THIRD TERM WEEKLY LESSON NOTES – B8 WEEK I

Week Ending: 30-	06-2023	Day:	Oay: Subject: English Language				
Duration: 60mins				Strand: Oral Language	9		
Class: B8		Class Size:		Sub Strand: Conson (Plosives)	ant Sounds	ant Sounds	
B8.1.3.1: Articulate E confidence and skills Performance Indiculate Indicula	Content Standard: B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking context (plosives) Performance Indicator: Learners can listen to a level-appropriate discussion by more than one speaker attentively and identify key information Indicator: B8.1.3.1.1. Produce consonant sou context (plosives) Core Competencies: Communication and Counter Counter Communication and Counter Counter Communication and Counter Co			: ollaboration,	Lesson: I of I Personal		
Reference: English			OII	Development and Lead	lei silip		
Keywords:	. = 8 8 8						
-,							
Phase/Duration	Learners Ac				Resource	S	
PHASE I: STARTER	plosive soundiscussion. Explain that momentarily mouth. This Share example/, /t/, /d/, /d/, /d/, /d/, /d/, /d/, /d	plosive sounds and the creates a distinct bles of plosive south, and /g/.	ents. Allowere made wen suddenless burst of unds with	when the airflow is y released in the sound. the class, such as /p/,			
PHASE 2: NEW LEARNING	Read the wo ask learners sounds. Discuss the their charact burst, the rediffering only (e.g., "pin" vince and write it.	to listen carefully identified plosive teristics (e.g., the elease of air, the ual pairs of words y in the presence s. "sin," "bat" vs. "	sounds as brief paususe of lips on the book or absendingt," "cook d, emphasedentify the s, highlight	s a class, focusing on se before the sound or tongue). pard, each pair ce of a plosive sound at" vs. "code"). izing the plosive edifference in sound ting the specific	Word car sentence letter care handwriti manila car	cards, ds, ng on a	

	Provide learners with a list of words that contain plosive sounds. Have them practice pronouncing each word, focusing on	
	the correct production of plosive sounds.	
	Assessment	
	Divide the class into pairs or small groups.	
	Distribute a short passage or paragraph to each group,	
	ensuring that it contains words with plosive sounds.	
	Instruct learners to read the passage aloud, emphasizing the	
	plosive sounds.	
PHASE 3:	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: 30-06-	2023	Day:	Subject: English Langua	ge	
Duration: 60mins			Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehension		
Content Standard: B8.2.1.2: Read, comprehinterpret texts		Indicator: B8.2.1.2.6. Examine the and other points of v	ne connections between	a text l of l	
Performance Indicat Learners can make co other points of view		etween a text and	Core Competencies:		
Reference : English La	anguage Pg. 4	47			
Keywords:					
Phase/Duration	Learners A	Activities		Resources	
PHASE 1: STARTER	Revise with Share perfethe lesson. Read a te	Word cards,			
LEARNING	Make con experienc	sentence cards, letter cards, handwriting on a manila card			
	Make con viewpoint				
	Identify relevant answers to questions and provide evidence				
PHASE 3: REFLECTION		discussion and effective of ers what they have learn			
	Take feedb	oack from learners and s	ummarize the lesson.		

Week Ending: 30	-06-2023	DAY:	Subject: English Language			
Duration: 60mins				Strand: Gramm	nar	
Class: B8		Class Size:		Sub Strand: Us	se of cold	on
B8.3.2.1: Demonstrand punctuation in	ate mastery of ca communication	pitalization	Indicator: B8.3.2.1.1. E colon in con	Demonstrate the text	use of	Lesson:
 Understand the purpose and proper usage of colons in writing. 						ompetencies: nication and ation, Personal
Phase/Duration	Lagrana Agric	::::				Dagayyaaa
PHASE I: STARTER	Learners Activities Resources Begin the lesson by asking learners if they know what a colon is and where they have seen it used before (e.g., in writing, on a clock). Explain that a colon (:) is a punctuation mark used to introduce information, lists, explanations, or quotations. Share some examples of sentences with colons to illustrate their usage (e.g., "My favorite hobbies include: reading, painting, and					The sources
PHASE 2: NEW LEARNING	usage (e.g., "My favorite hobbies include: reading, painting, and playing soccer"). Discuss with learners the different ways colons can be used in writing, emphasizing the following: To introduce a list: "She bought three items at the store: apples, letter cards,					sentence cards, letter cards, handwriting on

	Read each sentence carefully and choose the appropriate position
	for the colon. Write the correct answer in the blank provided.
	1. Sarah has three favorite colors red, blue, and green.
	Answer:
	2. The teacher said remember this important rule always he kind
	2. The teacher said remember this important rule always be kind to others.
	Answer:
	3. My favorite animals are lions, tigers and bears.
	Answer:
	4. Jane had only one thing on her mind winning the competition.
	Answer:
	5. The recipe called for the following ingredients flour sugar and
	5. The recipe called for the following ingredients flour sugar and
	eggs. Answer:
	, district.
	6. Mary loves to visit warm destinations especially tropical islands.
	Answer:
	7. The famous actor once said acting is all about honesty courage
	and passion.
	Answer:
	8. It was clear what he wanted to do go hiking in the mountains.
	Answer:
	9. The teacher asked the learners to read the following passage
	from the book Alice in Wonderland.
	Answer:
	10. The storm was coming closer until it finally reached the
	shore.
PHASE 3:	Answer: Have learners talk about their experiences during the lesson,
REFLECTION	what they have learnt, and questions they might still have.
KEI EEC HON	what they have learnt, and questions they might sun have.
	Teacher leads a discussion to provide responses to learners'
	questions.
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	06-2023	Day:	Subject: English Language			
Duration:			Strand: Writing			
Class: B8		Class Size:	Sub Strand: Article V	Vriting		
Content Standard B8.4.2. 2: Apply writi specific life situations	ing skills to	Indicator: B8.4.2.2.3.Write artischool magazines	icles on given issues for publi	cation in	Lesson: I of I	
Performance Indic Learners can use c writing.		ces appropriate in	Core Competencies: Communication and Collab Development and Leadersh		sonal	
Reference : English	Language Pg	g. 64				
Keywords: approp	riate, adverti	sement				
				1		
Phase/Duration PHASE I:	_	lesson by asking learr	ners if they have ever	Resources	S	
STARTER	article.	ticle and what they th	шик такеѕ а доод			
		at an article is a type on, analysis, or opinio	of writing that provides n on a specific topic.			
		e purpose of articles, g, or entertaining read				
PHASE 2: NEW LEARNING					Word cards, sentence cards, letter cards, handwriting on a	
	importanc to hook th	nch element and its pure of a catchy headline ne reader, well-developmenting evidence, and a	manila card			
	In pairs or	Distribute handouts with sample articles to learners. In pairs or small groups, have learners read and analyze the sample articles. Ask learners to identify the key elements of each article, including the headline, introduction, body paragraphs, and conclusion.				
	article, inc					
	Discuss va quality of a					
	readers • Includin		s, or examples to support			

	Varying sentence structures and lengths for better flow and readability.
	Assessment
	Learners write on a given topic. They are to write
	the title and the introduction.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

Week Ending: 30-06	-2023	DAY:		Subject: English Language				
Duration: 50MINS		<u> </u>		St	rand: Literature			
Class: B8		Class Siz	e:	Sı	ub Strand: Prose			
B8.5.1.1: Demonstrate various elements of lite to meaning			Indicator: B8.5.1.1.1. And in texts	naly	ze the types of charac	characters Lesson:		
	Performance Indicator: Core Competencie							
Learners can read pr	•				Communication and Co	ollabo	ration, Personal	
References: English I	Language Curi	riculum Pg.	. 6/					
Phase/Duration	Learners Ac	tivities				Res	ources	
PHASE I:			n the previous	les	son.	1100		
STARTER		rmance ind	licators with le	arn	ers and introduce			
DUACE 2 NEWA	the lesson.				C.1	\A/		
PHASE 2: NEW LEARNING			read aloud pa		•		ord cards, tence cards,	
	Let learners note difficult words, phrases, figurative hand					etter cards, andwriting on a nanila card		
	Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher.							
	Assessment 1. What is the	he setting	of the story?					
	2. Kamau, M	lwangi and	Njoroge are t	he	main in the story.			
	3. What is the	he Narrati	ve Technique ι	use	d in the story?			
	4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong?							
	5. What is the	he theme o	of the story?					
PHASE 3: REFLECTION	•		•		oning to find out ing the lesson.			
	Take feedba	ck from le	arners and sun	nma	arize the lesson.			

THIRD TERM WEEKLY LESSON NOTES – B8 WEEK 2

Week Ending: 07-	07-2023	Day:		Subject: English Language		
Duration: 60mins				Strand: Oral Language		
Class: B8		Class Size:		Sub Strand: Conson (Plosives)	ant Sounds	
	English speech s in listening and	Indicator: aglish speech sounds to develop In listening and speaking ator: Indicator: B8.1.3.1.1. Produce consonant so context (plosives) Core Competencies				
Learners can listen than one speaker att	to a level-appre			Communication and Communication and Lead	ollaboration,	, Personal
Reference: English	n Language Pg.	. 40				
Keywords:						
Phase/Duration	Learners Ac				Resource	s
PHASE I: STARTER	plosive soundiscussion. Explain that momentarily	Begin the lesson by asking learners if they know what plosive sounds are in consonants. Allow for a brief class				
DITACE 2. NIEWA	/b/, /t/, /d/, /	k/, and /g/.		the class, such as /p/,	\\\\-\\\-\\\\-\\\\\\\\\\\\\\\\\\\\\\\\	
PHASE 2: NEW LEARNING	Display a chart with examples of words containing plosive sounds on the board. Read the words aloud, emphasizing the plosive sounds, and bandwrite sounds.				word car sentence letter car handwriti manila car	e cards, rds, ting on a
	Discuss the identified plosive sounds as a class, focusing on their characteristics (e.g., the brief pause before the sound burst, the release of air, the use of lips or tongue).					
	Write several pairs of words on the board, each pair differing only in the presence or absence of a plosive sound (e.g., "pin" vs. "sin," "bat" vs. "mat," "coat" vs. "code").					
	-		•	izing the plosive difference in sound		
		answers as a clas d that distinguish				

	Provide learners with a list of words that contain plosive sounds. Have them practice pronouncing each word, focusing on	
	the correct production of plosive sounds.	
	Assessment	
	Divide the class into pairs or small groups.	
	Distribute a short passage or paragraph to each group,	
	ensuring that it contains words with plosive sounds.	
	Instruct learners to read the passage aloud, emphasizing the	
	plosive sounds.	
PHASE 3:	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: 07-07-	2023	Day:	Subject: English Langua	ge	
Duration: 60mins			Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehension		
Content Standard: B8.2.1.2: Read, comprehinterpret texts	nend,	Indicator: B8.2.1.2.6. Examine the land other points of v	ne connections between	Lesson: a text	
Performance Indicat Learners can make co other points of view		etween a text and	Core Competencies: Communication and Collaboratio Development and Leadership		
Reference : English La	anguage Pg. 4	47			
Keywords:					
Phase/Duration	l samers A)		Danassan	
Phase/Duration PHASE I:	Learners A			Resources	
STARTER		h learners on the previo ormance indicators with			
PHASE 2: NEW LEARNING	Make con experience Make con viewpoint	Word cards, sentence cards, letter cards, handwriting on a manila card			
	Identify relevant answers to questions and provide evidence				
PHASE 3: REFLECTION		discussion and effective of ers what they have learn			
	Take feedb	pack from learners and s	ummarize the lesson.		

Week Ending: 07	-07-2023	DAY:	DAY: Subject: English Language			
Duration: 60mins				Strand: Gramm	nar	
Class: B8		Class Size:		Sub Strand: Us	se of cold	on
B8.3.2.1: Demonstra	ate mastery of ca communication	pitalization	Indicator: B8.3.2.1.1. D colon in con	Demonstrate the text	use of	Lesson:
 Understand the purpose and proper usage of colons in writing. 						ompetencies: nication and ation, Personal
Phase/Duration	L sausaus Astin	::::				Dagayyaaa
PHASE I: STARTER	Learners Activities Resources Begin the lesson by asking learners if they know what a colon is and where they have seen it used before (e.g., in writing, on a clock). Explain that a colon (:) is a punctuation mark used to introduce information, lists, explanations, or quotations. Share some examples of sentences with colons to illustrate their usage (e.g., "My favorite hobbies include: reading, painting, and					resources
PHASE 2: NEW LEARNING	usage (e.g., "My favorite hobbies include: reading, painting, and playing soccer"). Discuss with learners the different ways colons can be used in writing, emphasizing the following: To introduce a list: "She bought three items at the store: apples, letter cards,					sentence cards, letter cards, handwriting on

	Read each sentence carefully and choose the appropriate position
	for the colon. Write the correct answer in the blank provided.
	1. Sarah has three favorite colors red, blue, and green.
	Answer:
	2. The teacher said remember this important rule always he kind
	2. The teacher said remember this important rule always be kind to others.
	Answer:
	3. My favorite animals are lions, tigers and bears.
	Answer:
	4. Jane had only one thing on her mind winning the competition.
	Answer:
	5. The recipe called for the following ingredients flour sugar and
	5. The recipe called for the following ingredients flour sugar and
	eggs. Answer:
	, district.
	6. Mary loves to visit warm destinations especially tropical islands.
	Answer:
	7. The famous actor once said acting is all about honesty courage
	and passion.
	Answer:
	8. It was clear what he wanted to do go hiking in the mountains.
	Answer:
	9. The teacher asked the learners to read the following passage
	from the book Alice in Wonderland.
	Answer:
	10. The storm was coming closer until it finally reached the
	shore.
PHASE 3:	Answer: Have learners talk about their experiences during the lesson,
REFLECTION	what they have learnt, and questions they might still have.
KEI EEC HON	what they have learnt, and questions they might sun have.
	Teacher leads a discussion to provide responses to learners'
	questions.
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Week Ending: 07-0	7-2023 [Day:	Subject: English Langu	age	
Duration:	<u> </u>		Strand: Writing		
Class: B8	(Class Size:	Sub Strand: Article V	Vriting	
Content Standard: B8.4.2. 2: Apply writin specific life situations		Indicator: B8.4.2.2.3.Write artischool magazines	icles on given issues for publi	ication in	Lesson:
Performance Indicate Learners can use cowriting.		es appropriate in	Core Competencies: Communication and Collab Development and Leadersh		sonal
Reference : English	Language Pg.	. 64			
Keywords: appropr	iate, advertis	sement			
Phase/Duration	Learners A			Resources	<u> </u>
PHASE I: STARTER		esson by asking learn cicle and what they th	ners if they have ever nink makes a good		
		t an article is a type n, analysis, or opinion	of writing that provides n on a specific topic.		
		e purpose of articles,			
PHASE 2: NEW		, or entertaining read hart or list on the bo		Word car	·ds
LEARNING	elements o		title, introduction, body	sentence (letter card handwritii	cards, ds,
				manila car	-
	Distribute handouts with sample articles to learners. In pairs or small groups, have learners read and analyze the sample articles.				
	Ask learners to identify the key elements of each article, including the headline, introduction, body paragraphs, and conclusion.				
		rious writing techniq In article, such as:	ues that can enhance the		
	 Using descriptive language and vivid details to engage readers. Including relevant facts, statistics, or examples to support claims or arguments. Organizing ideas logically and using transitions between paragraphs. 				

	Varying sentence structures and lengths for better flow and readability.	
	Assessment Learners write on a given topic. They are to write the title and the introduction.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 07-07	eek Ending: 07-07-2023 DAY: Subject: English Languag			ubject: English Languag	ge		
Duration: 50MINS				St	rand: Literature		
Class: B8		Class Siz	e:	Sı	ub 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. And in texts	naly	ze the types of charac	ters	Lesson:
Performance Indica		1 2.1	1 . P		Core Competencies		
Learners can read pr	•				Communication and Co	ollabo	ration, Personal
References: English I	Language Curi	riculum Pg.	. 6/				
Phase/Duration	Learners Ac	tivities				Res	ources
PHASE I:			n the previous	les	son.	. 100	
STARTER	Share perfor	rmance ind	licators with le	arn	ers and introduce		
	the lesson.						
PHASE 2: NEW			read aloud pa		•		ord cards,
LEARNING	Example: Tr	ie Old Ma	ın And His Cl	nilo	iren		tence cards, er cards,
		and figure	•		s, figurative explained in context		dwriting on a nila card
	Ensure learn	ners use co	orrect stress ar	nd ii	ntonation in reading.		
	Learners rea	ad again, pa	arts of the pro	se v	which were not well		
	Learners real by teacher.	ad the stor	ry silently and a	ansv	wer questions posed		
	Assessment I. What is the	he setting	of the story?				
	2. Kamau, M	lwangi and	Njoroge are t	he	main in the story.		
	3. What is the	he Narrati	ve Technique (used	d in the story?		
	4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong?						
	5. What is the	he theme o	of the story?				
PHASE 3: REFLECTION	Use peer dis	scussion ar	nd effective que		oning to find out ing the lesson.		
	Take feedba	ck from le	arners and sun	nma	arize the lesson.		

THIRD TERM WEEKLY LESSON NOTES – B8 WEEK 3

Week Ending: 14-	07-2023	Day:		Subject: Englis	h Lang	guage	
Duration: 60mins				Strand: Oral La	inguage	9	
Class: B8		Class Size:		Sub Strand: C (Plosives)	onson	ant Sounds	
B8.1.3.1: Articulate E confidence and skills	English speech s		Indicato B8.1.3.1.1 context (. Produce consor	ant so	unds in	Lesson:
	derstand the	concept of plosive		n consonants.	Comi Colla	e Competer munication a boration, Per lopment and ership	nd rsonal
Reference : English	n Language Pg.	40					
Keywords:							
Phase/Duration PHASE 1:	Learners Ac					Resource	S
STARTER		learners on the p			ıce		
PHASE 2: NEW LEARNING	Divide the common distriction of the common	hem to emphasize the release of air roup take turns p to listen for clear e twisters that co Peter Piper picke	small grounstruct the granticul ethe plosion and the special replosive special apeck of the board see saying the saying t	lg/. ups. Distribute to them to practice ar attention to the sounds by stoppage of sounds. sonant plosives. of pickled pepped or distribute to the tongue twister.	he the nd. trs." hem	Word car sentence letter care handwritin manila car	cards, ds, ng on a

	Have learners take turns reciting the tongue twisters,
	paying attention to the plosive sounds and trying to
	maintain clarity and speed.
	manitum clarity and speed.
	Prepare a variety of sound cards that represent different
	consonant plosives (/p/, /b/, /t/, /d/, /k/, and /g/).
	consonante prosives ((p/, /b/, /d/, /d/, /k/, and /g/).
	Divide the class into teams. Randomly distribute the sound
	cards to each team.
	and to the court
	Read out words that contain consonant plosives, and teams
	must hold up the corresponding sound card for the plosive
	they hear.
	and them?
	Award points to the teams that correctly identify the
	plosive sounds.
	prosive souries.
	Repeat the game with different words and sounds to
	reinforce the recognition and production of consonant
	plosives.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	nomicarners what they have learne during the lesson.
	Take feedback from learners and summarize the lesson.
	Take recapited if our real field and summarize the resson.
	Ask learners how the lesson will benefit them in their daily
	lives.
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Week Ending: 14-07-	2023	Day:		Subject: English Langua	ıge	
Duration: 60mins				Strand: Reading		
Class: B8		Class Size:		Sub Strand: Comprehe	ension	
Content Standard: B8.2.1.2: Read, comprel interpret texts Performance Indicat Learners can use derinew contexts	Indicator: B8.2.1.2.7. Use derivation to expand vocabular new contexts (historical, cultural, political)			aboration	Lesson: I of I n, Personal	
Reference : English La	anguage Pg.	48			<u> </u>	
Keywords:						
-						
Phase/Duration	Learners A				Resou	rces
PHASE I: STARTER	vocabulary subjects, in Explain the words by		nd enture, oroce uffixe	ngaging with various and politics. ess of forming new es to existing words,		
PHASE 2: NEW LEARNING	Introduce function in Write a fe "culture," suggest por related to Discuss ar derived w Distribute historical, Instruct le suffixes) in derived fo Provide le historical, Ask learne they find w Instruct th words, the	ew root words on the "power") and ask leads in the meaning ords as a class. The the handouts with a cultural, and political arrners to identify the each word and writers. The to identify and unwhile reading. The to discuss the meaning ords as a class.	ixes and be becarried as a list all contract topic material material meaning and the definition of the	and suffixes and their and suffixes and their ard (e.g., "nation," rs to brainstorm and s to create new words olitical contexts. and significance of the of words related to ntexts to each learners. exes (prefixes or e root word and its erials related to cs. ine any derived words	senter letter	riting on a

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 14	-07-2023	DAY:		Subject: English	n Language	
Duration: 60mins				Strand: Gramn	nar	
Class: B8		Class Size:		Sub Strand: Us	se of semi-	colon
B8.3.2.1: Demonstra and punctuation in o	ate mastery of ca	pitalization	Indicator: B8.3.2.1.1. D semi-colon i	Demonstrate the n context	use of	Lesson:
Identify and useApply their kno clarity.	the purpose and proper usage of semi-colon in writing. Core Co Communication correctly in their own writing.				Communic	npetencies: ation and ion, Personal
References: Englis	sn Language Cur	riculum Pg. :	D 1			
Phase/Duration	Learners Activ	ities				Resources
PHASE I: STARTER	punctuation m	ark that help portance of	s connect rela proper punctu	emicolon (\$) is a steed ideas in a ser		
PHASE 2: NEW LEARNING	Explain that the independent of Write two ind "She loves to read to be independent of the Independent of I	e semicolon auses that ar ependent claread books" anow a semicolon auses: read books; he dependent claread books; he dependent claread books a coordinating ole sentences rs to read eace to insert to write three micolon to coarners to sha	is primarily use to closely relate uses on the board "He enjoy plon can be use enjoys playing emicolons: uses should be to stand along conjunction (extract require that require the sentence as a semicolon.	ed to connect tweed in meaning. coard, such as a playing video gated to connect the meaning video games." closely related in the as separate sere.g., and, but, or) of the use of a seminand identify the their own that red independent classences aloud, highly the series aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud, highly the their own that red independent classences aloud.	meaning. after the colon. equire auses.	Word cards, sentence cards, etter cards, nandwriting on a manila card

	Read each sentence and determine where a semicolon should be placed to connect the related independent clauses. Rewrite the sentence with the correct use of a semicolon.	
	 John has a busy schedule, he manages to find time for exercise. The weather was sunny, the picnic was a great success. The book was captivating, it kept me up all night. She traveled to Paris, she fell in love with the city. The team worked hard to prepare for the competition, they were determined to win. 	
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.	

Veek Ending: 14-07-2023 Day:			Subject: English Langu	age
Duration:			Strand: Writing	
Class: B8		Class Size:	Sub Strand: Dialogues	S
Content Standard: B8.4.2. 2: Apply writing skills to specific life situations Indicator: B8.4.2.2.4. Create dialogues among multiple int on different themes				rlocutors Lesson:
Performance Indicate Learners can create interlocutors		nong multiple	Core Competencies: Communication and Collab Development and Leadersh	
Reference : English	Language F	^o g. 64		
Keywords: appropr	iate, advert	tisement		
	T -			
Phase/Duration PHASE I:		Activities lesson by discussing t		Resources
PHASE 2: NEW LEARNING	Explain the their thou narratives Ask learn dialogues Explain the of quotate placement write an "She said,"	in storytelling and connat dialogue brings chaughts and emotions, as. Hers to share examples from books, movies, he basic structure of dialon marks to indicate at of punctuation mark example sentence on , 'I can't wait to go to	nmunication. aracters to life, reveals and advances the plot in sof their favorite or plays. lialogue, including the use speech and the cs. the board, such as:	Word cards, sentence cards, letter cards, handwriting on a manila card
	Discuss t paragraph actions we Distribute involving Let learned different and charal Assessme Divide the Provide e such as "Assessme Such as "Assessme Divide the Provide e such as "Assessme Divide the Divide t	ent ent e learners into small g each group with a writ	es or short scripts and identify the structure, punctuation, the dialogues as a class. groups. cing prompt or scenario, nning a surprise party"	

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt.
	Have each group select a spokesperson to present their dialogue to the class.
	After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

Week Ending: 14-07	-2023	DAY:		Sı	ıbject: English Languag	ge	
Duration: 50MINS				St	rand: Literature		
Class: B8		Class Siz	œ:	Sı	ub Strand: Prose		
	te understanding of how literary genres contribute in texts						Lesson: I of I
Learners can read prose fluently and with understanding Communication and Communica							ration, Personal
References: English I	Language Curi	riculum Pg	. 67				
Phase/Duration PHASE I:	Learners Ac		n the provious	loc	con	Res	ources
STARTER			n the previous licators with le		ers and introduce		
PHASE 2: NEW LEARNING			read aloud pa	rts	of the prose.		ord cards, tence cards,
	Example: Ripples Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. Assessment I. In which general setting does the story take place?					han	er cards, dwriting on a nila card
	said this of the said to be with a very sever patience with said to be with said to be with said to be	the dead A what figure amu had d what reall d to be nuge and he look; he heople	mina. Such an of speech? ecided to give ly that "gift" wa is small eyes ar had a slight sta "Such a desc	Abi as, t amr	face. "Mama Adamu pression could be it the special gift". The word special wide mouth gave him mer and had no tion in italics that is an example of		

	5. Sayibu's bark was worse than his bite. The expression in italics is an example of	
	6. What is the theme of the story?	
PHASE 3:	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.	

THIRD TERM WEEKLY LESSON NOTES – B8 WEEK 4

Week Ending: 21-0	07-2023	Day:		Subject: English Language				
Duration: 60mins				Stra	nd: Oral Language)		
Class: B8		Class Size:			Strand: Consonatives)	ant Sounds		
B8.1.3.1: Articulate E confidence and skills	inglish speech s		B8.1.3.1.2 (fricatives	. Prod		unds Lesso		
Performance Indic Learners can distin and practice using	guish betweer		eless frica	tives,	Core Compet Communication Personal Develo Leadership	and Collaboration,		
Reference : English	Language Pg.	42						
Keywords:								
DI /5								
Phase/Duration	Learners Ac		.1	. •		Resource	S	
PHASE I: STARTER		sson by explaining ound produced b	•		, ,			
	Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.							
PHASE 2: NEW LEARNING	containing fr	ips or recordings icative sounds. ners to listen atte				Word cards, sentence cards, letter cards, handwriting on a manila card		
	Encourage le identified frie Explain the courage where voice	recative sounds they hear. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board. Incourage learners to raise their hands or write down the entified fricative sounds on the board.				manna Car	a	
	Provide examples of pairs of voiced and voiceless fricatives, such as /v/ and /f/, /ð/ and /θ/, /z/ and /s/, and /ʒ/ and /ʃ/. Pronounce these pairs of fricatives and guide learners to feel the difference by placing their fingers on their throat to sense the vibration for voiced fricatives. Distribute a handout or worksheet with practice exercises involving fricative sounds.							

Instruct learners to complete the exercises, which may include matching fricative sounds to corresponding words, identifying voiced and voiceless fricatives in words, or pronouncing sentences containing fricatives.

Monitor learners' progress and provide assistance as needed.

Engage learners in a discussion about the importance of clear pronunciation in connected speech.

Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech.

Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech.

Assessment

Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech.

- I. I have five funny frogs.
- 2. She sells seashells by the seashore.
- 3. The buzzing bees are busy in the garden.
- 4. Can you fish for fresh fish at the fish market?
- 5. Please be sure to close the door securely.

PHASE 3: REFLECTION

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

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

Week Ending: 21-07-	2023	Day:	Subject: English Langua	ge		
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehe	ension		
Content Standard: B8.2.1.2: Read, comprel interpret texts Performance Indicat		ry to Lesson:				
Learners can use deri new contexts		pand vocabulary to	Core Competencies: Communication and Colla Development and Leaders	*		
Reference : English La	anguage Pg. 4	48				
Keywords:						
Phase/Duration	Learners A			Resources		
PHASE I: STARTER	vocabulary subjects, in Explain tha words by a	esson by discussing the in understanding and encluding history, culture at derivation is the procadding prefixes or suffix a vital role in expandir	ngaging with various , and politics. ess of forming new es to existing words,			
PHASE 2: NEW		the concept of prefixes		Word cards,		
LEARNING	function in Write a few "culture," " suggest por related to Discuss and derived wo Distribute historical, of Instruct leasuffixes) in derived for Provide lead historical, of Ask learne they find wo Instruct the words, the	word formation. w root words on the body power") and ask learners ssible prefixes or suffixed historical, cultural, or p d explain the meaning a pords as a class. the handouts with a list cultural, and political columners to identify the affire each word and write the	pard (e.g., "nation," rs to brainstorm and es to create new words colitical contexts. Ind significance of the sto of words related to intexts to each learners. Tixes (prefixes or the root word and its erials related to ics. Iline any derived words ing of the derived erived from, and how	sentence cards, letter cards, handwriting on a manila card		

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 21	-07-2023	DAY:		Subject: English	n Language	е
Duration: 60mins				Strand: Grammar		
Class: B8		Class Size:		Sub Strand: Us	se of sem	i-colon
Content Standar B8.3.2.1: Demonstr and punctuation in	rate mastery of ca communication	pitalization	Indicator: B8.3.2.1.1. D semi-colon in	Lesson:		
Identify and useApply their knowlearity.	e purpose and pro e semi-colon corr owledge of semi-c	purpose and proper usage of semi-colon in writing. semi-colon correctly in their own writing. wledge of semi-colon to enhance sentence structure and				
References: Englis	sn Language Cui	rriculum Pg. S	54			
Phase/Duration	Learners Activ	rities				Resources
PHASE I: STARTER	punctuation m Discuss the im	ark that help	s connect rela	micolon (;) is a ted ideas in a ser		
PHASE 2: NEW LEARNING	write two ind "She loves to r Demonstrate l independent c "She loves to r Discuss the ru The two ind The clauses Do not use semicolon. Provide examplistruct learned appropriate planes Ask learners to the use of a se	e semicolon lauses that ar ependent claread books" a how a semicolauses: read books; he les of using sependent clares should be ab a coordinating ole sentences ers to read ea ace to insert to write three emicolon to coarners to sha	is primarily us re closely relate uses on the board "He enjoys playing the enjoys playing emicolons: uses should be to stand along conjunction (extract require the sentence as a semicolon.	_	meaning. ntences. nfter the colon. equire auses.	Word cards, sentence cards, letter cards, handwriting on a manila card

	Read each sentence and determine where a semicolon should be placed to connect the related independent clauses. Rewrite the sentence with the correct use of a semicolon.	
	 John has a busy schedule, he manages to find time for exercise. The weather was sunny, the picnic was a great success. The book was captivating, it kept me up all night. She traveled to Paris, she fell in love with the city. The team worked hard to prepare for the competition, they were determined to win. 	
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: 21-0	7-2023	Day:	Subject: English Langu	age			
Duration:	<u> </u>		Strand: Writing				
Class: B8		Class Size:	Sub Strand: Dialogues	;			
Content Standard: B8.4.2. 2: Apply writing specific life situations		Indicator: B8.4.2.2.4. Create dialogues among multiple inte			Lesson:		
Performance Indic			Core Competencies:				
Learners can create interlocutors	dialogues am	ong multiple	Communication and Collab Development and Leadersh		sonai		
Reference : English	Language Pg	g. 64	•	•			
Keywords: appropr	iate, adverti	sement					
				T =			
Phase/Duration	Learners A			Resources	i		
PHASE I: STARTER	dialogue ir	lesson by discussing to storytelling and com	nmunication.				
	•	ghts and emotions, ar	racters to life, reveals and advances the plot in				
		Ask learners to share examples of their favorite dialogues from books, movies, or plays.					
PHASE 2: NEW LEARNING	of quotation placement Write an e	Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks. Write an example sentence on the board, such as:					
	"She said, 'I can't wait to go to the party!" Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation.						
	paragraph	e use of dialogue tags breaks to indicate dif thin a conversation.					
		examples of dialogue nultiple interlocutors	•				
	different s	-	and identify the structure, punctuation, he dialogues as a class.				
	Provide ea such as "A	learners into small g ach group with a writi	ing prompt or scenario, nning a surprise party"				

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt.
	Have each group select a spokesperson to present their dialogue to the class.
	After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

Week Ending: 21-07	7-2023	DAY:		Sı	ubject: English Languag	ge		
Duration: 50MINS				St	trand: Literature			
Class: B8		Class Siz	œ:	Sı	ub Strand: Prose			
various elements of lite to meaning	understanding of how erary genres contribute Indicator: B8.5.1.1.1. Analyze the types of charactin texts			ters	Lesson: I of I			
Performance Indica Learners can read pr		nd with un	derstanding		Core Competencies Communication and Co		ration Personal	
References: English	•				Communication and C	Oliabol	ation, rei sonai	
110101010031 211811011	<u></u>		, •,					
Phase/Duration PHASE I: STARTER	Learners Ac Revise with		n the previous	les	son.	Reso	ources	
	Share perforthe lesson.	rmance inc	licators with le	arn	ers and introduce			
PHASE 2: NEW LEARNING	Example: Rip Let learners expressions with the help Ensure learn Learners rearead.	note diffic and figure p of the di ners use co	ctionary. orrect stress ar arts of the pro	ase be nd i	·	Word cards, sentence cards, letter cards, handwriting on a manila card		
	2. "Not once said this of the said to be we said to be we said to be we said to be said	e did see a the dead A that figure amu had d what reall d to be nuge and h te look; he th people	mina. Such an of speech? ecided to give ly that "gift" wa is small eyes ar had a slight sta "Such a desc	na's exp Abi as, t	ry take place? face. "Mama Adamu bression could be i' the special gift'. the word special wide mouth gave him mer and had no tion in italics that s an example of			

	5. Sayibu's bark was worse than his bite. The expression in italics is an example of	
	6. What is the theme of the story?	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 28-0	07-2023	Day:		Subject: English Language				
Duration: 60mins	Omins Strand: Oral Language)				
Class: B8		Class Size:			Strand: Conson atives)	ant Sounds		
B8.1.3.1: Articulate E confidence and skills	nglish speech s		B8.1.3.1.2 (fricatives	2. Prod			Lesson:	
Learners can distin	Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech. Core Competer Communication Personal Development Develop					and Collabo	oration,	
Reference : English	n Language Pg.	42						
Keywords:								
DI /5								
Phase/Duration	Learners Ac		.1	.•		Resource	S	
PHASE I: STARTER	_	sson by explaining ound produced b	•		, .			
	Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.							
PHASE 2: NEW LEARNING	containing fr	ips or recordings ricative sounds. ners to listen attonds they hear.				Word cards, sentence cards, letter cards, handwriting on a manila card		
	Encourage learners to raise their hands or write down the identified fricative sounds on the board.							
	Explain the concept of voiced and voiceless fricatives, where voiced fricatives engage the vocal cords, while voiceless fricatives do not.							
		mples of pairs of nd /f/, /ð/ and /θ/,						
	feel the diffe	these pairs of frictories of the contraction for voices or the con	their finge	rs on				
		handout or work cative sounds.	ksheet wit	h prac	tice exercises			

Instruct learners to complete the exercises, which may include matching fricative sounds to corresponding words, identifying voiced and voiceless fricatives in words, or pronouncing sentences containing fricatives.

Monitor learners' progress and provide assistance as needed.

Engage learners in a discussion about the importance of clear pronunciation in connected speech.

Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech.

Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech.

Assessment

Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech.

- I. I have five funny frogs.
- 2. She sells seashells by the seashore.
- 3. The buzzing bees are busy in the garden.
- 4. Can you fish for fresh fish at the fish market?
- 5. Please be sure to close the door securely.

PHASE 3: REFLECTION

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

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

Week Ending: 28-07	-2023	Day:	Subject: English Language				
Duration: 60mins			Strand: Reading				
Class: B8		Class Size:	Sub Strand: Comprehe	ension			
Content Standard: B8.2.1.2: Read, compresinterpret texts Performance Indica Learners can use der	tor:	new contexts (histor	B8.2.1.2.7. Use derivation to expand vocabulary new contexts (historical, cultural, political) Core Competencies: Communication and Collab				
new contexts Reference : English L	anguago Pg	4Q	Development and Leader	snip			
Keywords:	-aliguage i g						
ite, words.							
Phase/Duration	Learners A	Activities		Resources			
PHASE I: STARTER		Revise with learners on the previous lesson. Share performance indicators with learners and introduce					
PHASE 2: NEW LEARNING	about the	Engage learners in a discussion or brainstorming session about the topic/title of the passage. Learners to make predictions about what they think they					
	Divide the text or pas	class into small groups a ssage to each group.	manila card				
	As they re support as	ad, encourage group dis needed.					
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
	Take feedb	Take feedback from learners and summarize the lesson.					

Week Ending: 28	3-07-2023 DAY: Subject: English Languag			n Language	<u> </u>	
Duration: 60mins Strand: Gram			Strand: Gramn	nar		
Class: B8		Class Size:		Sub Strand: Us	se of sem	i-colon
	ntent Standard: .2.1: Demonstrate mastery of capitalization punctuation in communication Indicator: B8.3.2.1.1. Demonstrate the use of semi-colon in context					Lesson:
Identify and uApply their kr and clarity.	can; restand the purpose and proper usage of semi-colon in writing. fy and use semi-colon correctly in their own writing. their knowledge of semi-colon to enhance sentence structure arity.					
References: Englis	sh Language Cui	riculum Pg. 3	04			
Phase/Duration	Learners Activ	ities				Resources
PHASE I: STARTER	Begin the lesson by explaining that the semicolon (*) is a punctuation mark that helps connect related ideas in a sentence. Discuss the importance of proper punctuation in writing to					
PHASE 2: N EW LEARNING	use a semicolon instead of other punctuation marks like commas or periods.					Word cards, sentence cards, letter cards, handwriting on a manila card
	Discuss the dif	• •	•	os, such as cause	and	
	Have learners connect relate		wn sentences	using semicolon	s to	
		ge. In pairs o	. •	contains errors , learners should		
	Assign learners to connect ide	_	sk that require	es the use of sem	nicolons	
	specifically foc	us on the use ick on the ap	e of semicolon propriate usag	rk with a peer ar s. The peer edito ge of semicolons	or can	
	Assessment					

	Complete the following exercises to practice using semicolons to connect related ideas within sentences. Choose the appropriate semicolon placement for each sentence.	
	I. My friend and I are planning a trip to Paris she has always wanted to visit the Eiffel Tower.	
	2. The weather is cloudy today we might have to reschedule our outdoor picnic.	
	3. John is an excellent pianist he practices for hours every day.	
	4. My favorite hobbies include reading writing and painting.	
	5. I enjoy hiking in the mountains, it allows me to connect with nature.	
	6. Lisa went to the store to buy some groceries she forgot to bring her shopping list.	
	7. The team worked hard during practice they are determined to win the championship.	
	8. I am taking a vacation next month I will be traveling to Italy and Spain.	
PHASE 3: REFLECTION	Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.	
	Teacher leads a discussion to provide responses to learners' questions.	

Week Ending: 28-07	ek Ending: 28-07-2023 Day: Subject: English Langu			age			
Duration:	<u> </u>		Strand: Writing				
Class: B8	1	Class Size:	Sub Strand: Dialogues	s			
Content Standard: B8.4.2. 2: Apply writin specific life situations	2. 2: Apply writing skills to B8.4.2.2.4. Create dialogues among multiple inter-			locutors	Lesson:		
Performance Indica		1	Core Competencies:		_		
Learners can create interlocutors	dialogues am	ong multiple	Communication and Collab Development and Leadersh		sonal		
Reference : English	Language Pg	g. 64					
Keywords: appropri	ate, adverti	sement					
Phase/Duration	Learners A			Resources			
PHASE I: STARTER	dialogue ir	lesson by discussing to storytelling and com	munication.				
		ghts and emotions, ar	racters to life, reveals nd advances the plot in				
		ers to share examples from books, movies, o					
PHASE 2: NEW LEARNING	of quotation placement Write and "She said," Analyze the placement Discuss the	on marks to indicate so of punctuation mark example sentence on I can't wait to go to so the structure of the second quotation marks a	ructure of dialogue, including the use to indicate speech and the word cards, sentence cards				
	Distribute involving no Let learner different so and characted Assessmer Divide the Provide easuch as "Assessmer Divide the Provide easuch as "Assessmer Divide easuch as	stribute examples of dialogues or short scripts volving multiple interlocutors. It learners read the dialogues and identify the ferent speakers. Discuss the structure, punctuation, d character development in the dialogues as a class. Sessment vide the learners into small groups. Ovide each group with a writing prompt or scenario, ch as "A group of friends planning a surprise party" "A family discussing vacation destinations."					

	Engage each group to create a dialogue involving at least three interlocutors based on the given prompt.	
	Have each group select a spokesperson to present their dialogue to the class.	
	After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.	
PHASE 3:	Use peer discussion and effective questioning to find	
REFLECTION	out from learners what they have learnt during the	
	lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 28-07	-2023	DAY: Subject: English Language					
Duration: 50MINS		<u> </u>	Strand: Literature				
Class: B8		Class Siz	e:	Sı	ıb 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 in texts			ze the types of charac	ters	Lesson:		
Performance Indica		1 2.1	1 . P		Core Competencies		
Learners can read pr	-				Communication and C	ollabo	oration, Personal
References: English I	Language Curi	riculum Pg.	. 6/				
Phase/Duration PHASE I:	Learners Ac		n the previous	les	son.	Res	ources
STARTER	Share perfor	rmance ind	licators with le	arn	ers and introduce		
PHASE 2: NEW LEARNING	Learners take Example: Sc Let learners expressions with the help Ensure learn Learners read. Learners read. Learners read by teacher. Assessment 1. In your ov 2. "the drear indicates that a) empty 3. "Vacuum so A. Between pacing carpe own words	note diffice and figure pof the distance at your words min our at the shelf b) full c) stares at your dreams and the Scribb the Scribb	who would yo fills the shelf of the scribble disorderly d) what figure d fruition, yaw mating quill an e underlined wooler refused to	u sa u sa e of ning d poord	s, figurative explained in context intonation in reading. which were not well wer questions posed by a scribbler is? This expression is tly organized speech is this? It is gaps close, not by archment. In your is in this extract.	sent lette han	ord cards, tence cards, er cards, dwriting on a nila card

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

Week Ending: 04-	08-2023	Day:		Subject: English Language			
Duration: 60mins				Strand: Oral Language			
Class: B8		Class Size:		Sub Strand: Consonant Sounds (Fricatives)			
B8.1.3.1: Articulate E confidence and skills	nglish speech s		B8.1.3.1.2 (fricatives	2. Prod			Lesson:
Learners can distin	Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech. Corre Compete Communication Personal Develo Leadership					and Collabo	oration,
Reference : English	Language Pg.	. 42					
Keywords:							
DI (D :							
Phase/Duration PHASE I:	Learners Ac		- 41-4 f.:	41		Resource	S
STARTER	_	sson by explaining ound produced b	-		, .		
	introduce ea		sizing thei	ir disti	nct		
PHASE 2: NEW LEARNING		lass into small gro fricative sounds				Word car sentence letter care handwriti	cards, ds,
	objects or p sounds. For	ictures that start	handwriting on a manila card res that start with or contain those fricative mple, they can find a "fork" for the /f/ sound the /z/ sound.				-
	After the scavenger hunt, have each group share their findings and pronounce the words with the fricative sounds.						
	Set up a relay race where learners have to pass a baton while saying a word containing a fricative sound.						
		t of words that h 'vase," "saw," "zip					
	When you g	lass into two tear give the signal, the signated spot wh he baton to the n	e first stud ile saying a	ent fro	om each team I from the list.		

	same, and so on. The team that completes the relay race first wins.	
	Prepare a variety of picture cards or word cards that contain fricative sounds.	
	Mix them up and place them in a bag or basket. Have learners take turns picking a card and identifying the fricative sound in the word. Then, ask them to sort the cards into different categories based on the specific fricative sound (e.g., /f/ sound, /s/ sound, /sh/ sound).	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out	
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: 04-08-2023		Day:	Subject: English Language		
Duration: 60mins	·		Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehe	ension	
Content Standard: B8.2.1.2: Read, compresinterpret texts Performance Indicat Learners can integrate vocabulary in differen Reference: English La Keywords:	or: e appropriat t contexts	vocabulary in differen	Appropriate grade level and contexts I of I Core Competencies: Communication and Collaboration, Personal Development and Leadership		
Phase/Duration	Learners A			Resources	
PHASE I: STARTER	Revise with learners on the previous lesson. Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary Share performance indicators with learners and introduce the lesson.				
PHASE 2: NEW LEARNING	Display a frelated to In pairs or meanings of and the context of	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Use peer of from learn	ling, discuss the vocabula discussion and effective of ners what they have learn back from learners and s	questioning to find out nt during the lesson.		

Week Ending: 04	-08-2023	DAY:		Subject: English	n Language	2	
Duration: 60mins				Strand: Grammar			
Class: B8		Class Size:		Sub Strand: U	se of sem	i-colon	
B8.3.2.1: Demonstr	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				use of	Lesson:	
Performance Ind Learners can dem contexts.	ers can demonstrate the correct use of apostrophes in various						
References: Engli	sh Language Cui	rriculum Pg	54				
Phase/Duration	Learners Activ	rities				Resources	
PHASE I:	Revise with lea		previous less	on.			
STARTER	Share perform lesson.	ance indicato	ors with learne	ers and introduce	e the		
PHASE 2: NEW LEARNING	Provide example engage learner Display the ruldistribute hand Explain each rule examples for eal Possessive rule (Contraction Contraction) Provide learned apostrophe erule la pairs or small mistakes. Assessment Distribute apo	ssion and corpoles of corrects' attention. les for using adouts with the ule using clear case. Indicate the cach case, it is so that the cach case. In the second of the cach case is so the pronouncers with senter cors. If the cach cache is the cache cache case is so the cache c	apostrophes of e rules. It and incorresponds of e rules. It and concise ohn's book) don't) ouns (e.g., it's, ences or parage k learners to it ksheets to leate the exercise activities such g apostropheng possessive respondent of the control of t	raphs containing dentify and corrections and corrections as:	ophes to	Word cards, sentence cards, letter cards, handwriting on a manila card	
	, ,			o keep learners	on		

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: 04-08	3-2023	Day:			Subject: English Language				
Duration:					Strand: Writing				
Class: B8		Class Si	ze:		Sub Strand: Speech Writing				
Content Standard: B8.4.2. 2: Apply writing life situations		pecific	Indicator: B8.4.2.2.5. C and occasion	ns	mpose speeches for different Core Competencies:	purposes	Lesson: I of I		
Performance Indicate Learners can compose and occasions	ation, Perso	nal							
Reference : English I	Language F	⁹ g. 56							
Keywords:									
		_				Γ=			
Phase/Duration		Activities			T\/ ! ! !	Resource	S		
PHASE I: STARTER	know.	ners to mi	mic a popuia	ar	TV or radio advert they				
	Share pe	rformance	e indicators a	and	d introduce the lesson.				
PHASE 2: NEW LEARNING	Start by explaining to learners what a formal letter is and why it is important to know how to write one. Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing.				Word cards, sentence cards, letter cards, handwriting on a manila card				
	formal le	etters, su ers of co	ch as busine mplaint. Poi	es: int	es of different types of s letters, cover letters, cout the different ow they are organized.				
	Guide learners to choose relevant and interesting topic to write about. Example: a letter to a local government official or a letter to a business owner.								
	create a include.	arners br n outline Encourag e, their p n their le							
	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.								

	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: 04-08	DAY:			Subject: English Language				
Duration: 50MINS		Strand: Litera			rand: Literature	ature		
Class: B8		Class Siz	œ:	Sı	Sub Strand: Prose			
B8.5.1.1: Demonstrate various elements of lite to meaning		Indicator: B8.5.1.1.1. Analyze the types of charactin texts				Lesson: I of I		
Performance Indica		1 1.1	1 . 1		Core Competencies			
Learners can read pr	•				Communication and C	ollabo	oration, Personal	
References: English I	Language Curi	riculum Pg	. 6/					
Phase/Duration PHASE I:	Learners Ac		n the previous	les	son	Res	ources	
STARTER			·					
PHASE 2: NEW LEARNING	Learners take turns to read aloud Example: Scribbler's Dream. Let learners note difficult words, expressions and figures of speech with the help of the dictionary. Ensure learners use correct strest Learners read again, parts of the pread. Learners read the story silently and by teacher. Assessment 1. In your own words who would 2. "the dream in our fills the sindicates that the shelf of the scribal empty b) full c) disorderly 3. "Vacuum stares at you" What figure 4. Between dreams and fruition, ypacing carpets, but by mating quilown words explain the underlined.			u sa wansv u sa e of ning d p	s, figurative explained in context ntonation in reading. which were not well wer questions posed ay a scribbler is? This expression stly organized speech is this? It is gaps close, not by archment. In your	sent lette han	ord cards, tence cards, er cards, dwriting on a nila 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: -	08-2023	Day:		Subject:	English Languag	ge				
Duration: 60mins				Strand:	Strand: Oral Language					
Class: B8		Class Size:		Sub Stra	and: Consonant	Sounds (Fr	icatives)			
B8.1.3.1: Articulate E confidence and skills	 English speech s						Lesson:			
Performance Indicator: Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech. Corre Competer Communication Personal Develop Leadership							oration,			
Reference : English	n Language Pg.	42								
Keywords:										
Phase/Duration PHASE I:	Learners Ac	tivities sson by explaining	that f	ricativos	uro a typo of	Resource	5			
STARTER	_	ound produced b	-		• •					
	. ,	chart or visual aic ach sound, empha cs.			•					
PHASE 2: NEW LEARNING		lass into small gro fricative sounds	•	•		Word cards, sentence cards, letter cards, handwriting on a				
	Ask them to search around the classroom or school for objects or pictures that start with or contain those fricative sounds. For example, they can find a "fork" for the /f/ sound or a "zipper" for the /z/ sound.									
	After the sca									
	Set up a relay race where learners have to pass a baton while saying a word containing a fricative sound.									
		t of words that h 'vase," "saw," "zip								
	When you g	lass into two tear give the signal, the signated spot whi ne baton to the no	first s le sayi	tudent fro	om each team I from the list.					

	same, and so on. The team that completes the relay race first wins.	
	Prepare a variety of picture cards or word cards that contain fricative sounds.	
	Mix them up and place them in a bag or basket. Have learners take turns picking a card and identifying the fricative sound in the word. Then, ask them to sort the cards into different categories based on the specific fricative sound (e.g., /f/ sound, /s/ sound, /sh/ sound).	
PHASE 3:	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: 11-08-	2023	Day:	Subject: English Langua	ıge		
Duration: 60mins	·		Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehe	ension		
Content Standard: B8.2.1.2: Read, compresinterpret texts Performance Indicat Learners can integrate vocabulary in differen Reference: English La Keywords:	or: e appropriat t contexts	vocabulary in differen	appropriate grade level at contexts Core Competencies: Communication and Colla Development and Leader			
Phase/Duration	Learners A			Resources		
PHASE I: STARTER	Ask learner recently envocabulary Share perfithe lesson					
PHASE 2: NEW LEARNING	Display a frelated to In pairs or meanings of and the context of	Word cards, sentence cards, letter cards, handwriting on a manila card				
PHASE 3: REFLECTION	Use peer of from learn	ling, discuss the vocabula discussion and effective of ters what they have learn back from learners and s	questioning to find out nt during the lesson.			

Week Ending:	-08-2023	DAY:		Subject: English Language			
Duration: 60mins				Strand: Gramn	nar		
Class: B8		Class Size:		Sub Strand: Us	se of semi	i-colon	
Content Standar B8.3.2.1: Demonstr and punctuation in	rate mastery of ca communication	pitalization	Indicator: B8.3.2.1.1. Demonstrate the use of apostrophe in context Lesson:				
Performance Ind Learners can dem contexts.	nonstrate the co			n various	Communi	mpetencies: ication and tion, Personal	
References: Engli	sn Language Cul	rriculum Pg. :	04				
Phase/Duration PHASE I: STARTER	Learners Activities Revise with learners on the previous lesson. Share performance indicators with learners and introduce the					Resources	
PHASE 2: NEW LEARNING	lesson. Learners brain indicate posses. Provide example engage learner. Display the ruidistribute hand. Explain each reexamples for ea) Possessive reb) Contraction. Provide learner apostrophe er. In pairs or small mistakes. Assessment Distribute apollistribute apollist	storm to disc ssion and cor oles of correct oles for using a douts with the ule using cleated case. nouns (e.g., Jons (e.g., Jons (e.g., can't, as with pronouncers with senterors. all groups, aslands are to complete the can include and correcting entences using the blanks with	cuss how apositraction. It and incorresponds to a rules. It and concise to a rules. It and concise to a rules, it's, ances or paragonals k learners to it is activities to lear the exercise activities such gapostropheng possessive in the correct contraction.	etrophes are used of the board or language, providing they're) graphs containing dentify and correstrances independently in as:	to phes to ing	Word cards, sentence cards, letter cards, handwriting on a manila card	

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: 11-08	8-2023	Day:			Subject: English L	anguage	
Duration:					Strand: Writing		
Class: B8		Class Siz	ze:		Sub Strand: Speech Writing		
Content Standard: B8.4.2. 2: Apply writin life situations	g skills to s	pecific	Indicator: B8.4.2.2.5. C and occasion		peeches for different	purposes	Lesson: I of I
Performance Indica Learners can compo and occasions	ation, Persoi	nal					
Reference : English	Language F	⁹ g. 56					
Keywords:							
Di (5	1 .						
Phase/Duration		Activities				Resource	S
PHASE I: STARTER	Ask learr know.	ners to mi	mic a popula	r IV or r	adio advert they		
	Share pe	rformance	e indicators a	and introd	uce the lesson.		
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson. Start by explaining to learners what a formal letter is and why it is important to know how to write one. Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing. Provide learners with examples of different types of formal letters, such as business letters, cover letters, and letters of complaint. Point out the different elements of each letter and how they are organized. Guide learners to choose relevant and interesting topic to write about. Example: a letter to a local government official or a letter to a business owner. Have learners brainstorm ideas for their letter and create an outline of the main points they want to include. Encourage them to think about their audience, their purpose, and the tone they want to convey in their letter. Learners write a draft of their letter and then revise it for clarity, organization, and tone. Encourage them to use descriptive language, specific examples, and				Word car sentence letter care handwriti manila car	cards, ds, ng on a	

	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: 11-08	-2023	DAY:			Subject: English Language		
Duration: 50MINS				Strand: Liter	ature		
Class: B8		Class Siz	e:		Sub Strand:	Prose	3
various elements of lite to meaning	Indicator: Senstrate understanding of how ts of literary genres contribute Indicator: B8.5.1.1.1. Analyze the types of charact in texts						Lesson:
Performance Indica		nd with un	dorstanding		Competencies		mation Domanal
Learners can read pr References: English I				Comm	unication and Co	oliado	ration, Personal
References: English	Language Curi	icululii rg	. 67				
Phase/Duration	Learners Ac	tivities				Res	ources
PHASE I:	Revise with	learners o	n the previous les	son.			
STARTER	Share perfor	rmance inc	licators with learn	ers and	introduce		
PHASE 2: NEW	Learners tak	ce turns to	read aloud parts	of the p	rose.	Wo	ord cards,
	Example: Mama Is Sunrise. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed						dwriting on a
	by teacher. Assessment I. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.						
PHASE 3:	•		nd effective questi	_			
REFLECTION			ey have learnt dur				
	Take feedback from learners and summarize the lesson.						

Week Ending: 18-	08-2023	Day:			Subject: English Language			
Duration:					Strand: Oral language			
Class: B8		Class Si	ze:		Sub Strand: Consonant Sounds (nasals and affricates)			
B8.1.3.1: Articulate sounds to develop coin listening and spea	English spec onfidence a king		Indicator: B8.1.3.1.3. P and affricate	s) i		ls Lesson:		
Performance Indi Learners can produ affricates) in context	uce conson	ant sounds	s (nasals and	C	Core Competencies: Communication and Collaborat Development and Leadership,	tion, l	Personal	
Reference : Englis	h Language	e Pg. 63						
Keywords:								
Phase/Duration		Activitie	<u> </u>			Res	ources	
PHASE I: STARTER	Revise w	vith learne	ers on the pr	evi	ious lesson.			
	Share pe	erformanc	e indicators	an	d introduce the lesson.			
PHASE 2: NEW LEARNING	affricate Explain to passes the involve a articulation of the sound. Exproducing the sound. Exproducing the sound incorport of the sound incorport is the sound incorport in the sound incorport is the sound incorport in the sound incorport is the sound incorport in the sound in the soun	consonant consonant chat nasal a refully and consonant c	sounds like / e nose, while I a fricative at s that include yord, emphase mouth and ounds. ctice distinguation context. Propers identify the ests with phramand affricate and affricate	e aft the missize tool uish over whether the west seeds	and /n/ occur when air fricates like /ʧ/ and /ʤ/ ne same place of masal and affricate sounds. In the nasal or affricate ngue positions for ming between nasal and de examples of words mether the word contains wersation that includes a minds. Have the learners ords that contain these and sentences that bunds. Have the learners focusing on the accurate	sen lett han	ord cards, tence cards, er cards, dwriting on anila card	

	production of nasal and affricate sounds in connected	
	speech.	
	Assessment	
	I. The sounds /m/ and /n/ are examples of	
	sounds.	
	2. The sounds /ʧ/ and /ʤ/ are examples of	
	sounds.	
	3. When pronouncing the affricate sound /tʃ/, the air is first	
	, then released with a friction-like sound.	
	4. The sound /m/ is a(n) sound, while the	
	sound /tʃ/ is a(n) sound.	
	5. The word "jam" contains a(n) sound.	
	6. The word "nose" contains a(n) sound.	
PHASE 3:	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: 18-08-	Yeek Ending: 18-08-2023 Day: Subject: English Language					
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehe	ension		
Content Standard: B8.2.1.2: Read, compresinterpret texts Performance Indicat Learners can integrate vocabulary in differen	or: e appropriate	vocabulary in differen	Lesson: appropriate grade level nt contexts Core Competencies: Communication and Collaboration, Personal Development and Leadership			
Reference: English La	anguage Pg. 4	48				
Keywords:						
Phase/Duration PHASE I: STARTER		h learners on the previou		Resources		
	Ask learners to brainstorm examples of words they recently encountered or learned that expanded their vocabulary Share performance indicators with learners and introduce the lesson.					
PHASE 2: NEW LEARNING	In pairs or meanings of and the co. Have learn pairs. Encourage highlight ar Instruct learn otebooks context of	ew vocabulary word care the passage. small groups, ask learne of the words based on the ntext of the passage. eers read the selected pa active reading by asking ny vocabulary words they arners to write the under and attempt to define the the passage. ing, discuss the vocabular	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Use peer of from learn	discussion and effective query what they have learn back from learners and si	juestioning to find out at during the lesson.			

Week Ending: 18	18-08-2023 DAY: Subject: English Language				n Language		
Duration: 60mins				Strand: Grammar			
Class: B8		Class Size:		Sub Strand: Us	se of Apost	rophe	
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:	
Learners can dem contexts.	Performance Indicator: Learners can demonstrate the correct use of apostrophes in various contexts. Core Co Communication Communication Collaboration Colla						
	0 0						
Phase/Duration	Learners Activ				R	Resources	
PHASE I: STARTER	Share perform lesson.		•		e the		
PHASE 2: NEW LEARNING	Share performance indicators with learners and introduce the lesson. Revise with learners to explain what an apostrophe is and its two main uses: • to show possession (John's book) and • to indicate the omission of letters or numbers (it's for it is, '60s for 1960s). Provide groups of learners with a list of phrases describing ownership and ask them to convert those using apostrophes to indicate possession. For example, the book that belongs to John would be converted to John's book. Let the groups share their answers with the rest of the class. Provide learners with sentences where some words need to be replaced with contractions. For example, "do not touch my book" should become "don't touch my book". Learners can write their answers on their own paper, then you can review the answers as a class. Have learners come up with their own sentences that demonstrate the use of the apostrophe. They should try to include both possessive and contraction uses of the apostrophe in their sentences. Pair up the learners and have them swap their sentences from Activity 4. Each learner should review their partner's sentences,						

	Convert the following phrases to use an apostrophe to show
	possession:
	 The book that belongs to John: The car that belongs to Mrs. Smith: The house that is owned by the Johnsons: The project that was completed by the learners:
	Replace the underlined words with contractions in the following sentences:
	I. "You <u>cannot</u> take my phone."
	2. "She will not participate in the dance competition."
	3. "We <u>are not</u> going to the park today."
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: 18-0	8-2023	Day:			Subject: English L	_anguage			
Duration:		ı			Strand: Writing				
Class: B8		Class Siz	ze:		Sub Strand: Speech Writing				
Content Standard: B8.4.2. 2: Apply writing life situations		pecific	purposes Lesson:						
Performance Indic Learners can compo and occasions		core Competencies: See speeches for different purposes Communication and Collaboration, Personal Development and Leadership,							
Reference : English	Language F	Pg. 56							
Keywords:									
Phase/Duration	Loarnors	Activities				Resources			
PHASE I: STARTER	Ask learr know.	ners to mi	mic a popula		adio advert they uce the lesson.	Resources			
PHASE 2: NEW LEARNING	"Imagine Write a sabout you Have lead What plif they we their idea Guide the speeche have a contained their speeche language connect Have lead each other for clarical Assessman. You	e you have speech your plans for arners brans do the vere classes. The learners brans do the vere classes as the learners or election do a convertion with the arners experience on the constitution of the convertion with the arners experience on the constitution of the convertion with the arners experience on the constitution of the convertion with the constitution of the convertion of t	would deliver the comination of the comination in the comination in the company of the company o	d as the cover to your g school y eas for the the com Learners an outling resentation or med ide eeting, see (presentation or med ide eeting, see (presentation or med ide eeting, see (presentation or med ide eeting m	eir speeches. ing school year can note down e for their eas. They should elf-introduction, tion of the ssage, call-to- first draft of persuasive eate a drafts and give ey should look	Word cards, sentence cards, letter cards, handwriting on a manila card			

4. Your school is celebrating its 50th anniversary, and you have been selected to give a speech during the celebration. Write a speech highlighting the history of the school, its achievements, and your personal experiences.
3. Your school is organizing a charity event to support a local children's hospital. Write a speech you would
You are speaking at the school's talent show. Write a speech explaining the importance of expressing oneself through arts and culture.
Write a persuasive speech encouraging community members to take action to protect the environment.

Week Ending: 18-08-	3-2023 DAY: Subject: Eng						anguage
Duration: 50MINS				Strand: Literature			
Class: B8		Class Siz	e:		Sub Strand:		
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 charactin texts						Lesson:	
Performance Indicate	:						
Learners can read pr				Commi	unication and Co	ollabo	ration, Personal
References: English L	anguage Curi	riculum Pg	. 67				
Phase/Duration	Learners Ac	41141				D	
Phase/Duration PHASE I:			n the previous les	son		Kes	ources
STARTER	IVEAISE MINI	icai iici s O	ii die previous ies	3011.			
	Share perfor	rmance ind	licators with learn	ers and	introduce		
	the lesson.						
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Mama Is Sunrise. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read.						tence cards, er cards, dwriting on a
PHASE 3:	Learners read the story silently and answer questions posed by teacher. Assessment I. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.						
REFLECTION	_		nd effective questic ey have learnt dur	_			
	Take feedba	ck from le	arners and summa	arize the	e lesson.		

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Week Ending: 25-0	08-2023	Day:		Subject: English Language				
Duration:				Strand: Oral language				
Class: B8		Class Size:		Sub Strand: Consonant Soun affricates)	ds (nasals and			
confidence and skills	English speech sounds to develop Is in listening and speaking B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context							
Performance Indic Learners can produ affricates) in context	ers can produce consonant sounds (nasals and es) in context Communication and Collaboration, Personal Development and Leadership,							
Reference : English	Language Pg	g. 63						
Keywords:								
Phase/Duration PHASE I: STARTER		n learners on the p			Resources			
PHASE 2: NEW LEARNING	Prepare a I sounds. Fo "pin," "bin," Read aloud [m]) and no Ask learne either having Explain the of a stop so Show learn and lips) to Provide a I "church," "Have learn accurate and Assessmen Create a sl	Share performance indicators and introduce the lesson. Prepare a list of words that include both nasal and non-nasal sounds. For example: "sun," "run," "cat," "rat," "moon," "mood," lette hand man [m]) and non-nasal sounds. Ask learners to listen carefully and categorize each word as either having a nasal sound or not. Explain the concept of an affricate sound, which is a combination of a stop sound and a fricative sound. Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound. Provide a list of words containing the target sound, like "cheese," "church," "judge," "giant," etc. Have learners practice saying these words, focusing on the accurate articulation of the affricate sound. Assessment Create a short story or a few sentences that include words with nasals and affricates.						

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

Week Ending: 25	-08-2023	Day:		Subject: English Language				
Duration: 60mins				Str	and: Reading			
Class: B8		Class Size:		Sub Strand: Comprehension				
analysis of a text to	nt Standard: 1: Cite the textual evidence that supports an sof a text to determine the central idea and an an objective summary Indicator: B8.2.2.1.1. Determine the central idea in paragraphs and analyze to identify supporting ideas					Lesson:		
Learners can determined analyze to identify	ermine the centr		aphs and		Core Competencies: Communication and Coll Development and Leader		tion, Personal	
Reference : Englis	sh Language Pg.	41						
Keywords:								
Phase/Duration	Learners Activ					Res	ources	
PHASE I: STARTER		arners on the prance indicators			and introduce the			
	lesson.							
PHASE 2: NEW LEARNING	Ask learners Discuss as a of	Display a simple, short paragraph on the board. Ask learners to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board.						
	Guide learne	rs to discuss th letails".	e terms	"cen	tral idea" and			
					ext is mostly about, in the central idea.			
		itial paragraph etails together		-	he central idea and			
	Highlight or underline the details to visually represent their role.							
		ment learners into pairs or small groups. e each group with a new paragraph or short text.						
	underline or	highlight the su	ipporting	det				
PHASE 3: REFLECTION	•	ussion and effect they have learnt	•		g to find out from sson.			
	Take feedback	from learners a	nd summa	arize	the lesson.			

Week Ending: 25-0	08-2023	Day:		Subj				
Duration: 60mins				Strand: Grammar				
Class: B8	Class Size: Sub Strand: Vocabulary							
Content Standard B8.3.3.1: Demonstrat of vocabulary in com	e appropriate use munication	Indicator: B8.3.3.1.1. and writing	Use vocab	ulary a	appropriately in spea	aking	Lesson:	
Performance Indic Learners can use vo writing		priately in spe	aking and		Core Competence Communication and Personal Developme	Collabor		
Reference: English	Language Pg. 47	1						
Keywords:								
						T -		
Phase/Duration	Learners Activ					Resou	rces	
PHASE I: STARTER	Revise with lea	arners on the	previous le	esson.				
	lesson.				nd introduce the			
PHASE 2: NEW	On the board	d, write dow	n a word (e.g., "	happy"). Ask	Word		
LEARNING	learners for s Discuss the form of the following connotation: Define the term of the term of the connotation. Introduce the comparisons.	eelings associated and its base and its base arms: synonyrion. Use examines replacing the mean arms with a list a synonyms and f-completed arm. E.g., "Boom	d antonymiated with ic definition, antonymiated with my less for my words whing slightly analogy, unit of words and antonymanalogy analogy ana	the won (de m, and each. with the y char sing fall as to me and ask ading a	nat word. yord "happy" notation). alogy, denotation, heir synonyms nges based on amiliar he is to foot." airs, they should r each. pairs to as fork is to	senten letter	ce cards, cards, riting on a	

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

Week Ending: 25-0	08-2023	DAY:		Subject: English Language				
Duration: 60mins				Strar	d: Writing	5		
Class: B8		Class S	ize:	Sub S	strand: Inte	Textual Elements		
Content Standard B8.4.3.1: Research to knowledge	1 BB 4 3 1 1 USE INFORMATION FROM NON- 1							
Performance Indic Learners can use in tables graphs, and r	formation fro maps) to supp	ort ideas	ext sources (figur in writing		Core Com	peter		aboration, Personal
References: English	Language Cu	irriculum	Pg. 53					
Phase/Duration PHASE I: STARTER	Share perfo	learners	on the previous I		nd introduc	ce the		Resources
PHASE 2: NEW LEARNING	Elicit responelements in Introduce the tables, graph Discuss how they can be Show a table explain how Provide lear elements. Work througraph, discusinferences of Pair up learnelement to in Ask learners non-textual White How	e and who isses and opproviding the differents, and move each provided to interpret to read element, at does to vidoes it	ovides specific ty o accompanying to plain how to read pret the legends, in examples conta rst example toget and Y axis, the da ide. assign each pair a	ey can extance of extual pes of text. the da scales, ining a ther. For ata pre different then in ions lik ap/figur t?	infer. of such non- elements: fig nformation ta, or a map and symbols mix of non- or instance, sented, and nt non-text terpret the seles es show?	gures, and h and s. textua if it's a what	al ow	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learne	rs talk ab	oout their experie questions they n	ences d	uring the les	sson, v	what	

	Teacher leads a discussion to provide responses to learners'	
	reaction leads a discussion to provide responses to learners	
	questions.	

Week Ending: 25-0	Ending: 25-08-2023 DAY: Subject: English			sh Language				
Duration: 50MINS		•			Strand: Literat	ture	1	
Class: B8		Class Siz	e:		Sub Strand: P	9		
Content Standard B8.5.1.1: Demonstrativarious elements of I meaning Performance India	te understanding of iterary genres cont		Indicator: B8.5.1.1.1. Analy in texts		,	Lesson: ters l of l		
Learners can read		d with und	erstanding		Competencies: unication and Col	labo	ration Personal	
References: English	•							
Trefer effects. Effolish	- Language Carri	culaiii i g. v	· · · · · · · · · · · · · · · · · · ·					
Phase/Duration	Learners Activi	ties				Re	esources	
PHASE I:			ne previous lessor	٦.				
STARTER			tors with learners		roduce the			
PHASE 2: NEW	Learners take t	urns to rea	ad aloud parts of 1	the pros	e.	W	ord cards,	
LEARNING	Example: Debb	oie, Sandy	And Pepe.				ntence cards, tter cards,	
	Let learners note difficult words, phrases, figurative expressions ha						ndwriting on a anila card	
			of the prose whi					
	Learners read the story silently and answer questions posed by teacher. Assessment I. Describe the setting of the girls finding the bird Pepe? 2. Debbie looked at the bird Pepe and said this of its peak: 'it looks like yellow plastic.' what figure of speech is used in this description. 3. "Poor little thing" crooned Debbie as she stroked the shivering bundle. What is that shivering bundle?							
PHASE 3:	is an example of 5. "She reached him out. <u>He was</u> state of	of and gently cold and s	of writing used in, Debbie, Sandy and Pepe ntly slid her hand under the tiny body and lifted nd stiff." The underlined words indicate a nd effective questioning to find out from					
REFLECTION	learners what t	hey have le	earnt during the le	esson.				

THIRD TERM WEEKLY LESSON NOTES – B8 WEEK 10

Week Ending: 01-	09-2023	Day:			Subject: English Language			
Duration:					Strand: Oral language			
Class: B8		Class Si	ze:		Sub Strand: Consonant Sand affricates)	Soun	ds (nasals	
B8.1.3.1: Articulate E sounds to develop coin listening and speak	English spec onfidence a king		Indicator: B8.1.3.1.3. Po and affricates	s) i		S	Lesson: I of I	
Performance Indicates Learners can produce affricates) in context	ice conson	ant sounds	s (nasals and	С	ore Competencies: ommunication and Collabora evelopment and Leadership,	tion, I	Personal	
Reference : English	n Language	e Pg. 63						
Keywords:								
Phase/Duration		Activitie				Res	ources	
PHASE I: STARTER	Revise w	vith learne	ers on the pr	evi	ous lesson.			
	•				l introduce the lesson.			
PHASE 2: NEW LEARNING	nasal sou "moon," Read alo	unds. For "mood," ' ud the wo	example: "su "pin," "bin," e	ın," etc. sizii	ng the nasal sounds (like	sen lett han	ord cards, tence cards, er cards, dwriting on anila card	
			ten carefully nasal sound o		d categorize each word not.			
					e sound, which is a a fricative sound.			
	Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound.							
		a list of w " "church,						
			ctice saying t on of the affr					
		short sto	ory or a few s		itences that include			

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

Week Ending: 01-0	09-2023	Day:		Subject: English Language				
Duration: 60mins				Strand: Reading				
Class: B8		Class S	ize:	Sub Strand: Comprehension				
	Indicator:						Lesson:	
Performance Indic Learners can deter analyse to identify	mine the cen		in paragraphs and	ł	Core Competence Communication and Personal Developme	d Collabora	*	
Reference : English	Language Pg	. 41						
Keywords:								
Phase/Duration	Learners Ac	stivition				Resourc	05	
PHASE I:			on the previous	losso	n e	Resourc	es	
STARTER			ndicators with lea					
PHASE 2: NEW LEARNING	Ask student Discuss as List their results of their results of the state of the state of their role. Assessment Divide learner Provide eartext.	a class vesponse ners to get details the ce le supporting runder the ce le supporting runder the group change inters inte	discuss the term ". ntral idea is what orting details bac aragraph and ide g details togethe	h silde the the the the the the the the the th	ently. e central idea is. entral idea" and e text is mostly o or explain the y the central a a class. sually represent ups. aph or short	Word ca sentence letter ca handwrit manila ca	e cards, rds, ting on a	

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.	

		Day:	Subj	ect: English Language	2	
Duration: 60mins		-	Strand: Grammar			
Class: B8	(
Content Standard: B8.3.3.1: Demonstrate appropriate use of voc communication	e	Indicator: B8.3.3.1.1. Use vocab and writing	ulary a	appropriately in spea	Lesson:	
Performance Indica Learners can use vo writing Reference: English	ocabulary ap	ppropriately in speaking	and	Core Competenci Communication and Personal Developme	Collaboration,	
Keywords:	Language	6. 17				
10/1101031						
	_earners A				Resources	
PHASE I: F	Revise with	learners on the previo	us less	son.		
S	he lesson.	ormance indicators with				
NEW LEARNING CO.	underlined denotation tone of the small" could be small" could be small be	v students share their on writings. ow understanding wor ons can improve both nsion and their writin	Word cards, sentence cards, letter cards, handwriting on a manila card			

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.	
	<u>Homework</u>	
	I. Identify at least three words with strong connotations	
	and discuss their feelings associated with each.	
	2. Write three analogies based on content from their	
	current reading assignments.	

Week Ending: 01-09-2023 DAY:				Subject: English Language					
Duration: 60mins			Stran	nd: Writing					
Class: B8	Class Size: Sub Strand: Interpret					Non-	Textual Elements		
Content Standard B8.4.3.1: Research to knowledge		ent	text sources (fig	se information from non- (figures, tables graphs, support ideas in writing					
Performance Indic Learners can use in tables graphs, and r	formation fro		` •	es,	Core Competence Communication and		aboration, Personal		
References: English	Language Cu	ırriculum	Pg. 53						
Phase/Duration	Learners Ac	tivitios					Resources		
PHASE I: STARTER	Revise with	learners	on the previous I				Resources		
	Share perfor lesson.	rmance ii	ndicators with lea	rners	and introduce the				
PHASE 2: NEW LEARNING	Display a sin	•	graph on the boa at information th		k learners about wh infer.	nat	Word cards, sentence cards, letter cards,		
	•		discuss the impor g information.	tance (of such non-textual	l	handwriting on a manila card		
	Introduce th tables, graph		• •	extual	elements: figures,				
		•	ovides specific ty o accompanying t		information and ho	w			
			plain how to read pret the legends,						
	Provide lear elements.	Provide learners with examples containing a mix of non-textual elements.							
		ss the X	and Y axis, the da		or instance, if it's a sented, and what				
	Pair up learners and assign each pair a different non-textual element to interpret.								
	non-textual Who	element, at does t v does it	the passage and to answering questing the graph/table/marelate to the textention can be gath	ions lik ap/figur t?	re show?	e associated			
PHASE 3: REFLECTION	Have learne	rs talk ab		ences d	luring the lesson, w	/hat			

	Teacher leads a discussion to provide responses to learners'	
	reaction leads a discussion to provide responses to learners	
	questions.	

Week Ending: 01-0)9-2023	DAY:			Subject: English Language		
Duration: 50MINS				Strand: Literat	ture		
Class: B8		Class Siz	e:		Sub Strand: Pi	rose	:
Content Standard B8.5.1.1: Demonstrat various elements of I meaning	te understanding of iterary genres cont		Indicator: B8.5.1.1.1. Analy in texts	B8.5.1.1.1. Analyze the types of characte			Lesson: I of I
Performance Indic					Competencies:		_
Learners can read	·			Commi	unication and Col	labo	ration, Personal
References: English	Language Curric	culum Pg. 6	6 /				
Phase/Duration	Learners Activi					Re	sources
PHASE I: STARTER			ne previous lessor tors with learners		roduce the		
PHASE 2: NEW LEARNING	Example: The C Let learners no and figures of sthe dictionary. Ensure learners Learners read a	Learners take turns to read aloud parts of the prose. Example: The Colour Of God Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by					
PHASE 3: REFLECTION	learners what t	hey have le	effective questioni earnt during the le ers and summariz	esson.			

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THIRD TERM WEEKLY LESSON NOTES – B8 WEEK I I

REVISION AND END OF TERM ASSESSMENT

Week Ending: 08-09-2	-2023 Day: Subject: English Lang					t: English Language			
Duration: 60MINS					Strand: Strands for the term				
Class: B8		Class Size	e:		Sub Strand: Sub strands for the term				
Demonstrate knowled understanding in the to Performance Indicate Learners can recall an					n the term ore Competencies: communication and Collaborar	Lesson: I of I Personal			
have learnt within the				D	evelopment and Leadership,				
Reference : English La	inguage P	g. 63							
Keywords:									
Phase/Duration PHASE I: STARTER		Activities vith learners	on the pre	evi	ous lesson.	Res	ources		
	-								
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson. Prepare a list of words that include both nasal and nonnasal sounds. For example: "sun," "run," "cat," "rat," "moon," "mood," "pin," "bin," etc. Read aloud the words, emphasizing the nasal sounds (like [n] and [m]) and non-nasal sounds. Ask learners to listen carefully and categorize each word as either having a nasal sound or not. Explain the concept of an affricate sound, which is a combination of a stop sound and a fricative sound. Show learners how to position their articulators (tongue, teeth, and lips) to produce the chosen affricate sound. Provide a list of words containing the target sound, like "cheese," "church," "judge," "giant," etc. Have learners practice saying these words, focusing on the accurate articulation of the affricate sound.					sen lett han	ord cards, tence cards, er cards, dwriting on a nila card		

	Create a short story or a few sentences that include words with nasals and affricates. Have learners retell the story themselves, paying attention to these sounds.	
PHASE 3:	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: 08-09	-2023	Day:		Subject: English Language				
Duration: 60MINS				Strand: Strands for the term				
Class: B8		Class Size	:	Sul	Strand: Sub stran	ds for the term		
Content Standard Demonstrate knowl in the topics treated	edge and und so far.	erstanding	Indicator: Recall and s learnt withi			y have		
Performance Indi Learners can recall a within the term	c ies: d Collabora eadership	ation, Personal						
Reference : English	Language Pg.	41						
Keywords:								
Phase/Duration PHASE I:	Learners Ad		·h			Resourc	es	
STARTER	Kevise with	learners on 1	ine previous	iessc	ori.			
	Share perfo the lesson.	rmance indic	ators with le	arne	rs and introduce			
PHASE 2: NEW LEARNING	Ask studer Discuss as List their r Guide lear "supporting Explain tha about, while central idea Revisit the idea and su Highlight of their role. Assessment Divide lear	Display a simple, short paragraph on the board. Ask students to read the paragraph silently. Discuss as a class what they believe the central idea is. List their responses on the board. Guide learners to discuss the terms "central idea" and "supporting details". Explain that the central idea is what the text is mostly about, while supporting details back up or explain the central idea. Revisit the initial paragraph and identify the central idea and supporting details together as a class. Highlight or underline the details to visually represent						
		• .	•		tral idea first porting details.			

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: 08-09-2	023	Day:		Subject: English Language				
Duration: 60MINS				Strand: Strands for the term				
Class: B8						for the term		
Content Standard: Demonstrate knowled understanding in the to	opics treate	ed so far.	Indicator: Recall and sur within the ter		ze all what they have	I of I		
Performance Indicate Learners can recall and within the term	es: Collaboration, nt and Leadership							
Reference : English La	nguage Pg.	47						
Keywords:								
Phase/Duration	Learners					Resources		
PHASE I:	Kevise wi	th learner	s on the previo	us les	son.			
STARTER	the lesso	n.			ers and introduce			
PHASE 2: NEW			and ask stude		•	Word cards,		
LEARNING	denotation tone of tone of tone of tone of the small" continues of the small of the	on but a the sente ould chan students	nce. For instar ge to "The roo	otatic nce, " ⁻ om wa	on, changing the The room was as cozy." hey should match	sentence cards, letter cards, handwriting on a manila card		
	similar d change t	enotation he mood both a p	vrite short pas ns but differen of the passage ositive and ne	t coni e. E.g.,	, describing a			
	Have a fo		nts share their ngs.	· analo	ogies and			
	Discuss how understanding word relationships and connotations can improve both their reading comprehension and their writing.							
	true. Ocean is Chef is t	the right to wate o kitcher	Analogies to r r as desert is to as pilot is to et as shout is	o	_•			

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.
	 Homework I. Identify at least three words with strong connotations and discuss their feelings associated with each. Write three analogies based on content from their current reading assignments.

Week Ending: 08-0	9-2023	DAY:		Subie	ect: English Language	
Duration: 60MIN					nd: Strands for the term	
Class: B8		Class Size	 e:	Sub 9	Strand: Sub strands for 1	the term
Content Standar Demonstrate know understanding in th	ledge and e topics treat	ed so far.	Indicator: Recall and su learnt within	ımmar	ize all what they have	Lesson:
Performance Ind Learners can recall within the term		ze all what tl	hey have learn	t	Core Competencies: Communication and Col	laboration, Personal
References: English	Language Cu	rriculum Pg.	. 53			
Phase/Duration PHASE I: STARTER		learners on	the previous I		and introduce the	Resources
PHASE 2: NEW LEARNING	Display a sin they observed Elicit response elements in Introduce the tables, graph Discuss how they can be Show a table explain how Provide learnelements. Work through the discussinferences can be Show a table explain how Provide learnelements. Work through the discussion of the same shown as table explain how Provide learnelements. Work through the same shown inferences can be same as the same shown	e and what in sees and discontrolled in the sees and maps of each providing information interpretated to accept the sees and explain to interpretate interpretate in the sees and assignterpretate in the sees and assigntering in the se	nformation the uss the import formation. Types of non-to- des specific type companying to the legends, the legends, the legends are to the text graph/table/mate to the text on can be gath	ey can tance of extual pes of text. the da scales, fining a ther. Fo ta pre differe then in ons lik ap/figur t? ered fi	elements: figures, information and how ita, or a map and and symbols. mix of non-textual or instance, if it's a sented, and what ent non-textual terpret the associated e: re show?	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Have learne	rs talk about		nces d	uring the lesson, what	

Teacher leads a discussion to provide responses to learners'	
questions.	

Week Ending: 08-0	09-2023	DAY:			Subject: Englis	sh Language	
Duration: 60MIN	IS				Strand: Strands for the term		
Class: B8		Class Si	ze:		Sub Strand: Sterm	ub strands for the	е
Content Standar Demonstrate know in the topics treate	vledge and under	standing	Indicator: Recall and sumn learnt within the		I what they have	Lesson:	
Performance Ind Learners can recall within the term		ıll what the	ey have learnt		Competencies: unication and Col	llaboration, Person	ıal
References: English	n Language Curri	culum Pg. (67				
Phase/Duration	Learners Activi	ties				Resources	
PHASE I: STARTER			he previous lessor tors with learners		roduce the		
PHASE 2: NEW LEARNING	Learners take t Example: The C	Colour Of				Word cards, sentence cards, letter cards,	
			words, phrases, for explained in con	-	•	handwriting on manila card	а
	Ensure learners	use corre	ect stress and into	nation i	n reading.		
	Learners read a	igain, parts	of the prose whi	ch were	not well read.		
	teacher.	•	ilently and answer	•			
PHASE 3: REFLECTION	•		effective questioni earnt during the le	_	d out from		
	Take feedback	from learn	ers and summariz	e the le	sson.		