| | | - | | | | |
|--|---|--|---|--|--|--------------------------|
| Week Ending: 06-0 | 04-2023 | Da | y: | Subject: English Lang | guage | |
| Duration: 60mins | | | | Strand: Oral Language | 9 | |
| Class: B8 | | Cla | iss Size: | Sub Strand: Convers | sation | |
| Content Standard:Indicator:B8.1.2.1: Demonstrate the ability toB8.1.2.1.1. Listen to a level-appropriate discussionlisten to extended reading and identifymore than one speaker attentively and identify information | | | | | | |
| Performance India | to a level-appro entively and ide | ntify | te discussion by more key information | Core Competencies Communication and C Development and Lead | ollaboration, | Personal |
| Keywords: | | 10 | | | | |
| Reyworus. | | | | | | |
| Phase/Duration | Learners Act | | | | Resource | S |
| PHASE I: STARTER | Put learners them find mo Introduce th learners. | into eanii e to | aining lyrics both form groups and use semaings of the key vocabula pic and share perform | ntic map to guide ary ance indicators with | | |
| PHASE 2: NEW LEARNING | range of leve than one spe Have learner dialogues or what was no Learners in g | arners to listen and note important issues in a evel-appropriate dialogues/discussions by more speaker. e.g. message, mood, tone. Thers listen to and compare the issues in the or discussions by more than one speaker with noted in first listening. In groups identify implicit meaning based on y/language used in the selected dialogue or | | | Word car sentence letter card handwriti manila car | cards, ds, ng on a |
| PHASE 3: REFLECTION | from learner | lse peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | | | | |
| | Ask learners lives. | hov | v the lesson will benef | it them in their daily | | |

| Week Ending: 06-04- | 2023 | Day: | Subject: English Langua | ige | | | |
|---|--|--|--|---------------------------|--|--|--|
| Duration: 60mins | | | Strand: Reading | Strand: Reading | | | |
| Class: B8 | | Class Size: | Sub Strand: Comprehe | Sub Strand: Comprehension | | | |
| Content Standard: B8.2.1.2: Read, comprel interpret texts | hend, | | | | | | |
| Performance Indicat Learners can use conte | | o analyze text | Core Competencies: Communication and Colla Development and Leader | | n, Personal | | |
| Reference : English La | anguage Pg. 4 | 15 | | | | | |
| Keywords: | | | | | | | |
| | | | | | | | |
| Phase/Duration | Learners A | | | Resou | urces | | |
| PHASE I: STARTER | never forge | ers to share some past et with the whole class. the topic and share perf ers | | | | | |
| PHASE 2: NEW LEARNING | Use conte Identify wa Identify wa writing/au with mean Find other with mean | ge-appropriate texts. Intextual cues to understand the text. If ways that any of the cues help with meaning. If ways through which cues like date of If author/culture influence the writing to help leaning. | | | l cards, nce cards, cards, vriting on a a card | | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | | | | | | |

| Week Ending: 06 | -04-2023 | DAY: | Subje | ct: English Languag | e |
|--|---|--|---------------------------------|---|--|
| Duration: 60mins | | | Strar | id: Grammar | |
| Class: B8 | Class: B8 Class Size: Sub Strand: Adverbs | | | | |
| B8.3.1.1: Apply the | Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication | | | | |
| Performance Ind Learners can dem | | and of the knowledge of a | dverbs | Core Competene Communication and Personal | |
| References: Engli | sh Language Cur | rriculum Pg. 50 | | | |
| Phase/Duration PHASE I: STARTER | | ities wledge of learners and e ers questions such as: | ngage in | terest in the topic | Resources |
| | Where do you What is the na | me of your pet? | | | |
| PHASE 2: NEW LEARNING | comedian. Use adverbs to fast-moving vel Use adverbs to E.g.: The bullet o Use adverbs | o modify adjectives e.g. Th o pre-modify another adve hicles on the road. o pre-modify prepositions c went right through the s to pre-modify: onouns, e.g. Nearly everyb | erb. E.g. or prep hooter. | : I saw many very positional phrases. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: REFLECTION | vehicle. - Pre-determin Cedis for the la - Cardinal num Have learners what they have | ers, e.g. I paid more than | | | |

| Week Ending: 06-04 | 4-2023 | Day: | Subject: English Lan | guage | | | |
|--|---|--|--|---------------|--------------|--|--|
| Duration: | | | Strand: Writing | | | | |
| Class: B8 | | Class Size: | Sub Strand: Transa | ctional Texts | tional Texts | | |
| Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing | | esson: of I | | | | | |
| Performance Indica Learners can use co writing. | | ces appropriate in | Core Competencies: Communication and Co Development and Leade | | al | | |
| Reference : English | Language P | 'g. 56 | | | | | |
| Keywords: appropri | iate, advert | isement | | | | | |
| Phase / During time | 1 | A | | | | | |
| Phase/Duration PHASE I: | | Activities | n TV an madia advant | Resources | | | |
| STARTER | they know | ers to mimic a popula w | r i v or radio advert | | | | |
| | | | nd introduce the lessor | | | | |
| PHASE 2: NEW LEARNING | postcard appropri e.g. o title o body – including market/a about th or servic let learne o the sin statemer o modals persuasiv o mental a viewpo | nple present for conn nts and facts s/imperative (comma ve effect I verbs (e.g. I think, I pint o phrasal verbs (vn, come across) | | ŕ | | | |
| PHASE 3: REFLECTION | rhetorica Use peer | o appropriate persuasive devices such as rhetorical questions and repetition Use peer discussion and effective questioning to find out from learners what they have learnt during the | | | | | |
| | | lback from learners an | id summarize the lessor | | | | |

| Week Ending: 06-04 | 4-2023 | DAY: | | Su | ibject: English Languag | ge | |
|---|-----------------------------|---|--------------------------|-------------------|---------------------------------------|--------|---|
| Duration: 50MINS | | | | St | rand: Literature | | |
| Class: B8 | | Class Siz | ze: | Sub Strand: Prose | | | |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | | naly | ze the types of charac | ters | Lesson: I of I |
| Performance Indica | | | | | Core Competencies | | |
| Learners can read p References: English | - | | | | Communication and C | ollabo | ration, Personal |
| References: English | Language Cur | | . 07 | | | | |
| Phase/Duration | Learners Ac | tivities | | | | Res | ources |
| PHASE I: STARTER | | | on the previous | | | | |
| | Share perfor the lesson. | rmance inc | dicators with le | arn | ers and introduce | | |
| PHASE 2: NEW LEARNING | Learners tak Example: Th | | o read aloud pa o Can | rts | of the prose. | sent | rd cards, tence cards, |
| | | and figure | | | s, figurative explained in context | han | er cards, dwriting on a iila card |
| | Ensure learr | ners use co | orrect stress ar | nd i | ntonation in reading. | | |
| | Learners rea read. | ad again, pa | arts of the pro | se v | which were not well | | |
| | by teacher. | Learners read the 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 feedba | ck from le | arners and sun | nma | arize the lesson. | | |

| | 04 2022 | ~ | | | | |
|---|--|--|---|--|---|--------------------------|
| Week Ending: 14-0 | 04-2023 | Da | y: | Subject: English Lang | | |
| Duration: 60mins | | | | Strand: Oral Language | e | |
| Class: B8 | | Cla | ass Size: | Sub Strand: Conver | sation | |
| | .1.2.1: Demonstrate the ability to then to extended reading and identify more than one speaker attentively and identify k | | | | | Lesson: |
| Performance Indie Learners can listen than one speaker att Reference : English | to a level-appro entively and ide | ntify | te discussion by more key information | Core Competencies Communication and C Development and Lead | ollaboration | , Personal |
| • | i Language Fg. | 40 | | | | |
| Keywords: | | | | | | |
| Phase/Duration | Learners Ac | | | | Resource | s |
| PHASE I: STARTER | Put learners them find m Introduce th learners. | into eanii e to | aining lyrics both form groups and use semaings of the key vocabula pic and share perform | ntic map to guide ary ance indicators with | | |
| PHASE 2: NEW LEARNING | range of leve than one spe Have learner dialogues or what was no Learners in g | ers to listen and note important issues in a el-appropriate dialogues/discussions by more eaker. e.g. message, mood, tone. rs listen to and compare the issues in the discussions by more than one speaker with oted in first listening. groups identify implicit meaning based on anguage used in the selected dialogue or | | | Word car sentence letter car handwriti manila car | cards, ds, ng on a |
| PHASE 3: | Use peer dis | cuss | ion and effective ques | tioning to find out | | |
| REFLECTION | | | hat they have learnt du | | | |
| | | | om learners and sumn | | | |
| | Ask learners lives. | hov | w the lesson will benef | it them in their daily | | |

| Week Ending: 14-04 | -2023 | Day: | Subject: English Langua | ge | | |
|--|-------------------------------------|--|--|---------------|--|--|
| Duration: 60mins | | | Strand: Reading | | | |
| Class: B8 | | Class Size: | Sub Strand: Comprehension | | | |
| Content Standard: B8.2.1.2: Read, compl interpret texts | | | tly and answer more con tions on texts /passages | nplex Lesson: | | |
| Performance Indica Learners can read sil comprehension ques Reference : English L | lently and ans stions on text | s /passages | Core Competencies: Communication and Colla Development and Leaders | | | |
| Keywords: | | | | | | |
| Phase/Duration PHASE I: STARTER | Share perfo | n learners on the previo ormance indicators with | | Resources | | |
| PHASE 2: NEW LEARNING | Make con experienc Read silen | kt closely for interpret nections between text e. htly to comprehend a t | Word cards, sentence cards, letter cards, handwriting on a manila card | | | |
| PHASE 3: REFLECTION | Use peer d from learne | uestions appropriately liscussion and effective c ers what they have learr pack from learners and s | | | | |

| Week Ending: 4 | -04-2023 | DAY: | Subject: English Language | | | | |
|---|---|--|---|---|--|--|--|
| Duration: 60mins | | | Strar | id: Grammar | | | |
| Class: B8 | | ns | | | | | |
| Content Standar B8.3.1.1: Apply the word classes and th Communication | Lesson: | | | | | | |
| Learners can dem speaking and writ | Performance Indicator:Core CompetencLearners can demonstrate command of use of prepositions in speaking and writing.Core CompetencCommunication and Personal | | | | | | |
| References: Engli | sh Language Cur | riculum Pg. 50 | | | | | |
| Phase/Duration PHASE 1: STARTER | Share performa | ities rners on the previous less ance indicators with learne | | introduce the | Resources | | |
| PHASE 2: NEW LEARNING | position, posse Write example Have learners ii in sentences. Let them use the sentence of the sentence of | e <u>on behalf of</u> the class. e complex prepositions to near/close to, in front of, ou in time of, about to, during t etc. .g. due to, because of, on acc n - e.g. in spite of, apart from preposition in the sentence g <u>under</u> a tree. oden floor <u>underneath</u> the car | e this. ons (or nces. nan one view of int of (expre t of, far he cour ount of n etc. es pet. | n, in, near, under) e word) and guide of, in spite of, due (hard work), etc. ss: from, by the side rse of, at noon, for | Word cards, sentence cards, letter cards, handwriting on a manila card | | |

| | v. A girl went <u>past</u> them <u>on</u> a bike. vi. This road leads <u>away from</u> the stadium. vii. You should eat fruit <u>instead of</u> candy. viii. Dad is coming to the theater with us <u>instead of</u> Mom. ix. I made this bookmark <u>for</u> Mom. | |
|------------------------|---|--|
| 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: 14-04 | 4-2023 | Day: | Subject: English Lang | uage | | |
|--|--|--|--|---|--------------------------|--|
| Duration: | | | Strand: Writing | Strand: Writing | | |
| Class: B8 | | Class Size: | Sub Strand: Exposit | ory Writing | | |
| Content Standard: B8.4.1.1: Develop, organize and express ideas coherently and cohesively in writingIndicator: B8.4.2.1.4. Compose paragraphs that identify an i details about it and suggest solutions | | | | | Lesson: I of I | |
| Performance Indica Learners can compo issue, give details ab | ose paragrap out it and s | suggest solutions | Core Competencies: Communication and Colla Development and Leader | | sonal | |
| Reference : English | Language P | g. 56 | | | | |
| Keywords: | | | | | | |
| Phase/Duration PHASE I: STARTER | Learners Ask learner they know | ers to mimic a popular | TV or radio advert | Resources | 3 | |
| PHASE 2: NEW LEARNING | Let learn identifyin solutions o Explain o Give de the probl o Explain funded. o Give ev (expert o before, st Have lear in the bo solution y o will sol o is cost- o is feasil o is a rea | ers analyze and write g a problem and pro : your solution clearl etails about how this lem. who will be in charg vidence that your so opinion, examples of tatistics, studies, or l | posing one or more y. solution will solve ge and how it will be lution will work when it has worked ogical argument). the following clearly ution text. That the | Word card sentence of letter card handwritir manila car | cards, ls, ng on a | |
| PHASE 3: REFLECTION | Use peer out from lesson. | er solutions discussion and effectiv learners what they hav back from learners an | | | | |

| Week Ending: 14-04 | 4-2023 | DAY: | | Su | ubject: English Languag | ge | |
|--|-----------------------------|---|------------------------------------|------------------------|---------------------------------------|----------------------------------|----------------------------|
| Duration: 50MINS | | | | St | rand: Literature | | |
| Class: B8 | | Class Siz | e: | Sub Strand: Prose | | | |
| Content Standard: B8.5.1.1: Demonstrate various elements of lit to meaning | | Indicator: B8.5.1.1.1. An in texts | naly | ze the types of charac | ters | Lesson: I of I | |
| Performance Indica | | | | | Core Competencies | | • |
| Learners can read p | rose fluently a | nd with un | derstanding | | Communication and C | ollabo | oration, Personal |
| References: English | Language Curr | riculum Pg | . 67 | | | | |
| | | | | | | | |
| Phase/Duration | Learners Ac | | | | | Res | ources |
| PHASE I: STARTER | Revise with | learners o | n the previous | les | son. | | |
| | Share perfor the lesson. | rmance inc | licators with le | earn | ers and introduce | | |
| PHASE 2: NEW | Learners tak | ke turns to | read aloud pa | rts | of the prose. | Wo | ord cards, |
| LEARNING | Example: Th | e Girl Who | o Can | | | sentence cards, letter cards, | |
| | | and figure | | | s, figurative explained in context | | dwriting on a nila card |
| | Ensure learr | ners use co | orrect stress ar | nd ii | ntonation in reading. | | |
| | Learners rea read. | ad again, pa | arts of the pro | se v | which were not well | | |
| | by teacher. | Learners read the story silently and answer questions posed by teacher. | | | | | |
| PHASE 3: REFLECTION | | | nd effective que ey have learnt | | oning to find out ing the lesson. | | |
| | Take feedba | .ck from le | arners and sun | nma | arize the lesson. | | |

| Week Ending: 21-0 | 04-2023 Day: Subject: English Language | | | | | |
|---|--|---|--|--|--|--------------------------|
| Duration: 60mins | | | | Strand: Oral Language | e | |
| Class: B8 | | Cla | ss Size: | Sub Strand: Conver | sation | |
| Content Standard B8.1.2.1: Demonstrat listen to extended re key information | ate the ability to B8.1.2.1.1. Listen to a level-appropriate discu | | | | | Lesson: |
| than one speaker att | to a level-appropention to a level-appropention to a level and identified to a second se | ntify | te discussion by more key information | Core Competencies Communication and C Development and Lead | ollaboration, | , Personal |
| Reference : English | 1 Language Pg. 4 | 40 | | | | |
| Keywords: | | | | | | |
| Phase/Duration PHASE I: STARTER | | earn | es hers on the previous le ce indicators with lear | | Resource | s |
| PHASE 2: NEW LEARNING | video/audio Model the vi texts heard a o intent or p persuade, ins o the speake o main idea Encourage le from the tex In pairs/grou from details Put learners about details <u>Assessment</u> The practice Throughout decorated th | rec isua and purp stru er's (s) earr (s) earr (s) int s of his neir | enthusiasm and pass and supporting point ners to practice cons or play learners share the k a story/drama/text h o groups to express | appics. make meaning from entify key points: (e.g. to inform, sion for the topic; ts. structing meaning enowledge acquired eard. personal opinions ery ancient one. clands have rings on their | Word car sentence letter card handwriti manila car | cards, ds, ng on a |

| | some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body. |
|------------|---|
| | I. What is the paragraph mainly about? |
| | In about two to three sentences, summarize the text. |
| 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: 21-04 | -2023 I | Day: | Subject: English Langua | .ge | |
|---|--|--------------------------|--|--------|---|
| Duration: 60mins | | | Strand: Reading | | |
| Class: B8 | (| Class Size: | Sub Strand: Comprehe | ension | |
| Content Standard: B8.2.1.2: Read, comprinterpret texts | | | ntly and answer more con stions on texts /passages | nplex | Lesson: I of I |
| Performance Indica Learners can read sil comprehension ques | ently and ans | - | Core Competencies: Communication and Colla Development and Leaders | | n, Personal |
| Reference : English L | anguage Pg. 4 | 15 | | | |
| Keywords: | | | | | |
| | 1 | | | 1 | |
| Phase/Duration | Learners A | | | Resou | rces |
| PHASE I: | Revise with | n learners on the previo | ous lesson. | | |
| STARTER | Share perfo the lesson. | ormance indicators with | n learners and introduce | | |
| PHASE 2: NEW LEARNING | Share performance indicators with learners and introduce the lesson. Engage learners in pre-reading activities that activate their prior knowledge and generate interest in the topic. Write the title of the text and have learners discuss and relate to it. Allow learners to predict what might happen in the text. Treat with learners' vocabulary words or concepts that may be unfamiliar to them before they read. Do a model reading whiles learners listen. Have them read silently in pairs and in groups. Encourage learners to use active reading strategies while they read, such as underlining, highlighting, or taking notes. <u>Assessment</u> After students have finished reading, facilitate discussions or reflections on the text. | | | | cards, ice cards, cards, riting on a card |
| PHASE 3: REFLECTION | from learne | ers what they have lear | - | | |
| | Take feedb | ack from learners and | summarize the lesson. | | |

| Week Ending: 21 | -04-2023 | DAY: | Subject: English Language | | | |
|---|--|---|--|---|--|--|
| Duration: 60mins | · | | Strar | nd: Grammar | | |
| Class: B8 | | Class Size: Sub Strand: Prepositions | | | ıs | |
| Content Standar B8.3.1.1: Apply the word classes and th Communication | knowledge of neir functions in | Lesson: | | | | |
| Learners can dem | Performance Indicator:Core CompetendLearners can demonstrate command of use of prepositions in speaking and writing.Communication and Personal | | | | | |
| References: Engli | sh Language Curi | riculum Pg. 50 | | | | |
| Phase/Duration PHASE 1: | Learners Activi Revise with lear | ties rners on the previous less | on | | Resources | |
| STARTER | | nce indicators with learne | | introduce the | | |
| PHASE 2: NEW LEARNING | Revise preposit position, posses Write examples Have learners in in sentences. Let them use the Introduce complearners to use e.g. consist of, in to, near to, beck E.g.: The tree is in from The prefect spoke Let learners use Place - e.g. of, etc. Time - e.g. one week, et Reason - e. | <u>on behalf of</u> the class. e complex prepositions to near/close to, in front of, ou in time of, about to, during t | this. ons (or nces. an one view o int of (expre t of, far he court ount of | n, in, near, under) e word) and guide of, in spite of, due (hard work), etc. ss: from, by the side rse of, at noon, for | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| | | preposition in the sentence g <u>under</u> a tree. | es | | | |

| | ii. There's a wooden floor <u>underneath</u> the carpet. | |
|------------|---|--|
| | iii. School starts <u>at</u> nine o'clock. | |
| | iv. I brush my teeth <u>in</u> the morning and <u>at</u> night. | |
| | v. A girl went <u>past</u> them <u>on</u> a bike. | |
| | vi. This road leads <i>away from</i> the stadium. | |
| | vii. You should eat fruit <u>instead of</u> candy. | |
| | viii. Dad is coming to the theater with us <i>instead of</i> Mom. | |
| | ix. I made this bookmark <u>for</u> Mom. | |
| PHASE 3: | Have learners talk about their experiences during the lesson, | |
| REFLECTION | what they have learnt, and questions they might still have. | |
| | | |
| | Teacher leads a discussion to provide responses to learners' | |
| | | |
| | questions. | |

| Week Ending: 21-04 | 1-2023 | Day: | Subject: English Langu | lage | |
|--|--|---|--|-----------|-----|
| Duration: | | | Strand: Writing | | |
| Class: B8 | | Class Size: | ss Size: Sub Strand: Expository Wr | | |
| Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing | tly and | | | | on: |
| Performance Indica Learners can compo issue, give details ab | ose paragra out it and | suggest solutions | Core Competencies: Communication and Colla Development and Leaders | | |
| Reference : English | Language I | Pg. 56 | | | |
| Keywords: | | | | | |
| Phase/Duration PHASE 1: | | Activities | ar TV or radio advert | Resources | |
| STARTER | they kno | w. | and introduce the lesson. | | |
| PHASE 2: NEW LEARNING | Briefly r learners and rele Have lea generate Put ther the deve Assign le into out Let then presenti | revise the writing pr s recall the stages an evance of each stage arners select a topic e ideas. m into groups to org elopment of paragra earners to individua lines and then into a m do self and peer-e ing the final work. s present their finisl | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| PHASE 3: REFLECTION | Use peer out from lesson. | r discussion and effect learners what they h | tive questioning to find | | |

| Week Ending: 21-04 | 1-2023 | DAY: | | Sı | ibject: English Languag | ge | |
|--|--|--|--|------|---|--------------------|---|
| Duration: 50MINS | | | | St | rand: Literature | | |
| Class: B8 | | Class Siz | ze: | Sı | ub Strand: Prose | | |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | Indicator: B8.5.1.1.5. re understandin | | prose fluently and wit | h | Lesson: I of I |
| Performance Indica | | | | | Core Competencies | | |
| Learners can read p | | | | | Communication and C | ollabo | oration, Personal |
| References: English | Language Cur | riculum Pg | . 67 | | | | |
| | | | | | | | |
| Phase/Duration | Learners Ac | | | | | Res | ources |
| PHASE I: STARTER | | | n the previous | | | | |
| | Share perfort the lesson. | rmance inc | licators with le | earn | ers and introduce | | |
| PHASE 2: NEW LEARNING | Example: M Let learners expressions with the hel Ensure learr Learners rea read. | Learners take turns to read aloud parts of the prose. Example: Makola Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed | | | | sen lett han | ord cards, tence cards, er cards, dwriting on a nila card |
| PHASE 3: REFLECTION | from learne | rs what the | ey have learnt | dur | oning to find out ing the lesson. arize the lesson. | | |

| Week Ending: 28-0 | 04-2023 | Day: | Subject: English Lang | guage | |
|--|---|--|---|--|----------|
| Duration: 60mins | | | Strand: Oral Language | e | |
| Class: B8 | | Class Size: | Sub Strand: Listenir | ng Comprel | nension |
| Content Standard B8.1.2.1: Demonstra listen to extended re key information | te the ability to eading and ident | | | | |
| | to a level-appro | opriate discussion by more entify key information | Core Competencies Communication and C Development and Lead | ollaboration, l | Personal |
| Reference : English | n Language Pg. | . 40 | | | |
| Keywords: | | | | | |
| | | | | | |
| Phase/Duration | Learners Ac | | | Resources | |
| PHASE I: STARTER | | learners on the previous rmance indicators with lea | | | |
| PHASE 2: NEW LEARNING | video/audio Model the view texts heard Identify to informati irrelevant discussed If multiplis likely to any phraic conversate Take not being discussed speaker's examples Encourage the texts Identify to important is using discussed | le speakers are discussing th hat this information is impo- ises or ideas that are repeat tion. tes to help you keep track o cussed. Write down the ma s argument, and any suppor s they provide. ge learners to practice const or play he speaker's tone to provide the speaker's tone to provide the information being a more urgent or emphatic to information they are discuss | make meaning from dentify key points: sation and focus on the ill help you filter out he key points being the same point or idea, it rtant. Pay attention to ted throughout the f the key information in points of each ting evidence or ructing meaning from e clues about the discussed. If a speaker tone, it may indicate | Word card cards, lette handwritin manila card | g on a |

| | The context of the conversation can also help you identify key information. Think about the purpose of the conversation, who is involved, and what the desired outcome is. In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard. Put learners into groups to express personal opinions about details of texts. | |
|------------------------|--|--|
| | <u>Assessment</u> The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body. | |
| | I. What is the paragraph mainly about?In about two to three sentences, summarize the text. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 28-04- | 2023 | Day: | Subject: English Langua | ge | |
|-------------------------------------|--|--|---|--|--|
| Duration: 60mins | | | Strand: Reading | | |
| Class: B8 | | Class Size: | Sub Strand: Comprehe | ension | |
| interpret texts Performance Indicat | .2: Read, comprehend, B8.2.1.2.3. Read silently and answer more comprehension questions on texts /passages | | | | |
| comprehension quest | • | • | Development and Leaders | | |
| Reference : English La | | | | | |
| Keywords: | | | | | |
| Phase/Duration | Learners A | ctivities | | Resources | |
| PHASE I: STARTER | Share perfo | n learners on the previo ormance indicators with | | | |
| PHASE 2: NEW LEARNING | their prior topic. Write the and relate happen in Treat with that may b Do a mod them read Encourage while they taking not <u>Assessmen</u> Read the f below: "The sun w walked to r and a big si she spread and lemona children pla | arners in pre-reading a r knowledge and gene e title of the text and h e to it. Allow learners the text. In learners' vocabulary be unfamiliar to them lel reading whiles learn d silently in pairs and in e learners to use active y read, such as underling es. | rate interest in the have learners discuss to predict what might words or concepts before they read. hers listen. Have h groups. e reading strategies ning, highlighting, or answer the question were singing as Lily ic basket in her hand she arrived at the park, cked sandwiches, fruit, lunch, she watched | Word cards, sentence cards, letter cards, handwriting on a manila card | |

| | Question: What did Lily bring to the park? | |
|------------------------|--|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |

| Week Ending: 28 | -04-2023 | DAY: | Subject: English Language | | | |
|---|---|--|--|---|--|--|
| Duration: 60mins | · | | Strar | nd: Grammar | | |
| Class: B8 | Class Size: Sub Strand: Preposition | | | | าร | |
| Content Standar B8.3.1.1: Apply the word classes and th Communication | knowledge of | Lesson: | | | | |
| Learners can dem speaking and writ | Performance Indicator:Core Competent_earners can demonstrate command of use of prepositions in speaking and writing.Communication an Personal | | | | | |
| References: Englis | sh Language Curi | riculum Pg. 50 | | | | |
| Phase/Duration PHASE I: STARTER | | ties rners on the previous less ince indicators with learne | | introduce the | Resources | |
| PHASE 2: NEW LEARNING | Revise prepositions such as those that convey meanings of position, possession and comparison. Write examples of sentences to illustrate this. Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences. | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| | learners to use e.g. consist of, i to, near to, bec E.g.: The tree is <u>in from</u> The prefect spoke | on behalf of the class. | view of (| of, in spite of, due (hard work), etc. | | |
| | Place - e.g. of, etc. Time - e.g. one week, etc. Reason - e. Concession <u>Assessment</u> Underline the point of t | g. due to, because of, on acc 1 - e.g. in spite of, apart from preposition in the sentence | t of, far he court ount of r etc. | from, by the side rse of, at noon, for | | |

| | iii. School starts <u>at</u> nine o'clock. | |
|------------|---|--|
| | iv. I brush my teeth <u>in</u> the morning and <u>at</u> night. | |
| | v. A girl went <u>past</u> them <u>on</u> a bike. | |
| | vi. This road leads <i>away from</i> the stadium. | |
| | vii. You should eat fruit <u>instead of</u> candy. | |
| | viii. Dad is coming to the theater with us <i>instead of</i> Mom. | |
| | ix. I made this bookmark <u>for</u> Mom. | |
| PHASE 3: | Have learners talk about their experiences during the lesson, | |
| REFLECTION | what they have learnt, and questions they might still have. | |
| | | |
| | Teacher leads a discussion to provide responses to learners' | |
| | questions. | |

| Week Ending: 28-04 | 1-2023 | Day: | Subject: E | nglish Langu | age | | |
|---|---|--|---|---|--|--------------------------|--|
| Duration: | I | | Strand: W | riting | | | |
| Class: B8 | | Class Size: | Sub Stran | d: Exposito | ry Writing | | |
| Content Standard: B8.4.1.1: Develop, org express ideas coheren cohesively in writing Performance Indica | tly and | Indicator: B8.4.2.1.4. Compose details about it and | | IS | Lesson: I of I | | |
| Learners can compo | Learners can compose paragraphs that identify an issue, give details about it and suggest solutions Communication and Collab Development and Leadersh | | | | | | |
| Reference : English | Language F | g. 56 | | | | | |
| Keywords: | | | | | | | |
| Phase/Duration PHASE I: STARTER | Ask learn they know | Activities lers to mimic a popula w. formance indicators a | Resources | 1 | | | |
| PHASE 2: NEW LEARNING | learners and relev Have lea generate Put them the deve Assign le into out Let them presentin | evise the writing pro- recall the stages and vance of each stage. arners select a topic e ideas. In into groups to org elopment of paragrap earners to individuall lines and then into a in do self and peer-eo ng the final work. | l explain the and brainston anize the poin hs. y develop the draft. liting before | features rm to nts for e points finally | Word card sentence o letter carc handwritir manila car | cards, ls, ng on a | |
| PHASE 3: REFLECTION | Assessm What ar Use peer out from lesson. | | | | | | |

| Week Ending: 28-04 | 4-2023 | DAY: | | Su | ubject: English Languag | ge | |
|--------------------------|--|---|------------------|------------------------------------|---|--------|---|
| Duration: 50MINS | | · | | St | rand: Literature | | |
| Class: B8 | | Class Siz | ze: | Sub Strand: Prose | | | |
| | B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | ead prose fluently and with I of I | | | |
| Performance Indica | | | | | Core Competencies | | |
| Learners can read p | | | - | | Communication and C | ollabo | ration, Personal |
| References: English | Language Cur | riculum Pg | . 6/ | | | | |
| Phase/Duration | Learners Ac | tivities | | | | Res | ources |
| PHASE I: STARTER | Revise with | learners o | n the previous | | | | |
| | Share perfo the lesson. | rmance inc | licators with le | arn | ers and introduce | | |
| PHASE 2: NEW LEARNING | Example: M Let learners expressions with the hel Ensure learn Learners rea read. | the lesson. Learners take turns to read aloud parts of the prose. Example: Makola Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well | | | | | ord cards, tence cards, er cards, dwriting on a hila card |
| PHASE 3: REFLECTION | Úse peer di from learne | rs what the | ey have learnt | dur | oning to find out ing the lesson. arize the lesson. | | |

| Week Ending: 05- | 05-2023 | Day: | | Sub | oject: English Lang | guage | | |
|--|--|--|--|-------|--|------------------|-----------------------------------|--|
| Duration: 60mins | | I | | Str | and: Oral Language | 9 | | |
| Class: B8 | | Class Si | ze: | Sub | Strand: Listenir | ng Comprehension | | |
| Content Standard B8.1.2.1: Demonstra to extended reading information | te the ability to and identify ke | | | | and discuss ideas a -appropriate text | | Lesson: | |
| Performance Indicator:Core CompeteLearners can listen to and discuss ideas and share opinions from a level-appropriate text.Communication Development an | | | | | nd Collaborat | ion, Personal | | |
| Reference : English | n Language Pg. | 41 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration | Learners Ac | | | | | Resources | | |
| PHASE I: STARTER | | | on the previous le dicators with lear | | | | | |
| PHASE 2: NEW LEARNING | Let learner from texts. Discuss the opinions. | Read a text to learners. Let learners listen and write down key information from texts. Discuss the key information from texts and add | | | | | s, sentence r cards, g on a | |
| PHASE 3: REFLECTION | from learner | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | | | | | | |
| | Ask learners lives. | s how the | lesson will benefi | t the | em in their daily | | | |

| Week Ending: 05-05- | 2023 | Day: | Subj | ject: English Language | | |
|---|------------------------|--|-----------------|------------------------|--------------------------------------|--------|
| Duration: 60mins | | | Strand: Reading | | | |
| Class: B8 | | Class Size: | Sub | Strand: Comprehension | on | |
| Learners can provide evidence and show mastery to support understanding of textsCommunication and Development and LeReference : English Language Pg. 47 | | | | : ollabor: | Lesson: I of I ation, Personal | |
| Keywords: | | | | | | |
| Phase/Duration PHASE I: STARTER | Share per lesson. | ch learners on the previo formance indicators with | ı learn | ers and introduce the | | ources |
| PHASE 2: NEW LEARNING | Interpret help with | Interpret the text, citing evidence to support ideas that help with implicit meaning. | | | | |
| PHASE 3: REFLECTION | Use peer from learr | Generate relevant answers to questions 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: 05-0 | 5-2023 I | DAY: | Subje | Subject: English Language | | | |
|--|--|--|----------------------------------|---|-------|----------|--|
| Duration: 60mins | | | Strar | nd: Grammar | | | |
| Class: B8 | (| Class Size: | Sub S | Strand: Reported S | peech | | |
| Content Standard: B8.3.1.1: Apply the kn classes and their funct Communication | - | B8.3.1.1.7. Demonst reported speech. | rate con | nmand of the use of | | Lesson: | |
| Performance Indica Learners can demor speech. | | nd of the use of reporte | d | Core Competencie Communication and Personal | | oration, | |
| References: English | Language Curri | iculum Pg. 50 | | | | | |
| Phase/Duration PHASE 1: STARTER | | ivities ners to the front of the nem to whisper someth | | the ears of the | Reso | urces | |
| | Share perform | tell the class what they mance indicators with le | | and introduce the | | | |
| PHASE 2: NEW LEARNING | E.g. "We saw an "Esi is tired," "Joe has becc Lead learners reported spe i. Introducing E.g. a. Aba sa b. Mum said t c. Atongo sai ii. Introducing E.g. a. Aba sa iii. Removing E.g. b. Mum s | Share performance indicators with learners and introduce the lesson. Introduce the direct speech with several examples of sentences. E.g. "We saw an eagle," said Aba. "Esi is tired," said Mum. "Joe has become rich," said Atongo. Lead learners, with examples, to change direct speech into reported speech by: i. Introducing a reporting clause E.g. a. Aba said that b. Mum said that ii. Introducing "that" and completing the sentences. E.g. a. Aba said that they had seen an eagle. iii. Removing the quotation marks. E.g. b. Mum said that Esi was tired. | | | | | |
| PHASE 3: REFLECTION | other change after some til <u>Assessment</u> Learners in g Have learner | in pairs. Let one produ it into reported speec me roups compose news r s talk about their exper ve learnt, and questions | n. Let th eports. iences d | em change over luring the lesson, | | | |

| Taaban laada a diaguasian ta anayida nasa anaas ta laannans' | |
|--|--|
| Teacher leads a discussion to provide responses to learners' | |
| questions. | |

| Week Ending: 05-0 | 5-2023 | Day: | | | Subject: English Language | 9 | | | |
|---|---------------------|---------------------------|--|--|--|----------|-----------------|--|--|
| Duration: | | | | | Strand: Writing | | | | |
| Class: B8 | | Class Siz | ze: | | Sub Strand: Formal Let | ters | | | |
| Content Standard: B8.4.2. 2: Apply writin life situations Performance Indica | | pecific | | ven | pose formal writing (busines topics using the appropriate Core Competencies: | | Lesson: of | | |
| Learners can compo issue, give details ab | ose paragra | - | • | С | Communication and Collabor Development and Leadership, | | nal | | |
| Reference : English | Language I | ⁵ g. 56 | | | | | | | |
| Keywords: | | | | | | | | | |
| | | | | | | | | | |
| Phase/Duration | | Activities | | | | Resource | S | | |
| PHASE I: STARTER | Ask learr know. | ners to mi | mic a popula | ar T | V or radio advert they | | | | |
| | • | | | | introduce the lesson. | | | | |
| PHASE 2: NEW LEARNING | applicati | on / than | ters (reques iks / congrat of formal let | Word cards, sentence cards, letter cards, handwriting on a manila card | | | | | |
| | | | | | nembers to provide programmes. | | | | |
| | and imp interpre | lied mess tations (e | ages as evid e.g., explain | den wh | cts, highlighting overt ce for their ny the advertisements re appropriate for that | | | | |
| | magazin | e, identify | - | essag | ges that would appeal | | | | |
| | news ed complair | litors to i nts) for d | make sugges lifferent pur | stio rpo: | (e.g. write emails to ons, compliments or ses and audiences ntions, and techniques. | | | | |
| | effect (e | motional | reaction). | | ense or meaning, and | | | | |
| PHASE 3: REFLECTION | | | | | questioning to find out nt during the lesson. | | | | |
| | Take fee | dback froi | m learners ar | nd s | summarize the lesson. | | | | |

| Week Ending: 05-05- | -2023 | DAY: | | Su | ubject: English Languag | ge | | | |
|---|--|-----------------|--|------------------------------------|---------------------------------------|---------------------------------|----------------------------------|--|--|
| Duration: 50MINS | | | | St | rand: Literature | | | | |
| Class: B8 | | Class Size: | | Su | u b Strand: Prose | | | | |
| Content Standard: B8.5.1.1: Demonstrate various elements of lite to meaning | | | Indicator: B8.5.1.1.5. re understandin | ead prose fluently and with I of I | | | | | |
| | Performance Indicator: Core Competencies | | | | | | _ | | |
| Learners can read pr | | - | | | Communication and C | ollabo | oration, Personal | | |
| References: English L | anguage (| Curriculum Pg | . 67 | | | | | | |
| | | A | | | | | | | |
| Phase/Duration | | s Activities | | | | Res | ources | | |
| PHASE I: STARTER | Revise w | vith learners o | n the previous | les | son. | | | | |
| | Share pe the lesso | | licators with le | arn | ers and introduce | | | | |
| PHASE 2: NEW | Learners | s take turns to | read aloud pa | rts | of the prose. | Word cards, | | | |
| LEARNING | Example: Home Sweet Home | | | | | | sentence cards, letter cards, | | |
| | | | cult words, phr | | s, figurative explained in context | handwriting on a manila card | | | |
| | • | help of the di | | DC | | mai | | | |
| | Ensure l | earners use co | orrect stress ar | nd i | ntonation in reading. | | | | |
| | Learners read. | s read again, p | arts of the pros | se v | which were not well | | | | |
| | by teach | er. | | | wer questions posed | | | | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | | | | | | | | |
| | Take fee | edback from le | arners and sun | nma | arize the lesson. | | | | |

| Week Ending: 12- | 05-2023 | Day: | | Sub | o <mark>ject:</mark> English Langu | age | |
|--|---|---|---|--|--|---|-------------------------------|
| Duration: 60mins | | | | Str | and: Oral Language | | |
| Class: B8 | | Class S | ize: | Sub | Strand: Listening | Compre | hension |
| Content Standard B8.1.2.1: Demonstra to extended reading information | ate the ability to listen g and identify key opinions from a level-appropriate text. | | | | | Lesson: | |
| Performance Indie Learners can listen from a level-appro | an listen to and discuss ideas and share opinions Communication and Collaboration | | | | | | |
| Reference : English | n Language Pg | . 41 | | | | | |
| Keywords: | | | | | | | |
| Phase/Duration PHASE I: STARTER | | learners | on the previous ndicators with lea | | | Resource | es |
| PHASE 2: NEW LEARNING | Example ca its impact of Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Climate Ch has a signif and society activities, s | in be cli on socie rs resear mation repared opinior rs listen e key inf <u>t</u> nange is icant im v. Many uch as b | ch on the follow on it. text to learners is and ideas on t and write down formation from a global issue th pact on the envi experts believe | d soo wing s. Le the t key text text trat a iron | topics to get earners in groups opic. Information s and add ffects us all and ment, economy, human ad deforestation, | Word ca sentence letter ca handwrit manila ca | e cards, rds, ting on a |

| | change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action. | |
|------------------------|---|--|
| | Discuss the above issue and share your ideas on it. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 12-05 | -2023 | Day: | Subj | ect: English Language | | | |
|--|--|--|---|---|--|-----------------|--|
| Duration: 60mins | | | Strand: Reading | | | | |
| Class: B8 | (| Class Size: | Sub | Strand: Comprehensio | on | | |
| Content Standard: B8.2.1.2: Read, compr interpret texts | | Indicator: B8.2.1.2.4. Provide ex support understandir | | | | Lesson: | |
| Performance Indica Learners can provide understanding of tex | e evidence and | d show mastery to supp | ort | Core Competencies Communication and C Development and Lead | ollabor | ation, Personal | |
| Reference : English L | anguage Pg. 4 | 7 | | | | | |
| Keywords: | | | | | | | |
| | - | | | | | | |
| Phase/Duration | Learners A | | | | Reso | urces | |
| PHASE I: | Revise with | learners on the previo | us less | son. | | | |
| STARTER | Share perfo lesson. | ormance indicators with | learn | ers and introduce the | | | |
| PHASE 2: NEW LEARNING | Interpret to help with it Generate <u>Assessmen</u> Climate ch often spar human act that social as the spre surround it taken to a | hange and social media k discussions. Some p ivities are contributin media can have negat ead of fake news and both issues, including ddress climate change lia companies for the | uestic uestic a are eople g to g tive co cyber what a and | support ideas that ons. two topics that believe that lobal warming and onsequences such bullying. Debates actions should be the responsibility of | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| | What are some of the negative consequences of social media on society, and who should be responsible for addressing them? What are some of the actions that can be taken to address climate change, and what role should governments and individuals play in these efforts? | | | | | | |
| PHASE 3: REFLECTION | | iscussion and effective over the second s | | | | | |
| | | ack from learners and s | | | | | |

| Week Ending: 12-05 | -2023 | DAY: | Subje | Subject: English Language | | |
|---|---|---|---------------------------|---|-------|----------|
| Duration: 60mins | | | Stran | d: Grammar | | |
| Class: B8 | C | Class Size: | Sub S | strand: Reported S | peech | |
| Content Standard: B8.3.1.1: Apply the knot classes and their functi Communication | | Indicator: B8.3.1.1.7. Demonstra reported speech. | ite com | nmand of the use of | | Lesson: |
| Performance Indica Learners can demon speech. | | d of the use of reported | | Core Competencie Communication and O Personal | | oration, |
| References: English | Language Curri | culum Pg. 50 | | | | |
| Phase/Duration PHASE 1: | Learners Acti Call two learn | ivities ners to the front of the c | lass. | | Reso | urces |
| STARTER | Ask one of th other. Ask them to | nem to whisper somethin tell the class what they s mance indicators with lea | ng into 1 aid. | | | |
| LEARNING | Ask learners learners to in person said. Have them re example, "She Guide learner important. Provide exam conversation, else said. | Show a short video or audio clip of someone speaking in the present tense, for example, "I love chocolate cake." Ask learners to write down what the person said. Then, ask learners to imagine that they are telling someone else what the person said. Have them rewrite the sentence using reported speech, for example, "She said that she loves chocolate cake." Guide learners to explain what reported speech is and it's important. Provide examples of how reported speech is used in everyday conversation, such as when we tell someone what someone | | | | |
| | Make a list of speech, such Learners give reported spe "He told me | f verbs that are common as say, tell, ask, and expl e examples of how these ech, such as that he was going to the ed that she had to leave e | ain. verbs a store" | re used in | | |

| | Assessment | |
|------------|---|--|
| | Change the following direct speech to reported speech. | |
| | I. Henry: "I love pizza." | |
| | 2. Esther: "I'm going to the store." | |
| | 3. Chantal: "Did you see the movie last night?" | |
| | 4. Samuel: "I will be late for the meeting." | |
| | 5. John: "I have never been to Japan." | |
| PHASE 3: | Have learners talk about their experiences during the lesson, | |
| REFLECTION | what they have learnt, and questions they might still have. | |
| | | |
| | Teacher leads a discussion to provide responses to learners' | |
| | questions. | |

| Week Ending: 12-0 | 5-2023 | Day: | | Subjec | <mark>t:</mark> English Language | | | | |
|--|--|---|--|--|---|--|----|--|--|
| Duration: | | L | | Strand | Strand: Writing | | | | |
| Class: B8 | | Class Siz | ze: | Sub St | rand: Formal Lett | ers | | | |
| Content Standard: B8.4.2. 2: Apply writin life situations | g skills to s | pecific | | | mal writing (business sing the appropriate | | n: | | |
| | mance Indicator:Core Competencies:rs can compose paragraphs that identify an give details about it and suggest solutionsCommunication and Collabor Development and Leadership. | | | | | | | | |
| Reference : English | Language F | Pg. 56 | | | | | | | |
| Keywords: | | | | | | | | | |
| | | | | | | | | | |
| Phase/Duration | | Activities | | | | Resources | | | |
| PHASE I: STARTER | Ask learr know. | ners to mi | mic a popula | r TV or ra | dio advert they | | | | |
| | Share pe | rformance | e indicators a | nd introdu | ce the lesson. | | | | |
| PHASE 2: NEW LEARNING | and why Go over the head closing. Provide formal le and lette element Guide le topic to Example letter to Have lea create a include. audience convey i Learners it for cla to use d | r it is imp the basi ding, date learners etters, su ers of cor s of each earners to write ab earners to write ab earners bran n outline Encourage, their pe in their leas s write a lescriptive | ortant to kr c format of , address, sa with examp ch as busine mplaint. Poir letter and h o choose rel out. to a local ge ss owner. ainstorm ide of the main ge them to t urpose, and etter. draft of the anization, an | a formal I a formal I alutation, I les of diffe ess letters, nt out the now they a levant and overnmen eas for the points th hink about the tone ir letter and d tone. En specific ex | erent types of , cover letters, different are organized. I interesting at official or a eir letter and ey want to at their they want to and then revise neourage them amples, and | Word cards, sentence cards, letter cards, handwriting on a manila card | | | |

| | Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error. | |
|------------------------|--|--|
| | Assessment Write a letter to the principal of your school requesting permission to organize a Get-together event. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | |

| Week Ending: 12-05- | -2023 | DAY: | | Sı | ıbject: English Languaş | ge | |
|--|---|---|------------------|---|---|--------|---|
| 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: B8.5.1.1.5. read prose fluently and with understanding | | | Lesson: I of I |
| | Performance Indicator:Core CompetenciesLearners can read prose fluently and with understandingCommunication and Communication | | | | | | |
| | | | | | Communication and C | ollabo | ration, Personal |
| References: English L | anguage o | urriculum Pg | . 6/ | | | | |
| Phase/Duration | Learner | Activities | | | | Res | ources |
| PHASE I: STARTER | | | n the previous | les | son. | T C S | |
| | the lesso | on. | | | ers and introduce | | |
| PHASE 2: NEW LEARNING | Example Let learr expressi with the Ensure le Learners read. | Learners read the story silently and answer questions posed | | | | | ord cards, tence cards, er cards, dwriting on a hila card |
| PHASE 3: REFLECTION | from lea | rners what the | ey have learnt o | dur | oning to find out ing the lesson. arize the lesson. | | |

| Week Ending: 19-0 | 05-2023 | Day: | | Sub | oject: English Langu | age | |
|--|--|---|------|-----|--------------------------|---|-------------------------------|
| Duration: 60mins | | | | Str | and: Oral Language | | |
| Class: B8 | | Class S | ize: | Sub | Strand: Listening | Compre | hension |
| Content Standard B8.1.2.1: Demonstra to extended reading information | trate the ability to listen B8 1 2 1 2 Listen to and discuss ideas | | | | | | Lesson: |
| | mance Indicator: rs can listen to and discuss ideas and share opinions level-appropriate text. Core Competen Communication an Personal Developm | | | | | | |
| Reference : English | n Language Pg | . 4I | | | | | |
| Keywords: | | | | | | | |
| Phase/Duration PHASE I: STARTER | Revise with | Learners Activities Resor Revise with learners on the previous lesson. | | | | | |
| PHASE 2: NEW LEARNING | Example can be climate change and social media and letter hand | | | | | Word ca sentence letter ca handwrit manila ca | e cards, rds, ting on a |

| | change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action. | |
|------------------------|---|--|
| | Discuss the above issue and share your ideas on it. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 19-05 | -2023 | Day: | Subject: English Language | | | | |
|--|--|--|---------------------------|---|-----------|-----------------|--|
| Duration: 60mins | | | Strand: Reading | | | | |
| Class: B8 | (| Class Size: | Sub Strand: Comprehension | | | | |
| Content Standard: B8.2.1.2: Read, compr interpret texts | | Indicator: B8.2.1.2.4. Provide ev support understandin | | | to I of I | | |
| Performance Indica Learners can provide understanding of text | e evidence and | d show mastery to supp | ort | Core Competencies Communication and Co Development and Lead | ollabora | ation, Personal | |
| Reference : English L | anguage Pg. 4 | 17 | | | | | |
| Keywords: | | | | | | | |
| | | | | | - | | |
| Phase/Duration | Learners A | | | | Reso | urces | |
| PHASE I: | Revise with | n learners on the previo | us less | son. | | | |
| STARTER | Share perfo lesson. | ormance indicators with | learn | ers and introduce the | | | |
| PHASE 2: NEW LEARNING | Interpret to help with Generate <u>Assessmen</u> Climate ch often spar human act that social as the spro surround taken to a | Guide learners to read a text closely for interpretation.WasenInterpret the text, citing evidence to support ideas that help with implicit meaning.lett har maGenerate relevant answers to questions.AssessmentClimate change and social media are two topics that often spark discussions. Some people believe that human activities are contributing to global warming and that social media can have negative consequences such as the spread of fake news and cyberbullying. Debates surround both issues, including what actions should be taken to address climate change and the responsibility of social media companies for the content on their | | | | | |
| | What are some of the negative consequences of social media on society, and who should be responsible for addressing them? What are some of the actions that can be taken to address climate change, and what role should governments and individuals play in these efforts? | | | | | | |
| PHASE 3: REFLECTION | | liscussion and effective over the section of the se | | | | | |
| | | ack from learners and s | | | | | |

| | Assessment | |
|------------|---|--|
| | Change the following direct speech to reported speech. | |
| | I. Henry: "I love pizza." | |
| | 2. Esther: "I'm going to the store." | |
| | 3. Chantal: "Did you see the movie last night?" | |
| | 4. Samuel: "I will be late for the meeting." | |
| | 5. John: "I have never been to Japan." | |
| PHASE 3: | Have learners talk about their experiences during the lesson, | |
| REFLECTION | what they have learnt, and questions they might still have. | |
| | | |
| | Teacher leads a discussion to provide responses to learners' | |
| | questions. | |

| Week Ending: 19-0 | 5-2023 | Day: | | | Subject: English Language | je | | | |
|--|--|---|--|--|--|--|--|--|--|
| Duration: | | | | | Strand: Writing | | | | |
| Class: B8 | | Class Siz | ze: | | Sub Strand: Formal Let | ters | | | |
| Content Standard: B8.4.2. 2: Apply writin life situations | | pecific | | | pose formal writing (busines: topics using the appropriate | | | | |
| | formance Indicator:Core Competencies:rners can compose paragraphs that identify an ne, give details about it and suggest solutionsCore Competencies: Communication and Collabor Development and Leadership. | | | | | | | | |
| Reference : English | Language F | ⁵ g. 56 | | | | | | | |
| Keywords: | | | | | | | | | |
| | | | | | | | | | |
| Phase/Duration | | Activities | | | | Resources | | | |
| PHASE I: STARTER | Ask learr know. | ners to mi | mic a popula | ar T` | V or radio advert they | | | | |
| | Share pe | rformance | e indicators a | and i | introduce the lesson. | | | | |
| PHASE 2: NEW LEARNING | and why Go over the head closing. Provide formal le and lette element Guide le topic to Example letter to Have lea create a include. audience convey i Learners it for cla to use d | r it is imp the basi ling, date learners etters, su ers of cor s of each earners to write ab earners to write ab earners branners branners branners n outline Encourage, their per in their leas s write a escriptive | ortant to kr c format of , address, sa with examp ch as busine mplaint. Poin letter and h o choose relout. to a local ge ss owner. ainstorm ide of the main ge them to t urpose, and etter. draft of the anization, an | now aluta ples ess l int c how eleva gove leas n po thin l the eir le nd to spec | what a formal letter is whow to write one. ormal letter, including cation, body, and of different types of letters, cover letters, out the different w they are organized. ant and interesting ernment official or a for their letter and bints they want to ak about their e tone they want to etter and then revise cone. Encourage them cific examples, and their case | Word cards, sentence cards, letter cards, handwriting on a manila card | | | |

| | Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error. |
|------------------------|--|
| | Assessment Write a letter to the principal of your school requesting permission to organize a Get-together event. |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. |

| Week Ending: 19-05- | Ending: 19-05-2023 DAY: | | | Su | ıbject: English Languaş | ge | | |
|--|---|-----------------|--|-------------------|---------------------------------------|----------------------------------|----------------------------|--|
| Duration: 50MINS | | | | St | rand: 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: B8.5.1.1.5. re understandin | | prose fluently and wit | h | Lesson: I of I | |
| | Performance Indicator: Core Competencies | | | | | | | |
| Learners can read pr | | | - | | Communication and C | ollabo | oration, Personal | |
| References: English L | anguage (| Curriculum Pg | . 67 | | | | | |
| | | A | | | | | | |
| Phase/Duration | | Activities | | | | Res | ources | |
| PHASE I: | Revise w | vith learners o | n the previous | les | son. | | | |
| STARTER | Share De | erformance inc | licators with le | arn | ers and introduce | | | |
| | the less | | | | | | | |
| PHASE 2: NEW | Learners | s take turns to | read aloud pa | rts | of the prose. | Wo | ord cards, | |
| LEARNING | | : Home Sweet | | | · | sentence cards, letter cards, | | |
| | expressi | | | | s, figurative explained in context | | dwriting on a nila card | |
| | with the | help of the di | cuonary. | | | | | |
| | Ensure l | earners use co | orrect stress ar | nd i | ntonation in reading. | | | |
| | Learners read again, parts of the prose which were not well read. | | | | | | | |
| | Learners read the story silently and answer questions posed by teacher. | | | | | | | |
| PHASE 3: REFLECTION | | | nd effective que ey have learnt | | oning to find out ing the lesson. | | | |
| | Take fee | edback from le | arners and sun | nma | arize the lesson. | | | |

| Week Ending: 26- | 05-2023 | Day: | | | Subject: English Language | | | |
|---|---|--|---|--|---|--------------------|--|--|
| Duration: | | | | | Strand: Writing | | | |
| Class: B8 | | Class Si | ze: | | Sub Strand: Writing broc | chures & flyers | | |
| Content Standard: B8.4.2. 2: Apply writing skills to specific life situationsIndicator: B8.4.2.2.2 Compose notes, brochures and fl for different purposes and audiencesPerformance Indicator: Learners can compose notes, brochures and flyers for different purposes and audiencesCore Competencies: Communication and Collabora Development and Leadership, | | | | | | | Lesson: of Personal | |
| Reference : Englis | h Language | e Pg. 63 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration PHASE 1: STARTER | Ask learn know. | | imic a popul | | TV or radio advert they d introduce the lesson. | Res | ources | |
| PHASE 2: NEW LEARNING | received attentior commun Divide th Notes, E Start wit Explain t personal Discuss such as o Provide thank-yo Ask learn need to format a Move on Explain t | a note, b n. Discuss ications e me whiteb brochures h the No hat notes or profe the purpo clarity, bro examples ou notes, f ners to bro compose nd tone f hat broch | orochure, or their experi effective. oard or chal , and Flyers. tes section: are concise ssional commose and chara evity, and a fi of different reminder nor rainstorm sit a note and co or each situa rochures sec- | flyd ien lkbd mul acto frie typ tes cuat disc actic orn | eristics of effective notes, ndly tone. bes of notes, such as a, and informal messages. tions where they might cuss the appropriate on. | sen lett han | ord cards, tence cards, er cards, dwriting on anila card | |

| | Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language. | |
|------------------------|--|--|
| | Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals. | |
| | Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication. | |
| | Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives. | |
| | Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging. | |
| | Show examples of flyers and point out their key elements, such as event details, contact information, and call-to- action statements. | |
| | Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message. | |
| 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: 26-0 | 05-2023 Day: Subject: English Langu | | | | | age | | |
|---|--|--|--------------------------------------|--|--|-----------------------|-------|--|
| Duration: 60mins | | | | Str | and: Oral Language | | | |
| Class: B8 | | Class S | ize: | Sut | Strand: Listening | g Comprehension | | |
| Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information Indicator: B8.1.2.1.2. Listen to and discuss ideas a opinions from a level-appropriate text | | | | | | | | |
| Performance Indie Learners can listen from a level-appro | to and discu priate text. | | and share opinion | IS | Core Competence Communication and Personal Developm | d Collabora | | |
| Reference : English | n Language Pg | . 41 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration | Learners Ac | tivition | | | | Resource | | |
| PHASE I: | | | on the previous | losso | Nn | Resource | es | |
| STARTER | INCAISE WILLI | ical liel S | on the previous | 10330 | /11. | | | |
| | Share perfo the lesson. | rmance i | ndicators with lea | arnei | rs and introduce | | | |
| PHASE 2: NEW | Guide lear | ners to | select a topic of | inte | erest. | Word ca | ırds, | |
| LEARNING | | | mate change and | | | sentence | , | |
| | its impact o | on socie | ety. | | | letter ca | , | |
| | Let learner more infor | | rch on the follow on it. | wing | topics to get | handwrit manila ca | | |
| | | • | text to learner is and ideas on t | | earners in groups copic. | | | |
| | Let learner from texts | | and write down | ı key | r information | | | |
| | Discuss the opinions. | e key inf | ormation from | text | s and add | | | |
| | has a signif and society activities, s are contrib environme consequen change is a | hange is icant im v. Many uch as b outing to ntal cha ces. Son hoax o real and | experts believe | iron that els ar g anc ve fa ve th while | ment, economy, human nd deforestation, d other ar-reaching at climate e others argue | | | |

| | Discuss the above issue and share your ideas on it. | |
|------------------------|--|--|
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 26 | -05-2023 | Day: | Subj | ect: English Languag | е | |
|--|---|---|---------|----------------------|----------|-----------|
| Duration: 60mins | | | Stra | nd: Reading | | |
| Class: B8 | | Class Size: | Sub | Strand: Comprehen | nsion | |
| Content Standar B8.2.1.2: Read, con interpret texts | | Indicator: B8.2.1.2.5. Generate apply to different situ | | | and | Lesson: |
| Performance Indicator: Learners can generate simple themes from a text and apply to different situationsCore Competence Communication and Personal DevelopmReference : English Language Pg. 47 | | | | Collabor | | |
| Keywords: | | | | | | |
| Phase/Duration PHASE I: STARTER | Learners Activities Revise with learners on the previous lesson. | | | | | rces |
| | Share perfection the lesson. | ormance indicators with | n learn | ers and introduce | | |
| PHASE 2: NEW LEARNING | | xt closely for interpre ne main ideas. | tation | I. | letter o | ce cards, |
| | Generate | simple themes from t | he te | xt. | a mani | la card |
| | Gather re | elevant details to supp | ort th | e themes. | | |
| | | se themes to relevant | | | | |
| PHASE 3: REFLECTION | | discussion and effective ers what they have lear | • | 5 | | |
| | Take feedt | back from learners and | summa | arize the lesson. | | |

| Week Ending: 26-0 | 05-2023 | DAY: | | Subject: English Language | | | |
|---|---|--|--|---|---|--|--|
| Duration: 60mins | | | Strar | Strand: Grammar | | | |
| Class: B8 Class Size: Sub Strand: | | | | | | ion Tags | |
| Content Standard:Indicator:B8.3.1.1: Show understanding and use of question tags in communicationB8.3.1.1.8. Demonstrate command of question tags | | | | | | I of I | |
| Performance Indie Learners can demo | | mmand o | of question tags. | | Core Compe Communicatio Collaboration, | n and | |
| References: Englis | <mark>h Language</mark> | Curricu | lum Pg. 53 | | | | |
| Phase/Duration PHASE I: STARTER | Share pe | ith learn rformand | ers on the previo ce indicators with | | | Resources | |
| PHASE 2: NEW LEARNING | statemen questions conversa Write th coming to Explain th the end of seek com Break do statemen the quest Highlight auxiliary reversed Give exa using diff • Posit • Nega • Nega • Nega • Osit • Posit | earners in ts in Eng s and sta- tions. e followi o the par hat a que of a state firmation wn the s t and the t expres tion tag s that in c verb in t in the que ive state ive quest tive state ework." ive quest | son. a discussion above dish. Ask them to tements they use ng sentence on the rty, aren't you?" estion tag is a shour ment to turn it in a or agreement. sentence into two e question tag. Ex- ses an assumption guestion tags, the he statement are uestion tags, the he statement are uestion tag. positive and negative xiliary verbs and to ment: "She is a do tion tag: "She is a ement: "You don't stion tag: "You do ment: "They have tion tag: "They have aven't they?" | give ex in thei in thei he boar rt phra nto a qu o parts: plain th n or be n or ag subject usually ative qu tenses. octor." doctor 't like c on't like | xamples of r daily rd: "You're se added to uestion or to the nat the elief, while reement. t and r inverted or uestion tags For example: r, isn't she?" offee." e coffee, do ed their | Word cards, sentence cards, letter cards, handwriting on a manila card | |

| | Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag. | |
|------------------------|---|--|
| | Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples. | |
| | Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags. | |
| | Assessment I. He's coming to the party, isn't he? 2. You don't like chocolate, do you? 3. She hasn't finished her homework yet, has she? 4. They won't be late, will they? 5. We should go for a walk, shouldn't we? | |
| 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: 26-05- | 05-2023 DAY: Subject: English La | | | | | ge | | | |
|--|---|-----------------|--|-------|---------------------------------------|-------------|---|--|--|
| Duration: 50MINS | | St | rand: Literature | | | | | | |
| Class: B8 | | Class Size: | | Sı | ub Strand: Prose | | | | |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | Indicator: B8.5.1.1.5. re understandin | | prose fluently and wit | h | Lesson: I of I | | |
| Performance Indicat | | | | | Core Competencies | | | | |
| Learners can read pro | | | | | Communication and C | ollabo | ration, Personal | | |
| References: English L | anguage (| Curriculum Pg | . 67 | | | | | | |
| | | | | | | | | | |
| Phase/Duration | | S Activities | - | | | Res | ources | | |
| PHASE I: | Revise w | vith learners o | n the previous | les | son. | | | | |
| STARTER | | | | | | | | | |
| | | | licators with le | arn | ers and introduce | | | | |
| | the lesso | | | | | | | | |
| PHASE 2: NEW | | | read aloud pa | rts | of the prose. | Word cards, | | | |
| LEARNING | Example | : The Genero | us Hunter | | | | tence cards, | | |
| | expressi | | | | s, figurative explained in context | han | er cards, dwriting on a nila card | | |
| | Ensure l | earners use co | orrect stress ar | nd ii | ntonation in reading. | | | | |
| | Learners read. | s read again, p | arts of the pros | se v | which were not well | | | | |
| | Learners read the story silently and answer questions posed by teacher. | | | | | | | | |
| PHASE 3: REFLECTION | | | nd effective que ey have learnt o | | oning to find out ing the lesson. | | | | |
| | Take fee | dback from le | arners and sun | nma | arize the lesson. | | | | |

| Week Ending: 02- | 06-2023 | Day: | | | Subject: English Language | | | |
|---|--|--|--|--|--|-------------------------|--|--|
| Duration: | Strand: Writing | | | | | | | |
| Class: B8 | | Class Si | ze: | | Sub Strand: Writing broc | chures & flyers | | |
| Content Standard B8.4.2. 2: Apply writ life situations | ing skills to | specific | | t pu | pose notes, brochures and fly rposes and audiences | lyers Lesson: I of I | | |
| Performance Indi Learners can comp flyers for different | oose note: purposes | and audie | | С | ore Competencies: ommunication and Collabora evelopment and Leadership, | tion, l | Personal | |
| Reference : Englis | h Language | e Pg. 63 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration PHASE I: STARTER | Ask lear know. | | nimic a popul | | TV or radio advert they | Res | sources | |
| | Share pe | rformanc | e indicators | and | l introduce the lesson. | | | |
| PHASE 2: NEW LEARNING | received attentior commun Divide th Notes, E Start wit Explain t personal Discuss such as o Provide thank-yo Ask lear need to format a Move or Explain t | a note, b a note, b b. Discuss ications e he whiteb brochures h the No hat notes or profe the purpo clarity, bro- examples bu notes, ners to bi- compose nd tone f hat broch | prochure, or their experi effective. board or chal s, and Flyers. tes section: are concise ssional commose and chara evity, and a find of different reminder not rainstorm sit a note and co for each situal prochures second nures are info | flye iend lkbc mur acte frier typ otes, tuat disc atio crio | eristics of effective notes, ndly tone. es of notes, such as , and informal messages. ions where they might uss the appropriate n. | sen lett han | ord cards, tence cards, er cards, idwriting on nanila card | |

| | Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language. | |
|------------------------|--|--|
| | Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals. | |
| | Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication. | |
| | Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives. | |
| | Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging. | |
| | Show examples of flyers and point out their key elements, such as event details, contact information, and call-to- action statements. | |
| | Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message. | |
| 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: 02-0 | 06-2023 Day: Subject: English Langu | | | | age | | | |
|---|---|--|--|---|---|---|----------------------------|--|
| Duration: 60mins | Strand: Oral Language | | | | | | | |
| Class: B8 | | Class S | ize: | Sub | Strand: Listening | Compre | hension | |
| Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key informationIndicator: B8.1.2.1.2. Listen to and discuss ideas an opinions from a level-appropriate text.Performance Indicator:Core Competenci | | | | | | xt. I of I | | |
| Learners can listen from a level-approp | oriate text. | | and share opinion | S | Communication and Personal Developm | l Collabora | | |
| Reference : English | Language Pg | <u>,</u> 41 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration | Learners Ac | tivitios | | | | Resource | 25 | |
| PHASE I: | | | on the previous | lesso | on. | Resource | | |
| STARTER | | .cumers | on the previous | | | | | |
| | Share perfo the lesson. | rmance i | ndicators with lea | arnei | rs and introduce | | | |
| PHASE 2: NEW LEARNING | Example ca impact on a Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Mental heal recognize th lives. It enco social state, Contrary to defined by t maintaining | an be Me society. rs resear repared opinior rs listen e key inf th is a to be signific ompasses influenci opopular he absen a positiv | text to learner as and ideas on t and write down formation from pic of growing so cance of emotion a person's ment ing thoughts, feeli belief, mental he | arer ving s. Le che t key text: cial i al we al, er ngs, alth ess. R esilie | topics to get arners in groups opic. r information s and add nterest, as people ell-being in their motional, and and actions. is not solely ather, it involves ence, and the | Word ca sentence letter ca handwrit manila ca | cards, rds, ing on a | |

| | and communities can foster healthier lives and contribute to a more compassionate and supportive society. | |
|------------------------|--|--|
| | Discuss the above issue and share your ideas on it. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 02 | ding: 02-06-2023 Day: | | | Subject: English Language | | | |
|---|---------------------------|---|-----------------|---------------------------|----------|----------------------------------|--|
| Duration: 60mins | | | Strand: Reading | | | | |
| Class: B8 | | Class Size: | Sub | Strand: Comprehen | ision | | |
| Content Standar B8.2.1.2: Read, cor interpret texts | | Indicator: B8.2.1.2.5. Generate apply to different situ | | | and | Lesson: | |
| Performance Indicator: Learners can generate simple themes from a text and apply to different situationsCore Competence Communication and Personal DevelopmeReference : English Language Pg. 47 | | | | Collabor | , | | |
| Keywords: | | | | | | | |
| Phase/Duration | Learners A | ctivities | | | Resou | rces | |
| PHASE I: STARTER | | n learners on the previc ormance indicators with | | | | | |
| PHASE 2: NEW LEARNING | Read a tex Identify th | kt closely for interpre ne main ideas. | | | letter o | ce cards, cards, riting on | |
| | Gather re | Gather relevant details to support the themes. | | | | | |
| PHASE 3: REFLECTION | Use peer d | Apply these themes to relevant situations. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | | | | | |
| | Take feedb | back from learners and s | umma | arize the lesson. | | | |

| Week Ending: 02-0 | | Subject: English Language | | | | | | |
|---|---|--|---|---|--|--|--|--|
| Duration: 60mins | | | | Strar | d: Grammar | | | |
| Class: B8 | | Class S | ize: | Sub S | Strand: Quest | ion Tags | | |
| Content Standard B8.3.1.1: Show under question tags in com | f I of I | | | | | | | |
| | Performance Indicator:Core CompLearners can demonstrate command of question tags.Collaboration | | | | | | | |
| References: English | <mark>h Language</mark> | Curricu | lum Pg. 53 | | | | | |
| Phase/Duration PHASE 1: STARTER | | ith learn | ers on the previo ce indicators with | | | Resources | | |
| PHASE 2: NEW LEARNING | introduce Engage les statemen questions conversa Write th coming to Explain th the end of seek con Break do statemen the quest Highlight auxiliary reversed Give exa using diff • Posit • Nega • Nega you? • Posit • Posit | e the less parners in its in Eng s and sta tions. e followi o the part hat a que of a state firmation what a que of a state firmation the state work." | | out que give es in thei ne boar rt phra nto a qu o parts: plain th n or be n or ag subjec usually ative qu tenses. octor." doctor t like c on't like | stions and kamples of r daily rd: "You're se added to uestion or to the nat the dief, while reement. t and r inverted or uestion tags For example: r, isn't she?" offee." e coffee, do ed their | Word cards, sentence cards, letter cards, handwriting on a manila card | | |

| | Explain that when the statement is negative, the question tag is usually positive, and vice versa. Reinforce the use of the auxiliary verb in the question tag. | |
|------------------------|---|--|
| | Encourage learners to practice forming question tags using different statements and question tags. Provide prompts or allow them to create their own examples. | |
| | Ask for volunteers to share their examples and provide feedback on the correctness and appropriateness of the question tags. | |
| | Assessment I. He's coming to the party, isn't he? 2. You don't like chocolate, do you? 3. She hasn't finished her homework yet, has she? 4. They won't be late, will they? 5. We should go for a walk, shouldn't we? | |
| 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: 02-06- | -2023 DAY: Subject: English Langua | | | | | ge | | |
|--|--|--|--|--------------------------|---------------------------------------|----------------------------------|-------------------|--|
| Duration: 50MINS | | | | Strand: Literature | | | | |
| Class: B8 | ss: B8 Class Size: Sub Strand: Prose | | | u b Strand: Prose | | | | |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | Indicator: B8.5.1.1.5. re understandin | | prose fluently and wit | h | Lesson: I of I | |
| Performance Indicat | | | | | Core Competencies | | | |
| Learners can read pro | | | · | | Communication and C | ollabo | ration, Personal | |
| References: English L | anguage (| Curriculum Pg | . 67 | | | | | |
| | - | | | | | _ | | |
| Phase/Duration | | Activities | - | | | Res | ources | |
| PHASE I: | Revise w | vith learners o | n the previous | les | son. | | | |
| STARTER | | | | | | | | |
| | | | licators with le | arn | ers and introduce | | | |
| | the lesso | | | | | | | |
| PHASE 2: NEW | | | read aloud pa | rts | of the prose. | Word cards, | | |
| LEARNING | Example | : The Genero | us Hunter | | | sentence cards, letter cards, | | |
| | expressi | | | | s, figurative explained in context | handwriting on a manila card | | |
| | Ensure le | earners use co | orrect stress ar | nd i | ntonation in reading. | | | |
| | Learners read. | s read again, pa | arts of the pro | se v | which were not well | | | |
| | by teach | earners read the 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 fee | dback from le | arners and sun | nma | arize the lesson. | | | |

| Week Ending: 09-0 | 06-2023 DAY: Subject: English Language | | | | | | | |
|----------------------------|---|------------------------------------|---|---------|--------------------|-----------|--|--|
| Duration: 60mins | | | | Strar | id: Grammar | | | |
| Class: B8 | | Class S | ize: | Sub S | Strand: Quest | ion Tags | | |
| B8.3.1.1: Show unde | Content Standard:Indicator:B8.3.1.1: Show understanding and use of question tags in communicationB8.3.1.1.8. Demonstrate command of question tags | | | | | | | |
| | Performance Indicator:Core CompetitionLearners can demonstrate command of question tags.Control CommunicationCollaboration,Collaboration, | | | | | | | |
| References: English | n Language | Curricu | lum Pg. 53 | | | | | |
| Phase/Duration PHASE I: | Learners Revise w | | es ers on the previo | us less | on. | Resources | | |
| STARTER | Share pe | rformand | ce indicators with | | | | | |
| PHASE 2: NEW LEARNING | Share performance indicators with learners and introduce the lesson. Word cards, sentence by adding an appropriate question tag. Learners in pairs complete each sentence by adding an appropriate question tag. Word cards, sentence cards, letter cards, handwriting on a manila card Example: You've finished your homework,? Answer: haven't you? 1. It's a beautiful day,? a manila card 1. It's a beautiful day,? a manila card 3. She's a talented singer,? A He doesn't like spicy food,? 5. We should leave now,? She's not coming with us,? 9. Let's go for a walk,? I. You know the answer,? Learners share their answers with peers. Learners share their answers with peers. | | | | | | | |
| PHASE 3: REFLECTION | lesson, w might sti | /hat they II have. Ieads a d | k about their expo have learnt, and liscussion to prov ns. | questic | ons they | | | |

| Week Ending: 09 | -06-2023 | Day: | Subject: English Language | | | | | |
|--|--|--|---------------------------|--|---------------------------------|--|--|--|
| Duration: 60mins | | Strand: Reading | | | | | | |
| Class: B8 | | Class Size: | Sub | Strand: Compreher | ision | | | |
| Content Standar B8.2.1.2: Read, cor interpret texts | nprehend, | Indicator: B8.2.1.2.5. Generate apply to different sit | | themes from a text | and Lesson: | | | |
| Performance Ind Learners can gene apply to different | erate simple | e themes from a text ar | d | Core Competence Communication and Personal Developme | Collaboration, | | | |
| Reference : Englis | sh Language | e Pg. 47 | | | | | | |
| Keywords: | | | | | | | | |
| | 1 - | - | | | | | | |
| Phase/Duration PHASE 1: | Learners | | | | Resources | | | |
| STARTER | Revise wi | th learners on the prev | ous les | son. | | | | |
| STARTER | Share per the lessor | formance indicators wi | h learn: | ers and introduce | | | | |
| PHASE 2: | Engage le | earners in a conversat | ion abo | out the title of | Word cards, | | | |
| NEW | | you are about to read | | | sentence cards, | | | |
| LEARNING | Example: | 'sour grapes' | | | letter cards, handwriting on | | | |
| | the passa | familiar words, phrase age with learners. | | | a manila card | | | |
| | Point to the story | the story on the boar 7. | d and i | nodel reading | | | | |
| | Elicit the along. | interest of learners a | s they | listen and follow | | | | |
| | learners Example: | | | | | | | |
| | , | Ildn't the fox get the e question on the bo | | | | | | |
| | Read the story slowly and clearly with expression to make it interesting for learners. | | | | | | | |
| | Guide learners to identify the main ideas in the passage. | | | | | | | |
| | | generate simple then elevant details to supp | | | | | | |

| | Apply these themes to relevant situations. |
|------------------------|--|
| 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: 09- | 06-2023 | Day: | | | Subject: English Language | | | | |
|--|--|--|--|-------------|--|---------|---|--|--|
| Duration: | | | | | Strand: Writing | | | | |
| Class: B8 | | Class Siz | ze: | | Sub Strand: Writing broc | hure | s & flyers | | |
| | | | | | | | Lesson: of | | |
| Learners can comp flyers for different | oose notes | | | С | Core Competencies: Communication and Collabora Development and Leadership, | tion, I | Personal | | |
| Reference : English | n Language | e Pg. 63 | | | | | | | |
| Keywords: | | | | | | | | | |
| Phase/Duration PHASE 1: STARTER | | Activities ners to m | - | ar | TV or radio advert they | Res | ources | | |
| | Share pe | rformanc | e indicators | ano | d introduce the lesson. | | | | |
| PHASE 2: NEW LEARNING | received attentior commun Divide th | gin the lesson by asking learners if they have ever seived a note, brochure, or flyer that caught their ention. Discuss their experiences and what made those mmunications effective. vide the whiteboard or chalkboard into three sections: otes, Brochures, and Flyers. | | | | | ord cards, tence cards, er cards, dwriting on nanila card | | |
| | Explain t personal Discuss 1 | hat notes or profes the purpo | ssional comn | nur acte | eristics of effective notes, | | | | |
| | | • | | <i>.</i> | bes of notes, such as , and informal messages. | | | | |
| | need to | compose | brainstorm situations where they might se a note and discuss the appropriate e for each situation. | | | | | | |
| | Move on to the Brochures section: Explain that brochures are informative documents designed to promote a product, service, or event. | | | | | | | | |
| | brochure | Discuss the purpose and characteristics of effective brochures, such as attention-grabbing headlines, clear organization, and persuasive language. | | | | | | | |
| | Show examples of brochures and highlight their key components, such as headings, subheadings, bullet points, and visuals. | | | | | | | | |

| | Discuss how the content and design of a brochure should be tailored to the target audience and the purpose of the communication. | |
|------------|---|--|
| | Finally, focus on the Flyers section: Explain that flyers are eye-catching documents used to promote events, causes, or initiatives. | |
| | Discuss the purpose and characteristics of effective flyers, such as bold headlines, vibrant visuals, and concise messaging. | |
| | Show examples of flyers and point out their key elements, such as event details, contact information, and call-to- action statements. | |
| | Discuss how the design and layout of a flyer should align with the target audience's preferences and the intended message. | |
| 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: 09- | 06-2023 | -2023 Day: Subject: English Langu | | | Subject: English Language | | | |
|---|--|---|--|--|---|---|-------------------------------|--|
| Duration: 60mins | 50mins Strand: Oral Language | | | | | | | |
| Class: B8 | | Class Size: Sub Strand: Listening Co | | | | | hension | |
| Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information Indicator: B8.1.2.1.2. Listen to and discuss ideas an opinions from a level-appropriate text. | | | | | | | | |
| Performance India Learners can listen from a level-appro | to and discu priate text. | | and share opinion | S | Core Competence Communication and Personal Developm | d Collabora | | |
| Reference : English | n Language Pg | . 41 | | | | | | |
| Keywords: | | | | | | | | |
| Phase/Duration PHASE I: STARTER | | learners | on the previous ndicators with lea | | | Resource | es | |
| PHASE 2: NEW LEARNING | Example ca impact on a Let learner more infor Read the p share their Let learner from texts. Discuss the opinions. <u>Assessmen</u> Mental heat recognize th lives. It enco social state, Contrary to defined by t maintaining ability to co awareness h prevalence o stress. By un | in be Me society. The resear mation of repared opinion the sisten the signific propular he absen a positive pe with las a gainee of condit nderstan | text to learner as and ideas on t and write down formation from pic of growing so cance of emotion a person's ment ing thoughts, feeli belief, mental he | arer ving s. Le the t key text text cial i al we al, er ngs, alth ss. R esilie to ety, o h, pr | topics to get earners in groups copic. r information s and add nterest, as people ell-being in their motional, and and actions. is not solely eather, it involves ence, and the al health the increasing depression, and omoting | Word ca sentence letter ca handwrit manila ca | e cards, rds, ting on a | |

| | and communities can foster healthier lives and contribute to a more compassionate and supportive society. | |
|------------------------|--|--|
| | Discuss the above issue and share your ideas on it. | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. | |
| | Take feedback from learners and summarize the lesson. | |
| | Ask learners how the lesson will benefit them in their daily lives. | |

| Week Ending: 09-06 | 5-2023 DAY: Subject: English Langua | | | | | ge | | |
|--|--|---|--|----------------------------|--|--------------------|---|--|
| Duration: 50MINS | | | | St | rand: 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: B8.5.1.1.5. re understandin | | prose fluently and wit | | Lesson: I of I | |
| Performance Indica | | ly and with yo | do voto o dio a | | Core Competencies Communication and C | | nation Bonsonal | |
| Learners can read pr References: English L | | <u>.</u> | v | | Communication and C | Ollabo | ration, Personal | |
| References: English | | | . 07 | | | | | |
| Phase/Duration | Learners | Activities | | | | Res | ources | |
| PHASE I: | | | n the previous | les | son. | | | |
| STARTER | | | | - | | | | |
| | Share pe | rformance inc | licators with le | arn | ers and introduce | | | |
| | the lesso | | | | | | | |
| PHASE 2: NEW LEARNING | Example Let learr expressi with the Ensure le Learners read. Learners by teach | : The Generon ners note diffic ons and figure help of the di earners use co s read again, pa s read the stor er. | cult words, phr s of speech to ctionary. orrect stress ar arts of the pros | ase be nd ii se v | s, figurative explained in context ntonation in reading. which were not well wer questions posed | sen lett han | ord cards, tence cards, er cards, dwriting on a nila card | |
| PHASE 3: REFLECTION | from lea | rners what the | ey have learnt | dur | oning to find out ing the lesson. arize the lesson. | | | |