

# THIRD TERM

## WEEKLY LESSON NOTES – B8

### WEEK 3

<b>Week Ending:</b> 14-07-2023		<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 <ul style="list-style-type: none"> <li>Identify and understand the concept of plosive sounds in consonants.</li> <li>recognize and differentiate plosive sounds in words</li> </ul>				<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 40					
<b>Keywords:</b>					
<b>Phase/Duration</b>		<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>		Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.			
<b>PHASE 2: NEW LEARNING</b>		<p>Prepare a list of words that begin or end with consonant plosives such as /p/, /b/, /t/, /d/, /k/, and /g/.</p> <p>Divide the class into pairs or small groups. Distribute the word list to each group and instruct them to practice pronouncing the words, paying particular attention to the plosive sounds.</p> <p>Encourage them to emphasize the plosive sounds by exaggerating the release of air and the stoppage of sound.</p> <p>Have each group take turns pronouncing the words, making sure to listen for clear plosive sounds.</p> <p>Select tongue twisters that contain consonant plosives. Example: "Peter Piper picked a peck of pickled peppers."</p> <p>Write the tongue twisters on the board or distribute them to each learners.</p> <p>Encourage learners to practice saying the tongue twisters aloud, focusing on the clear pronunciation of the plosive sounds.</p>			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Have learners take turns reciting the tongue twisters, paying attention to the plosive sounds and trying to maintain clarity and speed.</p> <p>Prepare a variety of sound cards that represent different consonant plosives (/p/, /b/, /t/, /d/, /k/, and /g/).</p> <p>Divide the class into teams. Randomly distribute the sound cards to each team.</p> <p>Read out words that contain consonant plosives, and teams must hold up the corresponding sound card for the plosive they hear.</p> <p>Award points to the teams that correctly identify the plosive sounds.</p> <p>Repeat the game with different words and sounds to reinforce the recognition and production of consonant plosives.</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> 14-07-2023	<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> B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use derivation to expand vocabulary to new contexts		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 48		
<b>Keywords:</b>		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by discussing the importance of vocabulary in understanding and engaging with various subjects, including history, culture, and politics.</p> <p>Explain that derivation is the process of forming new words by adding prefixes or suffixes to existing words, and it plays a vital role in expanding vocabulary.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce the concept of prefixes and suffixes and their function in word formation.</p> <p>Write a few root words on the board (e.g., "nation," "culture," "power") and ask learners to brainstorm and suggest possible prefixes or suffixes to create new words related to historical, cultural, or political contexts.</p> <p>Discuss and explain the meaning and significance of the derived words as a class.</p> <p>Distribute the handouts with a list of words related to historical, cultural, and political contexts to each learners.</p> <p>Instruct learners to identify the affixes (prefixes or suffixes) in each word and write the root word and its derived form.</p> <p>Provide learners with reading materials related to historical, cultural, or political topics.</p> <p>Ask learners to identify and underline any derived words they find while reading.</p> <p>Instruct them to discuss the meaning of the derived words, the root words they are derived from, and how the derived words contribute to their understanding of the text.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	Have learners share their findings and insights, focusing on the impact of derived words on comprehension	
<b>PHASE 3: 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> 14-07-2023	<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 semi-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 semi-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 semi-colon in writing.</li> <li>Identify and use semi-colon correctly in their own writing.</li> <li>Apply their knowledge of semi-colon 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: STARTER</b>	<p>Begin the lesson by explaining that the semicolon (;) is a punctuation mark that helps connect related ideas in a sentence.</p> <p>Discuss the importance of proper punctuation in writing to convey meaning effectively.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain that the semicolon is primarily used to connect two independent clauses that are closely related in meaning.</p> <p>Write two independent clauses on the board, such as "She loves to read books" and "He enjoys playing video games."</p> <p>Demonstrate how a semicolon can be used to connect the two independent clauses: "She loves to read books; he enjoys playing video games."</p> <p>Discuss the rules of using semicolons:</p> <ul style="list-style-type: none"> <li>The two independent clauses should be closely related in meaning.</li> <li>The clauses should be able to stand alone as separate sentences.</li> <li>Do not use a coordinating conjunction (e.g., and, but, or) after the semicolon.</li> </ul> <p>Provide example sentences that require the use of a semicolon. Instruct learners to read each sentence and identify the appropriate place to insert a semicolon.</p> <p>Ask learners to write three sentences of their own that require the use of a semicolon to connect related independent clauses.</p> <p>Select a few learners to share their sentences aloud, highlighting the proper use of semicolons.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>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.</p> <ol style="list-style-type: none"> <li>1. John has a busy schedule, he manages to find time for exercise.</li> <li>2. The weather was sunny, the picnic was a great success.</li> <li>3. The book was captivating, it kept me up all night.</li> <li>4. She traveled to Paris, she fell in love with the city.</li> <li>5. The team worked hard to prepare for the competition, they were determined to win.</li> </ol>	
<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> 14-07-2023	<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> Dialogues
<b>Content Standard:</b> B8.4.2. 2: Apply writing skills to specific life situations	<b>Indicator:</b> B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create dialogues among multiple interlocutors		<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 discussing the importance of dialogue in storytelling and communication.</p> <p>Explain that dialogue brings characters to life, reveals their thoughts and emotions, and advances the plot in narratives.</p> <p>Ask learners to share examples of their favorite dialogues from books, movies, or plays.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the basic structure of dialogue, including the use of quotation marks to indicate speech and the placement of punctuation marks.</p> <p>Write an example sentence on the board, such as: "She said, 'I can't wait to go to the party!'"</p> <p>Analyze the structure of the sentence, discussing the placement of quotation marks and punctuation.</p> <p>Discuss the use of dialogue tags, action beats, and paragraph breaks to indicate different speakers and actions within a conversation.</p> <p>Distribute examples of dialogues or short scripts involving multiple interlocutors.</p> <p>Let learners read the dialogues and identify the different speakers. Discuss the structure, punctuation, and character development in the dialogues as a class.</p> <p><u>Assessment</u> Divide the learners into small groups. Provide each group with a writing prompt or scenario, such as "A group of friends planning a surprise party" or "A family discussing vacation destinations."</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>Engage each group to create a dialogue involving at least three interlocutors based on the given prompt.</p> <p>Have each group select a spokesperson to present their dialogue to the class.</p> <p>After each presentation, engage the class in a brief discussion about the strengths and effectiveness of the dialogue.</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> 14-07-2023	<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: Ripples</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> <p>1. In which general setting does the story take place?</p> <p>2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech?</p> <p>3. Mama Adamu had decided to give Abi' <i>the special gift</i>'. Considering what really that "gift" was, the word special could be said to be _____</p> <p>4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that makes you picture Sayibu in your mind is an example of _____"</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	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?	
<b>PHASE 3: 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.	