Week Ending: 13-0	OI-2023 Day: Subject: English Langu				uage		
Duration: 60mins	<u> </u>			Strand: Oral Language	d: Oral Language		
Class: B8		Cla	ss Size:	Sub Strand: Convers	sation		
	Demonstrate use of B8.1.1.1. Use appropriate register in everyday communication (informal and formal) with diver				Lesson:		
Learners can use a communication	Performance Indicator:Core Competencies:Learners can use appropriate register in everydayCommunication and Communication a						
Reference : English	n Language Pg.	38					
Keywords:							
Phase/Duration PHASE 1:	Learners Act			-l d : f l	Resource	s	
STARTER	Sing a song containing lyrics both formal and informal Put learners into groups and use semantic map to guide them find meanings of the key vocabulary Introduce the topic and share performance indicators with learners.						
PHASE 2: NEW LEARNING	strangers on work, school Use appropri interactions. Identify infor relationship betteammates, of the following encouragement of the following encouragemen	vari I and iate (No mal betw differ iate g situ ents, es of	tuations. E.g. interactions described themes, announcered public offices and bust language to participate or slang/jargon). conversations: E.g. case ween friends and acquarent situations in the collanguage to participate partings etc. informal language included forms and non-verbust ps role play scenarios	ments, standards for siness settings. e in formal sual or intimate intances, family and lassroom etc. e in conversations in uests, ude; slang words, al communication.	Word car sentence letter card handwritii manila car	cards, ds, ng 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.

Week Ending: 13-01-2	Day: Subject: English Langu			ıge		
Duration: 60mins			Strand: Reading			
Class: B8		Class Size:	Sub Strand: Comprehe	ension		
B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	_		coring and mental visualiz	Lesson:		
Performance Indicat Learners can use monitor engage and understand	oring and me		Core Competencies: Communication and Collaboration and Leader	*		
Reference: English La	anguage Pg.	8				
Keywords:						
	1 -			1 =		
Phase/Duration	Learners /			Resources		
PHASE I: STARTER		ners to share some past get with the whole class.	experiences they will			
	Introduce with learn	the topic and share perf ers	ormance indicators			
PHASE 2: NEW LEARNING	mental pi Have lear Learners text and Monitor necessary	for understanding and y.	Word cards, sentence cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Assessme Write a suse ment	t learners make connections with what is read to on experiences. sessment rite a sample passage on the board. Let learners emental visualization strategies to interpret texts epeer discussion and effective questioning to find out m learners what they have learnt during the lesson.				
	Take feed	back from learners and s	summarize the lesson.			

Week Ending: 13	-01-2023	DAY:	Subje	Subject: English Language			
Duration: 60mins			Strar	Strand: Grammar			
Class: B8		Class Size:	Sub S	Strand: Plural Forn	ns Of Nouns		
Content Standar B8.3.1.1: Apply the word classes and th Communication	knowledge of	plural forms of comp	ndicator: 38.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.				
Learners can use	Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences. Core Competence Communication and Personal						
References: Englis	sh Language Cur	riculum Pg. 50					
Phase/Duration	Learners Activi				Resources		
PHASE I: STARTER	•	wledge of learners and ers questions such as:	engage in	terest in the topic			
	What did you e	eat this morning?					
	Where do you	come from?					
	What is the name of your pet?						
PHASE 2: NEW LEARNING	Introduce the t Learners read t sentence each.	Word cards, sentence cards, letter cards, handwriting on					
	Let learners identify and underline the nouns in the story.						
		to Identify noun types uncountable, concrete)	•				
	Let learners co	nstruct sentences using	g noun typ	oes.			
	Engage learners	s Categorize plural nou) in passages	in forms (emphasis on			
	_	ice, child – children, sh	eep – she	ep, half – halves.			
		n forms in paragraphs.					
	Identify and use variety of comr						
	Assessment In pairs, have learners to read passages and underline all the nouns in the passage.						
PHASE 3: REFLECTION		calk about their experience learnt, and questions 1		_			
	Teacher leads a questions.	a discussion to provide	response	s to learners'			

	inize and ally and and ally and anguage Pg. ate, advertis Learners A Ask learner	sentences relate with cohesive devices es appropriate in . 56 ement	Strand: Writing Sub Strand: Use of contact understanding of how did nin a paragraph using appropriate Core Competencies: Communication and Collab Development and Leadersh	fferent oriate Lesson: I of I portation, Personal			
Content Standard: B8.4.1.1: Develop, organexpress ideas coherently cohesively in writing Performance Indicate Learners can use cohewriting. Reference: English Late Keywords: appropriate Phase/Duration	inize and ally and and ally and anguage Pg. ate, advertis Learners A Ask learner	Indicator: B8.4.1.1.1 Demonstr sentences relate with cohesive devices es appropriate in . 56 eement	ate understanding of how dinin a paragraph using approp Core Competencies: Communication and Collab	fferent oriate Lesson: I of I pooration, Personal nip,			
B8.4.1.1: Develop, organexpress ideas coherently cohesively in writing Performance Indicate Learners can use cohewriting. Reference: English Late Keywords: appropriate Phase/Duration	tor: nesive device anguage Pg. nte, advertis Learners A Ask learne	B8.4.1.1.1 Demonstr sentences relate with cohesive devices es appropriate in . 56 ement	Core Competencies: Communication and Collab	oration, Personal			
Learners can use cohewriting. Reference: English La Keywords: appropriate Phase/Duration	anguage Pg. te, advertis Learners A Ask learne	. 56 cement	Communication and Collab	nip,			
Keywords: appropriate Phase/Duration	Learners A	cctivities		Resources			
Phase/Duration	Learners A Ask learne	ctivities		Resources			
	Ask learne			Resources			
	Ask learne			I IVESOULCES			
	•	Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson.					
LEARNING	Use repet to create with links meaning). Use definite expand set to create	ition of words, synda cohesive paragrap that hold it together ng and non-defining entences. phrases, adjectival expand sentences cation	Word cards, sentence cards, letter cards, handwriting on a manila card				
REFLECTION	out from le lesson.	earners what they hav	ve questioning to find ve learnt during the discussion discussion.				

Week Ending: 13-01-2023		023 DAY :		Subject: English Language			
Duration: 50MINS				Strand: Literature			
Class: B8		Class Siz	:e:	Sub Strand: Charac	cters In To	exts	
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	nalyze the types of ch	naracters	Lesson:	
Performance Indica			•	Core Competencie			
Learners can analyze				Communication and	Collaborati	on, Personal	
References: English	Language Curi	riculum Pg	. 67				
Phase/Duration PHASE 1: STARTER PHASE 2: NEW LEARNING	Revise with Share perforthe lesson. Guide learne (round/dyna	Learners Activities Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson. Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts. Guide learners to compare different types of characters in					
PHASE 3: REFLECTION	Create texts to illustrate different types of characters. 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 2

Week Ending: 20-	01-2023	Da	y:	Subject: English Langu	guage		
Duration: 60mins				Strand: Oral Language	9		
Class: B8		Cla	ss Size:	Sub Strand: Conversa	ation		
appropriate language situations	B8.1.1.1: Demonstrate use of ppropriate language orally in specific ituations B8.1.1.1.1. Use appropriate register in everyday communication (informal) with diverse partners level topics/texts/issues						
Performance Indic Learners can use a communication		giste	r in everyday	Core Competencies: Communication and Co Development and Leade		, Personal	
Reference: English	Language Pg.	38					
Keywords: tradition	ons, informal, o	comn	nunication				
Phase/Duration	Learners Act	rivi+i.	Δς.		Resourc	.00	
PHASE I:				vagino a wodding	Resourc	.63	
PHASE 2: NEW LEARNING	Introduce th learners. Write learner them. Paste a chart them unders in different conditions and the conditions are desired as a chart them unders in different conditions are desired as a chart them unders in different conditions are desired as a chart them unders in different conditions are desired as a chart them unders in different conditions are desired as a chart them.	Write learners response on the board and discuss with them. Paste a chart on the board for learners to observe. Have them understand that they are all traditions that are common in different countries when couples get married. Example: I. In the Congo the bride and groom are not allowed to smile on their wedding day. 2. In Germany the bride and groom clean up broken dishes together. 3. In the Czech Republic a baby is put on the couple's bed before the				ards, e cards, ards, ting on a ard	
	a reason for Guide learne in their conv Example: Wh can you use in (Answers: I th	eachers to ers to ersa en yo Engli ink/b	n one. o use the correct pror)			

	When you want to disagree with someone what phrases can you use? (Answers: That's a good point but I'm disagree No way!) Assessment Write a dialogue on the board. Ask learners in turns to read	
	aloud and act the characters. Gabriel: I think you should spend lots of money on a wedding. Favour: I agree! It's a special day in your life. Claudetta: I'm not sure. Some people can't afford it and they borrow a lot of money from their family.	
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: 20-01-	nding: 20-01-2023 Day: Subject: English Langu			lish Language	age		
Duration: 60mins			Strand: Read	ling			
Class: B8		Class Size:	Sub Strand:	Comprehension			
	B8.2.1.1: Demonstrate increasing confidence and enjoyment in			Lesson: e monitoring and mental visualization understand non-fictional texts			
Performance Indicat Learners can use monitor engage and understand	oring and me			e tencies: on and Collaboratio and Leadership	n, Personal		
Reference: English La	anguage Pg.	8					
Keywords: interaction	n, necessar	y, connections					
Phase/Duration	Lagraga	A asivisia a		D			
Phase/Duration PHASE I:	Learners A	ners to share some p	ast avpariances th	Resou	ırces		
STARTER		get with the whole cla	•	ley will			
	Introduce the topic and share performance indicators with learners						
PHASE 2: NEW	Learners are engaged in narrative texts to create Word cards,						
LEARNING	·	ictures to aid unders	letter	sentence cards, letter cards, handwriting on a manila card			
		Learners are engaged in meaningful interaction with text and peers.					
		Monitor for understanding and self-correct where necessary.					
	Let learners make connections with what is read to own experiences.						
	Write a s	Assessment Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts					
PHASE 3: REFLECTION		discussion and effective ners what they have le					
	Take feed	back from learners ar	d summarize the	lesson.			

Week Ending: 20	-01-2023	DAY:	Subje	Subject: English Language			
Duration: 60mins	<u> </u>		Strar	Strand: Grammar			
Class: B8		Class Size:	Sub S	Strand: Plural Forn	ns Of Nouns		
word classes and the Communication	Apply the knowledge of sses and their functions in B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and						
Learners can use	Performance Indicator: Learners can use plural forms of compound nouns correctly and appropriately in sentences. Core Competence Communication and Personal						
References: Englis	sh Language Cur	riculum Pg. 50					
Phase/Duration PHASE I: STARTER	•	ities wledge of learners and engers questions such as:	gage in	terest in the topic	Resources		
	What did you o Where do you What is the na						
PHASE 2: NEW LEARNING	Learners read sentence each. Let learners ide Guide learners countable and	What is the name of your pet? Introduce the topic through a short story. Learners read the story aloud in pairs/groups, taking turns, a sentence each. Let learners identify and underline the nouns in the story. Guide learners to Identify noun types (common, proper, countable and uncountable, concrete) from passages. Let learners construct sentences using noun types.					
	Use plural noull ldentify and use variety of comments	nice, child — children, sheep n forms in paragraphs. e plural forms of compoun munication. earners to read passages an					
PHASE 3: REFLECTION	Have learners what they have	talk about their experience learnt, and questions they	/ might	still have.			

Week Ending: 20-0	-2023	Day:	Subject: English Langu	ıage		
Duration:			Strand: Writing	0-		
Class: B8		Class Size:	Sub Strand: Use of c	ohesive de	vices	
Content Standard: B8.4.1.1: Develop, organize and B8.4.1.1.1 Demonstr			rate understanding of how d	ifferent	Lesson:	
Performance Indicate Learners can use cowriting.	hesive dev		Core Competencies: Communication and Collal Development and Leaders		sonal	
Reference : English		<u> </u>				
Keywords: appropri	ate, advert	tisement				
Phase/Duration		Activities		Resources	;	
PHASE I: STARTER	Ask learn they know	ers to mimic a popula w.	r TV or radio advert			
	Share performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING		arners to use logical ve paragraph.	connectors to create	Word cards, sentence cards, letter cards,		
	Have lea and anto paragrap it meanii	handwritir manila car				
	Guide learners to use defining and non-defining relative clauses to expand sentences.					
	Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.					
PHASE 3: REFLECTION		discussion and effective learners what they ha				
	Take feed	dback from learners ar	d summarize the lesson.			

Week Ending: 20-01-2023 D				Subject: English Language			
Duration: 50MINS				Strand: Literature			
Class: B8		Class Siz	e:	Sub Strand: Characters	In Te	exts	
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	nalyze the types of charac	ters	Lesson: I of I	
Performance Indicate Learners can analyze		characters	in texts	Core Competencies: Communication and Colla	borati	on, Personal	
References: English Language Curriculum Pg. 67							
Phase/Duration PHASE I: STARTER	Learners Activities Revise with learners on the previous lesson.					esources	
	Share performance indicators with learners and introduce the lesson.						
PHASE 2: NEW LEARNING		Guide learners to examine the different types of characters (round/dynamic and flat/static) in texts. Word ca sentence letter car					
	Guide learners to compare different types of characters in two texts. handwriting of manila card					ndwriting on a anila card	
				pes of characters.			
PHASE 3: REFLECTION	•		nd effective que re learnt during	estioning to find out from g the lesson.			
	Take feedba	ck from le	arners and sun	nmarize the lesson.			

Week Ending: 27-0	01-2023	Day	y :		Subject: English Language			
Duration: 60mins					Strand: C	Oral Language		
Class: B8		Cla	ss Size:		Sub Strai	nd: Conversa	ation	
appropriate language situations	Demonstrate use of B8.1.1.1.1. Use appropriate register in everyday communication (informal) with diverse partners of							
Performance Indic Learners can use a communication		gister	in every	/day	Communic	mpetencies: cation and Col ent and Leade		Personal
Reference : English	Language Pg.	38						
Keywords: story, is	nformal, comn	nunica	ation					
Phase/Duration PHASE I: STARTER		to t	hink abo	ut a special o	ccasion or	special	Resourc	es
STARTER	Why Have learner	at wa y did rs rai	s good a you like se their			tors with		
PHASE 2: NEW LEARNING	they went to remember v Give learner Who is ther What are you What can you lis there must Are people to What can you Have learner See	o. The vell. It is a me? Ou we ou se ou he ic? Italkin ou sm The control of t	ninute to earing? e? ear? nell? Is the rite these ar		the board Taste	touch	Word consenses when consenses the sentence letter can handwris manila consenses with the sentence letter can handwrise manila consenses letter can handwrise manila consenses letter can handwrise let	e cards, rds, ting on a

	Write them down in the correct column. Try to remember	
	as much as you can. Don't write sentences; just write words and ideas.	
	Give learners time to write their ideas into their exercise books. Move around the classroom to make sure learners understand and are doing the task.	
	Guide learners to use their own ideas to say stories. Let them start the story by saying 'I will never forget the time when' This means you are going to talk about something very important to you.	
	Encourage learners to say their stories using past simple and past continuous tense.	
	Assessment	
	In pairs, let learners practice telling their story to their	
	partners	
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: 27-01-	2023	023 Day: Subject: English Language			
Duration: 60mins			Strand: Readin	ng	
Class: B8		Class Size:	Sub Strand: C	Comprehension	
B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.			onitoring and menta erstand non-fiction		
Performance Indicat Learners can use monitor engage and understand	oring and me		Core Compet Communication Development a	n and Collaboration, Personal	
Reference: English La	anguage Pg.	8			
Keywords: interaction	n, necessar	y, connections			
DI /D ::	Ι.	A			
Phase/Duration PHASE I:	Learners A		act avporioness the	Resources	
STARTER		rners to share some paget with the whole cla	-	ey wiii	
	with learn				
PHASE 2: NEW		are engaged in narr			
LEARNING		ictures to aid unders	J	sentence cards, letter cards, handwriting on a manila card	
	Learners text and	are engaged in mea	ningful interactior	n with	
	Monitor necessary	for understanding ar y.	nd self-correct wh	here	
	Let learn own exp	ers make connection eriences.	ns with what is re	ead to	
	Assessment Write a sample passage on the board. Let learners use mental visualization strategies to interpret texts				
PHASE 3: REFLECTION		discussion and effective ners what they have le			
	Take feed	lback from learners an	d summarize the le	esson.	

Week Ending: 27	-01-2023	DAY:	Subje	ect: English Languag	ge	
Duration: 60mins	1		Stran	nd: Grammar		
Class: B8		Class Size:	Sub S	Strand: Plural Forn	ns Of Nouns	
B8.3.1.1: Apply the	Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication Indicator: B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences.					
Performance Ind Learners can use appropriately in s	plural forms of c	ompound nouns correc	tly and	Core Competent Communication and Personal		
References: Englis	sh Language Cur	riculum Pg. 50				
Phase/Duration	Learners Activi				Resources	
PHASE I: STARTER	•	wledge of learners and ers questions such as:	engage in	terest in the topic		
	What did you e	eat this morning?				
	Where do you					
		me of your pet?				
PHASE 2: NEW LEARNING		copic through a short state the story aloud in pairs/	•	aking turns, a	Word cards, sentence cards, letter cards, handwriting on	
	Let learners ide	entify and underline the	nouns in	the story.	a manila card	
		to Identify noun types (uncountable, concrete)	•			
	Let learners co	nstruct sentences using	noun typ	es.		
	Engage learners	s Categorize plural noui	n forms (emphasis on		
	_	ice, child – children, sho	eep – she	ep, half – halves.		
		n forms in paragraphs.				
	Identify and use variety of comr	e plural forms of compo munication.	und nour	ns correctly in a		
	Assessment In pairs, have learners to read passages and underline all the nouns in the passage.					
PHASE 3: REFLECTION		talk about their experie learnt, and questions th		_		
	Teacher leads a questions.	a discussion to provide	response	s to learners'		

Week Ending: 27-0	I-2023	Day:	Subject: English Language				
Duration:			Strand: Writing				
Class: B8		Class Size:	Sub Strand: Use of c	ohesive de	vices		
Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing	itly and		rate understanding of how di hin a paragraph using approp		Lesson:		
Performance Indica Learners can use co writing.		ices appropriate in	Core Competencies: Communication and Collal Development and Leaders		sonal		
Reference : English	Language F	⁹ g. 56					
Keywords: appropri	iate, advert	tisement					
DI (D :							
Phase/Duration PHASE I:		Activities	T\/ di d	Resources	i		
STARTER	they know	ners to mimic a popula	r IV or radio advert				
PHASE 2: NEW	Share per	rformance indicators a	nd introduce the lesson.	Word care	d.		
LEARNING		ve paragraph.	connectors to create	sentence of letter card	cards, ls,		
	and anto	onyms to create a co oh with links that hol	of words, synonyms hesive paragraph (i.e. a d it together and give	handwritir manila car	-		
		arners to use definir clauses to expand se	_				
	phrases	Guide learners to use noun phrases, adjectival phrases and adverbial phrases to expand sentences.					
PHASE 3: REFLECTION	•	Use peer discussion and effective questioning to find out from learners what they have learnt during the					
	Take feed	dback from learners ar	nd summarize the lesson.				

Week Ending: 27-01-2023 DAY:				Subject: English Language			
Duration: 50MINS	Duration: 50MINS			Strand: Literature			
Class: B8		Class Siz	e:	Sub Strand	: Types Of Poen	ns	
B8.5.1.1: Demonstrate various elements of lite to meaning			Indicator: B8.5.1.1.2. Ex different type		Lesson:		
Performance Indica Learners can examin poems		of differe	nt types of	Core Comp Communicat	petencies: ion and Collabora	ition, Personal	
References: English I	Language Curi	riculum Pg	. 67				
Phase/Duration	Learners Ac	tivities			1	Resources	
PHASE I: STARTER			n the previous	lesson.			
	Share perfor lesson.	mance inc	licators with le	arners and ir	ntroduce the		
PHASE 2: NEW LEARNING	(sonnet, acre	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.). Have learners compose different types of poems (sonnet, acrostic, haiku etc.).					
			perform differ				
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
	Take feedba	ck from le	arners and sun	nmarize the l	esson.		

Week Ending: 03-0	02-2023	Day:	Subject: English Langu	age		
Duration: 60mins			Strand: Oral Language			
Class: B8		Class Size:	Sub Strand: Conversa	tion		
Content Standard B8.1.1.1: Demonstrat appropriate language situations	te use of	elaboration by making	dicator: 8.1.1.1.2 Ask and respond to specific questions with aboration by making comments that contribute to exts, issues or topics under discussion			
Performance Indic Learners can ask re opinion of others a	elevant questior		Core Competencies: Communication and Coll Development and Leader		Personal	
Reference: English	Language Pg. 3	8				
Keywords: story, in	nformal, commu	inication				
Phase/Duration	Learners Activ	vitios		Resourc	.05	
Phase/Duration PHASE I:		vities arners on the previous le	esson.	Resourc	<i>E</i> 2	
STARTER		nance indicators with lear				
PHASE 2: NEW LEARNING	and answer quelearners say of the act give examples. Together with conversation, clarification, and put pupils into initiate a conversation and ask questions. Have the groun clarifications. Put learners in spend my holic Encourage lead clarification about the same and the same act of t	nto groups to discuss top days; My future career" e rners to ask and answer o bout key details.	bout what other ow on TV. Learners I to ask questions. and initiate a k questions for ssions. p choose a theme and Have the others listen ons to give further ics such as "How I otc. questions for	Word consentence letter can handwrite manila c	e cards, rds, ting on a	

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: 03-02-2023			Day: Subject: English Langua				
Duration: 60mins				Strand: Reading	strand: Reading		
Class: B8		C	lass Size:	Sub Strand: Comprehe	ension		
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	•			etion to assess and impro		Lesson:	
Performance Indicat Learners can use predic engagement and unde Reference: English La	ction to ass	of n		Core Competencies: Communication and Colla Development and Leaders		n, Personal	
Keywords: interaction	n, necessar	у, с	connections				
Phase/Duration PHASE I:	Learners .		civities earners on the previo	us lesson	Resou	ırces	
STARTER		for	·				
PHASE 2: NEW LEARNING	experien Think cri Re-read/ understa Restate t your und Explain a Develop Generate	itical skind the derivative own	rmance indicators with learners and introduce lections with your prior knowledge and es. cally ahead and ask own questions. kim portions of the text to better d or to recall facts about events. e gist/main idea and key details. Monitor rstanding of the text. d support personal response to text. we experience using textual evidence.			d cards, nce cards, cards, vriting on a a card	
PHASE 3: REFLECTION	from lear	ner	cussion and effective or s what they have learn ck from learners and s	nt during the lesson.			

Week Ending: 03-02-2023 DAY:			:	Subject: English Language		
Duration: 60mins			Strand: Grammar			
Class: B8		Class	Size:	Sub Strand: Relativ	e Pronouns	
B8.3.1.1: Apply the classes and their fu Communication	knowledge of wo	rd	Indicator: B8.3.1.1.2 Demonstrate of pronouns correctly in sp		Lesson:	
Performance Inc Learners can use writing.		ns cori	rectly in speaking and	Core Competence Communication and Personal		
References: Engli	sh Language Cu	rriculu	m Pg. 50			
Phase/Duration	Learners Activ	rities			Resources	
PHASE I:			e of learners and engage ir	terest in the topic	resources	
STARTER	What did you Where do you What is the na	eat thi	e from?			
PHASE 2: NEW LEARNING	that relate to learners. The girl whose Guide learners that relate to learners (which/that) is	Guide learners to construct sentences with relative pronouns that relate to human beings (who/whose/that). E.g. The boy (who/that) won the competition is Kwame. The girl whose picture you sent me is now our prefect. Guide learners to construct sentences with relative pronouns that relate to non- human entities (which/that). The car (which/that) is sprayed dark brown is for Bashiru. Learners use relative pronouns to join two independent clauses together. E.g. I like friends. They are helpful. I like friends that are				
PHASE 3: REFLECTION	Have learners what they have	e learn	oout their experiences duri t, and questions they migh ussion to provide response	t still have.		

Week Ending: 03-02	2-2023	Day:	Subject: English Langu	age	
Duration: 50MINS			Strand: Writing		
Class: B8		Class Size:	Sub Strand: Use of co	ohesive de	vices
Content Standard: B8.4.1.1: Develop, org and express ideas coh and cohesively in writi	erently		use different techniques t in introductory paragraph	•	Lesson:
Performance Indicate Learners can use dift the reader's attention	ferent ted		Core Competencies: Communication and Collab Development and Leadersh		sonal
Reference : English		•			
Keywords: appropri	iate, adve	rtisement			
Phase/Duration		s Activities		Resources	
PHASE I: STARTER	Ask lear they kno	rners to mimic a popula ow.	r TV or radio advert		
	-		nd introduce the lesson.		
PHASE 2: NEW LEARNING	techniq introducetc. Have less showing logical story the Use log paragra tho Country Control	earners rite introductors have the sequence to create a sequence to crea	using anecdotes, facts ory paragraphs are organized in a coherence appropriate k sentences in a rtheless, although, d, etc. erefore, as a result, hat, unless, etc.	Word can sentence of letter carc handwritin manila can	cards, ls, ng on a
PHASE 3: REFLECTION	out fron lesson.	er discussion and effection learners what they ha edback from learners an			

Week Ending: 03-02-2023 DAY:				Subject: English Language			
Duration: 50MINS		•		Str	and: Literature		
Class: B8		Class Size:		Sub	Strand: Types Of Po	ems	
Content Standard B8.5.1.1: Demonstra elements of literary §	te understanding			.2. Ex	camine the features of		Lesson:
Performance Indie Learners can exam		of different type			Core Competencies Communication and C Personal		ation,
References: English	n Language Cur	riculum Pg. 67					
Phase/Duration	Learners Ac					Dana	urces
PHASE I: STARTER	Revise with	learners on the	•		on. rs and introduce the	Resc	urces
PHASE 2: NEW LEARNING	Have learne acrostic, hai	Guide learners to identify and recognize the types of poems (sonnet, acrostic, haiku etc.). Have learners compose different types of poems (sonnet, acrostic, haiku etc.). In groups, let learners perform different types of poems				sente lette hand	d cards, ence cards, r cards, writing on a la card
PHASE 3: REFLECTION	Use peer di		fective que arnt during	estion g the	ning to find out from lesson.		

Week Ending: 10-0	02-2023	Day:	Subject: English Language			
Duration: 60mins			Strand: Oral Language			
Class: B8		Class Size: Sub Strand: Conversation				
B8.1.1.1: Demonstra	Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations Indicator: B8.1.1.1.2 Ask and respond to specific question elaboration by making comments that contributexts, issues or topics under discussion					
Performance Indic Learners can ask re opinion of others a	elevant questio		Core Competencies: Communication and Col Development and Leader	,	Personal	
Reference : English	Language Pg.	38				
Keywords: story, i	nformal, comm	unication				
Phase/Duration	Learners Act	ivitios		Resourc	205	
PHASE I:		earners on the previous le	esson.	Resourc	es	
STARTER		mance indicators with lear				
PHASE 2: NEW LEARNING	and answer of learners say of Revise the active example. Together with conversation clarification, and ask quest Have the groclarifications. Put learners is spend my hole clarification and ask quest spend my hole clarification and my	into groups to discuss top lidays; My future career" earners to ask and answer about key details.	bout what other ow on TV. Learners I to ask questions. and initiate a k questions for ssions. p choose a theme and Have the others listen ons to give further ics such as "How I ict. questions for	Word consentence letter can handwrite manila consentence handwrite handw	e cards, rds, ting on a	

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: 10-02-	Ending: 10-02-2023 Day: Subject: English Langua					
Duration: 60mins	-		Strand: Reading			
Class: B8		ension				
B8.2.1.1: Demonstrate confidence and enjoymeindependent reading.	ove texts	Lesson:				
Learners can use predi engagement and unde	ction to asse erstanding of	non-fiction texts	Core Competencies: Communication and Colla Development and Leaders		n, Personal	
Reference : English L						
Keywords: interaction	n, necessary	, connections				
Phase/Duration	Learners A	Activities		Resou	ırces	
PHASE I:		h learners on the previo	us lesson.			
STARTER	Share perfe	ormance indicators with				
PHASE 2: NEW LEARNING	personal of E.g. Does of someth Answer: with my good Have learn text or from Make confexperience. Think critical Re-read/sunderstand Restate the your under Explain and Explai	Share performance indicators with learners and introduce the lesson. Through relevant questions, have learners make personal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. Have learners relate two or more ideas within the text or from different texts. Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better understand or to recall facts about events. Restate the gist/main idea and key details. Monitor your understanding of the text. Explain and support personal response to text. Develop own experience using textual evidence.				
PHASE 3: REFLECTION	from learn	discussion and effective of ers what they have learn	nt during the lesson.			
	Take feedb	pack from learners and s	ummarize the lesson.			

Week Ending: 10	-02-2023	DAY	•	Subject: English La	ngu	2σe			
Duration: 60mins			<u> </u>	Strand: Grammar	1164	u ₆ c			
Class: B8		Class	Size:	Sub Strand: Relativ	, D				
Content Standar	d·	Ciass	T	Sub Strand: Relativ	ve r	Tonouns			
B8.3.1.1: Apply the	B8.3.1.1: Apply the knowledge of word classes and their functions in								
Performance Ind Learners can use writing.		ns cori	rectly in speaking and	Core Competent Communication and Personal					
References: Englis	sh Language Cu	rriculu	m Pg. 50	•					
					_				
Phase/Duration	Learners Activ				Re	esources			
PHASE I:	•	-	e of learners and engage i	nterest in the topic					
STARTER	by asking learn	iers qu	estions such as:						
	What did you	eat thi	s morning?						
	Where do you								
	What is the na								
PHASE 2:			nstruct sentences with re	lative pronouns	W	ord cards,			
NEW	that relate to l	human	beings (who/whose/that).	•	se	entence cards,			
LEARNING	- , ,		at) won the competition			tter cards,			
	The girl whose	e pictu	re you sent me is now ou	r prefect.		andwriting on manila card			
	Guide learners	s to co	nstruct sentences with re	lative pronouns					
			uman entities (which/that)						
	(which/that) is	spraye	ed dark brown is for Bash	iru.					
	Learners use r	elative	pronouns to join two ind	dependent clauses					
		l like fr	iends. They are helpful. I	like friends that are					
	helpful								
	Assessment								
		tive pr	onouns in the sentences	below.					
		-	bought at the store was a						
			om I admire, decided to gi	ve me his old					
	baseball gl								
	3. I always have a difficult time with people who chew food with								
	open mou		her with whom we had s	noken earlier					
PHASE 3:			oout their experiences du						
REFLECTION			t, and questions they migl						
	,		. , ,						
		a discu	ussion to provide respons	es to learners'					
	questions.		· · · · · · · · · · · · · · · · · · ·						

Week Ending: 10-0	2-2023	Day:	age			
Duration: 50MINS			Strand: Writing			
Class: B8		Sub Strand: Use of co	Jse of cohesive devices			
B8.4.1.1: Develop, organd express ideas cohand cohesively in write Performance Indicates.	ganize nerently ting		in	se different techniques t introductory paragraph	•	Lesson:
Learners can use dit the reader's attention	fferent ted	•	C	Core Competencies: Communication and Collab Development and Leadersh		sonal
Reference : English	Language	Pg. 57				
Keywords: appropr	riate, adve	rtisement				
Phase/Duration PHASE I: STARTER	Ask lear they kno	s Activities Thers to mimic a popula Tow. erformance indicators a			Resources	:
PHASE 2: NEW LEARNING	techniquetc. Have less showing logical strong for the Use logical strong tho example of the context of the logical strong stron	ntrast: however, never ugh, on the other han use/effect: because, the sequently, etc. nditions: if, provided to sult: so, therefore, as a alifying: but, however, emplification: for examplification: for examplification: for examplification; and ely hlighting: in particular ticularly, above all, etc.	k serthad, all	er's attention in sing anecdotes, facts bry paragraphs e organized in a herence appropriate sentences in a neless, although, etc. efore, as a result, t, unless, etc. esult, thus, etc. though, except, etc. e, for instance, to etc.	Word care sentence of letter care handwritin manila car	cards, ls, ng on a

	Choose the correct conjunction from the list to
	complete these sentences.
	(While because but and so when then)
	The weather was very cold John wore gloves.
	Paul was sadhis cricket team had lost the
	match.
	We waited for Sue she didn't turn up. Mary had her
	dinner went to bed.
	The children washed their hands they had
	finished gardening.
	We wanted to go to the beach it rained.
	Charlie read a bookhe waited for the train.
	Paul dropped the cup it broke.
D114050	Julie was a good girlshe got a sticker.
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: 10-02	Veek Ending: 10-02-2023 DAY: Subject: English Lan				ject: English Language		
Duration: 50MINS Strand: Literature							
Class: B8		Class	Size:	Sub	Strand: Drama		
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning Indicator: B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts					Lesson: I of I		
Performance Indica Learners can examin		of diffe	erent types of poe	ems	Core Competencies Communication and Co Personal		ation,
References: English I	Language Curr	riculum	Pg. 67				
Phase/Duration	Learners Ac	tivities				Reso	urces
PHASE I: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the					reso	ui ccs
	lesson.						
PHASE 2: NEW LEARNING	lesson. Brainstorm learners for the meaning of monologues and dialogues in texts • Monologue is a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme. • Dialogue is a written or spoken conversational exchange between two or more people. Guide learners to identify monologues and dialogues in texts. Guide learners to create dialogue and monologue using appropriate punctuation Assessment Learners in pairs Create dialogue and monologue using						ence cards, r cards, writing on a
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
		•	n learners and sun				

FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 6

Week Ending: 17-0	17-02-2023 Day: Subject: English Langu				uage		
Duration: 60mins				Strand: Oral Language			
Class: B8		С	lass Size:	Sub Strand: Convers	ition		
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations Indicator: B8.1.1.1.3. Use appropriate language orally to of familiar places and events						Lesson:	
Learners can use a familiar places and	Performance Indicator: Learners can use appropriate language orally to describe familiar places and events Core Competencies: Communication and Colla Development and Leaders						
Reference : English							
Keywords: story, in	nformal, comm	nun	ication				
Phase/Duration	Learners Act	tivi	ties		Resourc	es	
PHASE I: STARTER	Revise with I	lea	rners on the previous le				
PHASE 2: NEW LEARNING	E.g. adjective creepy, tingli figurative land Drill learners key words. The Demonstrate Learners give familiar object others, (Learners nand they are held Learners statusing the two should check Provide a marking line in the control of the contro	es a inguistre s for the control of	of Ghana and assist learnes and talk about them. I	o the senses (foggy, ale, bumpy, staggering), tc.) and adverbs. In and meaning of the words in context. In a classroom object. In a classroom objec	Word c sentence letter ca handwri manila c	e cards, ards, ting on a	

	Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	
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: 17-02-2023 DAY:				Subject: English Language				
Duration: 50MINS				Strand: Literature				
Class: B8		Class	Size:	Sub	Strand: Prose			
B8.5.1.1: Demonstrate how various elements contribute to meaning			Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson: I of I	
Performance Indica Learners can read pr		nd with	understanding		Core Competencies Communication and Co Personal		ation,	
References: English I	Language Curr	riculum	Pg. 67					
Phase/Duration	Learners Ac	tivities				Reso	ources	
PHASE I: STARTER	Revise with	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the						
PHASE 2: NEW LEARNING	Have learned Example: De Let learners expressions with the help Ensure learn Let learners well read. In groups, le posed by tea	lesson. Have learners take turns to read aloud parts of the prose. Example: Desert Rivers 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. Let learners read again, parts of the prose which were not						
PHASE 3: REFLECTION	learners wha	at they	n and effective que have learnt during n learners and sun	g the				

Week Ending: 17-02-2	2023	age				
Duration: 60mins			Strand: Reading			
Class: B8	Class: B8 Class Size: Sub Strand: Comprehe					
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	•		on to assess and improve tanding of non-fiction tex			
Performance Indicate Learners can use predice engagement and unde	ction to ass rstanding c	of non-fiction texts	Core Competencies: Communication and Colla Development and Leaders		n, Personal	
Reference : English La	inguage Pg.	. 8				
Keywords: interaction	n, necessar	ry, connections				
Discos /Doors discos	1	A - 4: ::4:		D		
Phase/Duration PHASE I:	Learners	Activities th learners on the previo	us losson	Resou	urces	
STARTER		formance indicators with				
PHASE 2: NEW LEARNING	Through personal E.g. Doe of somet Answer: with my Have lea text or find Make conception and the conception of the conce	hare performance indicators with learners and introduce he lesson. Through relevant questions, have learners make tersonal connections with a text read. E.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. Have learners relate two or more ideas within the ext or from different texts. Make connections with your prior knowledge and experiences. Think critically ahead and ask own questions. Re-read/ skim portions of the text to better anderstand or to recall facts about events. Restate the gist/main idea and key details. Monitor our understanding of the text.				
PHASE 3: REFLECTION	from lear	discussion and effective oners what they have learn alback from learners and s	nt during the lesson.			
	. a.te ieee	- Carrier of and 3				

Week Ending: 17-02-2023			:	Subject: English La	nguage	
Duration: 60mins				Strand: Grammar		
Class: B8			Size:	Sub Strand: Relativ	ve Pronouns	
B8.3.1.1: Apply the classes and their fur Communication	knowledge of wo	rd	Indicator: B8.3.1.1.2 Demonstrate pronouns correctly in sp		Lesson:	
Performance Ind Learners can use writing.		ns cori	rectly in speaking and	Core Competend Communication and Personal		
References: Englis	sh Language Cui	rriculu	m Pg. 50			
Phase/Duration	Learners Activ		-		Resources	
PHASE I:	Revise with lea	arners	on the previous lesson.			
STARTER	lesson.		ndicators with learners an			
PHASE 2: NEW LEARNING	· ·					
PHASE 3: REFLECTION	Have learners what they have	talk ab e learn	ther with whom we had specification out their experiences durit, and questions they might ussion to provide response	ing the lesson, at still have.		

Duration: 50MINS Class: B8 Content Standard: B8.4.1.1: Develop, organ and express ideas coher	ently	Class Size:	Strand: Writing				
Content Standard: B8.4.1.1: Develop, organ and express ideas coher	ently		Sub Strandt Iso of co				
B8.4.1.1: Develop, organ and express ideas coher	ently	Indicatom	Sub Strailu: Ose of Co	cohesive devices			
and cohesively in writing Performance Indicate	or:	B8.4.1.2.1. Record and the reader's attention	Lessor I of I Core Competencies:				
Learners can use different the reader's attention		•	Communication and Collab Development and Leadersh	•	sonal		
Reference : English La		•	<u> </u>				
Keywords: appropriat	e, adver	rtisement					
		Activities		Resources			
PHASE I: F	Kevise v	vith learners on the pre	vious lesson.				
	Share pe	erformance indicators w	ith learners and				
		e the lesson.					
LEARNING i i i i i i i i i i i i i i i i i i	techniquetc. Have leshowing logical sfor the Use log paragra Corthou con Resulus High part	arners write introduces how the sentences as sequence to create a cetext type. ical connectors to liniph: ntrast: however, neveragh, on the other handse/effect: because, the sequently, etc. nditions: if, provided to allifying: but, however, mplification: for examplification: for examplinghting: in particular, sicularly, above all, etc.	ader's attention in using anecdotes, facts tory paragraphs are organized in a coherence appropriate as sentences in a coherence attheless, although, d, etc. erefore, as a result, hat, unless, etc. result, thus, etc. although, except, etc. ple, for instance, to etc. especially, mainly, .	Word care sentence of letter card handwritin manila care	cards, ls, ng on a		

	 The weather was very cold John wore gloves. Paul was sadhis cricket team had lost the match. We waited for Sue she didn't turn up. Mary had her dinner went to bed. The children washed their hands they had finished gardening. We wanted to go to the beach it rained. Charlie read a bookhe waited for the train. Paul dropped the cup it broke. Julie was a good girlshe got a sticker.
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.

FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 7

Week Ending: 24-	02-2023	2-2023 Day: Subject: English Language					
Duration: 60mins				Strand: Oral Language			
Class: B8		С	lass Size:	Sub Strand: Conversa	ation		
B8.1.1.1: Demonstra appropriate language situations	te use of	с	Indicator: B8.1.1.1.3. Use approp familiar places and ever	priate language orally to describe ents			
Performance Indic Learners can use a familiar places and	ppropriate lang	gua	age orally to describe	Core Competencies: Communication and Col Development and Leade		Personal	
Reference : English	n Language Pg.	39					
Keywords: story, i	nformal, comm	ıun	ication				
Phase/Duration PHASE I: STARTER		ea	rners on the previous le		Resourc	es	
PHASE 2: NEW LEARNING	E.g. adjective creepy, tingli figurative langer figurative langer figurative langer figurative langer figurative langer figurative langer figurative figurative figurative figuration. Demonstrate Learners give familiar object others, (Learners, (Learner)). Learners nander figurative langer figurative figur	Guide learners to identify and use descriptive language. E.g. adjectives and words that appeal to the senses (foggy, creepy, tingling, piercing, tantalizing, stale, bumpy, staggering), figurative language (simile, metaphor, etc.) and adverbs. Drill learners for correct pronunciation and meaning of the key words. Teach the meaning of the words in context. Demonstrate the activity by describing a classroom object. Learners give oral descriptions of classroom and other familiar objects such as a table, a school bag, a chair and others, (Learners may ask questions as the description goes on). Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc. Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy). Provide a map of Ghana and assist learners to identify important places and talk about them. Have learners locate					

	Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	
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: 24-02	Veek Ending: 24-02-2023DAY:Subject: English Language							
Duration: 50MINS			Strand: Literature					
Class: B8	Class: B8 Class Size: Sub Strand: Prose							
B8.5.1.1: Demonstrate how various elements contribute to meaning		Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson:		
Performance Indica Learners can read p		nd with	understanding		Core Competencies Communication and Co Personal		ation,	
References: English	Language Curr	riculum	Pg. 67					
Phase/Duration	Learners Ac	tivities				Reso	urces	
PHASE I: STARTER	Revise with Share perfor	Learners Activities Resources Revise with learners on the previous lesson. Share performance indicators with learners and introduce the						
PHASE 2: NEW LEARNING	Example: De Let learners expressions with the help Ensure learners well read.	lesson. Have learners take turns to read aloud parts of the prose. Example: Desert Rivers 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. Let learners read again, parts of the prose which were not well read. In groups, learners read a story silently and answer questions						
PHASE 3: REFLECTION	Use peer dis learners wha	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: 24-02-2	2023	Subject: English Langua	ject: English Language					
Duration: 60mins			Strand: Reading					
Class: B8		Class Size:	Sub Strand: Comprehe	ension				
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in		B8.2.1.1.3. Generate and answer questions to inc confidence and independent reading through a va					
	and answ	er questions to increase ding through a variety of	Core Competencies: Communication and Colla Development and Leaders	· ·				
Reference: English La	anguage Pg.	45						
Keywords: interaction	n, necessar	ry, connections						
DI (D.)	Г.							
Phase/Duration		Activities		Resources				
PHASE I: STARTER	Kevise wi	th learners on the previo	us lesson.					
	the lesso							
PHASE 2: NEW LEARNING	Read the	pecified purpose for yo text closely for interposes you read and monito	Word cards, sentence cards, letter cards, handwriting on a manila card					
		nnections between textice to build confidence.	s and your prior					
		out the sequence of ev						
	and related different Related	and restate the key worke to the text. Generate types of questions. Light there questions without and search questions on your own questions.						
PHASE 3: REFLECTION	from lear	discussion and effective questioning to find out ners what they have learnt during the lesson.						
	Take feed	Take feedback from learners and summarize the lesson.						

Week Ending: 24-02-2023			:	Subject: English Language			
Duration: 60mins			Strand: Gramma		^		
Class: B8		Class	Size:	Sub Strand: Relativ	∕e P	ronouns	
Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication				Indicator: B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse			
Performance Indicator: Learners can demonstrate command of the use of adjectives in discourse Core Compe Communication Personal							
References: Engli	sh Language Cui	riculu	m Pg. 50				
Phase/Duration PHASE I: STARTER		Learners Activities Revise with learners on the previous lesson.					
	lesson.		ndicators with learners and				
PHASE 2: NEW LEARNING	o opposing sid E.g. The team o settings (urb	Use adjectives to provide vivid descriptions of participants: o opposing sides in a football match E.g. The team captain arrived wearing bushy hair. letter hand o settings (urban, rural, environment) E.g.: The hotel is situated in a serene environment.					
PHASE 3: REFLECTION	o objects etc. Have learners	o materials (textile/cloth) o objects etc. Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have.					
	Teacher leads questions.	a discı	ussion to provide response	es to learners'			

Week Ending: 24-0	2-2023 C	Day:	age				
Duration: 50MINS	<u> </u>						
Class: B8	C	Class Size:	Sub Strand	d: Use of co	: Use of cohesive devices		
Content Standard: B8.4.2.1: Use a procesto compose descriptivimaginative, information persuasive and arguments.	ffective and Lesso						
Performance Indicates Learners can write incorporating descriptions.	npetencies: ation and on, Personal ant and Leadership	ο,					
Reference : English	Language Pg.	. 58					
Keywords: appropr	iate, advertis	ement					
Phase/Duration	Learners A	ctivities			Resources		
PHASE I:		ctivities I learners on the previ	ous lesson		Resources		
STARTER	Share perfo	ormance indicators wit		nd			
PHASE 2: NEW LEARNING	introduce the lesson. Plan and record ideas detailing personal experiences or past events: o Use: - Descriptive details (setting, experiences or series of events). - First person's point of view to convey feelings, experiences and thoughts. - Appropriate grammatical structures. \[\] adjectives and adjective phrases for producing vivid descriptions \[\] adverbs and adverbials for describing how an action has been carried out \[\] connectors for showing sequence of events \[\] direct and indirect speech for variation and adding interest \[\] nouns and noun phrases (e.g., participants, objects) \[\] prepositions and prepositional phrases						

	Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).	
	Have learners publish writing using different media including ICT.	
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.	

FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 8

Week Ending: 03	-03-2023	D	ay:	Subject: English Language				
Duration: 60mins				:	Strand: Oral Language			
Class: B8		С	lass Size:	:	Sub Strand: Conversa	ation		
Content Standard: B8.1.1.1: Demonstrate use of appropriate language orally in specific situations Indicator: B8.1.1.1.3. Use appropriate language oral familiar places and events						to describe		
Learners can use ap	Performance Indicator: Learners can use appropriate language orally to describe familiar places and events Core Competencies: Communication and Colla Development and Leaders						, Personal	
Reference : English	Language Pg.	39						
Keywords: story, ir	nformal, comm	nun	ication					
Phase/Duration	Learners Act	tivi	tios			Resourc	205	
PHASE I:			rners on the previous le	less	son	Resourc	.63	
STARTER			ance indicators with lear					
PHASE 2: NEW LEARNING	E.g. adjective creepy, tinglifigurative land Drill learners key words. The Demonstrate Learners give familiar object others, (Learners nand they are held Learners statusing the two should check Provide a markey are markey are held they are	es a inguiss for Fear e the control of the control	of Ghana and assist learnes and talk about them. I	to 1 tale etc on ; wc g a ssrc ool as ti	the senses (foggy, e, bumpy, staggering), e.) and adverbs. and meaning of the ords in context. classroom object. com and other bag, a chair and he description goes about them: when ebrated, etc. write them down ontent. (Teacher	Word c sentence letter ca handwri manila c	e cards, ards, ting on a	

	Ask learners to describe familiar places and events they have been to. E.g. a tourist site, a durbar of a festival.	
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: 03-03-2023			DAY: Subject: English Languag				
Duration: 50MINS			Strand: Literature				
Class: B8 Class			Size:	Sub	Strand: Prose		
Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning			Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson: I of I
Performance Indicate Learners can read pr		nd with	understanding		Core Competencies Communication and Co Personal		ation,
References: English I	anguage Curr	iculum	Pg. 67				
Phase/Duration	Learners Act	tivities				Reso	urces
PHASE I:			s on the previous	lesso	on.	11030	- C-
STARTER	lesson.				rs and introduce the		
PHASE 2: NEW LEARNING	Example: The	e Dilen	turns to read alor	·	·	sente lette	rd cards, ence cards, r cards,
		and figi	•		rigurative explained in context		writing on a la card
	Ensure learn	ers use	correct stress ar	nd int	onation in reading.		
	Let learners well read.	read ag	gain, parts of the p	orose	which were not		
	posed by tea	cher.	•		d answer questions		
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
	Take feedbac	ck from	learners and sun	nmar	ize the lesson.		

Week Ending: 03-0	3-2023	Day:	Subject: English Langua	ge	
Duration: 60mins			Strand: Reading		
Class: B8		Class Size:	Sub Strand: Comprehe	ension	
Content Standard: B8.2.1.1: Demonstrate i confidence and enjoyme independent reading.	ent in		e and answer questions to increase ependent reading through a variety		
	e and answ	er questions to increase ding through a variety of	Core Competencies: Communication and Colla Development and Leaders	-	
Reference : English La	anguage Pg.	45			
Keywords: interaction	n, necessar	y, connections			
Phase/Duration	Learners	Activities		Resources	
PHASE I:		th learners on the previo	us lesson.	1 COULCES	
STARTER PHASE 2: NEW	Share per	formance indicators with	learners and introduce		
LEARNING	idea of the passage. key point Read the details. Let main idea the details and argument and argument a	art by scanning the text quickly to get a general sea of the content and structure of the article or sentence of seasons. This will help you identify the main idea and handwriting points.		sentence cards, letter cards, handwriting on a manila card	

	Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question. Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.	
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: 0	3-03-2023	DAY	:	Subject: English Lar	nguage	
Duration: 60mins	•			Strand: Grammar		
Class: B8		Class	Size:	Sub Strand: Relative Pronouns		
Content Standar B8.3.1.1: Apply the classes and their fur Communication	knowledge of wor	^d	Indicator: B8.3.1.1.3. Demonstrate of adjectives in discourse		Lesson:	
Performance Ind Learners can dem discourse		and of	the use of adjectives in	Core Competend Communication and Personal		
References: Englis	sh Language Cur	riculu	m Pg. 50			
Phase/Duration	Learners Activ		4hi l		Resources	
PHASE I: STARTER			on the previous lesson. ndicators with learners and	d introduce the		
PHASE 2:	Guide learners	to us	e adjectives to provide vivi	id descriptions of	Word cards,	
NEW	participants:				sentence cards,	
LEARNING	particip Consict look lil Descri Use se Write example pairs write example pairs write example pairs write example pairs write example for the race. The curious aspeaker's presendentive piece of the friendly consiles and open to the friendly consiles and the friendly c	pant. Iler the ke? Ar be the nsory as on the mples stic and engine and point at ion and point at ion arms. In a arms. ed and one arms.	assionate musicians performe : Icoming hosts greeted their g I focused athletes pushed the	What do they or heavyset? actions. pant to life. aloud. Learners in to class. In awaited the start the to the guest ed a beautiful and guests with warm	letter cards, handwriting on a manila card	
	class I. The diverse a range of perspect. The knowledginsights and adv. The confident	nd mu ctives o geable ice to t	te examples on their own lticultural group of attendees and experiences to the discussion and experienced professions the audience. The harismatic leader captivated in the control of the	s brought a wide ssion. als provided valuable		

	4. The creative and innovative thinkers brainstormed new ideas and solutions to complex problems 5. The caring and compassionate volunteers worked tirelessly to help	
	those in need.	
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: 03-	3-03-2023 Day: Subject: English Language				age	
Duration: 50MINS	<u> </u>		Strand: W	riting		
Class: B8		Class Size:	Sub Strand	d: Use of co	ohesive o	devices
B8.4.2.1: Use a procest to compose descriptivimaginative, information persuasive and arguments.	ve, narrative/ onal,	techniques incorpo	rating descrip			Lesson:
=	personal nar	rratives using effective s and logical event sequ	· I Collaboration Personal			
Reference : English	Language Pg	g. 58				
Keywords: appropri	iate, adverti	sement				
Phase/Duration	Learners A	Activities			Resourc	205
PHASE I:		th learners on the prev	ious lesson.		rvesoul (
STARTER		formance indicators wi the lesson.	th learners a	nd		
PHASE 2: NEW LEARNING	experience o Use: - Descript of events - First perexperience - Appropriate adjectivity description has a direct adding interest adding interest adding interest.	rson's point of view to ces and thoughts. riate grammatical strives and adjective pho- criptions os and adverbials for a been carried out ctors for showing second indirect speech	experiences co convey feuctures. rases for production describing has described for variation es (e.g., part	eelings, oducing now an vents n and icipants,	letter ca	e cards, ards, iting on a

	Let learners edit/Proofread the writing for sense, meaning and effect (targeted audience reaction).	
	Have learners publish writing using different media including ICT.	
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.	

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FIRST TERM WEEKLY LESSON NOTES – B8 WEEK 9

Week Ending:	0-03-2023	D	ay:	Subject: English Lange	uage	
Duration: 60mins				Strand: Oral Language		
Class: B8		C	lass Size:	Sub Strand: Convers	ation	
B8.1.1.1: Demonstra appropriate languag situations	ate use of	ic	Indicator: B8.1.1.1.4. Listen to an complex routes to diffe		ons of	Lesson:
Performance Indi Learners can lister complex routes to	n to and give ac			Core Competencies: Communication and Co Development and Leader	llaboration,	, Personal
Reference: Englis	h Language Pg.	39	·			
Phase/Duration PHASE I: STARTER		ea	ties rners on the previous le		Resourc	ces
PHASE 2: NEW LEARNING	the lesson. Have learner expressions locations e.g between, etc. Learners use specific locat	rs I uso . st),	isten to and identify voc ed in giving accurate dire creet names, complex pr quite a distance, a day's elatively permanent land ns e.g. high-rises, superm ques, schools, hospital, e	abulary and ections to complex repositions (in journey, etc.	Word contents of the sentence letter can handwrite manila contents of the sentence of the sent	e cards, ards, ting on a
PHASE 3: REFLECTION	Use peer dis from learner	. fr cu s v	to use these in giving di com the airport to the Ju ssion and effective quest what they have learnt du from learners and summ	ibilee House ioning to find out ring the lesson.		

Week Ending: 10-0	03-2023	DAY:		Sub	ject: English Language		
Duration: 50MINS				Stra	and: Literature		
Class: B8		Class	Size:	Sub	Sub Strand: Prose		
B8.5.1.1: Demonstrate how various elements contribute to meaning			Indicator: B8.5.1.1.3. read understanding	prose	e fluently and with		Lesson: I of I
Performance Indica Learners can read pr		nd with	understanding		Core Competencies Communication and Co Personal		ation,
References: English I	anguage Curr	iculum	Pg. 67				
Phase/Duration	Learners Act	tivitios				Poso	urces
PHASE I:			s on the previous	lesso	n e	Reso	urces
STARTER			•		rs and introduce the		
PHASE 2: NEW LEARNING	Example: A \\ Let learners expressions with the help Ensure learn Let learners well read. In groups, leposed by tea	Wreath note d and figo of the ers use read ag arners cher.	ifficult words, phrures of speech to edictionary. correct stress argain, parts of the pread a story silent	ases, be ex and interpreted	figurative splained in context onation in reading. which were not d answer questions	sente lette hand	d cards, ence cards, r cards, writing on a la card
PHASE 3: REFLECTION	learners wha	t they	n and effective que have learnt during n learners and sun	g the			

Week Ending: 10-0	3-2023	Day:	Subject: English Langua	ge				
Duration: 60mins			Strand: Reading					
Class: B8		Class Size:	Sub Strand: Comprehe	ension				
confidence and enjoyme independent reading.	88.2.1.1: Demonstrate increasing confidence and enjoyment in		dependent reading through a variety			Indicator: B8.2.1.1.3. Generate and answer questions to incomplete and independent reading through a value of non-fiction texts		
confidence and independent non- fiction texts	e and answe	er questions to increase ding through a variety of	Core Competencies: Communication and Colla Development and Leaders					
Reference : English La	anguage Pg.	45						
Keywords: interaction	n, necessar	y, connections						
Phase/Duration	Learners	Activities		Resources				
PHASE I:		th learners on the previo	us losson	Resources				
STARTER PHASE 2: NEW	Share per	formance indicators with	learners and introduce					
LEARNING	Start by scanning the text quickly to get a general idea of the content and structure of the article or passage. This will help you identify the main idea and key points.		sentence cards, letter cards, handwriting on a manila card					

	Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question. Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.	
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:	0-03-2023	DAY	:	Subject: English Lar	nguage
Duration: 60mins	-			Strand: Grammar	
Class: B8		Class	Size:	Sub Strand: Relativ	e Pronouns
Content Standar B8.3.1.1: Apply the classes and their fur Communication	knowledge of wor	rd	Indicator: B8.3.1.1.3. Demonstrate of adjectives in discourse		Lesson:
Performance Ind Learners can dem discourse		and of	the use of adjectives in	Core Competend Communication and Personal	
References: Englis	sh Language Cur	riculu	m Pg. 50		
Phase/Duration	Learners Activ		4 i		Resources
PHASE I: STARTER			on the previous lesson.	d introduce the	
PHASE 2:	Guide learners	to us	e adjectives to provide viv	id descriptions of	Word cards,
NEW	participants:	_			sentence cards,
LEARNING	particip Consider Co	pant. der the ke? Ar be the nsory es on t imples stic and and po f music and we a arms. ied and	assionate musicians performer. Icoming hosts greeted their gother their gother their gother the their gother the the the the pushed the	What do they or heavyset? actions. pant to life. aloud. Learners in to class. any awaited the start thy to the guest ed a beautiful and guests with warm	letter cards, handwriting on a manila card
	class I. The diverse a range of perspe 2. The knowledginsights and adv 3. The confident	ind mu ctives o geable rice to t t and c	te examples on their own lticultural group of attendees and experiences to the discustand experienced professions the audience. The the audience is a partivated the speech.	s brought a wide ssion. als provided valuable	

	4. The creative and innovative thinkers brainstormed new ideas and solutions to complex problems	
	5. The caring and compassionate volunteers worked tirelessly to help those in need.	
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: 10-03-2023		Day: Subject:		ubject: English Language			
Duration: 50MINS	<u> </u>		Strand: Writing				
Class: B8		Class Size:	ass Size: Sub Strand: Use of co				
Content Standard: B8.4.2.1: Use a proce to compose descripti imaginative, informati persuasive and argum	ss approach ve, narrative/ onal,	techniques incorpor	Indicator: B8.4.2.1.1.Write personal narratives using effective techniques incorporating descriptive details and logical event sequences				
	personal nai iptive detail:	rratives using effective t s and logical event sequ					
Keywords: appropr							
, asi appi opi							
Phase/Duration	Learners /				Resources		
PHASE I: STARTER	Share perf	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.					
PHASE 2: NEW LEARNING	Have lear slowly an words/ex Guide lear i. Are you ii. Are all of the pariii. Are all Have lear suggestion Encourage are necess	Word cards, sentence cards, letter cards, handwriting on a manila card					
PHASE 3: REFLECTION	Use peer out from lesson. Take feed						

FIRST TERM

WEEKLY LESSON NOTES – B8 WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending:	7-03-2023	Day:		Subject: English Language			
Duration: 60mins				Strand: Oral Language			
Class: B8		Class Size:		Sub Strand: Sub strands for the term			
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		ed so far.		Indicator: Recall and summarize all what they hearnt within the term		Lesson:	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term Core Competencies: Communication and Competencies: Development and Leader Reference: English Language Pg. 39				, Personal			
Phase/Duration PHASE I: STARTER	Learners Activities Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.				Resourc	res	
PHASE 2: NEW LEARNING	expressions locations e.g between, etc. Learners use specific locations churches, m	earners listen to and identify vocabulary and sions used in giving accurate directions to complex ons e.g. street names, complex prepositions (in en, etc.), quite a distance, a day's journey, etc. ers use relatively permanent landmarks as guides to a locations e.g. high-rises, supermarkets avenues es, mosques, schools, hospital, etc. learners to use these in giving directions to complex ons e.g. from the airport to the Jubilee House			Word consenses when the second consenses with the second consense with the second consenses with the second consenses with the second consenses with the second consenses with the second consense with the second consenses with the second consenses with the second consenses with the second consenses with the second consense with the second consenses with the second consenses with the second consenses with the second consenses with the second consense with the second consenses with the second consenses with th	e cards, irds, ting on a	
PHASE 3: REFLECTION	Use peer dis from learne	scussion and rs what they	effective quest have learnt du	cioning to find out ring the lesson.			

Week Ending: 17-0	Week Ending: 17-03-2023 DAY:			Sub	Subject: English Language			
Duration: 50MINS				Strand: Literature				
Class: B8		Class S	ize:	Sub Strand: Sub strands			term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Performance Indicator:			Indicator: Recall and sum within the terr	ummarize all what they have leerm Core Competencies			Lesson:	
Learners can recall as within the term	nd summarize	all what	they have learn	t	Communication and Correction Personal Development			
References: English L	anguage Cur	riculum F	⁹ g. 67		,			
						1 -		
Phase/Duration	Learners Ac					Reso	urces	
PHASE I:	Revise with	learners	on the previous	lesso	on.			
STARTER	Share performance indicators with learners and introduce the lesson.							
PHASE 2: NEW LEARNING	Have learne Example: A			nd ba	rts of the prose.	sente	d cards, ence cards, r cards,	
	Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.					hand	writing on a la card	
	Ensure learr	ners use o	correct stress ar	nd int	onation in reading.			
	Let learners read again, parts of the prose which were not well read.							
	In groups, learners read a story silently and answer questions posed by teacher.							
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: 17-0	Week Ending: 17-03-2023			Day: Subject: English Langua			
Duration: 60mins		Strand: Reading					
Class: B8		Class Size: Sub Strand: Sub strand		ds for the term			
,					rencies: and Collaboration, Personal		
learnt within the term				Development and Leaders	ship		
Reference: English La Keywords: interactio			ions				
Phase/Duration	Learners				Resou	urces	
PHASE I:	Revise wi	th learners	on the previo	us lesson.			
STARTER	the lessor	າ.		learners and introduce			
PHASE 2: NEW LEARNING	the lesson. Start by scanning the text quick idea of the content and structupassage. This will help you ider key points. Read the text carefully and pay details. Look for evidence that main idea and arguments. Take notes as you read to help important information and to a thoughts. This will also help you and arguments to support your ldentify the main idea of the testated in the introduction or cohelp you focus your answer and the question. Look for evidence in the text to answer. This may include statis quotes from experts. Analyze the text to understand presents their ideas and arguments.			re of the article or cify the main idea and attention to the supports the author's you remember rganize your identify key points answer. It, which is usually inclusion. This will keep it relevant to support your ics, examples, or how the author	sente letter handv	d cards, nce cards, cards, writing on a a card	

	Summarize your answer in a few sentences or bullet points. Make sure your answer is clear, concise, and directly addresses the question.	
	Before submitting your answer, check your work for grammar, spelling, and punctuation errors. Make sure your answer is well organized and easy to read.	
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:	7-03-2023	DAY:		Sul	oject: English Langu	age		
Duration: 60mins				Str	Strand: Grammar			
Class: B8		Class Siz	ze:	Sul	Strand: Sub stran	ds for the term		
Content Standa Demonstrate known understanding in t	wledge and he topics treate	ed so far.	Indicator: Recall and summa learnt within the	and summarize all what they have				
Performance Indi Learners can recal within the term		e all what	they have learnt		Core Competent Communication and Personal Developm	d Collaboration,		
References: Englis	sh Language Cui	riculum P	g. 50					
Phase/Duration PHASE I: STARTER	Share perform	arners on	the previous lessor		introduce the	Resources		
PHASE 2: NEW LEARNING	participants:	about the pant. der the panter th	examples on their constructions and the description of attended to the description of the	hat be hin of a reicip ead a sent eager near go deer go dees liscuss	What do they r heavyset? ctions. cant to life. cloud. Learners in to class. cly awaited the start cly to the guest class with warm conserved to their class. cly awaited the start cly to the guest class with warm conserved to their class to their class to their class con.	Word cards, sentence cards, letter cards, handwriting on a manila card		

	5. The caring and compassionate volunteers worked tirelessly to help those in need.
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: 17-	-03-2023	Day:		Subje	ct: English Langu	age		
Duration: 50MINS				Strand: Writing				
Class: B8		Class Size:		Sub S	trand: Sub stran	ds for the term		
Content Standard Demonstrate knowledge understanding in the	ledge and	eated so far.	Indicator Recall and learnt with	summa	rize all what the	ey have		
within the term Personal Develo						encies: and Collaboration, pment and Leadership		
Reference : English	Language F	Pg. 58						
Keywords: appropri	iate, adver	tisement						
Phono/Durantian	1	A ativiti				D		
Phase/Duration PHASE I:		Activities ith learners of	on the previ	ous less	son.	Resourc	ces	
STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.							
PHASE 2: NEW LEARNING	slowly a words/e Guide le i. Are yo ii. Are a of the pa iii. Are a Have lea suggestie Encoura are nece	Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. Guide learners with the questions below: i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? Have learners read their partners' draft and offer suggestions. Encourage learners to make as many changes as are necessary to improve their drafts.					e cards, e cards, ards, iting on a card	
PHASE 3: REFLECTION	Have learners make a clean draft for publishing 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: 17-	03-2023	Day:		Subject: English Language			
Duration: 50MINS				Strand: All strands			
Class: B8		Class Size:	Sub Strand: Sub strands for the term				e term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Performance Indicator:			Indicator: Preparation towards vacation			acios:	Lesson:
Learners can answer all end of term assessment questions Communica					Core Competer Communication ar Personal Develope	nd Collabo	,
Reference : English I	_anguage l	Pg. 58					
Keywords: appropris	ate, adver	tisement					
Phase/Duration		Activities				Resources	
PHASE I:	Ask lear	ners to brin	g and displa	ay all	the materials	Exercise books,	
STARTER	needed	for the asses	ssment.			pen, pencils,	
						erasers, Answer	
	Educate them on the consequences of examination mal practice.						
PHASE 2: NEW	Engage I	earners to a	rrange the	nselv	es properly to	SBA, A	ssessment
LEARNING	sit for the assessment test.					-	ons and e books.
	Mark learners answer sheets or exercise books.						
	Fill in learner's SBA books and report cards.						
		te learners a or feedback.	answer she	ets o	r exercise		