

# THIRD TERM

## WEEKLY LESSON NOTES – B8

### WEEK 1

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

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

<b>Week Ending:</b> 30-06-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B8.2.1.2: Read, comprehend, interpret texts	<b>Indicator:</b> B8.2.1.2.6. Examine the connections between a text and other points of view	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can make connections between a text and other points of view		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 47		
<b>Keywords:</b>		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
PHASE 2: <b>NEW LEARNING</b>	Read a text closely for interpretation.  Make connections between the text and your prior experiences.  Make connections between the text and different viewpoints.  Identify relevant answers to questions and provide evidence	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: <b>REFLECTION</b>	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.	

<b>Week Ending:</b> 30-06-2023	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Use of colon
<b>Content Standard:</b> B8.3.2.1: Demonstrate mastery of capitalization and punctuation in communication	<b>Indicator:</b> B8.3.2.1.1. Demonstrate the use of colon in context	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can; <ul style="list-style-type: none"> <li>Understand the purpose and proper usage of colons in writing.</li> <li>Identify and use colons correctly in their own writing.</li> <li>Apply their knowledge of colons to enhance sentence structure and clarity.</li> </ul>		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 54		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1:</b> <b>STARTER</b>	<p>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).</p> <p>Explain that a colon (:) is a punctuation mark used to introduce information, lists, explanations, or quotations.</p> <p>Share some examples of sentences with colons to illustrate their usage (e.g., "My favorite hobbies include: reading, painting, and playing soccer").</p>	
<b>PHASE 2:</b> <b>NEW LEARNING</b>	<p>Discuss with learners the different ways colons can be used in writing, emphasizing the following:</p> <ul style="list-style-type: none"> <li>To introduce a list: "She bought three items at the store: apples, bread, and milk."</li> <li>To introduce an explanation or elaboration: "There was one thing she loved most about summer: the beach."</li> <li>To introduce a quotation: The teacher said, "Remember this important rule: always be kind to others."</li> </ul> <p>Write these examples on the board, highlighting the placement of the colon and the purpose it serves in each sentences.</p> <p>Guide learners to explain the basic rules for using colons:</p> <ul style="list-style-type: none"> <li>Use a colon after a complete sentence when introducing a list, explanation, or quotation.</li> <li>Do not use a colon after an incomplete sentence or a fragment.</li> </ul> <p>Provide additional examples of correct colon usage and incorrect usage, encouraging learners to identify the mistakes.</p> <p>Ask learners to write five original sentences using colons. Remind them to follow the rules discussed in class.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Read each sentence carefully and choose the appropriate position for the colon. Write the correct answer in the blank provided.</p> <p>1. Sarah has three favorite colors red, blue, and green. Answer: _____</p> <p>2. The teacher said remember this important rule always be kind to others. Answer: _____</p> <p>3. My favorite animals are lions, tigers and bears. Answer: _____</p> <p>4. Jane had only one thing on her mind winning the competition. Answer: _____</p> <p>5. The recipe called for the following ingredients flour sugar and eggs. Answer: _____</p> <p>6. Mary loves to visit warm destinations especially tropical islands. Answer: _____</p> <p>7. The famous actor once said acting is all about honesty courage and passion. Answer: _____</p> <p>8. It was clear what he wanted to do go hiking in the mountains. Answer: _____</p> <p>9. The teacher asked the learners to read the following passage from the book Alice in Wonderland. Answer: _____</p> <p>10. The storm was coming closer until it finally reached the shore. Answer: _____</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.</p> <p>Teacher leads a discussion to provide responses to learners' questions.</p>	

<b>Week Ending:</b> 30-06-2023	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b>		<b>Strand:</b> Writing
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Article Writing
<b>Content Standard:</b> B8.4.2. 2: Apply writing skills to specific life situations	<b>Indicator:</b> B8.4.2.2.3. Write articles on given issues for publication in school magazines	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use cohesive devices appropriate in writing.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,
<b>Reference :</b> English Language Pg. 64		
<b>Keywords:</b> appropriate, advertisement		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by asking learners if they have ever read an article and what they think makes a good article.</p> <p>Explain that an article is a type of writing that provides information, analysis, or opinion on a specific topic.</p> <p>Discuss the purpose of articles, such as informing, persuading, or entertaining readers.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Display a chart or list on the board with the key elements of an article: headline/title, introduction, body paragraphs, and conclusion.</p> <p>Discuss each element and its purpose. Emphasize the importance of a catchy headline, a strong introduction to hook the reader, well-developed body paragraphs with supporting evidence, and a conclusive ending.</p> <p>Distribute handouts with sample articles to learners. In pairs or small groups, have learners read and analyze the sample articles.</p> <p>Ask learners to identify the key elements of each article, including the headline, introduction, body paragraphs, and conclusion.</p> <p>Discuss various writing techniques that can enhance the quality of an article, such as:</p> <ul style="list-style-type: none"> <li>• <i>Using descriptive language and vivid details to engage readers.</i></li> <li>• <i>Including relevant facts, statistics, or examples to support claims or arguments.</i></li> <li>• <i>Organizing ideas logically and using transitions between paragraphs.</i></li> </ul>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<ul style="list-style-type: none"> <li>• <i>Varying sentence structures and lengths for better flow and readability.</i></li> </ul> <p><u>Assessment</u> Learners write on a given topic. They are to write the title and the introduction.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 30-06-2023	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Prose	
<b>Content Standard:</b> B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B8.5.1.1.1. Analyze the types of characters in texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can read prose fluently and with understanding		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 67			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners take turns to read aloud parts of the prose. Example: The Old Man And His Children</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the setting of the story?</li> <li>2. Kamau, Mwangi and Njoroge are the main in the story.</li> <li>3. What is the Narrative Technique used in the story?</li> <li>4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong?</li> <li>5. What is the theme of the story?</li> </ol>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		