		-				
Week Ending: 06-0	04-2023	Da	y:	Subject: English Lang	guage	
Duration: 60mins				Strand: Oral Language	9	
Class: B8		Cla	iss Size:	Sub Strand: Convers	sation	
Content Standard:Indicator:B8.1.2.1: Demonstrate the ability toB8.1.2.1.1. Listen to a level-appropriate discussionlisten to extended reading and identifymore than one speaker attentively and identify information						
Performance India	to a level-appro entively and ide	ntify	te discussion by more key information	Core Competencies Communication and C Development and Lead	ollaboration,	Personal
Keywords:		10				
Reyworus.						
Phase/Duration	Learners Act				Resource	S
PHASE I: <b>STARTER</b>	Put learners them find mo Introduce th learners.	into eanii e to	aining lyrics both form groups and use semaings of the key vocabula pic and share perform	ntic map to guide ary ance indicators with		
PHASE 2: <b>NEW</b> <b>LEARNING</b>	range of leve than one spe Have learner dialogues or what was no Learners in g	arners to listen and note important issues in a evel-appropriate dialogues/discussions by more speaker. e.g. message, mood, tone. Thers listen to and compare the issues in the or discussions by more than one speaker with noted in first listening. In groups identify implicit meaning based on y/language used in the selected dialogue or			Word car sentence letter card handwriti manila car	cards, ds, ng on a
PHASE 3: REFLECTION	from learner	lse 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 lives.	hov	v the lesson will benef	it them in their daily		

Week Ending: 06-04-	2023	Day:	Subject: English Langua	ige			
Duration: 60mins			Strand: Reading	Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehe	Sub Strand: Comprehension			
Content Standard: B8.2.1.2: Read, comprel interpret texts	hend,						
Performance Indicat Learners can use conte		o analyze text	<b>Core Competencies:</b> Communication and Colla Development and Leader		n, Personal		
Reference : English La	anguage Pg. 4	15					
Keywords:							
Phase/Duration	Learners A			Resou	urces		
PHASE I: <b>STARTER</b>	never forge	ers to share some past et with the whole class. the topic and share perf ers					
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Use conte Identify wa Identify wa writing/au with mean Find other with mean	ge-appropriate texts. Intextual cues to understand the text. If ways that any of the cues help with meaning. If ways through which cues like date of If author/culture influence the writing to help leaning.			l cards, nce cards, cards, vriting on a a 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:	Subje	ct: English Languag	e
Duration: 60mins			Strar	<b>id:</b> Grammar	
Class: B8	Class: B8 Class Size: Sub Strand: Adverbs				
B8.3.1.1: Apply the	Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication				
<b>Performance Ind</b> Learners can dem		and of the knowledge of a	dverbs	Core Competene Communication and Personal	
References: Engli	sh Language Cur	rriculum Pg. 50			
Phase/Duration PHASE I: <b>STARTER</b>		ities wledge of learners and e ers questions such as:	ngage in	terest in the topic	Resources
	Where do you What is the na	me of your pet?			
PHASE 2: NEW LEARNING	comedian. Use adverbs to fast-moving vel Use adverbs to E.g.: The bullet o Use adverbs	o modify adjectives e.g. Th o pre-modify another adve hicles on the road. o pre-modify prepositions c went right through the s to pre-modify: onouns, e.g. Nearly everyb	erb. E.g. or prep hooter.	: I saw many very positional phrases.	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	vehicle. - Pre-determin Cedis for the la - Cardinal num Have learners what they have	ers, e.g. I paid more than			

Week Ending: 06-04	4-2023	Day:	Subject: English Lan	guage			
Duration:			Strand: Writing				
Class: B8		Class Size:	Sub Strand: Transa	ctional Texts	tional Texts		
<b>Content Standard:</b> B8.4.1.1: Develop, org express ideas coheren cohesively in writing		<b>esson:</b> of I					
Performance Indica Learners can use co writing.		ces appropriate in	<b>Core Competencies:</b> Communication and Co Development and Leade		al		
Reference : English	Language P	'g. 56					
Keywords: appropri	iate, advert	isement					
Phase / During time	1	A					
Phase/Duration PHASE I:		Activities	n TV an madia advant	Resources			
STARTER	they know	ers to mimic a popula w	r i v or radio advert				
			nd introduce the lessor				
PHASE 2: NEW LEARNING	postcard appropri e.g. o title o body – including market/a about th or servic let learne o the sin statemer o modals persuasiv o mental a viewpo	nple present for conn nts and facts s/imperative (comma ve effect I verbs (e.g. I think, I pint o phrasal verbs ( vn, come across)		ŕ			
PHASE 3: REFLECTION	rhetorica Use peer	o appropriate persuasive devices such as rhetorical questions and repetition Use peer discussion and effective questioning to find out from learners what they have learnt during the					
		lback from learners an	id summarize the lessor				

Week Ending: 06-04	4-2023	DAY:		Su	<b>ibject:</b> English Languag	ge	
Duration: 50MINS				St	rand: Literature		
Class: B8		Class Siz	ze:	Sub Strand: Prose			
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning				naly	ze the types of charac	ters	Lesson: I of I
Performance Indica					Core Competencies		
Learners can read p <b>References:</b> English	-				Communication and C	ollabo	ration, Personal
References: English	Language Cur		. 07				
Phase/Duration	Learners Ac	tivities				Res	ources
PHASE I: STARTER			on the previous				
	Share perfor the lesson.	rmance inc	dicators with le	arn	ers and introduce		
PHASE 2: NEW LEARNING	Learners tak Example: Th		o read aloud pa o Can	rts	of the prose.	sent	rd cards, tence cards,
		and figure			s, figurative explained in context	han	er cards, dwriting on a iila card
	Ensure learr	ners use co	orrect stress ar	nd i	ntonation in reading.		
	Learners rea read.	ad again, pa	arts of the pro	se v	which were not well		
	by teacher.	Learners read the story silently and answer questions posed by teacher.					
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
	Take feedba	ck from le	arners and sun	nma	arize the lesson.		

	04 2022	~				
Week Ending: 14-0	04-2023	Da	y:	Subject: English Lang		
Duration: 60mins				Strand: Oral Language	e	
Class: B8		Cla	ass Size:	Sub Strand: Conver	sation	
	.1.2.1: Demonstrate the ability to then to extended reading and identify more than one speaker attentively and identify k					Lesson:
Performance Indie Learners can listen than one speaker att Reference : English	to a level-appro entively and ide	ntify	te discussion by more key information	Core Competencies Communication and C Development and Lead	ollaboration	, Personal
•	i Language Fg.	40				
Keywords:						
Phase/Duration	Learners Ac				Resource	s
PHASE I: <b>STARTER</b>	Put learners them find m Introduce th learners.	into eanii e to	aining lyrics both form groups and use semaings of the key vocabula pic and share perform	ntic map to guide ary ance indicators with		
PHASE 2: <b>NEW</b> <b>LEARNING</b>	range of leve than one spe Have learner dialogues or what was no Learners in g	ers to listen and note important issues in a el-appropriate dialogues/discussions by more eaker. e.g. message, mood, tone. rs listen to and compare the issues in the discussions by more than one speaker with oted in first listening. groups identify implicit meaning based on anguage used in the selected dialogue or			Word car sentence letter car handwriti manila car	cards, ds, ng on a
PHASE 3:	Use peer dis	cuss	ion and effective ques	tioning to find out		
REFLECTION			hat they have learnt du			
			om learners and sumn			
	Ask learners lives.	hov	w the lesson will benef	it them in their daily		

Week Ending: 14-04	-2023	Day:	Subject: English Langua	ge		
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehension			
<b>Content Standard:</b> B8.2.1.2: Read, compl interpret texts			tly and answer more con tions on texts /passages	nplex Lesson:		
Performance Indica Learners can read sil comprehension ques Reference : English L	lently and ans stions on text	s /passages	<b>Core Competencies:</b> Communication and Colla Development and Leaders			
Keywords:						
Phase/Duration PHASE I: <b>STARTER</b>	Share perfo	n learners on the previo ormance indicators with		Resources		
PHASE 2: NEW LEARNING	Make con experienc Read silen	kt closely for interpret nections between text e. htly to comprehend a t	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Use peer d from learne	uestions appropriately liscussion and effective c ers what they have learr pack from learners and s				

Week Ending:  4	-04-2023	DAY:	Subject: English Language				
Duration: 60mins			Strar	<b>id:</b> Grammar			
Class: B8		ns					
<b>Content Standar</b> B8.3.1.1: Apply the word classes and th Communication	Lesson:						
Learners can dem speaking and writ	Performance Indicator:Core CompetencLearners can demonstrate command of use of prepositions in speaking and writing.Core CompetencCommunication and Personal						
References: Engli	sh Language Cur	riculum Pg. 50					
Phase/Duration PHASE 1: <b>STARTER</b>	Share performa	ities rners on the previous less ance indicators with learne		introduce the	Resources		
PHASE 2: NEW LEARNING	<ul> <li>position, posse</li> <li>Write example</li> <li>Have learners ii in sentences.</li> <li>Let them use the sentence of the sentence of</li></ul>	e <u>on behalf of</u> the class. e complex prepositions to near/close to, in front of, ou in time of, about to, during t etc. .g. due to, because of, on acc n - e.g. in spite of, apart from preposition in the sentence g <u>under</u> a tree. oden floor <u>underneath</u> the car	e this. ons (or nces. nan one view of int of ( expre t of, far he cour ount of n etc. es pet.	n, in, near, under) e word) and guide of, in spite of, due (hard work), etc. ss: from, by the side rse of, at noon, for	Word cards, sentence cards, letter cards, handwriting on a manila card		

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

Week Ending: 14-04	4-2023	Day:	Subject: English Lang	uage		
Duration:			Strand: Writing	Strand: Writing		
Class: B8		Class Size:	Sub Strand: Exposit	ory Writing		
Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writingIndicator: B8.4.2.1.4. Compose paragraphs that identify an i details about it and suggest solutions					Lesson: I of I	
Performance Indica Learners can compo issue, give details ab	ose paragrap out it and s	suggest solutions	Core Competencies: Communication and Colla Development and Leader		sonal	
Reference : English	Language P	g. 56				
Keywords:						
Phase/Duration PHASE I: <b>STARTER</b>	Learners Ask learner they know	ers to mimic a popular	TV or radio advert	Resources	3	
PHASE 2: NEW LEARNING	Let learn identifyin solutions o Explain o Give de the probl o Explain funded. o Give ev (expert o before, st Have lear in the bo solution y o will sol o is cost- o is feasil o is a rea	ers analyze and write g a problem and pro : your solution clearl etails about how this lem. who will be in charg vidence that your so opinion, examples of tatistics, studies, or l	posing one or more y. solution will solve ge and how it will be lution will work when it has worked ogical argument). the following clearly ution text. That the	Word card sentence of letter card handwritir manila car	cards, ls, ng on a	
PHASE 3: REFLECTION	Use peer out from lesson.	er solutions discussion and effectiv learners what they hav back from learners an				

Week Ending: 14-04	4-2023	DAY:		Su	ubject: English Languag	ge	
Duration: 50MINS				St	rand: Literature		
Class: B8		Class Siz	e:	Sub Strand: Prose			
<b>Content Standard:</b> B8.5.1.1: Demonstrate various elements of lit to meaning		Indicator: B8.5.1.1.1. An in texts	naly	ze the types of charac	ters	Lesson: I of I	
Performance Indica					Core Competencies		•
Learners can read p	rose fluently a	nd with un	derstanding		Communication and C	ollabo	oration, Personal
References: English	Language Curr	riculum Pg	. 67				
Phase/Duration	Learners Ac					Res	ources
PHASE I: STARTER	Revise with	learners o	n the previous	les	son.		
	Share perfor the lesson.	rmance inc	licators with le	earn	ers and introduce		
PHASE 2: NEW	Learners tak	ke turns to	read aloud pa	rts	of the prose.	Wo	ord cards,
LEARNING	Example: Th	e Girl Who	o Can			sentence cards, letter cards,	
		and figure			s, figurative explained in context		dwriting on a nila card
	Ensure learr	ners use co	orrect stress ar	nd ii	ntonation in reading.		
	Learners rea read.	ad again, pa	arts of the pro	se v	which were not well		
	by teacher.	Learners read the story silently and answer questions posed by teacher.					
PHASE 3: REFLECTION			nd effective que ey have learnt		oning to find out ing the lesson.		
	Take feedba	.ck from le	arners and sun	nma	arize the lesson.		

Week Ending: 21-0	04-2023 Day: Subject: English Language					
Duration: 60mins				Strand: Oral Language	e	
Class: B8		Cla	ss Size:	Sub Strand: Conver	sation	
<b>Content Standard</b> B8.1.2.1: Demonstrat listen to extended re key information	ate the ability to B8.1.2.1.1. Listen to a level-appropriate discu					Lesson:
than one speaker att	to a level-appropention to a level-appropention to a level and identified to a second se	ntify	te discussion by more key information	Core Competencies Communication and C Development and Lead	ollaboration,	, Personal
Reference : English	1 Language Pg. 4	40				
Keywords:						
Phase/Duration PHASE I: <b>STARTER</b>		earn	es hers on the previous le ce indicators with lear		Resource	s
PHASE 2: NEW LEARNING	video/audio Model the vi texts heard a o intent or p persuade, ins o the speake o main idea Encourage le from the tex In pairs/grou from details Put learners about details <u>Assessment</u> The practice Throughout decorated th	rec isua and purp stru er's (s) earr (s) earr (s) int s of his neir	enthusiasm and pass and supporting point ners to practice cons or play learners share the k a story/drama/text h o groups to express	appics. make meaning from entify key points: (e.g. to inform, sion for the topic; ts. structing meaning enowledge acquired eard. personal opinions ery ancient one. clands have rings on their	Word car sentence letter card handwriti manila car	cards, ds, ng on a

	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.
	I. What is the paragraph mainly about?
	In about two to three sentences, summarize the text.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Ask learners how the lesson will benefit them in their daily lives.

Week Ending: 21-04	-2023 I	Day:	Subject: English Langua	.ge	
Duration: 60mins			Strand: Reading		
Class: B8	(	Class Size:	Sub Strand: Comprehe	ension	
Content Standard: B8.2.1.2: Read, comprinterpret texts			ntly and answer more con stions on texts /passages	nplex	Lesson: I of I
Performance Indica Learners can read sil comprehension ques	ently and ans	-	Core Competencies: Communication and Colla Development and Leaders		n, Personal
Reference : English L	anguage Pg. <b>4</b>	15			
Keywords:					
	1			1	
Phase/Duration	Learners A			Resou	rces
PHASE I:	Revise with	n learners on the previo	ous lesson.		
STARTER	Share perfo the lesson.	ormance indicators with	n learners and introduce		
PHASE 2: NEW LEARNING	<ul> <li>Share performance indicators with learners and introduce the lesson.</li> <li>Engage learners in pre-reading activities that activate their prior knowledge and generate interest in the topic.</li> <li>Write the title of the text and have learners discuss and relate to it. Allow learners to predict what might happen in the text.</li> <li>Treat with learners' vocabulary words or concepts that may be unfamiliar to them before they read.</li> <li>Do a model reading whiles learners listen. Have them read silently in pairs and in groups.</li> <li>Encourage learners to use active reading strategies while they read, such as underlining, highlighting, or taking notes.</li> <li><u>Assessment</u></li> <li>After students have finished reading, facilitate discussions or reflections on the text.</li> </ul>				cards, ice cards, cards, riting on a card
PHASE 3: REFLECTION	from learne	ers what they have lear	-		
	Take feedb	ack from learners and	summarize the lesson.		

Week Ending: 21	-04-2023	DAY:	Subject: English Language			
Duration: 60mins	·		Strar	nd: Grammar		
Class: B8		Class Size: Sub Strand: Prepositions			ıs	
<b>Content Standar</b> B8.3.1.1: Apply the word classes and th Communication	knowledge of neir functions in	Lesson:				
Learners can dem	Performance Indicator:Core CompetendLearners can demonstrate command of use of prepositions in speaking and writing.Communication and Personal					
References: Engli	sh Language Curi	riculum Pg. 50				
Phase/Duration PHASE 1:	Learners Activi Revise with lear	ties rners on the previous less	on		Resources	
STARTER		nce indicators with learne		introduce the		
PHASE 2: NEW LEARNING	Revise preposit position, posses Write examples Have learners in in sentences. Let them use the Introduce complearners to use e.g. consist of, in to, near to, beck E.g.: The tree is in from The prefect spoke Let learners use Place - e.g. of, etc. Time - e.g. one week, et Reason - e.	<u>on behalf of</u> the class. e complex prepositions to near/close to, in front of, ou in time of, about to, during t	this. ons (or nces. an one view o int of ( expre t of, far he court ount of	n, in, near, under) e word) and guide of, in spite of, due (hard work), etc. ss: from, by the side rse of, at noon, for	Word cards, sentence cards, letter cards, handwriting on a manila card	
		preposition in the sentence g <u>under</u> a tree.	es			

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

Week Ending: 21-04	1-2023	Day:	Subject: English Langu	lage	
Duration:			Strand: Writing		
Class: B8		Class Size:	ss Size: Sub Strand: Expository Wr		
<b>Content Standard:</b> B8.4.1.1: Develop, org express ideas coheren cohesively in writing	tly and				on:
Performance Indica Learners can compo issue, give details ab	ose paragra out it and	suggest solutions	Core Competencies: Communication and Colla Development and Leaders		
Reference : English	Language I	Pg. 56			
Keywords:					
Phase/Duration PHASE 1:		Activities	ar TV or radio advert	Resources	
STARTER	they kno	w.	and introduce the lesson.		
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Briefly r learners and rele Have lea generate Put ther the deve Assign le into out Let then presenti	revise the writing pr s recall the stages an evance of each stage arners select a topic e ideas. m into groups to org elopment of paragra earners to individua lines and then into a m do self and peer-e ing the final work. s present their finisl	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Use peer out from lesson.	r discussion and effect learners what they h	tive questioning to find		

Week Ending: 21-04	1-2023	DAY:		Sı	<b>ibject:</b> English Languag	ge	
Duration: 50MINS				St	rand: Literature		
Class: B8		Class Siz	ze:	Sı	ub Strand: Prose		
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.5. re understandin		prose fluently and wit	h	Lesson: I of I
Performance Indica					Core Competencies		
Learners can read p					Communication and C	ollabo	oration, Personal
References: English	Language Cur	riculum Pg	. 67				
Phase/Duration	Learners Ac					Res	ources
PHASE I: STARTER			n the previous				
	Share perfort the lesson.	rmance inc	licators with le	earn	ers and introduce		
PHASE 2: NEW LEARNING	Example: M Let learners expressions with the hel Ensure learr Learners rea read.	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				sen lett han	ord cards, tence cards, er cards, dwriting on a nila card
PHASE 3: REFLECTION	from learne	rs what the	ey have learnt	dur	oning to find out ing the lesson. arize the lesson.		

Week Ending: 28-0	04-2023	Day:	Subject: English Lang	guage	
Duration: 60mins			Strand: Oral Language	e	
Class: B8		Class Size:	Sub Strand: Listenir	ng Comprel	nension
<b>Content Standard</b> B8.1.2.1: Demonstra listen to extended re key information	te the ability to eading and ident				
	to a level-appro	opriate discussion by more entify key information	Core Competencies Communication and C Development and Lead	ollaboration, l	Personal
Reference : English	n Language Pg.	. 40			
Keywords:					
Phase/Duration	Learners Ac			Resources	
PHASE I: STARTER		learners on the previous rmance indicators with lea			
PHASE 2: NEW LEARNING	<ul> <li>video/audio</li> <li>Model the view texts heard</li> <li>Identify to informati irrelevant discussed</li> <li>If multiplis likely to any phraic conversate</li> <li>Take not being discussed speaker's examples</li> <li>Encourage the texts</li> <li>Identify to important is using discussed</li> </ul>	le speakers are discussing th hat this information is impo- ises or ideas that are repeat tion. tes to help you keep track o cussed. Write down the ma s argument, and any suppor s they provide. ge learners to practice const or play he speaker's tone to provide the speaker's tone to provide the information being a more urgent or emphatic to information they are discuss	make meaning from dentify key points: sation and focus on the ill help you filter out he key points being the same point or idea, it rtant. Pay attention to ted throughout the f the key information in points of each ting evidence or ructing meaning from e clues about the discussed. If a speaker tone, it may indicate	Word card cards, lette handwritin manila card	g on a

	<ul> <li>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.</li> <li>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</li> <li>Put learners into groups to express personal opinions about details of texts.</li> </ul>	
	<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.	
	<ul><li>I. What is the paragraph mainly about?</li><li>In about two to three sentences, summarize the text.</li></ul>	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 28-04-	2023	Day:	Subject: English Langua	ge	
Duration: 60mins			Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehe	ension	
interpret texts Performance Indicat	.2: Read, comprehend, B8.2.1.2.3. Read silently and answer more comprehension questions on texts /passages				
comprehension quest	•	•	Development and Leaders		
Reference : English La					
Keywords:					
Phase/Duration	Learners A	ctivities		Resources	
PHASE I: STARTER	Share perfo	n learners on the previo ormance indicators with			
PHASE 2: NEW LEARNING	their prior topic. Write the and relate happen in Treat with that may b Do a mod them read Encourage while they taking not <u>Assessmen</u> Read the f below: "The sun w walked to r and a big si she spread and lemona children pla	arners in pre-reading a r knowledge and gene e title of the text and h e to it. Allow learners the text. In learners' vocabulary be unfamiliar to them lel reading whiles learn d silently in pairs and in e learners to use active y read, such as underling es.	rate interest in the have learners discuss to predict what might words or concepts before they read. hers listen. Have h groups. e reading strategies ning, highlighting, or answer the question were singing as Lily ic basket in her hand she arrived at the park, cked sandwiches, fruit, lunch, she watched	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	·		Strar	nd: Grammar		
Class: B8	Class Size: Sub Strand: Preposition				าร	
<b>Content Standar</b> B8.3.1.1: Apply the word classes and th Communication	knowledge of	Lesson:				
Learners can dem speaking and writ	Performance Indicator:Core Competent_earners can demonstrate command of use of prepositions in speaking and writing.Communication an Personal					
References: Englis	sh Language Curi	riculum Pg. 50				
Phase/Duration PHASE I: <b>STARTER</b>		ties rners on the previous less ince indicators with learne		introduce the	Resources	
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.				Word cards, sentence cards, letter cards, handwriting on a manila card	
	learners to use e.g. consist of, i to, near to, bec E.g.: The tree is <u>in from</u> The prefect spoke	on behalf of the class.	view of (	of, in spite of, due (hard work), etc.		
	<ul> <li>Place - e.g. of, etc.</li> <li>Time - e.g. one week, etc.</li> <li>Reason - e.</li> <li>Concession</li> <li><u>Assessment</u> Underline the point of t</li></ul>	g. due to, because of, on acc 1 - e.g. in spite of, apart from preposition in the sentence	t of, far he court ount of r etc.	from, by the side rse of, at noon, for		

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

Week Ending: 28-04	1-2023	Day:	Subject: E	nglish Langu	age		
Duration:	<b>I</b>		Strand: W	riting			
Class: B8		Class Size:	Sub Stran	d: Exposito	ry Writing		
Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing Performance Indica	tly and	Indicator: B8.4.2.1.4. Compose details about it and		IS	Lesson: I of I		
Learners can compo	Learners can compose paragraphs that identify an issue, give details about it and suggest solutions Communication and Collab Development and Leadersh						
Reference : English	Language F	g. 56					
Keywords:							
Phase/Duration PHASE I: <b>STARTER</b>	Ask learn they know	Activities lers to mimic a popula w. formance indicators a	Resources	1			
PHASE 2: <b>NEW</b> <b>LEARNING</b>	learners and relev Have lea generate Put them the deve Assign le into out Let them presentin	evise the writing pro- recall the stages and vance of each stage. arners select a topic e ideas. In into groups to org elopment of paragrap earners to individuall lines and then into a in do self and peer-eo ng the final work.	l explain the and brainston anize the poin hs. y develop the draft. liting before	features rm to nts for e points finally	Word card sentence o letter carc handwritir manila car	cards, ls, ng on a	
PHASE 3: REFLECTION	Assessm What ar Use peer out from lesson.						

Week Ending: 28-04	4-2023	DAY:		Su	ubject: English Languag	ge	
Duration: 50MINS		·		St	rand: Literature		
Class: B8		Class Siz	ze:	Sub Strand: Prose			
	B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			ead prose fluently and with I of I			
Performance Indica					Core Competencies		
Learners can read p			-		Communication and C	ollabo	ration, Personal
References: English	Language Cur	riculum Pg	. 6/				
Phase/Duration	Learners Ac	tivities				Res	ources
PHASE I: STARTER	Revise with	learners o	n the previous				
	Share perfo the lesson.	rmance inc	licators with le	arn	ers and introduce		
PHASE 2: NEW LEARNING	Example: M Let learners expressions with the hel Ensure learn Learners rea read.	the lesson. 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					ord cards, tence cards, er cards, dwriting on a hila card
PHASE 3: REFLECTION	Úse peer di from learne	rs what the	ey have learnt	dur	oning to find out ing the lesson. arize the lesson.		

Week Ending: 05-	05-2023	Day:		Sub	oject: English Lang	guage		
Duration: 60mins		I		Str	and: Oral Language	9		
Class: B8		Class Si	ze:	Sub	<b>Strand:</b> Listenir	ng Comprehension		
<b>Content Standard</b> B8.1.2.1: Demonstra to extended reading information	te the ability to and identify ke				and discuss ideas a -appropriate text		Lesson:	
Performance Indicator:Core CompeteLearners can listen to and discuss ideas and share opinions from a level-appropriate text.Communication Development an					nd Collaborat	ion, Personal		
Reference : English	n Language Pg.	41						
Keywords:								
Phase/Duration	Learners Ac					Resources		
PHASE I: STARTER			on the previous le dicators with lear					
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Let learner from texts. Discuss the opinions.	Read a text to learners. Let learners listen and write down key information from texts. Discuss the key information from texts and add					s, sentence r cards, g on a	
PHASE 3: REFLECTION	from learner	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 lives.	s how the	lesson will benefi	t the	em in their daily			

Week Ending: 05-05-	2023	Day:	Subj	ject: English Language		
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub	Strand: Comprehension	on	
Learners can provide evidence and show mastery to support understanding of textsCommunication and Development and LeReference : English Language Pg. 47				: ollabor:	Lesson: I of I ation, Personal	
Keywords:						
Phase/Duration PHASE I: <b>STARTER</b>	Share per lesson.	ch learners on the previo formance indicators with	ı learn	ers and introduce the		ources
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Interpret help with	Interpret the text, citing evidence to support ideas that help with implicit meaning.				
PHASE 3: REFLECTION	Use peer from learr	Generate relevant answers to questions 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: 05-0	5-2023 I	DAY:	Subje	Subject: English Language			
Duration: 60mins			Strar	nd: Grammar			
Class: B8	(	Class Size:	Sub S	Strand: Reported S	peech		
<b>Content Standard:</b> B8.3.1.1: Apply the kn classes and their funct Communication	-	B8.3.1.1.7. Demonst reported speech.	rate con	nmand of the use of		Lesson:	
Performance Indica Learners can demor speech.		nd of the use of reporte	d	Core Competencie Communication and Personal		oration,	
References: English	Language Curri	iculum Pg. 50					
Phase/Duration PHASE 1: <b>STARTER</b>		ivities ners to the front of the nem to whisper someth		the ears of the	Reso	urces	
	Share perform	tell the class what they mance indicators with le		and introduce the			
PHASE 2: NEW LEARNING	E.g. "We saw an "Esi is tired," "Joe has becc Lead learners reported spe i. Introducing E.g. a. Aba sa b. Mum said t c. Atongo sai ii. Introducing E.g. a. Aba sa iii. Removing E.g. b. Mum s	<ul> <li>Share performance indicators with learners and introduce the lesson.</li> <li>Introduce the direct speech with several examples of sentences.</li> <li>E.g.</li> <li>"We saw an eagle," said Aba.</li> <li>"Esi is tired," said Mum.</li> <li>"Joe has become rich," said Atongo.</li> <li>Lead learners, with examples, to change direct speech into reported speech by: <ul> <li>i. Introducing a reporting clause</li> <li>E.g. a. Aba said that</li> <li>b. Mum said that</li> <li>ii. Introducing "that" and completing the sentences.</li> <li>E.g. a. Aba said that they had seen an eagle.</li> <li>iii. Removing the quotation marks.</li> <li>E.g. b. Mum said that Esi was tired.</li> </ul> </li> </ul>					
PHASE 3: REFLECTION	other change after some til <u>Assessment</u> Learners in g Have learner	in pairs. Let one produ it into reported speec me roups compose news r s talk about their exper ve learnt, and questions	n. Let th eports. iences d	em change over luring the lesson,			

Taaban laada a diaguasian ta anayida nasa anaas ta laannans'	
Teacher leads a discussion to provide responses to learners'	
questions.	

Week Ending: 05-0	5-2023	Day:			Subject: English Language	9			
Duration:					Strand: Writing				
Class: B8		Class Siz	ze:		Sub Strand: Formal Let	ters			
Content Standard: B8.4.2. 2: Apply writin life situations Performance Indica		pecific		ven	pose formal writing (busines topics using the appropriate <b>Core Competencies:</b>		Lesson:   of		
Learners can compo issue, give details ab	ose paragra	-	•	С	Communication and Collabor Development and Leadership,		nal		
Reference : English	Language I	<sup>5</sup> g. 56							
Keywords:									
Phase/Duration		Activities				Resource	S		
PHASE I: STARTER	Ask learr know.	ners to mi	mic a popula	ar T	V or radio advert they				
	•				introduce the lesson.				
PHASE 2: NEW LEARNING	applicati	on / than	ters (reques iks / congrat of formal let	Word cards, sentence cards, letter cards, handwriting on a manila card					
					nembers to provide programmes.				
	and imp interpre	lied mess tations (e	ages as evid e.g., explain	den wh	cts, highlighting overt ce for their ny the advertisements re appropriate for that				
	magazin	e, identify	-	essag	ges that would appeal				
	news ed complair	litors to i nts) for d	make sugges lifferent pur	stio rpo:	(e.g. write emails to ons, compliments or ses and audiences ntions, and techniques.				
	effect (e	motional	reaction).		ense or meaning, and				
PHASE 3: REFLECTION					questioning to find out nt during the lesson.				
	Take fee	dback froi	m learners ar	nd s	summarize the lesson.				

Week Ending: 05-05-	-2023	DAY:		Su	ubject: English Languag	ge			
Duration: 50MINS				St	rand: Literature				
Class: B8		Class Size:		Su	u <b>b Strand:</b> Prose				
<b>Content Standard:</b> B8.5.1.1: Demonstrate various elements of lite to meaning			Indicator: B8.5.1.1.5. re understandin	ead prose fluently and with I of I					
	Performance Indicator: Core Competencies						_		
Learners can read pr		-			Communication and C	ollabo	oration, Personal		
References: English L	anguage (	Curriculum Pg	. 67						
		A							
Phase/Duration		s Activities				Res	ources		
PHASE I: STARTER	Revise w	vith learners o	n the previous	les	son.				
	Share pe the lesso		licators with le	arn	ers and introduce				
PHASE 2: NEW	Learners	s take turns to	read aloud pa	rts	of the prose.	Word cards,			
LEARNING	Example: Home Sweet Home						sentence cards, letter cards,		
			cult words, phr		s, figurative explained in context	handwriting on a manila card			
	•	help of the di		DC		mai			
	Ensure l	earners use co	orrect stress ar	nd i	ntonation in reading.				
	Learners read.	s read again, p	arts of the pros	se v	which were not well				
	by teach	er.			wer questions posed				
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.								
	Take fee	edback from le	arners and sun	nma	arize the lesson.				

Week Ending: 12-	05-2023	Day:		Sub	o <mark>ject:</mark> English Langu	age	
Duration: 60mins				Str	and: Oral Language		
Class: B8		Class S	ize:	Sub	<b>Strand:</b> Listening	Compre	hension
<b>Content Standard</b> B8.1.2.1: Demonstra to extended reading information	ate the ability to listen g and identify key opinions from a level-appropriate text.					Lesson:	
Performance Indie Learners can listen from a level-appro	an listen to and discuss ideas and share opinions Communication and Collaboration						
Reference : English	n Language Pg	. 41					
Keywords:							
Phase/Duration PHASE I: <b>STARTER</b>		learners	on the previous ndicators with lea			Resource	es
PHASE 2: NEW LEARNING	Example ca its impact of Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Climate Ch has a signif and society activities, s	in be cli on socie rs resear mation repared opinior rs listen e key inf <u>t</u> nange is icant im v. Many uch as b	ch on the follow on it. text to learners is and ideas on t and write down formation from a global issue th pact on the envi experts believe	d soo wing s. Le the t key text text trat a iron	topics to get earners in groups opic. Information s and add ffects us all and ment, economy, human ad deforestation,	Word ca sentence letter ca handwrit manila ca	e cards, rds, ting on a

	change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.	
	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: 12-05	-2023	Day:	Subj	ect: English Language			
Duration: 60mins			Strand: Reading				
Class: B8	(	Class Size:	Sub	Strand: Comprehensio	on		
<b>Content Standard:</b> B8.2.1.2: Read, compr interpret texts		Indicator: B8.2.1.2.4. Provide ex support understandir				Lesson:	
Performance Indica Learners can provide understanding of tex	e evidence and	d show mastery to supp	ort	Core Competencies Communication and C Development and Lead	ollabor	ation, Personal	
Reference : English L	anguage Pg. <b>4</b>	7					
Keywords:							
	-						
Phase/Duration	Learners A				Reso	urces	
PHASE I:	Revise with	learners on the previo	us less	son.			
STARTER	Share perfo lesson.	ormance indicators with	learn	ers and introduce the			
PHASE 2: NEW LEARNING	Interpret to help with it Generate <u>Assessmen</u> Climate ch often spar human act that social as the spre surround it taken to a	hange and social media k discussions. Some p ivities are contributin media can have negat ead of fake news and both issues, including ddress climate change lia companies for the	uestic uestic a are eople g to g tive co cyber what a and	support ideas that ons. two topics that believe that lobal warming and onsequences such bullying. Debates actions should be the responsibility of	Word cards, sentence cards, letter cards, handwriting on a manila card		
	<ul> <li>What are some of the negative consequences of social media on society, and who should be responsible for addressing them?</li> <li>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?</li> </ul>						
PHASE 3: REFLECTION		iscussion and effective over the second s					
		ack from learners and s					

Week Ending: 12-05	-2023	DAY:	Subje	Subject: English Language		
Duration: 60mins			Stran	d: Grammar		
Class: B8	C	Class Size:	Sub S	strand: Reported S	peech	
<b>Content Standard:</b> B8.3.1.1: Apply the knot classes and their functi Communication		Indicator: B8.3.1.1.7. Demonstra reported speech.	ite com	nmand of the use of		Lesson:
Performance Indica Learners can demon speech.		d of the use of reported		Core Competencie Communication and O Personal		oration,
References: English	Language Curri	culum Pg. 50				
Phase/Duration PHASE 1:	Learners Acti Call two learn	ivities ners to the front of the c	lass.		Reso	urces
STARTER	Ask one of th other. Ask them to	nem to whisper somethin tell the class what they s mance indicators with lea	ng into 1 aid.			
LEARNING	Ask learners learners to in person said. Have them re example, "She Guide learner important. Provide exam conversation, else said.	Show a short video or audio clip of someone speaking in the present tense, for example, "I love chocolate cake." Ask learners to write down what the person said. Then, ask learners to imagine that they are telling someone else what the person said. Have them rewrite the sentence using reported speech, for example, "She said that she loves chocolate cake." 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				
	Make a list of speech, such Learners give reported spe "He told me	f verbs that are common as say, tell, ask, and expl e examples of how these ech, such as that he was going to the ed that she had to leave e	ain. verbs a store"	re used in		
	Assessment					
------------	---	--				
	Change the following direct speech to reported speech.					
	I. 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."					
PHASE 3:	Have learners talk about their experiences during the lesson,					
REFLECTION	what they have learnt, and questions they might still have.					
	Teacher leads a discussion to provide responses to learners'					
	questions.					

Week Ending: 12-0	5-2023	Day:		Subjec	<mark>t:</mark> English Language				
Duration:		L		Strand	Strand: Writing				
Class: B8		Class Siz	ze:	Sub St	rand: Formal Lett	ers			
<b>Content Standard:</b> B8.4.2. 2: Apply writin life situations	g skills to s	pecific			mal writing (business sing the appropriate		n:		
	mance Indicator:Core Competencies:rs can compose paragraphs that identify an give details about it and suggest solutionsCommunication and Collabor Development and Leadership.								
Reference : English	Language F	Pg. 56							
Keywords:									
Phase/Duration		Activities				Resources			
PHASE I: <b>STARTER</b>	Ask learr know.	ners to mi	mic a popula	r TV or ra	dio advert they				
	Share pe	rformance	e indicators a	nd introdu	ce the lesson.				
PHASE 2: NEW LEARNING	and why Go over the head closing. Provide formal le and lette element Guide le topic to Example letter to Have lea create a include. audience convey i Learners it for cla to use d	r it is imp the basi ding, date learners etters, su ers of cor s of each earners to write ab earners to write ab earners bran n outline Encourage, their pe in their leas s write a lescriptive	ortant to kr c format of , address, sa with examp ch as busine mplaint. Poir letter and h o choose rel out. to a local ge ss owner. ainstorm ide of the main ge them to t urpose, and etter. draft of the anization, an	a formal I a formal I alutation, I les of diffe ess letters, nt out the now they a levant and overnmen eas for the points th hink about the tone ir letter and d tone. En specific ex	erent types of , cover letters, different are organized. I interesting at official or a eir letter and ey want to at their they want to and then revise neourage them amples, and	Word cards, sentence cards, letter cards, handwriting on a manila card			

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

Week Ending: 12-05-	-2023	DAY:		Sı	ıbject: English Languaş	ge	
Duration: 50MINS				Strand: Literature			
Class: B8		Class Size:		Sub Strand: Prose			
<b>Content Standard:</b> 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: I of I
	Performance Indicator:Core CompetenciesLearners can read prose fluently and with understandingCommunication and Communication						
					Communication and C	ollabo	ration, Personal
References: English L	anguage o	urriculum Pg	. 6/				
Phase/Duration	Learner	Activities				Res	ources
PHASE I: STARTER			n the previous	les	son.	T C S	
	the lesso	on.			ers and introduce		
PHASE 2: NEW LEARNING	Example Let learr expressi with the Ensure le Learners read.	Learners read the story silently and answer questions posed					ord cards, tence cards, er cards, dwriting on a hila card
PHASE 3: REFLECTION	from lea	rners what the	ey have learnt o	dur	oning to find out ing the lesson. arize the lesson.		

Week Ending: 19-0	05-2023	Day:		Sub	oject: English Langu	age	
Duration: 60mins				Str	and: Oral Language		
Class: B8		Class S	ize:	Sub	<b>Strand:</b> Listening	Compre	hension
<b>Content Standard</b> B8.1.2.1: Demonstra to extended reading information	trate the ability to listen B8 1 2 1 2 Listen to and discuss ideas						Lesson:
	mance Indicator: rs can listen to and discuss ideas and share opinions level-appropriate text. Core Competen Communication an Personal Developm						
Reference : English	n Language Pg	. 4I					
Keywords:							
Phase/Duration PHASE I: <b>STARTER</b>	Revise with	Learners Activities Resor Revise with learners on the previous lesson.					
PHASE 2: NEW LEARNING	Example can be climate change and social media and letter hand					Word ca sentence letter ca handwrit manila ca	e cards, rds, ting on a

	change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.	
	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: 19-05	-2023	Day:	Subject: English Language				
Duration: 60mins			Strand: Reading				
Class: B8	(	Class Size:	Sub Strand: Comprehension				
<b>Content Standard:</b> B8.2.1.2: Read, compr interpret texts		Indicator: B8.2.1.2.4. Provide ev support understandin			to I of I		
Performance Indica Learners can provide understanding of text	e evidence and	d show mastery to supp	ort	Core Competencies Communication and Co Development and Lead	ollabora	ation, Personal	
Reference : English L	anguage Pg. 4	17					
Keywords:							
					-		
Phase/Duration	Learners A				Reso	urces	
PHASE I:	Revise with	n learners on the previo	us less	son.			
STARTER	Share perfo lesson.	ormance indicators with	learn	ers and introduce the			
PHASE 2: NEW LEARNING	Interpret to help with Generate <u>Assessmen</u> Climate ch often spar human act that social as the spro surround taken to a	Guide learners to read a text closely for interpretation.WasenInterpret the text, citing evidence to support ideas that help with implicit meaning.lett har maGenerate relevant answers to questions.AssessmentClimate 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					
	<ul> <li>What are some of the negative consequences of social media on society, and who should be responsible for addressing them?</li> <li>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?</li> </ul>						
PHASE 3: REFLECTION		liscussion and effective over the section of the se					
		ack from learners and s					

	Assessment	
	Change the following direct speech to reported speech.	
	I. 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."	
PHASE 3:	Have learners talk about their experiences during the lesson,	
REFLECTION	what they have learnt, and questions they might still have.	
	Teacher leads a discussion to provide responses to learners'	
	questions.	

Week Ending: 19-0	5-2023	Day:			Subject: English Language	je			
Duration:					Strand: Writing				
Class: B8		Class Siz	ze:		Sub Strand: Formal Let	ters			
<b>Content Standard:</b> B8.4.2. 2: Apply writin life situations		pecific			pose formal writing (busines: topics using the appropriate				
	formance Indicator:Core Competencies:rners can compose paragraphs that identify an ne, give details about it and suggest solutionsCore Competencies: Communication and Collabor Development and Leadership.								
Reference : English	Language F	<sup>5</sup> g. 56							
Keywords:									
Phase/Duration		Activities				Resources			
PHASE I: <b>STARTER</b>	Ask learr know.	ners to mi	mic a popula	ar T`	V or radio advert they				
	Share pe	rformance	e indicators a	and i	introduce the lesson.				
PHASE 2: NEW LEARNING	and why Go over the head closing. Provide formal le and lette element Guide le topic to Example letter to Have lea create a include. audience convey i Learners it for cla to use d	r it is imp the basi ling, date learners etters, su ers of cor s of each earners to write ab earners to write ab earners branners branners branners n outline Encourage, their per in their leas s write a escriptive	ortant to kr c format of , address, sa with examp ch as busine mplaint. Poin letter and h o choose relout. to a local ge ss owner. ainstorm ide of the main ge them to t urpose, and etter. draft of the anization, an	now aluta ples ess l int c how eleva gove leas n po thin l the eir le nd to spec	what a formal letter is whow to write one. ormal letter, including cation, body, and of different types of letters, cover letters, out the different w they are organized. ant and interesting ernment official or a for their letter and bints they want to ak about their e tone they want to etter and then revise cone. Encourage them cific examples, and their case	Word cards, sentence cards, letter cards, handwriting on a manila card			

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

Week Ending: 19-05-	Ending: 19-05-2023 DAY:			Su	ıbject: English Languaş	ge		
Duration: 50MINS				St	<b>rand:</b> Literature			
Class: B8		Class Size:		Sub Strand: Prose				
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.5. re understandin		prose fluently and wit	h	Lesson: I of I	
	Performance Indicator: Core Competencies							
Learners can read pr			-		Communication and C	ollabo	oration, Personal	
References: English L	anguage (	Curriculum Pg	. 67					
		<b>A</b>						
Phase/Duration		Activities				Res	ources	
PHASE I:	Revise w	vith learners o	n the previous	les	son.			
STARTER	Share De	erformance inc	licators with le	arn	ers and introduce			
	the less							
PHASE 2: NEW	Learners	s take turns to	read aloud pa	rts	of the prose.	Wo	ord cards,	
LEARNING		: Home Sweet			·	sentence cards, letter cards,		
	expressi				s, figurative explained in context		dwriting on a nila card	
	with the	help of the di	cuonary.					
	Ensure l	earners use co	orrect stress ar	nd i	ntonation 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.							
PHASE 3: REFLECTION			nd effective que ey have learnt		oning to find out ing the lesson.			
	Take fee	edback from le	arners and sun	nma	arize the lesson.			

Week Ending: 26-	05-2023	Day:			Subject: English Language			
Duration:					Strand: Writing			
Class: B8		Class Si	ze:		Sub Strand: Writing broc	chures & flyers		
Content Standard: B8.4.2. 2: Apply writing skills to specific life situationsIndicator: B8.4.2.2.2 Compose notes, brochures and fl for different purposes and audiencesPerformance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiencesCore Competencies: Communication and Collabora Development and Leadership,							Lesson:   of   Personal	
Reference : Englis	h Language	e Pg. 63						
Keywords:								
Phase/Duration PHASE 1: <b>STARTER</b>	Ask learn know.		imic a popul		TV or radio advert they d introduce the lesson.	Res	ources	
PHASE 2: NEW LEARNING	received attentior commun Divide th Notes, E Start wit Explain t personal Discuss such as o Provide thank-yo Ask learn need to format a Move on Explain t	a note, b n. Discuss ications e me whiteb brochures h the No hat notes or profe the purpo clarity, bro examples ou notes, f ners to bro compose nd tone f hat broch	orochure, or their experi effective. oard or chal , and Flyers. tes section: are concise ssional commose and chara evity, and a fi of different reminder nor rainstorm sit a note and co or each situa rochures sec-	flyd ien lkbd mul acto frie typ tes cuat disc actic orn	eristics of effective notes, ndly tone. bes of notes, such as a, and informal messages. tions where they might cuss the appropriate on.	sen lett han	ord cards, tence cards, er cards, dwriting on anila card	

	Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.	
	Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.	
	Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.	
	Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.	
	Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.	
	Show examples of flyers and point out their key elements, such as event details, contact information, and call-to- action statements.	
	Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.	
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: 26-0	05-2023 Day: Subject: English Langu					age		
Duration: 60mins				Str	and: Oral Language			
Class: B8		Class S	ize:	Sut	<b>Strand:</b> Listening	g 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 a opinions from a level-appropriate text								
Performance Indie Learners can listen from a level-appro	to and discu priate text.		and share opinion	IS	Core Competence Communication and Personal Developm	d Collabora		
Reference : English	n Language Pg	. 41						
Keywords:								
Phase/Duration	Learners Ac	tivition				Resource		
PHASE I:			on the previous	losso	Nn	Resource	es	
STARTER	INCAISE WILLI	ical liel S	on the previous	10330	/11.			
	Share perfo the lesson.	rmance i	ndicators with lea	arnei	rs and introduce			
PHASE 2: NEW	Guide lear	ners to	select a topic of	inte	erest.	Word ca	ırds,	
LEARNING			mate change and			sentence	,	
	its impact o	on socie	ety.			letter ca	,	
	Let learner more infor		rch on the follow on it.	wing	topics to get	handwrit manila ca		
		•	text to learner is and ideas on t		earners in groups copic.			
	Let learner from texts		and write down	ı key	r information			
	Discuss the opinions.	e key inf	ormation from	text	s and add			
	has a signif and society activities, s are contrib environme consequen change is a	hange is icant im v. Many uch as b outing to ntal cha ces. Son hoax o real and	experts believe	iron that els ar g anc ve fa ve th while	ment, economy, human nd deforestation, d other ar-reaching at climate e others argue			

	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:	Subj	ect: English Languag	е	
Duration: 60mins			Stra	nd: Reading		
Class: B8		Class Size:	Sub	Strand: Comprehen	nsion	
<b>Content Standar</b> B8.2.1.2: Read, con interpret texts		Indicator: B8.2.1.2.5. Generate apply to different situ			and	Lesson:
Performance Indicator: Learners can generate simple themes from a text and apply to different situationsCore Competence Communication and Personal DevelopmReference : English Language Pg. 47				Collabor		
Keywords:						
Phase/Duration PHASE I: <b>STARTER</b>	Learners Activities Revise with learners on the previous lesson.					rces
	Share perfection the lesson.	ormance indicators with	n learn	ers and introduce		
PHASE 2: NEW LEARNING		xt closely for interpre ne main ideas.	tation	I.	letter o	ce cards,
	Generate	simple themes from t	he te	xt.	a mani	la card
	Gather re	elevant details to supp	ort th	e themes.		
		se themes to relevant				
PHASE 3: REFLECTION		discussion and effective ers what they have lear	•	5		
	Take feedt	back from learners and	summa	arize the lesson.		

Week Ending: 26-0	05-2023	DAY:		Subject: English Language			
Duration: 60mins			Strar	Strand: Grammar			
Class: B8 Class Size: Sub Strand:						ion Tags	
Content Standard:Indicator:B8.3.1.1: Show understanding and use of question tags in communicationB8.3.1.1.8. Demonstrate command of question tags						I of I	
Performance Indie Learners can demo		mmand o	of question tags.		Core Compe Communicatio Collaboration,	n and	
References: Englis	<mark>h Language</mark>	Curricu	lum Pg. 53				
Phase/Duration PHASE I: <b>STARTER</b>	Share pe	ith learn rformand	ers on the previo ce indicators with			Resources	
PHASE 2: NEW LEARNING	statemen questions conversa Write th coming to Explain th the end of seek com Break do statemen the quest Highlight auxiliary reversed Give exa using diff • Posit • Nega • Nega • Nega • Osit • Posit	earners in ts in Eng s and sta- tions. e followi o the par hat a que of a state firmation wn the s t and the t expres tion tag s that in c verb in t in the que ive state ive quest tive state ework." ive quest	son. a discussion above dish. Ask them to tements they use ng sentence on the rty, aren't you?" estion tag is a shour ment to turn it in a or agreement. sentence into two e question tag. Ex- ses an assumption guestion tags, the he statement are uestion tags, the he statement are uestion tag. positive and negative xiliary verbs and to ment: "She is a do tion tag: "She is a ement: "You don't stion tag: "You do ment: "They have tion tag: "They have aven't they?"	give ex in thei in thei he boar rt phra nto a qu o parts: plain th n or be n or ag subject usually ative qu tenses. octor." doctor 't like c on't like	xamples of r daily rd: "You're se added to uestion or to the nat the elief, while reement. t and r inverted or uestion tags For example: r, isn't she?" offee." e coffee, do ed their	Word cards, sentence cards, letter cards, handwriting on a manila card	

	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.	
	Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples.	
	Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags.	
	Assessment I. 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?	
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: 26-05-	05-2023 DAY: Subject: English La					ge			
Duration: 50MINS		St	<b>rand:</b> Literature						
Class: B8		Class Size:		Sı	ub Strand: Prose				
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.5. re understandin		prose fluently and wit	h	Lesson: I of I		
Performance Indicat					Core Competencies				
Learners can read pro					Communication and C	ollabo	ration, Personal		
References: English L	anguage (	Curriculum Pg	. 67						
Phase/Duration		S Activities	-			Res	ources		
PHASE I:	Revise w	vith learners o	n the previous	les	son.				
STARTER									
			licators with le	arn	ers and introduce				
	the lesso								
PHASE 2: NEW			read aloud pa	rts	of the prose.	Word cards,			
LEARNING	Example	: The Genero	us Hunter				tence cards,		
	expressi				s, figurative explained in context	han	er cards, dwriting on a nila card		
	Ensure l	earners use co	orrect stress ar	nd ii	ntonation in reading.				
	Learners read.	s read again, p	arts of the pros	se v	which were not well				
	Learners read the story silently and answer questions posed by teacher.								
PHASE 3: REFLECTION			nd effective que ey have learnt o		oning to find out ing the lesson.				
	Take fee	dback from le	arners and sun	nma	arize the lesson.				

Week Ending: 02-	06-2023	Day:			Subject: English Language			
Duration:	Strand: Writing							
Class: B8		Class Si	ze:		Sub Strand: Writing broc	chures & flyers		
Content Standard B8.4.2. 2: Apply writ life situations	ing skills to	specific		t pu	pose notes, brochures and fly rposes and audiences	lyers Lesson: I of I		
Performance Indi Learners can comp flyers for different	oose note: purposes	and audie		С	ore Competencies: ommunication and Collabora evelopment and Leadership,	tion, l	Personal	
Reference : Englis	h Language	e Pg. 63						
Keywords:								
Phase/Duration PHASE I: <b>STARTER</b>	Ask lear know.		nimic a popul		TV or radio advert they	Res	sources	
	Share pe	rformanc	e indicators	and	l introduce the lesson.			
PHASE 2: NEW LEARNING	received attentior commun Divide th Notes, E Start wit Explain t personal Discuss such as o Provide thank-yo Ask lear need to format a Move or Explain t	a note, b a note, b b. Discuss ications e he whiteb brochures h the No hat notes or profe the purpo clarity, bro- examples bu notes, ners to bi- compose nd tone f hat broch	prochure, or their experi effective. board or chal s, and Flyers. tes section: are concise ssional commose and chara evity, and a find of different reminder not rainstorm sit a note and co for each situal prochures second nures are info	flye iend lkbc mur acte frier typ otes, tuat disc atio crio	eristics of effective notes, ndly tone. es of notes, such as , and informal messages. ions where they might uss the appropriate n.	sen lett han	ord cards, tence cards, er cards, idwriting on nanila card	

	Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.	
	Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.	
	Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication.	
	Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives.	
	Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging.	
	Show examples of flyers and point out their key elements, such as event details, contact information, and call-to- action statements.	
	Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message.	
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: 02-0	06-2023 Day: Subject: English Langu				age			
Duration: 60mins	Strand: Oral Language							
Class: B8		Class S	ize:	Sub	<b>Strand:</b> Listening	Compre	hension	
Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key informationIndicator: B8.1.2.1.2. Listen to and discuss ideas an opinions from a level-appropriate text.Performance Indicator:Core Competenci						xt. I of I		
Learners can listen from a level-approp	oriate text.		and share opinion	S	Communication and Personal Developm	l Collabora		
Reference : English	Language Pg	<u>,</u> 41						
Keywords:								
Phase/Duration	Learners Ac	tivitios				Resource	25	
PHASE I:			on the previous	lesso	on.	Resource		
STARTER		.cumers	on the previous					
	Share perfo the lesson.	rmance i	ndicators with lea	arnei	rs and introduce			
PHASE 2: NEW LEARNING	Example ca impact on a Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Mental heal recognize th lives. It enco social state, Contrary to defined by t maintaining	an be Me society. rs resear repared opinior rs listen e key inf th is a to be signific ompasses influenci opopular he absen a positiv	text to learner as and ideas on t and write down formation from pic of growing so cance of emotion a person's ment ing thoughts, feeli belief, mental he	arer ving s. Le che t key text: cial i al we al, er ngs, alth ess. R esilie	topics to get arners in groups opic. r information s and add nterest, as people ell-being in their motional, and and actions. is not solely ather, it involves ence, and the	Word ca sentence letter ca handwrit manila ca	cards, rds, ing on a	

	and communities can foster healthier lives and contribute to a more compassionate and supportive society.	
	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: 02	ding: 02-06-2023 Day:			Subject: English Language			
Duration: 60mins			Strand: Reading				
Class: B8		Class Size:	Sub	Strand: Comprehen	ision		
<b>Content Standar</b> B8.2.1.2: Read, cor interpret texts		Indicator: B8.2.1.2.5. Generate apply to different situ			and	Lesson:	
Performance Indicator: Learners can generate simple themes from a text and apply to different situationsCore Competence Communication and Personal DevelopmeReference : English Language Pg. 47				Collabor	,		
Keywords:							
Phase/Duration	Learners A	ctivities			Resou	rces	
PHASE I: STARTER		n learners on the previc ormance indicators with					
PHASE 2: NEW LEARNING	Read a tex Identify th	kt closely for interpre ne main ideas.			letter o	ce cards, cards, riting on	
	Gather re	Gather relevant details to support the themes.					
PHASE 3: REFLECTION	Use peer d	Apply these themes to relevant situations. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
	Take feedb	back from learners and s	umma	arize the lesson.			

Week Ending: 02-0		Subject: English Language						
Duration: 60mins				Strar	d: Grammar			
Class: B8		Class S	ize:	Sub S	Strand: Quest	ion Tags		
<b>Content Standard</b> B8.3.1.1: Show under question tags in com	f I of I							
	Performance Indicator:Core CompLearners can demonstrate command of question tags.Collaboration							
References: English	<mark>h Language</mark>	Curricu	lum Pg. 53					
Phase/Duration PHASE 1: <b>STARTER</b>		ith learn	ers on the previo ce indicators with			Resources		
PHASE 2: NEW LEARNING	introduce Engage les statemen questions conversa Write th coming to Explain th the end of seek con Break do statemen the quest Highlight auxiliary reversed Give exa using diff • Posit • Nega • Nega you? • Posit • Posit	e the less parners in its in Eng s and sta tions. e followi o the part hat a que of a state firmation what a que of a state firmation the state work."		out que give es in thei ne boar rt phra nto a qu o parts: plain th n or be n or ag subjec usually ative qu tenses. octor." doctor t like c on't like	stions and kamples of r daily rd: "You're se added to uestion or to the nat the dief, while reement. t and r inverted or uestion tags For example: r, isn't she?" offee." e coffee, do ed their	Word cards, sentence cards, letter cards, handwriting on a manila card		

	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.	
	Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples.	
	Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags.	
	Assessment I. 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?	
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: 02-06-	-2023 DAY: Subject: English Langua					ge		
Duration: 50MINS				Strand: Literature				
Class: B8	ss: B8 Class Size: Sub Strand: Prose			u <b>b Strand:</b> Prose				
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.5. re understandin		prose fluently and wit	h	Lesson: I of I	
Performance Indicat					Core Competencies			
Learners can read pro			·		Communication and C	ollabo	ration, Personal	
References: English L	anguage (	Curriculum Pg	. 67					
	-					_		
Phase/Duration		Activities	-			Res	ources	
PHASE I:	Revise w	vith learners o	n the previous	les	son.			
STARTER								
			licators with le	arn	ers and introduce			
	the lesso							
PHASE 2: NEW			read aloud pa	rts	of the prose.	Word cards,		
LEARNING	Example	: The Genero	us Hunter			sentence cards, letter cards,		
	expressi				s, figurative explained in context	handwriting on a manila card		
	Ensure le	earners use co	orrect stress ar	nd i	ntonation in reading.			
	Learners read.	s read again, pa	arts of the pro	se v	which were not well			
	by teach	earners read the story silently and answer questions posed by teacher.						
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
	Take fee	dback from le	arners and sun	nma	arize the lesson.			

Week Ending: 09-0	06-2023 DAY: Subject: English Language							
Duration: 60mins				Strar	<b>id:</b> Grammar			
Class: B8		Class S	ize:	Sub S	Strand: Quest	ion Tags		
B8.3.1.1: Show unde	Content Standard:Indicator:B8.3.1.1: Show understanding and use of question tags in communicationB8.3.1.1.8. Demonstrate command of question tags							
	Performance Indicator:Core CompetitionLearners can demonstrate command of question tags.Control CommunicationCollaboration,Collaboration,							
References: English	n Language	Curricu	lum Pg. 53					
Phase/Duration PHASE I:	Learners Revise w		es ers on the previo	us less	on.	Resources		
STARTER	Share pe	rformand	ce indicators with					
PHASE 2: NEW LEARNING	Share performance indicators with learners and introduce the lesson.       Word cards, sentence by adding an appropriate question tag.         Learners in pairs complete each sentence by adding an appropriate question tag.       Word cards, sentence cards, letter cards, handwriting on a manila card         Example: You've finished your homework,?       Answer: haven't you?         1. It's a beautiful day,?       a manila card         1. It's a beautiful day,?       a manila card         3. She's a talented singer,?       A He doesn't like spicy food,?         5. We should leave now,?       She's not coming with us,?         9. Let's go for a walk,?       I. You know the answer,?         Learners share their answers with peers.       Learners share their answers with peers.							
PHASE 3: REFLECTION	lesson, w might sti	/hat they II have. Ieads a d	k about their expo have learnt, and liscussion to prov ns.	questic	ons they			

Week Ending: 09	-06-2023	Day:	Subject: English Language					
Duration: 60mins		Strand: Reading						
Class: B8		Class Size:	Sub	Strand: Compreher	ision			
<b>Content Standar</b> B8.2.1.2: Read, cor interpret texts	nprehend,	Indicator: B8.2.1.2.5. Generate apply to different sit		themes from a text	and Lesson:			
Performance Ind Learners can gene apply to different	erate simple	e themes from a text ar	d	Core Competence Communication and Personal Developme	Collaboration,			
Reference : Englis	sh Language	e Pg. 47						
Keywords:								
	1 -	-						
Phase/Duration PHASE 1:	Learners				Resources			
STARTER	Revise wi	th learners on the prev	ous les	son.				
STARTER	Share per the lessor	formance indicators wi	h learn:	ers and introduce				
PHASE 2:	Engage le	earners in a conversat	ion abo	out the title of	Word cards,			
NEW		you are about to read			sentence cards,			
LEARNING	Example:	'sour grapes'			letter cards, handwriting on			
	the passa	familiar words, phrase age with learners.			a manila card			
	Point to the story	the story on the boar 7.	d and i	nodel reading				
	Elicit the along.	interest of learners a	s they	listen and follow				
	learners Example:							
	,	Ildn't the fox get the e question on the bo						
	Read the story slowly and clearly with expression to make it interesting for learners.							
	Guide learners to identify the main ideas in the passage.							
		generate simple then elevant details to supp						

	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 Siz	ze:		Sub Strand: Writing broc	hure	s & flyers		
							Lesson:   of		
Learners can comp flyers for different	oose notes			С	Core Competencies: Communication and Collabora Development and Leadership,	tion, I	Personal		
Reference : English	n Language	e Pg. 63							
Keywords:									
Phase/Duration PHASE 1: <b>STARTER</b>		Activities ners to m	-	ar	TV or radio advert they	Res	ources		
	Share pe	rformanc	e indicators	ano	d introduce the lesson.				
PHASE 2: <b>NEW</b> <b>LEARNING</b>	received attentior commun Divide th	gin the lesson by asking learners if they have ever seived a note, brochure, or flyer that caught their ention. Discuss their experiences and what made those mmunications effective. vide the whiteboard or chalkboard into three sections: otes, Brochures, and Flyers.					ord cards, tence cards, er cards, dwriting on nanila card		
	Explain t personal Discuss 1	hat notes or profes the purpo	ssional comn	nur acte	eristics of effective notes,				
		•		<i>.</i>	bes of notes, such as , and informal messages.				
	need to	compose	brainstorm situations where they might se a note and discuss the appropriate e for each situation.						
	Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event.								
	brochure	Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language.							
	Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals.								

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

Week Ending: 09-	06-2023	-2023 Day: Subject: English Langu			Subject: English Language			
Duration: 60mins	50mins Strand: Oral Language							
Class: B8		Class Size: Sub Strand: Listening Co					hension	
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 an opinions from a level-appropriate text.								
Performance India Learners can listen from a level-appro	to and discu priate text.		and share opinion	S	Core Competence Communication and Personal Developm	d Collabora		
Reference : English	n Language Pg	. 41						
Keywords:								
Phase/Duration PHASE I: <b>STARTER</b>		learners	on the previous ndicators with lea			Resource	es	
PHASE 2: NEW LEARNING	Example ca impact on a Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Mental heat recognize th lives. It enco social state, Contrary to defined by t maintaining ability to co awareness h prevalence o stress. By un	in be Me society. The resear mation of repared opinion the sisten the signific propular he absen a positive pe with las a gainee of condit nderstan	text to learner as and ideas on t and write down formation from pic of growing so cance of emotion a person's ment ing thoughts, feeli belief, mental he	arer ving s. Le the t key text text cial i al we al, er ngs, alth ss. R esilie to ety, o h, pr	topics to get earners in groups copic. r information s and add nterest, as people ell-being in their motional, and and actions. is not solely eather, it involves ence, and the al health the increasing depression, and omoting	Word ca sentence letter ca handwrit manila ca	e cards, rds, ting on a	

	and communities can foster healthier lives and contribute to a more compassionate and supportive society.	
	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: 09-06	5-2023 DAY: Subject: English Langua					ge		
Duration: 50MINS				St	rand: Literature			
Class: B8		Class Size:	Sub Strand: Prose					
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.5. re understandin		prose fluently and wit		Lesson: I of I	
Performance Indica		ly and with yo	do voto o dio a		Core Competencies Communication and C		nation Bonsonal	
Learners can read pr <b>References:</b> English L		<u>.</u>	v		Communication and C	Ollabo	ration, Personal	
References: English			. 07					
Phase/Duration	Learners	Activities				Res	ources	
PHASE I:			n the previous	les	son.			
STARTER				-				
	Share pe	rformance inc	licators with le	arn	ers and introduce			
	the lesso							
PHASE 2: NEW LEARNING	Example Let learr expressi with the Ensure le Learners read. Learners by teach	: The Generon ners note diffic ons and figure help of the di earners use co s read again, pa s read the stor er.	cult words, phr s of speech to ctionary. orrect stress ar arts of the pros	ase be nd ii se v	s, figurative explained in context ntonation in reading. which were not well wer questions posed	sen lett han	ord cards, tence cards, er cards, dwriting on a nila card	
PHASE 3: REFLECTION	from lea	rners what the	ey have learnt	dur	oning to find out ing the lesson. arize the lesson.			