

THIRD TERM

WEEKLY LESSON NOTES – B8

WEEK 6

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

	<p>same, and so on. The team that completes the relay race first wins.</p> <p>Prepare a variety of picture cards or word cards that contain fricative sounds.</p> <p>Mix them up and place them in a bag or basket. Have learners take turns picking a card and identifying the fricative sound in the word. Then, ask them to sort the cards into different categories based on the specific fricative sound (e.g., /f/ sound, /s/ sound, /sh/ sound).</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: 04-08-2023	Day:	Subject: English Language
Duration: 60mins		Strand: Reading
Class: B8	Class Size:	Sub Strand: Comprehension
Content Standard: B8.2.1.2: Read, comprehend, interpret texts	Indicator: B8.2.1.2.8. Integrate appropriate grade level vocabulary in different contexts	Lesson: 1 of 1
Performance Indicator: Learners can integrate appropriate grade level vocabulary in different contexts		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 48		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Display a few vocabulary word cards (without definitions) related to the passage.</p> <p>In pairs or small groups, ask learners to predict the meanings of the words based on their prior knowledge and the context of the passage.</p> <p>Have learners read the selected passage individually or in pairs.</p> <p>Encourage active reading by asking them to underline or highlight any vocabulary words they encounter.</p> <p>Instruct learners to write the underlined words in their notebooks and attempt to define them based on the context of the passage.</p> <p>After reading, discuss the vocabulary words as a class</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: 04-08-2023	DAY:	Subject: English Language
Duration: 60mins		Strand: Grammar
Class: B8	Class Size:	Sub Strand: Use of semi-colon
Content Standard: B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts.		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 54		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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 brainstorm to discuss how apostrophes are used to indicate possession and contraction.</p> <p>Provide examples of correct and incorrect use of apostrophes to engage learners' attention.</p> <p>Display the rules for using apostrophes on the board or distribute handouts with the rules.</p> <p>Explain each rule using clear and concise language, providing examples for each case.</p> <p>a) Possessive nouns (e.g., John's book) b) Contractions (e.g., can't, don't) c) Contractions with pronouns (e.g., it's, they're)</p> <p>Provide learners with sentences or paragraphs containing apostrophe errors.</p> <p>In pairs or small groups, ask learners to identify and correct the mistakes.</p> <p><u>Assessment</u> Distribute apostrophe worksheets to learners.</p> <p>Instruct learners to complete the exercises independently or in pairs. The worksheet can include activities such as: a) Identifying and correcting apostrophe errors b) Rewriting sentences using possessive nouns c) Filling in the blanks with the correct contractions</p> <p>Set a time limit, if desired, using a timer to keep learners on track.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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: 04-08-2023	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B8	Class Size:	Sub Strand: Speech Writing	
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations		Indicator: B8.4.2.2.5. Compose speeches for different purposes and occasions	Lesson: 1 of 1
Performance Indicator: Learners can compose speeches for different purposes and occasions		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 56			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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: 04-08-2023	DAY:	Subject: English Language
Duration: 50MINS		Strand: Literature
Class: B8	Class Size:	Sub Strand: Prose
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B8.5.1.1.1. Analyze the types of characters in texts	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 67		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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: Scribbler's Dream.</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><u>Assessment</u></p> <ol style="list-style-type: none"> In your own words who would you say a scribbler is? "<i>the dream in our fills the shelf.</i>" This expression indicates that the shelf of the scribbler is a) empty b) full c) disorderly d) neatly organized "<i>Vacuum stares at you</i>" What figure of speech is this? Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract. What has the Scribbler refused to do so far? What does he hope to achieve? 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

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