. The teacher said remember this important rule always be kind to others. Answer: _____ 3. My favorite animals are lions, tigers and bears. Answer: _____ 4. Jane had only one thing on her mind winning the competition. Answer: _____ 5. The recipe called for the following ingredients flour sugar and eggs. Answer: _____ 6. Mary loves to visit warm destinations especially tropical islands. Answer: _____ 7. The famous actor once said acting is all about honesty courage and passion. Answer: _____ 8. It was clear what he wanted to do go hiking in the mountains. Answer: _____ 9. The teacher asked the learners to read the following passage from the book Alice in Wonderland. Answer: _____ 10. The storm was coming closer until it finally reached the shore. Answer: _____	
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: 07-07-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:		Sub Strand: Article Writing
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.3. Write articles on given issues for publication in school magazines		
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,		
Reference : English Language Pg. 64				
Keywords: appropriate, advertisement				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin the lesson by asking learners if they have ever read an article and what they think makes a good article. Explain that an article is a type of writing that provides information, analysis, or opinion on a specific topic. Discuss the purpose of articles, such as informing, persuading, or entertaining readers.			
PHASE 2: NEW LEARNING	Display a chart or list on the board with the key elements of an article: headline/title, introduction, body paragraphs, and conclusion. Discuss each element and its purpose. Emphasize the importance of a catchy headline, a strong introduction to hook the reader, well-developed body paragraphs with supporting evidence, and a conclusive ending. Distribute handouts with sample articles to learners. In pairs or small groups, have learners read and analyze the sample articles. Ask learners to identify the key elements of each article, including the headline, introduction, body paragraphs, and conclusion. Discuss various writing techniques that can enhance the quality of an article, such as: - Using descriptive language and vivid details to engage readers. - Including relevant facts, statistics, or examples to support claims or arguments. - Organizing ideas logically and using transitions between paragraphs.			Word cards, sentence cards, letter cards, handwriting on a manila card

	<i>Varying sentence structures and lengths for better flow and readability.</i> <u>Assessment</u> Learners write on a given topic. They are to write the title and the introduction.	
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: 07-07-2023		DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature	
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Old Man And His Children Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. What is the setting of the story? 2. Kamau, Mwangi and Njoroge are the main in the story. 3. What is the Narrative Technique used in the story? 4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong? 5. What is the theme of the story?		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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 14-07-2023		Day:	Subject: English Language	
Duration: 60mins			Strand: Oral Language	
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Plosives)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking			Indicator: B8.1.3.1.1. Produce consonant sounds in context (plosives)	
Performance Indicator: Learners can - Identify and understand the concept of plosive sounds in consonants. - recognize and differentiate plosive sounds in words			Lesson: 1 of 1	
Core Competencies: Communication and Collaboration, Personal Development and Leadership				
Reference : English Language Pg. 40				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Prepare a list of words that begin or end with consonant plosives such as /p/, /b/, /t/, /d/, /k/, and /g/. Divide the class into pairs or small groups. Distribute the word list to each group and instruct them to practice pronouncing the words, paying particular attention to the plosive sounds. Encourage them to emphasize the plosive sounds by exaggerating the release of air and the stoppage of sound. Have each group take turns pronouncing the words, making sure to listen for clear plosive sounds. Select tongue twisters that contain consonant plosives. Example: "Peter Piper picked a peck of pickled peppers." Write the tongue twisters on the board or distribute them to each learners. Encourage learners to practice saying the tongue twisters aloud, focusing on the clear pronunciation of the plosive sounds.			Word cards, sentence cards, letter cards, handwriting on a manila card

	Have learners take turns reciting the tongue twisters, paying attention to the plosive sounds and trying to maintain clarity and speed. Prepare a variety of sound cards that represent different consonant plosives (/p/, /b/, /t/, /d/, /k/, and /g/). Divide the class into teams. Randomly distribute the sound cards to each team. Read out words that contain consonant plosives, and teams must hold up the corresponding sound card for the plosive they hear. Award points to the teams that correctly identify the plosive sounds. Repeat the game with different words and sounds to reinforce the recognition and production of consonant plosives.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 14-07-2023		Day:	Subject: English Language
Duration: 60mins			Strand: Reading
Class: B8	Class Size:		Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts		Indicator: B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	Lesson: 1 of 1
Performance Indicator: Learners can use derivation to expand vocabulary to new contexts			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin the lesson by discussing the importance of vocabulary in understanding and engaging with various subjects, including history, culture, and politics. Explain that derivation is the process of forming new words by adding prefixes or suffixes to existing words, and it plays a vital role in expanding vocabulary.		
PHASE 2: NEW LEARNING	Introduce the concept of prefixes and suffixes and their function in word formation. Write a few root words on the board (e.g., "nation," "culture," "power") and ask learners to brainstorm and suggest possible prefixes or suffixes to create new words related to historical, cultural, or political contexts. Discuss and explain the meaning and significance of the derived words as a class. Distribute the handouts with a list of words related to historical, cultural, and political contexts to each learners. Instruct learners to identify the affixes (prefixes or suffixes) in each word and write the root word and its derived form. Provide learners with reading materials related to historical, cultural, or political topics. Ask learners to identify and underline any derived words they find while reading. Instruct them to discuss the meaning of the derived words, the root words they are derived from, and how the derived words contribute to their understanding of the text.		Word cards, sentence cards, letter cards, handwriting on a manila card

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
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: 14-07-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of semi-colon in context	Lesson: 1 of 1
Performance Indicator: Learners can; - Understand the purpose and proper usage of semi-colon in writing. - Identify and use semi-colon correctly in their own writing. - Apply their knowledge of semi-colon to enhance sentence structure and clarity.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by explaining that the semicolon (;) is a punctuation mark that helps connect related ideas in a sentence. Discuss the importance of proper punctuation in writing to convey meaning effectively.	
PHASE 2: NEW LEARNING	Explain that the semicolon is primarily used to connect two independent clauses that are closely related in meaning. Write two independent clauses on the board, such as "She loves to read books" and "He enjoys playing video games." Demonstrate how a semicolon can be used to connect the two independent clauses: "She loves to read books; he enjoys playing video games." Discuss the rules of using semicolons: - The two independent clauses should be closely related in meaning. - The clauses should be able to stand alone as separate sentences. - Do not use a coordinating conjunction (e.g., and, but, or) after the semicolon. Provide example sentences that require the use of a semicolon. Instruct learners to read each sentence and identify the appropriate place to insert a semicolon. Ask learners to write three sentences of their own that require the use of a semicolon to connect related independent clauses. Select a few learners to share their sentences aloud, highlighting the proper use of semicolons. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Read each sentence and determine where a semicolon should be placed to connect the related independent clauses. Rewrite the sentence with the correct use of a semicolon. 1. John has a busy schedule, he manages to find time for exercise. 2. The weather was sunny, the picnic was a great success. 3. The book was captivating, it kept me up all night. 4. She traveled to Paris, she fell in love with the city. 5. The team worked hard to prepare for the competition, they were determined to win.	
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: 14-07-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:		Sub Strand: Dialogues
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes		Lesson: 1 of 1
Performance Indicator: Learners can create dialogues among multiple interlocutors			Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 64				
Keywords: appropriate, advertisement				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin the lesson by discussing the importance of dialogue in storytelling and communication. Explain that dialogue brings characters to life, reveals their thoughts and emotions, and advances the plot in narratives. Ask learners to share examples of their favorite dialogues from books, movies, or plays.			
PHASE 2: NEW LEARNING	Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks. Write an example sentence on the board, such as: "She said, 'I can't wait to go to the party!'" Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation. Discuss the use of dialogue tags, action beats, and paragraph breaks to indicate different speakers and actions within a conversation. Distribute examples of dialogues or short scripts involving multiple interlocutors. Let learners read the dialogues and identify the different speakers. Discuss the structure, punctuation, and character development in the dialogues as a class. <u>Assessment</u> Divide the learners into small groups. Provide each group with a writing prompt or scenario, such as "A group of friends planning a surprise party" or "A family discussing vacation destinations."			Word cards, sentence cards, letter cards, handwriting on a manila card

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt. Have each group select a spokesperson to present their dialogue to the class. After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.	
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: 14-07-2023		DAY:	Subject: English Language	
Duration: 50MINS			Strand: Literature	
Class: B8		Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Ripples Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In which general setting does the story take place? 2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech? 3. Mama Adamu had decided to give Abi' <i>the special gift</i> '. Considering what really that "gift" was, the word special could be said to be ____ 4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that makes you picture Sayibu in your mind is an example of ____ -			Word cards, sentence cards, letter cards, handwriting on a manila card

	5. Sayibu's bark was worse than his bite. The expression in italics is an example of 6. What is the theme of the story?	
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.	

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 21-07-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Consonant Sounds (Fricatives)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B8.1.3.1.2. Produce consonant sounds (fricatives) in context	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 42		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract. Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.	
PHASE 2: NEW LEARNING	Play audio clips or recordings of words or sentences containing fricative sounds. Instruct learners to listen attentively and identify the fricative sounds they hear. Encourage learners to raise their hands or write down the identified fricative sounds on the board. Explain the concept of voiced and voiceless fricatives, where voiced fricatives engage the vocal cords, while voiceless fricatives do not. Provide examples of pairs of voiced and voiceless fricatives, such as /v/ and /f/, /ð/ and /θ/, /z/ and /s/, and /ʒ/ and /ʃ/. Pronounce these pairs of fricatives and guide learners to feel the difference by placing their fingers on their throat to sense the vibration for voiced fricatives. Distribute a handout or worksheet with practice exercises involving fricative sounds.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Instruct learners to complete the exercises, which may include matching fricative sounds to corresponding words, identifying voiced and voiceless fricatives in words, or pronouncing sentences containing fricatives. Monitor learners' progress and provide assistance as needed. Engage learners in a discussion about the importance of clear pronunciation in connected speech. Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech. Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech. <u>Assessment</u> Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech. 1. I have five funny frogs. 2. She sells seashells by the seashore. 3. The buzzing bees are busy in the garden. 4. Can you fish for fresh fish at the fish market? 5. Please be sure to close the door securely.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 21-07-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	Lesson: 1 of 1
Performance Indicator: Learners can use derivation to expand vocabulary to new contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by discussing the importance of vocabulary in understanding and engaging with various subjects, including history, culture, and politics. Explain that derivation is the process of forming new words by adding prefixes or suffixes to existing words, and it plays a vital role in expanding vocabulary.	
PHASE 2: NEW LEARNING	Introduce the concept of prefixes and suffixes and their function in word formation. Write a few root words on the board (e.g., "nation," "culture," "power") and ask learners to brainstorm and suggest possible prefixes or suffixes to create new words related to historical, cultural, or political contexts. Discuss and explain the meaning and significance of the derived words as a class. Distribute the handouts with a list of words related to historical, cultural, and political contexts to each learners. Instruct learners to identify the affixes (prefixes or suffixes) in each word and write the root word and its derived form. Provide learners with reading materials related to historical, cultural, or political topics. Ask learners to identify and underline any derived words they find while reading. Instruct them to discuss the meaning of the derived words, the root words they are derived from, and how the derived words contribute to their understanding of the text.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
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: 21-07-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of semi-colon in context	Lesson: 1 of 1
Performance Indicator: Learners can; - Understand the purpose and proper usage of semi-colon in writing. - Identify and use semi-colon correctly in their own writing. - Apply their knowledge of semi-colon to enhance sentence structure and clarity.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by explaining that the semicolon (;) is a punctuation mark that helps connect related ideas in a sentence. Discuss the importance of proper punctuation in writing to convey meaning effectively.	
PHASE 2: NEW LEARNING	Explain that the semicolon is primarily used to connect two independent clauses that are closely related in meaning. Write two independent clauses on the board, such as "She loves to read books" and "He enjoys playing video games." Demonstrate how a semicolon can be used to connect the two independent clauses: "She loves to read books; he enjoys playing video games." Discuss the rules of using semicolons: - The two independent clauses should be closely related in meaning. - The clauses should be able to stand alone as separate sentences. - Do not use a coordinating conjunction (e.g., and, but, or) after the semicolon. Provide example sentences that require the use of a semicolon. Instruct learners to read each sentence and identify the appropriate place to insert a semicolon. Ask learners to write three sentences of their own that require the use of a semicolon to connect related independent clauses. Select a few learners to share their sentences aloud, highlighting the proper use of semicolons. <u>Assessment</u>	Word cards, sentence cards, letter cards, handwriting on a manila card

	Read each sentence and determine where a semicolon should be placed to connect the related independent clauses. Rewrite the sentence with the correct use of a semicolon. 1. John has a busy schedule, he manages to find time for exercise. 2. The weather was sunny, the picnic was a great success. 3. The book was captivating, it kept me up all night. 4. She traveled to Paris, she fell in love with the city. 5. The team worked hard to prepare for the competition, they were determined to win.	
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: 21-07-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:		Sub Strand: Dialogues
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes		
Performance Indicator: Learners can create dialogues among multiple interlocutors		Lesson: 1 of 1		
Core Competencies: Communication and Collaboration, Personal Development and Leadership,				
Reference : English Language Pg. 64				
Keywords: appropriate, advertisement				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin the lesson by discussing the importance of dialogue in storytelling and communication. Explain that dialogue brings characters to life, reveals their thoughts and emotions, and advances the plot in narratives. Ask learners to share examples of their favorite dialogues from books, movies, or plays.			
PHASE 2: NEW LEARNING	Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks. Write an example sentence on the board, such as: "She said, 'I can't wait to go to the party!'" Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation. Discuss the use of dialogue tags, action beats, and paragraph breaks to indicate different speakers and actions within a conversation. Distribute examples of dialogues or short scripts involving multiple interlocutors. Let learners read the dialogues and identify the different speakers. Discuss the structure, punctuation, and character development in the dialogues as a class. <u>Assessment</u> Divide the learners into small groups. Provide each group with a writing prompt or scenario, such as "A group of friends planning a surprise party" or "A family discussing vacation destinations."			Word cards, sentence cards, letter cards, handwriting on a manila card

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt. Have each group select a spokesperson to present their dialogue to the class. After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.	
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: 21-07-2023		DAY:	Subject: English Language	
Duration: 50MINS			Strand: Literature	
Class: B8		Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Ripples Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In which general setting does the story take place? 2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech? 3. Mama Adamu had decided to give Abi' <i>the special gift</i> '. Considering what really that "gift" was, the word special could be said to be ____ 4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that makes you picture Sayibu in your mind is an example of ____ -			Word cards, sentence cards, letter cards, handwriting on a manila card

	5. Sayibu's bark was worse than his bite. The expression in italics is an example of 6. What is the theme of the story?	
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.	

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 28-07-2023		Day:		Subject: English Language		
Duration: 60mins				Strand: Oral Language		
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Fricatives)		
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking			Indicator: B8.1.3.1.2. Produce consonant sounds (fricatives) in context		Lesson: 1 of 1	
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.				Core Competencies: Communication and Collaboration, Personal Development and Leadership		
Reference : English Language Pg. 42						
Keywords:						
Phase/Duration		Learners Activities			Resources	
PHASE 1: STARTER		Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract. Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.				
PHASE 2: NEW LEARNING		Play audio clips or recordings of words or sentences containing fricative sounds. Instruct learners to listen attentively and identify the fricative sounds they hear. Encourage learners to raise their hands or write down the identified fricative sounds on the board. Explain the concept of voiced and voiceless fricatives, where voiced fricatives engage the vocal cords, while voiceless fricatives do not. Provide examples of pairs of voiced and voiceless fricatives, such as /v/ and /f/, /ð/ and /θ/, /z/ and /s/, and /ʒ/ and /ʃ/. Pronounce these pairs of fricatives and guide learners to feel the difference by placing their fingers on their throat to sense the vibration for voiced fricatives. Distribute a handout or worksheet with practice exercises involving fricative sounds.			Word cards, sentence cards, letter cards, handwriting on a manila card	

	Instruct learners to complete the exercises, which may include matching fricative sounds to corresponding words, identifying voiced and voiceless fricatives in words, or pronouncing sentences containing fricatives. Monitor learners' progress and provide assistance as needed. Engage learners in a discussion about the importance of clear pronunciation in connected speech. Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech. Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech. <u>Assessment</u> Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech. 1. I have five funny frogs. 2. She sells seashells by the seashore. 3. The buzzing bees are busy in the garden. 4. Can you fish for fresh fish at the fish market? 5. Please be sure to close the door securely.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 28-07-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	Lesson: 1 of 1
Performance Indicator: Learners can use derivation to expand vocabulary to new contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Engage learners in a discussion or brainstorming session about the topic/title of the passage. Learners to make predictions about what they think they will learn or encounter in the text. Divide the class into small groups and assign a specific text or passage to each group. Provide guiding questions or prompts to help learners, As they read, encourage group discussions and provide support as needed.	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: 28-07-2023		DAY:		Subject: English Language	
Duration: 60mins				Strand: Grammar	
Class: B8		Class Size:		Sub Strand: Use of semi-colon	
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication			Indicator: B8.3.2.1.1. Demonstrate the use of semi-colon in context		Lesson: 1 of 1
Performance Indicator: Learners can; - Understand the purpose and proper usage of semi-colon in writing. - Identify and use semi-colon correctly in their own writing. - Apply their knowledge of semi-colon to enhance sentence structure and clarity.					Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Begin the lesson by explaining that the semicolon (;) is a punctuation mark that helps connect related ideas in a sentence. Discuss the importance of proper punctuation in writing to convey meaning effectively.				
PHASE 2: NEW LEARNING	Engage learners in a discussion about why and when we might use a semicolon instead of other punctuation marks like commas or periods. Provide learners with a variety of sentences that contain semicolons. In pairs or individually, learners should analyze each sentence and identify the relationship between the two independent clauses connected by the semicolon. Discuss the different types of relationships, such as cause and effect, contrast, or emphasis. Have learners write their own sentences using semicolons to connect related ideas. Give learners a paragraph or passage that contains errors in semicolon usage. In pairs or small groups, learners should identify and correct the errors. Assign learners a writing task that requires the use of semicolons to connect ideas. Have learners exchange their written work with a peer and specifically focus on the use of semicolons. The peer editor can provide feedback on the appropriate usage of semicolons and suggest any necessary revisions. <u>Assessment</u>				Word cards, sentence cards, letter cards, handwriting on a manila card

	Complete the following exercises to practice using semicolons to connect related ideas within sentences. Choose the appropriate semicolon placement for each sentence. 1. My friend and I are planning a trip to Paris she has always wanted to visit the Eiffel Tower. 2. The weather is cloudy today we might have to reschedule our outdoor picnic. 3. John is an excellent pianist he practices for hours every day. 4. My favorite hobbies include reading writing and painting. 5. I enjoy hiking in the mountains, it allows me to connect with nature. 6. Lisa went to the store to buy some groceries she forgot to bring her shopping list. 7. The team worked hard during practice they are determined to win the championship. 8. I am taking a vacation next month I will be traveling to Italy and Spain.	
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: 28-07-2023		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B8		Class Size:		Sub Strand: Dialogues	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes			Lesson: 1 of 1
Performance Indicator: Learners can create dialogues among multiple interlocutors				Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 64					
Keywords: appropriate, advertisement					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Begin the lesson by discussing the importance of dialogue in storytelling and communication. Explain that dialogue brings characters to life, reveals their thoughts and emotions, and advances the plot in narratives. Ask learners to share examples of their favorite dialogues from books, movies, or plays.			
PHASE 2: NEW LEARNING		Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks. Write an example sentence on the board, such as: "She said, 'I can't wait to go to the party!'" Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation. Discuss the use of dialogue tags, action beats, and paragraph breaks to indicate different speakers and actions within a conversation. Distribute examples of dialogues or short scripts involving multiple interlocutors. Let learners read the dialogues and identify the different speakers. Discuss the structure, punctuation, and character development in the dialogues as a class. <u>Assessment</u> Divide the learners into small groups. Provide each group with a writing prompt or scenario, such as "A group of friends planning a surprise party" or "A family discussing vacation destinations."			Word cards, sentence cards, letter cards, handwriting on a manila card

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt. Have each group select a spokesperson to present their dialogue to the class. After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.	
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: 28-07-2023		DAY:	Subject: English Language	
Duration: 50MINS			Strand: Literature	
Class: B8		Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Scribbler’s Dream. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In your own words who would you say a scribbler is? 2. “the dream in our fills the shelf.” This expression indicates that the shelf of the scribbler is a) empty b) full c) disorderly d) neatly organized 3. “Vacuum stares at you“ What figure of speech is this? 4. Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract. 5. What has the Scribbler refused to do so far? 6. What does he hope to achieve?			Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 04-08-2023		Day:		Subject: English Language		
Duration: 60mins				Strand: Oral Language		
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Fricatives)		
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking			Indicator: B8.1.3.1.2. Produce consonant sounds (fricatives) in context		Lesson: 1 of 1	
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.				Core Competencies: Communication and Collaboration, Personal Development and Leadership		
Reference : English Language Pg. 42						
Keywords:						
Phase/Duration		Learners Activities			Resources	
PHASE 1: STARTER		Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract. Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.				
PHASE 2: NEW LEARNING		Divide the class into small groups and provide each group with a list of fricative sounds (e.g., /f/, /v/, /s/, /z/, /sh/, /zh/, /th/, /h/). Ask them to search around the classroom or school for objects or pictures that start with or contain those fricative sounds. For example, they can find a "fork" for the /f/ sound or a "zipper" for the /z/ sound. After the scavenger hunt, have each group share their findings and pronounce the words with the fricative sounds. Set up a relay race where learners have to pass a baton while saying a word containing a fricative sound. Prepare a list of words that have different fricative sounds (e.g., "fish," "vase," "saw," "zip," "shoe," "measure," "teeth," "hammer"). Divide the class into two teams and have them line up. When you give the signal, the first student from each team runs to a designated spot while saying a word from the list. They pass the baton to the next student, who does the			Word cards, sentence cards, letter cards, handwriting on a manila card	

	same, and so on. The team that completes the relay race first wins. Prepare a variety of picture cards or word cards that contain fricative sounds. Mix them up and place them in a bag or basket. Have learners take turns picking a card and identifying the fricative sound in the word. Then, ask them to sort the cards into different categories based on the specific fricative sound (e.g., /f/ sound, /s/ sound, /sh/ sound).	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 04-08-2023		Day:	Subject: English Language
Duration: 60mins			Strand: Reading
Class: B8	Class Size:		Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts		Indicator: B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts	Lesson: 1 of 1
Performance Indicator: Learners can integrate appropriate grade level vocabulary in different contexts			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Display a few vocabulary word cards (without definitions) related to the passage. In pairs or small groups, ask learners to predict the meanings of the words based on their prior knowledge and the context of the passage. Have learners read the selected passage individually or in pairs. Encourage active reading by asking them to underline or highlight any vocabulary words they encounter. Instruct learners to write the underlined words in their notebooks and attempt to define them based on the context of the passage. After reading, discuss the vocabulary words as a class		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: 04-08-2023	DAY:	Subject: English Language
Duration: 60mins	Strand: Grammar	
Class: B8	Class Size:	Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Learners brainstorm to discuss how apostrophes are used to indicate possession and contraction. Provide examples of correct and incorrect use of apostrophes to engage learners' attention. Display the rules for using apostrophes on the board or distribute handouts with the rules. Explain each rule using clear and concise language, providing examples for each case. a) Possessive nouns (e.g., John's book) b) Contractions (e.g., can't, don't) c) Contractions with pronouns (e.g., it's, they're) Provide learners with sentences or paragraphs containing apostrophe errors. In pairs or small groups, ask learners to identify and correct the mistakes. <u>Assessment</u> Distribute apostrophe worksheets to learners. Instruct learners to complete the exercises independently or in pairs. The worksheet can include activities such as: a) Identifying and correcting apostrophe errors b) Rewriting sentences using possessive nouns c) Filling in the blanks with the correct contractions Set a time limit, if desired, using a timer to keep learners on track.	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: 04-08-2023		Day:	Subject: English Language	
Duration:			Strand: Writing	
Class: B8		Class Size:		Sub Strand: Speech Writing
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.5. Compose speeches for different purposes and occasions		Lesson: 1 of 1
Performance Indicator: Learners can compose speeches for different purposes and occasions			Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 56				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Start by explaining to learners what a formal letter is and why it is important to know how to write one. Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing. Provide learners with examples of different types of formal letters, such as business letters, cover letters, and letters of complaint. Point out the different elements of each letter and how they are organized. Guide learners to choose relevant and interesting topic to write about. Example: a letter to a local government official or a letter to a business owner. Have learners brainstorm ideas for their letter and create an outline of the main points they want to include. Encourage them to think about their audience, their purpose, and the tone they want to convey in their letter. Learners write a draft of their letter and then revise it for clarity, organization, and tone. Encourage them to use descriptive language, specific examples, and persuasive arguments to make their case.			Word cards, sentence cards, letter cards, handwriting on a manila card

	Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error. <u>Assessment</u> Write a letter to the principal of your school requesting permission to organize a Get-together event.	
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: 04-08-2023		DAY:	Subject: English Language	
Duration: 50MINS			Strand: Literature	
Class: B8		Class Size:	Sub Strand: Prose	
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Scribbler’s Dream. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In your own words who would you say a scribbler is? 2. “the dream in our fills the shelf.” This expression indicates that the shelf of the scribbler is a) empty b) full c) disorderly d) neatly organized 3. “Vacuum stares at you“ What figure of speech is this? 4. Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract. 5. What has the Scribbler refused to do so far? 6. What does he hope to achieve?			Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 7

Week Ending: 11-08-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Consonant Sounds (Fricatives)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B8.1.3.1.2. Produce consonant sounds (fricatives) in context	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 42		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract. Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.	
PHASE 2: NEW LEARNING	Divide the class into small groups and provide each group with a list of fricative sounds (e.g., /f/, /v/, /s/, /z/, /sh/, /zh/, /th/, /h/). Ask them to search around the classroom or school for objects or pictures that start with or contain those fricative sounds. For example, they can find a "fork" for the /f/ sound or a "zipper" for the /z/ sound. After the scavenger hunt, have each group share their findings and pronounce the words with the fricative sounds. Set up a relay race where learners have to pass a baton while saying a word containing a fricative sound. Prepare a list of words that have different fricative sounds (e.g., "fish," "vase," "saw," "zip," "shoe," "measure," "teeth," "hammer"). Divide the class into two teams and have them line up. When you give the signal, the first student from each team runs to a designated spot while saying a word from the list. They pass the baton to the next student, who does the	Word cards, sentence cards, letter cards, handwriting on a manila card

	same, and so on. The team that completes the relay race first wins. Prepare a variety of picture cards or word cards that contain fricative sounds. Mix them up and place them in a bag or basket. Have learners take turns picking a card and identifying the fricative sound in the word. Then, ask them to sort the cards into different categories based on the specific fricative sound (e.g., /f/ sound, /s/ sound, /sh/ sound).	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 11-08-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts	Lesson: 1 of 1
Performance Indicator: Learners can integrate appropriate grade level vocabulary in different contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Display a few vocabulary word cards (without definitions) related to the passage. In pairs or small groups, ask learners to predict the meanings of the words based on their prior knowledge and the context of the passage. Have learners read the selected passage individually or in pairs. Encourage active reading by asking them to underline or highlight any vocabulary words they encounter. Instruct learners to write the underlined words in their notebooks and attempt to define them based on the context of the passage. After reading, discuss the vocabulary words as a class	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: 11-08-2023		DAY:	Subject: English Language
Duration: 60mins			Strand: Grammar
Class: B8	Class Size:		Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts.			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners brainstorm to discuss how apostrophes are used to indicate possession and contraction. Provide examples of correct and incorrect use of apostrophes to engage learners' attention. Display the rules for using apostrophes on the board or distribute handouts with the rules. Explain each rule using clear and concise language, providing examples for each case. a) Possessive nouns (e.g., John's book) b) Contractions (e.g., can't, don't) c) Contractions with pronouns (e.g., it's, they're) Provide learners with sentences or paragraphs containing apostrophe errors. In pairs or small groups, ask learners to identify and correct the mistakes. <u>Assessment</u> Distribute apostrophe worksheets to learners. Instruct learners to complete the exercises independently or in pairs. The worksheet can include activities such as: a) Identifying and correcting apostrophe errors b) Rewriting sentences using possessive nouns c) Filling in the blanks with the correct contractions Set a time limit, if desired, using a timer to keep learners on track.		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: 11-08-2023		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B8		Class Size:		Sub Strand: Speech Writing	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.5. Compose speeches for different purposes and occasions			Lesson: 1 of 1
Performance Indicator: Learners can compose speeches for different purposes and occasions			Core Competencies: Communication and Collaboration, Personal Development and Leadership,		
Reference : English Language Pg. 56					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING	Start by explaining to learners what a formal letter is and why it is important to know how to write one. Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing. Provide learners with examples of different types of formal letters, such as business letters, cover letters, and letters of complaint. Point out the different elements of each letter and how they are organized. Guide learners to choose relevant and interesting topic to write about. Example: a letter to a local government official or a letter to a business owner. Have learners brainstorm ideas for their letter and create an outline of the main points they want to include. Encourage them to think about their audience, their purpose, and the tone they want to convey in their letter. Learners write a draft of their letter and then revise it for clarity, organization, and tone. Encourage them to use descriptive language, specific examples, and persuasive arguments to make their case.				Word cards, sentence cards, letter cards, handwriting on a manila card

	Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error. <u>Assessment</u> Write a letter to the principal of your school requesting permission to organize a Get-together event.	
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: 11-08-2023		DAY:	Subject: English Language
Duration: 50MINS			Strand: Literature
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Mama Is Sunrise. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 18-08-2023		Day:	Subject: English Language		
Duration:			Strand: Oral language		
Class: B8		Class Size:		Sub Strand: Consonant Sounds (nasals and affricates)	
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context			
Performance Indicator: Learners can produce consonant sounds (nasals and affricates) in context		Lesson: 1 of 1			
Core Competencies: Communication and Collaboration, Personal Development and Leadership,					
Reference : English Language Pg. 63					
Keywords:					
Phase/Duration	Learners Activities			Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson.				
	Share performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING	Guide learners to explain the concept of nasal and affricate consonant sounds. Explain that nasal sounds like /m/ and /n/ occur when air passes through the nose, while affricates like /tʃ/ and /dʒ/ involve a stop and a fricative at the same place of articulation. Use a list of words that include nasal and affricate sounds. Pronounce each word, emphasizing the nasal or affricate sound. Explain the mouth and tongue positions for producing these sounds. Have learners practice distinguishing between nasal and affricate sounds in context. Provide examples of words and have the learners identify whether the word contains a nasal or affricate sound. Play a recording of a text or conversation that includes a number of nasal and affricate sounds. Have the learners listen carefully and identify the words that contain these sounds. Provide worksheets with phrases and sentences that incorporate nasal and affricate sounds. Have the learners practice reading these out loud, focusing on the accurate			Word cards, sentence cards, letter cards, handwriting on a manila card	

	production of nasal and affricate sounds in connected speech. <u>Assessment</u> 1. The sounds /m/ and /n/ are examples of _____ sounds. 2. The sounds /tʃ/ and /dʒ/ are examples of _____ sounds. 3. When pronouncing the affricate sound /tʃ/, the air is first _____, then released with a friction-like sound. 4. The sound /m/ is a(n) _____ sound, while the sound /tʃ/ is a(n) _____ sound. 5. The word "jam" contains a(n) _____ sound. 6. The word "nose" contains a(n) _____ sound.	
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: 18-08-2023	Day:	Subject: English Language
Duration: 60mins	Strand: Reading	
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts	Lesson: 1 of 1
Performance Indicator: Learners can integrate appropriate grade level vocabulary in different contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Display a few vocabulary word cards (without definitions) related to the passage. In pairs or small groups, ask learners to predict the meanings of the words based on their prior knowledge and the context of the passage. Have learners read the selected passage individually or in pairs. Encourage active reading by asking them to underline or highlight any vocabulary words they encounter. Instruct learners to write the underlined words in their notebooks and attempt to define them based on the context of the passage. After reading, discuss the vocabulary words as a class	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: 18-08-2023		DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar	
Class: B8	Class Size:		Sub Strand: Use of Apostrophe
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts.			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise with learners to explain what an apostrophe is and its two main uses: - to show possession (John's book) and - to indicate the omission of letters or numbers (it's for it is, '60s for 1960s). Provide groups of learners with a list of phrases describing ownership and ask them to convert those using apostrophes to indicate possession. For example, the book that belongs to John would be converted to John's book. Let the groups share their answers with the rest of the class. Provide learners with sentences where some words need to be replaced with contractions. For example, "do not touch my book" should become "don't touch my book". Learners can write their answers on their own paper, then you can review the answers as a class. Have learners come up with their own sentences that demonstrate the use of the apostrophe. They should try to include both possessive and contraction uses of the apostrophe in their sentences. Pair up the learners and have them swap their sentences from Activity 4. Each learner should review their partner's sentences, checking for correct use of the apostrophe. Assessment		Word cards, sentence cards, letter cards, handwriting on a manila card

	Convert the following phrases to use an apostrophe to show possession: 1. The book that belongs to John: _____ 2. The car that belongs to Mrs. Smith: _____ 3. The house that is owned by the Johnsons: _____ 4. The project that was completed by the learners: _____ Replace the underlined words with contractions in the following sentences: 1. "You <u>cannot</u> take my phone." 2. "She <u>will not</u> participate in the dance competition." 3. "We <u>are not</u> going to the park today."	
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: 18-08-2023		Day:	Subject: English Language
Duration:			Strand: Writing
Class: B8	Class Size:		Sub Strand: Speech Writing
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.5. Compose speeches for different purposes and occasions	Lesson: 1 of 1
Performance Indicator: Learners can compose speeches for different purposes and occasions			Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Write this question on the board. “Imagine you have been elected as the class president. Write a speech you would deliver to your classmates about your plans for the coming school year.” Have learners brainstorm ideas for their speeches. What plans do they have for the coming school year if they were class president? Learners can note down their ideas. Guide the learners to create an outline for their speeches using their brainstormed ideas. They should have a clear introduction (greeting, self-introduction, thanks for election), a body (presentation of the plans), and a conclusion (inspiring message, call-to-action). Using their outlines, learners write a first draft of their speeches. Remind them to use persuasive language to convey their plans and create a connection with their audience. Have learners exchange their speech drafts and give each other constructive feedback. They should look for clarity, persuasiveness, and overall structure. <u>Assessment</u> 1. You have been chosen to speak at a community event about the importance of environmental conservation.		Word cards, sentence cards, letter cards, handwriting on a manila card

	Write a persuasive speech encouraging community members to take action to protect the environment. 2. You are speaking at the school's talent show. Write a speech explaining the importance of expressing oneself through arts and culture. 3. Your school is organizing a charity event to support a local children's hospital. Write a speech you would deliver to encourage your peers and their families to contribute to the cause. 4. Your school is celebrating its 50th anniversary, and you have been selected to give a speech during the celebration. Write a speech highlighting the history of the school, its achievements, and your personal experiences.	
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: 18-08-2023		DAY:	Subject: English Language
Duration: 50MINS			Strand: Literature
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Mama Is Sunrise. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 25-08-2023	Day:	Subject: English Language
Duration:		Strand: Oral language
Class: B8	Class Size:	Sub Strand: Consonant Sounds (nasals and affricates)
Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		Indicator: B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context
Performance Indicator: Learners can produce consonant sounds (nasals and affricates) in context		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal Development and Leadership,		
Reference : English Language Pg. 63		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Prepare a list of words that include both nasal and non-nasal sounds. For example: "sun," "run," "cat," "rat," "moon," "mood," "pin," "bin," etc. Read aloud the words, emphasizing the nasal sounds (like [n] and [m]) and non-nasal sounds. Ask learners to listen carefully and categorize each word as either having a nasal sound or not. Explain the concept of an affricate sound, which is a combination of a stop sound and a fricative sound. Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound. Provide a list of words containing the target sound, like "cheese," "church," "judge," "giant," etc. Have learners practice saying these words, focusing on the accurate articulation of the affricate sound. <u>Assessment</u> Create a short story or a few sentences that include words with nasals and affricates. Have learners retell the story themselves, paying attention to these sounds.	Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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Week Ending: 25-08-2023		Day:		Subject: English Language	
Duration: 60mins				Strand: Reading	
Class: B8		Class Size:		Sub Strand: Comprehension	
Content Standard: B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary			Indicator: B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas		Lesson: 1 of 1
Performance Indicator: Learners can determine the central idea in paragraphs and analyze to identify supporting ideas				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 41					
Keywords:					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING		Display a simple, short paragraph on the board. Ask learners to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board. Guide learners to discuss the terms "central idea" and "supporting details". Explain that the central idea is what the text is mostly about, while supporting details back up or explain the central idea. Revisit the initial paragraph and identify the central idea and supporting details together as a class. Highlight or underline the details to visually represent their role. <u>Assessment</u> Divide learners into pairs or small groups. Provide each group with a new paragraph or short text. Instruct each group to identify the central idea first and then underline or highlight the supporting details.			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			

Week Ending: 25-08-2023		Day:	Subject: English Language	
Duration: 60mins			Strand: Grammar	
Class: B8		Class Size:	Sub Strand: Vocabulary	
Content Standard: B8.3.3.1: Demonstrate appropriate use of vocabulary in communication		Indicator: B8.3.3.1.1. Use vocabulary appropriately in speaking and writing		Lesson: 1 of 1
Performance Indicator: Learners can use vocabulary appropriately in speaking and writing			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 47				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	On the board, write down a word (e.g., "happy"). Ask learners for synonyms and antonyms of that word. Discuss the feelings associated with the word "happy" (connotations) and its basic definition (denotation). Define the terms: synonym, antonym, analogy, denotation, and connotation. Use examples for each. Display sentences replacing words with their synonyms and discuss how the meaning slightly changes based on connotation. Introduce the concept of analogy, using familiar comparisons. E.g., "Finger is to hand as toe is to foot." Provide learners with a list of words. In pairs, they should come up with synonyms and antonyms for each. Provide a half-completed analogy and ask pairs to complete them. E.g., "Book is to reading as fork is to _____." <u>Assessment</u> Find the Synonyms for the underlined words. 1. The weather today is <u>pleasant</u> .			Word cards, sentence cards, letter cards, handwriting on a manila card

	2. She is <u>brave</u> enough to face her fears and challenges head-on. 3. The teacher's <u>calm</u> demeanor helped the learners relax during the test Fill the blanks with the correct Antonyms to make the sentences complete. 1. The <u>tall</u> tower contrasts with the ____ building next to it. 2. The <u>happy</u> puppy's energy is quite different from the ____ cat's behavior. 3. In the story, the <u>dark</u> forest is the opposite of the ____ and open field.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 25-08-2023		DAY:	Subject: English Language
Duration: 60mins		Strand: Writing	
Class: B8	Class Size:		Sub Strand: Interpret Non-Textual Elements
Content Standard: B8.4.3.1: Research to build and present knowledge		Indicator: B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing	Lesson: 1 of 1
Performance Indicator: Learners can use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 53			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Display a simple bar graph on the board. Ask learners about what they observe and what information they can infer. Elicit responses and discuss the importance of such non-textual elements in providing information. Introduce the different types of non-textual elements: figures, tables, graphs, and maps. Discuss how each provides specific types of information and how they can be related to accompanying text. Show a table and explain how to read the data, or a map and explain how to interpret the legends, scales, and symbols. Provide learners with examples containing a mix of non-textual elements. Work through the first example together. For instance, if it's a graph, discuss the X and Y axis, the data presented, and what inferences can be made. Pair up learners and assign each pair a different non-textual element to interpret. Ask learners to read the passage and then interpret the associated non-textual element, answering questions like: • What does the graph/table/map/figure show? • How does it relate to the text? • What information can be gathered from it?		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.		

	Teacher leads a discussion to provide responses to learners' questions.	
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Week Ending: 25-08-2023		DAY:	Subject: English Language
Duration: 50MINS			Strand: Literature
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Debbie, Sandy And Pepe. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. Describe the setting of the girls finding the bird Pepe? 2. Debbie looked at the bird Pepe and said this of its peak: '<i>it looks like yellow plastic.</i>' what figure of speech is used in this description. 3. "<i>Poor little thing</i>" crooned Debbie as she stroked the shivering bundle. What is that shivering bundle? 4. The genre or style of writing used in, Debbie, Sandy and Pepe is an example of 5. "<i>She reached and gently slid her hand under the tiny body and lifted him out. <u>He was cold and stiff.</u></i>" The underlined words indicate a state of	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.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 10

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

	Have learners retell the story themselves, paying attention to these sounds.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 01-09-2023		Day:	Subject: English Language	
Duration: 60mins			Strand: Reading	
Class: B8		Class Size:	Sub Strand: Comprehension	
Content Standard: B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary		Indicator: B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas		Lesson: 1 of 1
Performance Indicator: Learners can determine the central idea in paragraphs and analyse to identify supporting ideas			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 41				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Display a simple, short paragraph on the board. Ask students to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board. Guide learners to discuss the terms "central idea" and "supporting details". Explain that the central idea is what the text is mostly about, while supporting details back up or explain the central idea. Revisit the initial paragraph and identify the central idea and supporting details together as a class. Highlight or underline the details to visually represent their role. <u>Assessment</u> Divide learners into pairs or small groups. Provide each group with a new paragraph or short text. Instruct each group to identify the central idea first and then underline or highlight the supporting details.			Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 01-09-2023		Day:	Subject: English Language
Duration: 60mins		Strand: Grammar	
Class: B8	Class Size:		Sub Strand: Vocabulary
Content Standard: B8.3.3.1: Demonstrate appropriate use of vocabulary in communication		Indicator: B8.3.3.1.1. Use vocabulary appropriately in speaking and writing	Lesson: 1 of 1
Performance Indicator: Learners can use vocabulary appropriately in speaking and writing			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 47			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Display sentences and ask students to replace the underlined word with another that has a similar denotation but a different connotation, changing the tone of the sentence. For instance, "The room was small" could change to "The room was cozy." Provide students with word cards. They should match synonyms, find antonyms, and create analogies. Ask students to write short passages using words with similar denotations but different connotations to change the mood of the passage. E.g., describing a house in both a positive and negative light using different words. Have a few students share their analogies and connotation writings. Discuss how understanding word relationships and connotations can improve both their reading comprehension and their writing. <u>Assessment</u> Provide the right Analogies to make the sentences true. Ocean is to water as desert is to ____. Chef is to kitchen as pilot is to _____. Whisper is to quiet as shout is to _____.		Word cards, sentence cards, letter cards, handwriting on a manila card

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. <u>Homework</u> 1. Identify at least three words with strong connotations and discuss their feelings associated with each. 2. Write three analogies based on content from their current reading assignments.	
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Week Ending: 01-09-2023		DAY:	Subject: English Language
Duration: 60mins		Strand: Writing	
Class: B8	Class Size:		Sub Strand: Interpret Non-Textual Elements
Content Standard: B8.4.3.1: Research to build and present knowledge		Indicator: B8.4.3.1.1. Use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing	Lesson: 1 of 1
Performance Indicator: Learners can use information from non-text sources (figures, tables graphs, and maps) to support ideas in writing			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 53			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Display a simple bar graph on the board. Ask learners about what they observe and what information they can infer. Elicit responses and discuss the importance of such non-textual elements in providing information. Introduce the different types of non-textual elements: figures, tables, graphs, and maps. Discuss how each provides specific types of information and how they can be related to accompanying text. Show a table and explain how to read the data, or a map and explain how to interpret the legends, scales, and symbols. Provide learners with examples containing a mix of non-textual elements. Work through the first example together. For instance, if it's a graph, discuss the X and Y axis, the data presented, and what inferences can be made. Pair up learners and assign each pair a different non-textual element to interpret. Ask learners to read the passage and then interpret the associated non-textual element, answering questions like: • What does the graph/table/map/figure show? • How does it relate to the text? • What information can be gathered from it?	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.		

	Teacher leads a discussion to provide responses to learners' questions.	
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Week Ending: 01-09-2023		DAY:	Subject: English Language
Duration: 50MINS			Strand: Literature
Class: B8	Class Size:		Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Colour Of God Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 11

REVISION AND END OF TERM ASSESSMENT

Week Ending: 08-09-2023	Day:	Subject: English Language	
Duration: 60MINS		Strand: Strands for the term	
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. 63			
Keywords:			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Prepare a list of words that include both nasal and non-nasal sounds. For example: "sun," "run," "cat," "rat," "moon," "mood," "pin," "bin," etc. Read aloud the words, emphasizing the nasal sounds (like [n] and [m]) and non-nasal sounds. Ask learners to listen carefully and categorize each word as either having a nasal sound or not. Explain the concept of an affricate sound, which is a combination of a stop sound and a fricative sound. Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound. Provide a list of words containing the target sound, like "cheese," "church," "judge," "giant," etc. Have learners practice saying these words, focusing on the accurate articulation of the affricate sound. <u>Assessment</u>		Word cards, sentence cards, letter cards, handwriting on a manila card

	Create a short story or a few sentences that include words with nasals and affricates. Have learners retell the story themselves, paying attention to these sounds.	
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: 08-09-2023		Day:		Subject: English Language	
Duration: 60MINS				Strand: Strands for the term	
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. 41					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.				
PHASE 2: NEW LEARNING	Display a simple, short paragraph on the board. Ask students to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board. Guide learners to discuss the terms "central idea" and "supporting details". Explain that the central idea is what the text is mostly about, while supporting details back up or explain the central idea. Revisit the initial paragraph and identify the central idea and supporting details together as a class. Highlight or underline the details to visually represent their role. <u>Assessment</u> Divide learners into pairs or small groups. Provide each group with a new paragraph or short text. Instruct each group to identify the central idea first and then underline or highlight the supporting details.				Word cards, sentence cards, letter cards, handwriting on a manila card

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 08-09-2023		Day:	Subject: English Language	
Duration: 60MINS			Strand: Strands for the term	
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. 47				
Keywords:				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Display sentences and ask students to replace the underlined word with another that has a similar denotation but a different connotation, changing the tone of the sentence. For instance, "The room was small" could change to "The room was cozy." Provide students with word cards. They should match synonyms, find antonyms, and create analogies. Ask students to write short passages using words with similar denotations but different connotations to change the mood of the passage. E.g., describing a house in both a positive and negative light using different words. Have a few students share their analogies and connotation writings. Discuss how understanding word relationships and connotations can improve both their reading comprehension and their writing. <u>Assessment</u> Provide the right Analogies to make the sentences true. Ocean is to water as desert is to ____. Chef is to kitchen as pilot is to _____. Whisper is to quiet as shout is to _____.			Word cards, sentence cards, letter cards, handwriting on a manila card

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. <u>Homework</u> 1. Identify at least three words with strong connotations and discuss their feelings associated with each. 2. Write three analogies based on content from their current reading assignments.	
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Week Ending: 08-09-2023	DAY:	Subject: English Language
Duration: 60MINS	Strand: Strands for the term	
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
References: English Language Curriculum Pg. 53		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Display a simple bar graph on the board. Ask learners about what they observe and what information they can infer. Elicit responses and discuss the importance of such non-textual elements in providing information. Introduce the different types of non-textual elements: figures, tables, graphs, and maps. Discuss how each provides specific types of information and how they can be related to accompanying text. Show a table and explain how to read the data, or a map and explain how to interpret the legends, scales, and symbols. Provide learners with examples containing a mix of non-textual elements. Work through the first example together. For instance, if it's a graph, discuss the X and Y axis, the data presented, and what inferences can be made. Pair up learners and assign each pair a different non-textual element to interpret. Ask learners to read the passage and then interpret the associated non-textual element, answering questions like: • What does the graph/table/map/figure show? • How does it relate to the text? • What information can be gathered from it?	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.	

	Teacher leads a discussion to provide responses to learners' questions.	
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Week Ending: 08-09-2023		DAY:		Subject: English Language	
Duration: 60MINS				Strand: Strands for the term	
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	
References: English Language Curriculum Pg. 67					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.				
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Colour Of God Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.				