

# THIRD TERM

## WEEKLY LESSON NOTES – B8

### WEEK 5

<b>Week Ending:</b> 28-07-2023		<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 (Fricatives)
<b>Content Standard:</b> B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking		<b>Indicator:</b> B8.1.3.1.2. Produce consonant sounds (fricatives) in context	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can distinguish between voiced and voiceless fricatives, and practice using fricatives in connected speech.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 42			
<b>Keywords:</b>			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by explaining that fricatives are a type of consonant sound produced by the narrowing of the vocal tract.</p> <p>Display the chart or visual aid of fricative sounds and briefly introduce each sound, emphasizing their distinct characteristics.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play audio clips or recordings of words or sentences containing fricative sounds.</p> <p>Instruct learners to listen attentively and identify the fricative sounds they hear.</p> <p>Encourage learners to raise their hands or write down the identified fricative sounds on the board.</p> <p>Explain the concept of voiced and voiceless fricatives, where voiced fricatives engage the vocal cords, while voiceless fricatives do not.</p> <p>Provide examples of pairs of voiced and voiceless fricatives, such as /v/ and /f/, /ð/ and /θ/, /z/ and /s/, and /ʒ/ and /ʃ/.</p> <p>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.</p> <p>Distribute a handout or worksheet with practice exercises involving fricative sounds.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>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.</p> <p>Monitor learners' progress and provide assistance as needed.</p> <p>Engage learners in a discussion about the importance of clear pronunciation in connected speech.</p> <p>Provide a list of short sentences or phrases that contain fricative sounds and model how to pronounce them in connected speech.</p> <p>Have learners take turns practicing pronouncing the sentences or phrases aloud, focusing on accurate fricative production and connected speech.</p> <p><u>Assessment</u> Read the following sentences aloud and practice pronouncing the fricative sounds in connected speech.</p> <ol style="list-style-type: none"> <li>1. I have five funny frogs.</li> <li>2. She sells seashells by the seashore.</li> <li>3. The buzzing bees are busy in the garden.</li> <li>4. Can you fish for fresh fish at the fish market?</li> <li>5. Please be sure to close the door securely.</li> </ol>	
<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> 28-07-2023	<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>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Engage learners in a discussion or brainstorming session about the topic/title of the passage.  Learners to make predictions about what they think they will learn or encounter in the text.  Divide the class into small groups and assign a specific text or passage to each group.  Provide guiding questions or prompts to help learners,  As they read, encourage group discussions and provide support as needed.	Word cards, sentence cards, letter cards, handwriting on a manila card
<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> 28-07-2023	<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>Engage learners in a discussion about why and when we might use a semicolon instead of other punctuation marks like commas or periods.</p> <p>Provide learners with a variety of sentences that contain semicolons. In pairs or individually, learners should analyze each sentence and identify the relationship between the two independent clauses connected by the semicolon.</p> <p>Discuss the different types of relationships, such as cause and effect, contrast, or emphasis.</p> <p>Have learners write their own sentences using semicolons to connect related ideas.</p> <p>Give learners a paragraph or passage that contains errors in semicolon usage. In pairs or small groups, learners should identify and correct the errors.</p> <p>Assign learners a writing task that requires the use of semicolons to connect ideas.</p> <p>Have learners exchange their written work with a peer and specifically focus on the use of semicolons. The peer editor can provide feedback on the appropriate usage of semicolons and suggest any necessary revisions.</p> <p><u>Assessment</u></p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Complete the following exercises to practice using semicolons to connect related ideas within sentences. Choose the appropriate semicolon placement for each sentence.</p> <ol style="list-style-type: none"> <li>1. My friend and I are planning a trip to Paris she has always wanted to visit the Eiffel Tower.</li> <li>2. The weather is cloudy today we might have to reschedule our outdoor picnic.</li> <li>3. John is an excellent pianist he practices for hours every day.</li> <li>4. My favorite hobbies include reading writing and painting.</li> <li>5. I enjoy hiking in the mountains, it allows me to connect with nature.</li> <li>6. Lisa went to the store to buy some groceries she forgot to bring her shopping list.</li> <li>7. The team worked hard during practice they are determined to win the championship.</li> <li>8. I am taking a vacation next month I will be traveling to Italy and Spain.</li> </ol>	
<p><b>PHASE 3: 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> 28-07-2023	<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> 28-07-2023	<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: Scribbler's Dream.</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>In your own words who would you say a scribbler is?</li> <li>"<i>the dream in our ..... fills the shelf.</i>" This expression indicates that the shelf of the scribbler is a) empty    b) full    c) disorderly    d) neatly organized</li> <li>"<i>Vacuum stares at you</i>" What figure of speech is this?</li> <li>Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract.</li> <li>What has the Scribbler refused to do so far?</li> <li>What does he hope to achieve?</li> </ol>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>



<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.	
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