

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 1

Week Ending: 06-04-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	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	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Engage learners to listen and note important issues in a range of level-appropriate dialogues/discussions by more than one speaker. e.g. message, mood, tone.</p> <p>Have learners listen to and compare the issues in the dialogues or discussions by more than one speaker with what was noted in first listening.</p> <p>Learners in groups identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		

Week Ending: 06-04-2023	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: B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyze text	Lesson: 1 of 1
Performance Indicator: Learners can use contextual clues to analyze text		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Read age-appropriate texts.</p> <p>Use contextual cues to understand the text.</p> <p>Identify ways that any of the cues help with meaning.</p> <p>Identify ways through which cues like date of writing/author/culture influence the writing to help with meaning.</p> <p>Find other texts and use contextual cues to help with meaning</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 06-04-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Adverbs
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.5. Demonstrate command of the knowledge of adverbs.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the knowledge of adverbs		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Elicit prior knowledge of learners and engage interest in the topic by asking learners questions such as: What did you eat this morning? Where do you come from? What is the name of your pet?	
PHASE 2: NEW LEARNING	Use adverbs to modify adjectives e.g. That was a very funny comedian. Use adverbs to pre-modify another adverb. E.g.: I saw many very fast-moving vehicles on the road. Use adverbs to pre-modify prepositions or prepositional phrases. E.g.: The bullet went right through the shooter. o Use adverbs to pre-modify: - Indefinite pronouns, e.g. Nearly everybody bought the same vehicle. - Pre-determiners, e.g. I paid more than three thousand Ghana Cedis for the laptop. - Cardinal numerals, e.g. We will stay for about three weeks.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions.	

Week Ending: 06-04-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Transactional Texts
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion	Lesson: 1 of 1
Performance Indicator: Learners can use cohesive devices appropriate in writing.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords: appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Compose texts on advertisements, diary entries, postcards, invitation cards, etc. using the appropriate formats/style using process approach: e.g. o title o body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?) let learners use: o the simple present for conveying timeless statements and facts o modals/imperative (commanding) verbs for persuasive effect o mental verbs (e.g. I think, I believe) for conveying a viewpoint o phrasal verbs (e.g. pick up, run into, turn down, come across) o appropriate persuasive devices such as rhetorical questions and repetition	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: 06-04-2023	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 Girl Who Can 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.		

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WEEKLY LESSON NOTES – B8

WEEK 2

Week Ending: 14-04-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Conversation	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	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	<p>Sing a song containing lyrics both formal and informal</p> <p>Put learners into groups and use semantic map to guide them find meanings of the key vocabulary</p> <p>Introduce the topic and share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Engage learners to listen and note important issues in a range of level-appropriate dialogues/discussions by more than one speaker. e.g. message, mood, tone.</p> <p>Have learners listen to and compare the issues in the dialogues or discussions by more than one speaker with what was noted in first listening.</p> <p>Learners in groups identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		

Week Ending: 14-04-2023	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: B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently and answer more complex comprehension questions on texts /passages		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
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 texts and prior experience. Read silently to comprehend a text. Answer questions appropriately	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: 14-04-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Prepositions
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of use of prepositions in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Revise prepositions such as those that convey meanings of position, possession and comparison. Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i> Let learners use complex prepositions to express: <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. Assessment Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree. ii. There's a wooden floor <u>underneath</u> the carpet. iii. School starts <u>at</u> nine o'clock. iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>v. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>vi. This road leads <u>away from</u> the stadium.</p> <p>vii. You should eat fruit <u>instead of</u> candy.</p> <p>viii. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>ix. I made this bookmark <u>for</u> Mom.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 14-04-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Expository Writing
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		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	Let learners analyze and write about a topic by identifying a problem and proposing one or more solutions: <ul style="list-style-type: none"> o Explain your solution clearly. o Give details about how this solution will solve the problem. o Explain who will be in charge and how it will be funded. o Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument). <p>Have learners write to show the following clearly in the body of a problem/ solution text. That the solution you provide:</p> <ul style="list-style-type: none"> o will solve the problem. o is cost-effective. o is feasible to implement. o is a reasonable solution to the problem. o can stand up to possible objections. o is better than other solutions 	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: 14-04-2023	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 Girl Who Can 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 3

Week Ending: 21-04-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Conversation
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	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	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Have learners listen to teacher-read texts or video/audio recording on familiar topics.</p> <p>Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points:</p> <ul style="list-style-type: none"> o intent or purpose of the message (e.g. to inform, persuade, instruct); o the speaker’s enthusiasm and passion for the topic; o main idea (s) and supporting points. <p>Encourage learners to practice constructing meaning from the texts or play</p> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <p>Put learners into groups to express personal opinions about details of texts.</p> <p><u>Assessment</u> The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body.</p> <p>I. What is the paragraph mainly about? In about two to three sentences, summarize the text.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 21-04-2023	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: B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently and answer more complex comprehension questions on texts /passages		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
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 pre-reading activities that activate their prior knowledge and generate interest in the topic. Write the title of the text and have learners discuss and relate to it. Allow learners to predict what might happen in the text. Treat with learners' vocabulary words or concepts that may be unfamiliar to them before they read. Do a model reading while learners listen. Have them read silently in pairs and in groups. Encourage learners to use active reading strategies while they read, such as underlining, highlighting, or taking notes. <u>Assessment</u> After students have finished reading, facilitate discussions or reflections on the text. Guide learners to answer questions appropriately on the text.	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: 21-04-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Prepositions
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of use of prepositions in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Revise prepositions such as those that convey meanings of position, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p> <p>Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i></p> <p>Let learners use complex prepositions to express:</p> <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. <p><u>Assessment</u> Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>ii. There's a wooden floor <u>underneath</u> the carpet.</p> <p>iii. School starts <u>at</u> nine o'clock.</p> <p>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</p> <p>v. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>vi. This road leads <u>away from</u> the stadium.</p> <p>vii. You should eat fruit <u>instead of</u> candy.</p> <p>viii. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>ix. I made this bookmark <u>for</u> Mom.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 21-04-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Expository Writing
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		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	Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage. Have learners select a topic and brainstorm to generate ideas. Put them into groups to organize the points for the development of paragraphs. Assign learners to individually develop the points into outlines and then into a draft. Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups	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: 21-04-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Makola 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.	

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 4

Week Ending: 28-04-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B8.1.2.1.1. Listen to a level-appropriate discussion by more than one speaker attentively and identify key information	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	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Have learners listen to teacher-read texts or video/audio recording on familiar topics. Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points: <ul style="list-style-type: none"> • <i>Identify the main topic of the conversation and focus on the information that relates to it. This will help you filter out irrelevant information and identify the key points being discussed.</i> • <i>If multiple speakers are discussing the same point or idea, it is likely that this information is important. Pay attention to any phrases or ideas that are repeated throughout the conversation.</i> • <i>Take notes to help you keep track of the key information being discussed. Write down the main points of each speaker's argument, and any supporting evidence or examples they provide.</i> • <i>Encourage learners to practice constructing meaning from the texts or play</i> • <i>Identify the speaker's tone to provide clues about the importance of the information being discussed. If a speaker is using a more urgent or emphatic tone, it may indicate that the information they are discussing is particularly important.</i> 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • <i>The context of the conversation can also help you identify key information. Think about the purpose of the conversation, who is involved, and what the desired outcome is.</i> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <p>Put learners into groups to express personal opinions about details of texts.</p> <p><u>Assessment</u> The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body.</p> <p>I. What is the paragraph mainly about? In about two to three sentences, summarize the text.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 28-04-2023	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: B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently and answer more complex comprehension questions on texts /passages		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 45		
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 pre-reading activities that activate their prior knowledge and generate interest in the topic. Write the title of the text and have learners discuss and relate to it. Allow learners to predict what might happen in the text. Treat with learners' vocabulary words or concepts that may be unfamiliar to them before they read. Do a model reading while learners listen. Have them read silently in pairs and in groups. Encourage learners to use active reading strategies while they read, such as underlining, highlighting, or taking notes. <u>Assessment</u> Read the following passage and answer the question below: "The sun was shining and the birds were singing as Lily walked to the park. She had a picnic basket in her hand and a big smile on her face. When she arrived at the park, she spread out a blanket and unpacked sandwiches, fruit, and lemonade. As she enjoyed her lunch, she watched children playing on the swings and couples walking hand in hand. It was a perfect day."	Word cards, sentence cards, letter cards, handwriting on a manila card

	Question: What did Lily bring to the park?	
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: 28-04-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Prepositions
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of use of prepositions in speaking and writing.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Revise prepositions such as those that convey meanings of position, possession and comparison. Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. Introduce complex prepositions (more than one word) and guide learners to use in constructing sentences. e.g. consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work), etc. E.g.: <i>The tree is <u>in front of</u> the house.</i> <i>The prefect spoke <u>on behalf of</u> the class.</i> Let learners use complex prepositions to express: <ul style="list-style-type: none"> • Place - e.g. near/close to, in front of, out of, far from, by the side of, etc. • Time - e.g. in time of, about to, during the course of, at noon, for one week, etc. • Reason - e.g. due to, because of, on account of, as a result of, etc. • Concession - e.g. in spite of, apart from etc. Assessment Underline the preposition in the sentences i. Sally was sitting <u>under</u> a tree. ii. There's a wooden floor <u>underneath</u> the carpet.	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>iii. School starts <u>at</u> nine o'clock.</p> <p>iv. I brush my teeth <u>in</u> the morning and <u>at</u> night.</p> <p>v. A girl went <u>past</u> them <u>on</u> a bike.</p> <p>vi. This road leads <u>away from</u> the stadium.</p> <p>vii. You should eat fruit <u>instead of</u> candy.</p> <p>viii. Dad is coming to the theater with us <u>instead of</u> Mom.</p> <p>ix. I made this bookmark <u>for</u> Mom.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 28-04-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Expository Writing
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		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	Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage. Have learners select a topic and brainstorm to generate ideas. Put them into groups to organize the points for the development of paragraphs. Assign learners to individually develop the points into outlines and then into a draft. Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups. <u>Assessment</u> What are the causes and effects of climate change?	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: 28-04-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Makola 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 5

Week Ending: 05-05-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		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	Read a text to learners. Let learners listen and write down key information from texts. Discuss the key information from texts and add opinions.	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.		

Week Ending: 05-05-2023	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: B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts	Lesson: 1 of 1
Performance Indicator: Learners can provide evidence and show mastery to support understanding of texts		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	Guide learners to read a text closely for interpretation. Interpret the text, citing evidence to support ideas that help with implicit meaning. Generate relevant answers to questions	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 05-05-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Reported Speech
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.7. Demonstrate command of the use of reported speech.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of reported speech.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo.</p> <p>Lead learners, with examples, to change direct speech into reported speech by:</p> <p>i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that..... c. Atongo said that.....</p> <p>ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle.</p> <p>iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired.</p> <p>Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time</p> <p><u>Assessment</u> Learners in groups compose news reports.</p>	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: 05-05-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Formal Letters	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		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 formal letters (request / complaint / application / thanks / congratulations / sympathy) Correct errors of formal letters written by others. Write notices to class or club members to provide updates on rules, schedules or programmes. Identify and interpret media texts, highlighting overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience). Create a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints) for different purposes and audiences using appropriate forms, conventions, and techniques. Edit/Proofread the writing for sense or meaning, and effect (emotional reaction).	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: 05-05-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Home Sweet Home 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 6

Week Ending: 12-05-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 41			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to select a topic of interest. Example can be climate change and social media and its impact on society.</p> <p>Let learners research on the following topics to get more information on it.</p> <p>Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic.</p> <p>Let learners listen and write down key information from texts.</p> <p>Discuss the key information from texts and add opinions.</p> <p><u>Assessment</u> Climate Change is a global issue that affects us all and has a significant impact on the environment, economy, and society. Many experts believe that human activities, such as burning fossil fuels and deforestation, are contributing to global warming and other environmental changes that can have far-reaching consequences. Some people believe that climate</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.</p> <p>Discuss the above issue and share your ideas on it.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 12-05-2023	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: B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts	Lesson: 1 of 1
Performance Indicator: Learners can provide evidence and show mastery to support understanding of texts		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	Guide learners to read a text closely for interpretation. Interpret the text, citing evidence to support ideas that help with implicit meaning. Generate relevant answers to questions. <u>Assessment</u> Climate change and social media are two topics that often spark discussions. Some people believe that human activities are contributing to global warming and that social media can have negative consequences such as the spread of fake news and cyberbullying. Debates surround both issues, including what actions should be taken to address climate change and the responsibility of social media companies for the content on their platforms. <ul style="list-style-type: none"> • What are some of the negative consequences of social media on society, and who should be responsible for addressing them? • What are some of the actions that can be taken to address climate change, and what role should governments and individuals play in these efforts? 	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: 12-05-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Reported Speech
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.7. Demonstrate command of the use of reported speech.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of reported speech.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Show a short video or audio clip of someone speaking in the present tense, for example, "I love chocolate cake."</p> <p>Ask learners to write down what the person said. Then, ask learners to imagine that they are telling someone else what the person said.</p> <p>Have them rewrite the sentence using reported speech, for example, "She said that she loves chocolate cake."</p> <p>Guide learners to explain what reported speech is and it's important. Provide examples of how reported speech is used in everyday conversation, such as when we tell someone what someone else said. Example: <i>Direct speech: Mary said, "I finished my homework."</i> <i>Reported speech: John told me that Mary had finished her homework.</i></p> <p>Make a list of verbs that are commonly used in reported speech, such as say, tell, ask, and explain.</p> <p>Learners give examples of how these verbs are used in reported speech, such as "He told me that he was going to the store" or "She explained that she had to leave early."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p><u>Assessment</u></p> <p>Change the following direct speech to reported speech.</p> <ol style="list-style-type: none"> 1. Henry: "I love pizza." 2. Esther: "I'm going to the store." 3. Chantal: "Did you see the movie last night?" 4. Samuel: "I will be late for the meeting." 5. John: "I have never been to Japan." 	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 12-05-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Formal Letters
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations	Indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Start by explaining to learners what a formal letter is and why it is important to know how to write one.</p> <p>Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error.</p> <p><u>Assessment</u> Write a letter to the principal of your school requesting permission to organize a Get-together event.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 12-05-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Home Sweet Home 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 7

Week Ending: 19-05-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		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	Guide learners to select a topic of interest. Example can be climate change and social media and its impact on society. Let learners research on the following topics to get more information on it. Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic. Let learners listen and write down key information from texts. Discuss the key information from texts and add opinions. <u>Assessment</u> Climate Change is a global issue that affects us all and has a significant impact on the environment, economy, and society. Many experts believe that human activities, such as burning fossil fuels and deforestation, are contributing to global warming and other environmental changes that can have far-reaching consequences. Some people believe that climate	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.</p> <p>Discuss the above issue and share your ideas on it.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 19-05-2023	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: B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts	Lesson: 1 of 1
Performance Indicator: Learners can provide evidence and show mastery to support understanding of texts		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	Guide learners to read a text closely for interpretation. Interpret the text, citing evidence to support ideas that help with implicit meaning. Generate relevant answers to questions. <u>Assessment</u> Climate change and social media are two topics that often spark discussions. Some people believe that human activities are contributing to global warming and that social media can have negative consequences such as the spread of fake news and cyberbullying. Debates surround both issues, including what actions should be taken to address climate change and the responsibility of social media companies for the content on their platforms. <ul style="list-style-type: none"> • What are some of the negative consequences of social media on society, and who should be responsible for addressing them? • What are some of the actions that can be taken to address climate change, and what role should governments and individuals play in these efforts? 	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: 19-05-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Reported Speech
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication	Indicator: B8.3.1.1.7. Demonstrate command of the use of reported speech.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of the use of reported speech.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Show a short video or audio clip of someone speaking in the present tense, for example, "I love chocolate cake."</p> <p>Ask learners to write down what the person said. Then, ask learners to imagine that they are telling someone else what the person said.</p> <p>Have them rewrite the sentence using reported speech, for example, "She said that she loves chocolate cake."</p> <p>Guide learners to explain what reported speech is and it's important. Provide examples of how reported speech is used in everyday conversation, such as when we tell someone what someone else said. Example: <i>Direct speech: Mary said, "I finished my homework."</i> <i>Reported speech: John told me that Mary had finished her homework.</i></p> <p>Make a list of verbs that are commonly used in reported speech, such as say, tell, ask, and explain.</p> <p>Learners give examples of how these verbs are used in reported speech, such as "He told me that he was going to the store" or "She explained that she had to leave early."</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><u>Assessment</u></p> <p>Change the following direct speech to reported speech.</p> <ol style="list-style-type: none"> 1. Henry: "I love pizza." 2. Esther: "I'm going to the store." 3. Chantal: "Did you see the movie last night?" 4. Samuel: "I will be late for the meeting." 5. John: "I have never been to Japan." 	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 19-05-2023	Day:	Subject: English Language
Duration:		Strand: Writing
Class: B8	Class Size:	Sub Strand: Formal Letters
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations	Indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 56		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Start by explaining to learners what a formal letter is and why it is important to know how to write one.</p> <p>Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error.</p> <p><u>Assessment</u> Write a letter to the principal of your school requesting permission to organize a Get-together event.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 19-05-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Home Sweet Home 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 8

Week Ending: 26-05-2023		Day:	Subject: English Language
Duration:		Strand: Writing	
Class: B8	Class Size:		Sub Strand: Writing brochures & flyers
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.2 Compose notes, brochures and flyers for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 63			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Begin the lesson by asking learners if they have ever received a note, brochure, or flyer that caught their attention. Discuss their experiences and what made those communications effective.</p> <p>Divide the whiteboard or chalkboard into three sections: Notes, Brochures, and Flyers.</p> <p>Start with the Notes section: Explain that notes are concise messages intended for personal or professional communication. Discuss the purpose and characteristics of effective notes, such as clarity, brevity, and a friendly tone.</p> <p>Provide examples of different types of notes, such as thank-you notes, reminder notes, and informal messages.</p> <p>Ask learners to brainstorm situations where they might need to compose a note and discuss the appropriate format and tone for each situation.</p> <p>Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.</p> <p>Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.</p> <p>Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.</p> <p>Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.</p> <p>Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.</p> <p>Show examples of flyers and point out their key elements, such as event details, contact information, and call-to-action statements.</p> <p>Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 26-05-2023	Day:	Subject: English Language	
Duration: 60mins		Strand: Oral Language	
Class: B8	Class Size:	Sub Strand: Listening Comprehension	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 41			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to select a topic of interest. Example can be climate change and social media and its impact on society.</p> <p>Let learners research on the following topics to get more information on it.</p> <p>Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic.</p> <p>Let learners listen and write down key information from texts.</p> <p>Discuss the key information from texts and add opinions.</p> <p><u>Assessment</u> Climate Change is a global issue that affects us all and has a significant impact on the environment, economy, and society. Many experts believe that human activities, such as burning fossil fuels and deforestation, are contributing to global warming and other environmental changes that can have far-reaching consequences. Some people believe that climate change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	Discuss the above issue and share your ideas on it.	
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: 26-05-2023	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: B8.2.1.2.5. Generate simple themes from a text and apply to different situations	Lesson: 1 of 1	
Performance Indicator: Learners can generate simple themes from a text and apply to different situations		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. Identify the main ideas. Generate simple themes from the text. Gather relevant details to support the themes. Apply these themes to relevant situations.	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: 26-05-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Question Tags
Content Standard: B8.3.1.1: Show understanding and use of question tags in communication	Indicator: B8.3.1.1.8. Demonstrate command of question tags	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of question tags.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 53		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a discussion about questions and statements in English. Ask them to give examples of questions and statements they use in their daily conversations.</p> <p>Write the following sentence on the board: "You're coming to the party, aren't you?"</p> <p>Explain that a question tag is a short phrase added to the end of a statement to turn it into a question or to seek confirmation or agreement.</p> <p>Break down the sentence into two parts: the statement and the question tag. Explain that the statement expresses an assumption or belief, while the question tag seeks confirmation or agreement.</p> <p>Highlight that in question tags, the subject and auxiliary verb in the statement are usually inverted or reversed in the question tag.</p> <p>Give examples of positive and negative question tags using different auxiliary verbs and tenses. For example:</p> <ul style="list-style-type: none"> • Positive statement: "She is a doctor." • Positive question tag: "She is a doctor, isn't she?" • Negative statement: "You don't like coffee." • Negative question tag: "You don't like coffee, do you?" • Positive statement: "They have finished their homework." • Positive question tag: "They have finished their homework, haven't they?" 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag.</p> <p>Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples.</p> <p>Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. He's coming to the party, isn't he? 2. You don't like chocolate, do you? 3. She hasn't finished her homework yet, has she? 4. They won't be late, will they? 5. We should go for a walk, shouldn't we? 	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 26-05-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Generous Hunter 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.		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 9

Week Ending: 02-06-2023		Day:	Subject: English Language
Duration:		Strand: Writing	
Class: B8	Class Size:		Sub Strand: Writing brochures & flyers
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.2 Compose notes, brochures and flyers for different purposes and audiences	Lesson: 1 of 1
Performance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiences		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 63			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Begin the lesson by asking learners if they have ever received a note, brochure, or flyer that caught their attention. Discuss their experiences and what made those communications effective.</p> <p>Divide the whiteboard or chalkboard into three sections: Notes, Brochures, and Flyers.</p> <p>Start with the Notes section: Explain that notes are concise messages intended for personal or professional communication. Discuss the purpose and characteristics of effective notes, such as clarity, brevity, and a friendly tone.</p> <p>Provide examples of different types of notes, such as thank-you notes, reminder notes, and informal messages.</p> <p>Ask learners to brainstorm situations where they might need to compose a note and discuss the appropriate format and tone for each situation.</p> <p>Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.</p> <p>Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.</p> <p>Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.</p> <p>Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.</p> <p>Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.</p> <p>Show examples of flyers and point out their key elements, such as event details, contact information, and call-to-action statements.</p> <p>Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 02-06-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 41		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to select a topic of interest. Example can be Mental Health Awareness and its impact on society.</p> <p>Let learners research on the following topics to get more information on it.</p> <p>Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic.</p> <p>Let learners listen and write down key information from texts.</p> <p>Discuss the key information from texts and add opinions.</p> <p><u>Assessment</u> Mental health is a topic of growing social interest, as people recognize the significance of emotional well-being in their lives. It encompasses a person's mental, emotional, and social state, influencing thoughts, feelings, and actions. Contrary to popular belief, mental health is not solely defined by the absence of mental illness. Rather, it involves maintaining a positive state of mind, resilience, and the ability to cope with life's challenges. Mental health awareness has gained prominence due to the increasing prevalence of conditions such as anxiety, depression, and stress. By understanding mental health, promoting awareness, and prioritizing mental well-being, individuals</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>and communities can foster healthier lives and contribute to a more compassionate and supportive society.</p> <p>Discuss the above issue and share your ideas on it.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 02-06-2023	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: B8.2.1.2.5. Generate simple themes from a text and apply to different situations	Lesson: 1 of 1
Performance Indicator: Learners can generate simple themes from a text and apply to different situations		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. Identify the main ideas. Generate simple themes from the text. Gather relevant details to support the themes. Apply these themes to relevant situations.	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: 02-06-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Question Tags
Content Standard: B8.3.1.1: Show understanding and use of question tags in communication	Indicator: B8.3.1.1.8. Demonstrate command of question tags	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of question tags.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 53		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners in a discussion about questions and statements in English. Ask them to give examples of questions and statements they use in their daily conversations.</p> <p>Write the following sentence on the board: "You're coming to the party, aren't you?"</p> <p>Explain that a question tag is a short phrase added to the end of a statement to turn it into a question or to seek confirmation or agreement.</p> <p>Break down the sentence into two parts: the statement and the question tag. Explain that the statement expresses an assumption or belief, while the question tag seeks confirmation or agreement.</p> <p>Highlight that in question tags, the subject and auxiliary verb in the statement are usually inverted or reversed in the question tag.</p> <p>Give examples of positive and negative question tags using different auxiliary verbs and tenses. For example:</p> <ul style="list-style-type: none"> • Positive statement: "She is a doctor." • Positive question tag: "She is a doctor, isn't she?" • Negative statement: "You don't like coffee." • Negative question tag: "You don't like coffee, do you?" • Positive statement: "They have finished their homework." • Positive question tag: "They have finished their homework, haven't they?" 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag.</p> <p>Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples.</p> <p>Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. He's coming to the party, isn't he? 2. You don't like chocolate, do you? 3. She hasn't finished her homework yet, has she? 4. They won't be late, will they? 5. We should go for a walk, shouldn't we? 	
<p>PHASE 3: REFLECTION</p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

Week Ending: 02-06-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Learners take turns to read aloud parts of the prose. Example: The Generous Hunter</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 10

Week Ending: 09-06-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Question Tags
Content Standard: B8.3.1.1: Show understanding and use of question tags in communication	Indicator: B8.3.1.1.8. Demonstrate command of question tags	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command of question tags.		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	Learners in pairs complete each sentence by adding an appropriate question tag. Example: You've finished your homework, _____? Answer: haven't you? 1. It's a beautiful day, _____? 2. They won the game, _____? 3. She's a talented singer, _____? 4. He doesn't like spicy food, _____? 5. We should leave now, _____? 6. You've seen that movie, _____? 7. She won't be late, _____? 8. He's not coming with us, _____? 9. Let's go for a walk, _____? 10. You know the answer, _____? Learners share their answers with peers.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions.	

Week Ending: 09-06-2023	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: B8.2.1.2.5. Generate simple themes from a text and apply to different situations	Lesson: 1 of 1
Performance Indicator: Learners can generate simple themes from a text and apply to different situations		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	Engage learners in a conversation about the title of the text you are about to read. Example: 'sour grapes' Treat unfamiliar words, phrases and expressions in the passage with learners. Point to the story on the board and model reading the story. Elicit the interest of learners as they listen and follow along. Write some pre-reading questions to learners guide learners reading. Example: Why couldn't the fox get the grapes? Write the question on the board. Read the story slowly and clearly with expression to make it interesting for learners. Guide learners to identify the main ideas in the passage. Learners generate simple themes from the text and gather relevant details to support the themes.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Apply these themes to relevant situations.	
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: 09-06-2023		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B8		Class Size:		Sub Strand: Writing brochures & flyers	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations			Indicator: B8.4.2.2.2 Compose notes, brochures and flyers for different purposes and audiences		Lesson: 1 of 1
Performance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiences				Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 63					
Keywords:					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	<p>Ask learners to mimic a popular TV or radio advert they know.</p> <p>Share performance indicators and introduce the lesson.</p>				
PHASE 2: NEW LEARNING	<p>Begin the lesson by asking learners if they have ever received a note, brochure, or flyer that caught their attention. Discuss their experiences and what made those communications effective.</p> <p>Divide the whiteboard or chalkboard into three sections: Notes, Brochures, and Flyers.</p> <p>Start with the Notes section: Explain that notes are concise messages intended for personal or professional communication. Discuss the purpose and characteristics of effective notes, such as clarity, brevity, and a friendly tone.</p> <p>Provide examples of different types of notes, such as thank-you notes, reminder notes, and informal messages.</p> <p>Ask learners to brainstorm situations where they might need to compose a note and discuss the appropriate format and tone for each situation.</p> <p>Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event.</p> <p>Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.</p> <p>Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.</p>				<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.</p> <p>Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.</p> <p>Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.</p> <p>Show examples of flyers and point out their key elements, such as event details, contact information, and call-to-action statements.</p> <p>Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 09-06-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B8	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text.	Lesson: 1 of 1
Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 41		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to select a topic of interest. Example can be Mental Health Awareness and its impact on society.</p> <p>Let learners research on the following topics to get more information on it.</p> <p>Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic.</p> <p>Let learners listen and write down key information from texts.</p> <p>Discuss the key information from texts and add opinions.</p> <p><u>Assessment</u> Mental health is a topic of growing social interest, as people recognize the significance of emotional well-being in their lives. It encompasses a person's mental, emotional, and social state, influencing thoughts, feelings, and actions. Contrary to popular belief, mental health is not solely defined by the absence of mental illness. Rather, it involves maintaining a positive state of mind, resilience, and the ability to cope with life's challenges. Mental health awareness has gained prominence due to the increasing prevalence of conditions such as anxiety, depression, and stress. By understanding mental health, promoting awareness, and prioritizing mental well-being, individuals</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>and communities can foster healthier lives and contribute to a more compassionate and supportive society.</p> <p>Discuss the above issue and share your ideas on it.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending: 09-06-2023	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: B8.5.1.1.5. read prose fluently and with understanding	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal	
References: English Language Curriculum Pg. 67			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Generous Hunter 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.		