

RATIONALISED CBE LESSON PLANS

GRADE : 8

TERM : THREE

YEAR : 2025

LEARNING AREA: ENGLISH

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and speaking

Sub Strand: Listening to respond: Attitude

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the message in a given song
2. Use appropriate words and expressions to express their attitude
3. Appreciate how the choice of words affects the reader

Key Inquiry Question(s):

The learner is guided to:

- Listen to different songs from a digital device and describe the messages in them
- In groups, perform the songs and bring out relevant emotions
- Use words and expressions to describe their feelings about various issues in the songs, including modern fashion

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 170-171
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on the learning experience: What messages are found in songs?, the lesson development should be split into 3 or 4 distinct steps:

Step 1: Listening to Songs

- Play selected songs related to modern fashion.
- Have students listen carefully and jot down the messages they perceive in the lyrics.

Step 2: Group Performance

- Divide students into groups and assign each group a song.
- Ask them to perform the songs, bringing out the emotions and messages conveyed in the lyrics.

Step 3: Expressing Attitude

- Discuss with students the importance of word choice and tone in expressing attitudes.
- Have students use appropriate words and expressions to describe their feelings towards various issues in the songs, particularly related to modern fashion.

Step 4: Discussion and Reflection

- Facilitate a class discussion on the impact of music and lyrics on attitudes.
- Encourage students to reflect on how different words evoke different emotions and responses.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students write their own song lyrics expressing their attitudes towards modern fashion.
- Organize a class debate on the influence of music on shaping attitudes and perceptions.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Intensive reading comprehension strategies

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify mental images in a text correctly
2. Use contextual clues to infer information and meaning of words
3. Appreciate the role of comprehension in effective communication

Key Inquiry Question(s):

The learner is guided to:

- Read the passage on modern fashion and underline sentences that create mental images
- Infer the meaning of words using contextual clues
- Read the passage on modern fashion in turns and answer questions

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 pages 171-172

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: What do you remember most after reading a text?

Step 1: Introduce the concept of mental images in a text and provide examples.

Step 2: Discuss how contextual clues can help infer the meaning of words in a passage.

Step 3: Have students read the passage on modern fashion, underline sentences that create mental images, and discuss their interpretations.

Step 4: Divide students into groups to read the passage in turns and answer questions to demonstrate comprehension.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own passages that include sentences creating mental images and provide contextual clues for word meanings.
- Ask students to find and analyze passages from different texts that showcase effective communication through mental imagery and contextual clues.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Phrasal verbs

Specific Learning Outcomes:

- By the end of the lesson the learner should be able to:

1. Identify phrasal verbs correctly in a text.
2. Use phrasal verbs correctly in sentences.
3. Appreciate the role of phrasal verbs in making conversations interesting.

Key Inquiry Question(s):

The learner is guided to:

- Read a text and identify phrasal verbs formed from make, pass, and look.
- Construct sentences on modern fashion using the given phrasal verbs.
- Use digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English grade 8 page 174-175

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on learning experience: What are phrasal verbs?

Step 1: Introduce the concept of phrasal verbs and provide examples.

Step 2: Have students practice identifying phrasal verbs in a sample text using make, pass, and look.

Step 3: Engage students in constructing sentences on modern fashion incorporating the identified phrasal verbs.

Step 4: Utilize digital dictionaries of phrasal verbs to check the meanings and usage of the identified phrasal verbs.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create dialogues or short stories using phrasal verbs discussed in class.
- Encourage students to find examples of phrasal verbs in real-world contexts, such as in articles, podcasts, or videos, and share with the class.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Short story: Characters

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the characters in the short story
2. Write a paragraph on the characters in the short story
3. Appreciate the role of characters in stories

Key Inquiry Question(s):

The learner is guided to:

- Read a story and identify the characters
- Categorize the characters as good or bad based on their actions and words
- Write paragraphs describing the traits of the characters in the story

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 177-178

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Discuss Qualities Admired in People**

- Facilitate a discussion asking learners what qualities they admire in people.
- Encourage students to share their thoughts and explain why they value these qualities.

Step 2: Describing Character Traits

- Introduce the concept of character traits and discuss how they can be described.
- Provide examples of character traits and guide students in identifying traits in characters from stories.

Step 3: Identifying Characters in a Short Story

- Have students read a short story provided in the learning resources.
- Ask students to identify the characters in the story and categorize them as good or bad based on their actions and words.

Step 4: Writing Paragraphs on Character Traits

- Guide students in writing paragraphs describing the traits of the characters in the short story.
- Encourage students to provide examples from the text to support their descriptions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students share their character descriptions and discuss their reasoning.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- For extended activities, students can be assigned to create their own short story with well-developed characters and write paragraphs describing their traits.
- Students can also analyze characters from other texts, discussing how their traits influence the plot and theme of the stories.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: The writing process

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the process of writing a dialogue.
2. Write a dialogue on a given topic correctly.
3. Acknowledge the importance of the writing process.

Key Inquiry Question(s):

- How can a good dialogue be written?
- Why should one write a dialogue?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- "Skills in English Grade 8" textbook, pages 180-181
- Digital devices for online research

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the stages of the writing process (pre-writing, drafting, editing) and their importance.

Step 2: Brainstorm and discuss possible topics for a dialogue on modern fashion.

Step 3: Guide students in writing a dialogue on a given topic, emphasizing proper formatting and dialogue structure.

Step 4: Review and discuss sample dialogues, highlighting key elements and effective writing techniques.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as peer evaluation of dialogues or a dialogue writing exercise.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to write and perform their dialogues in pairs or groups.
- Have students analyze dialogues from literature or films to identify effective dialogue writing techniques.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Listening to Respond: Attitude

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the message in a given song.
2. Use appropriate words and expressions to express their attitude.
3. Appreciate how the choice of words affects the reader.

Key Inquiry Question(s):

- The learner is guided to:

1. Listen to different songs from a digital device and describe the messages in them.
2. In groups, perform the songs and bring out relevant emotions.
3. Use words and expressions to describe their feelings about various issues in the songs, including modern fashion.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 170-171
- Digital devices

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Based on learning experience: What messages are found in songs?, the lesson development will be split into 4 distinct steps:

Step 1: Introduction to Modern Fashion in Songs

- Discuss with the students the concept of modern fashion in songs.
- Play a song related to modern fashion and ask students to identify the message conveyed.

Step 2: Analyzing Song Lyrics

- Divide students into small groups.
- Provide each group with a different song related to modern fashion.
- Instruct students to analyze the lyrics to understand the message and emotions expressed.

Step 3: Group Performance

- Each group will perform a short segment of the song they analyzed, focusing on expressing the emotions effectively.

Step 4: Expressing Personal Attitudes

- Have students share their personal feelings and attitudes towards modern fashion as reflected in the songs they analyzed.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Create a modern fashion-themed presentation to showcase to the class.
- Write a short reflective essay on how music influences attitudes towards fashion.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading - Comprehension strategies

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify mental images in a text correctly.
2. Use contextual clues to infer information and meaning of words.
3. Appreciate the role of comprehension in effective communication.

Key Inquiry Question(s):

The learner is guided to:

- Read the passage on modern fashion and underline sentences that create mental images.
- Infer the meaning of words using contextual clues.
- Read the passage on modern fashion in turns and answer questions.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 171-172

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of mental images and how they enhance comprehension. Have students practice underlining sentences that create mental images in a provided passage on modern fashion.

Step 2: Discuss the use of contextual clues to infer information and meaning of words. Provide examples from the text and have students identify and explain how they inferred the meanings.

Step 3: Have students read the passage on modern fashion in turns, asking comprehension questions to check understanding and encourage discussion.

Step 4: Engage students in a group activity where they create their own sentences with mental images and share with the class.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to find another passage of their choice and identify sentences that create mental images.
- Have students write a short descriptive paragraph using contextual clues to convey the meaning of challenging words.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Phrasal verbs

Specific Learning Outcomes:

- By the end of the lesson the learner should be able to:

1. Identify phrasal verbs correctly in a text
2. Use phrasal verbs correctly in sentences
3. Appreciate the role of phrasal verbs in making conversations interesting

Key Inquiry Question(s):

The learner is guided to:

- Read a text and identify phrasal verbs formed from make, pass, and look
- Construct sentences on modern fashion using the given phrasal verbs
- Use digital dictionaries of phrasal verbs to check the meaning of the given phrasal verbs

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English grade 8 page 174-175

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

What are phrasal verbs?

Step 1: Definition and examples of phrasal verbs, focusing on verbs formed with make, pass, and look.

Step 2: Identify phrasal verbs in a short text provided to the students, highlighting examples with make, pass, and look.

Step 3: In pairs, students construct sentences on modern fashion using the identified phrasal verbs.

Step 4: Utilize digital dictionaries of phrasal verbs to check the meaning and usage of the identified phrasal verbs.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a short dialogue or skit where they incorporate phrasal verbs related to fashion.
- Have students write a short paragraph describing a fashion trend using a variety of phrasal verbs.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Short Story: Characters

Specific Learning Outcomes:

1. Identify the characters in a short story.
2. Write a paragraph describing the characters in a short story.
3. Appreciate the role of characters in stories.

Key Inquiry Questions:

- How can we identify and categorize characters in a story?
- What role do character traits play in understanding a story?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 177-178
- Short story for analysis (to be provided by the teacher)

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson on story elements.
- Guide students to read and discuss relevant content from the learning resources, focusing on key concepts related to character identification in stories.

Lesson Development (30 minutes):**Step 1: Identifying Characters**

- Discuss with students the importance of characters in a story.
- Have students read a short story and identify the main characters.
- Guide a discussion on the qualities and roles of each character in the story.

Step 2: Describing Character Traits

- Engage students in a brainstorming session on qualities they admire in people.
- Discuss how character traits can be described using words and actions.
- In pairs or small groups, have students identify and describe character traits of the main characters in the story.

Step 3: Writing Paragraphs

- Provide students with guidelines on how to structure a paragraph describing character traits.
- Have students individually write a paragraph describing the traits of a character from the story.
- Encourage peer review and feedback on the paragraphs.

Conclusion (5 minutes):

- Summarize key points discussed during the lesson.
- Conduct a brief interactive activity where students share their paragraphs and discuss character traits.
- Provide a preview of upcoming topics or questions for the next lesson.

Extended Activities:

- Ask students to create a character profile for a character of their choice from a different short story.
- Have students analyze a different short story and compare the character development with the one discussed in class.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: The writing process

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the process of writing a dialogue.
2. Write a dialogue on a given topic correctly.
3. Acknowledge the importance of the writing process.

Key Inquiry Question(s):

The learner is guided to:

- Search online for stages of the writing process (i.e., pre-writing, drafting, editing).
- Discuss possible topics for a dialogue on modern fashion.
- Write a dialogue on a given topic correctly.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, pages 180-181
- Digital devices

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Understanding Dialogue Writing**

- Discuss what makes a good dialogue and its importance in storytelling.

Step 2: The Writing Process for Dialogues

- Explain and explore the stages of the writing process (pre-writing, drafting, editing) specifically for dialogues.

Step 3: Topic Selection

- Brainstorm and discuss possible topics for a dialogue on modern fashion.

Step 4: Writing a Dialogue

- Guide students in writing a dialogue on a given topic, ensuring correct formatting and dialogue tags.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to peer-review each other's dialogues for constructive feedback.
- Have students perform their dialogues in pairs or groups to practice reading aloud and interpreting dialogue.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Extensive Listening (Poems)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify messages in poems
2. Perform poems using appropriate techniques
3. Acknowledge the role of poems in society

Key Inquiry Question(s):

- Discuss different messages in poems
- Discuss performance techniques that make presentations appealing
- Discuss poems on the need for consumer protection and perform them

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 183-184

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the importance of performance techniques in presenting poems.

Step 2: Analyze and identify messages conveyed in selected poems related to consumer protection.

Step 3: Practice performing a chosen poem with emphasis on delivery and expression.

Step 4: Reflect on the role of poems in society and how they can raise awareness about consumer protection.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Write a reflective piece on the impact of poems in advocating for consumer protection.
- Create a group performance of a poem that highlights a consumer rights issue.
- Research and present a poem from a different culture or time period that addresses social issues.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading Comprehension strategies

Specific Learning Outcomes:

- By the end of the lesson the learner should be able to:

1. Identify points in a passage
2. Create mental images of the characters, places, and events in a text
3. Summarize the key points in a text
4. Appreciate the role of reading in lifelong learning

Key Inquiry Question(s):

The learner is guided to:

- Read a text on the need for consumer protection and identify the key points
- Underline sentences that create mental images
- Write a paragraph that summarizes the key points in the story in their own words

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Page 184-186

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on learning experience: How do you identify key points while reading?

Step 1: Introduce the concept of identifying key points in a passage by discussing the importance of focusing on essential information.

Step 2: Engage students in a close reading activity of a text on consumer protection, guiding them to underline sentences that create mental images.

Step 3: Instruct students to work independently or in pairs to summarize the key points of the text in their own words.

Step 4: Facilitate a class discussion where students share and compare their summaries, emphasizing the main ideas and key details.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group discussion or quiz.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to research and present on a current consumer protection issue, connecting it to the concepts discussed in the lesson.
- Encourage students to write a reflective essay on the importance of reading for lifelong learning, citing examples from their own experiences or readings.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Word classes: Compound sentences

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify compound sentences from a text
2. Construct compound sentences using different coordinating conjunctions
3. Appreciate the usage of compound sentences in communication

Key Inquiry Question(s):

- Read a text on the need for consumer protection and identify compound sentences
- Search online for coordinating conjunctions to be used in constructing compound sentences
- Construct compound sentences using different conjunctions

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 187-188

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Why do we join sentences?
- How do we join sentences?

Step 1: Introduction to Compound Sentences

Discuss the definition of a compound sentence and provide examples from the text on consumer protection.

Step 2: Identifying and Analyzing Compound Sentences

Engage students in activities where they identify compound sentences in the text and discuss their importance in communication.

Step 3: Constructing Compound Sentences

Introduce different coordinating conjunctions (e.g., and, but, or, so) and guide students to construct their compound sentences using these conjunctions.

Step 4: Practice and Application

Facilitate practice activities where students construct compound sentences independently or in groups, applying the concepts learned.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a short story or paragraph using a variety of compound sentences.
- Ask students to identify compound sentences in articles or books they are reading outside of class and discuss their significance.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Short story: style

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify personification and flashback in a short story.
2. Read and dramatize selected parts of a short story featuring personification and flashback.
3. Appreciate the creative use of language in short stories.

Key Inquiry Question(s):

The learner is guided to:

- Identify personification and flashback in the selected short story.
- In groups, dramatize the selected parts of the story containing personification and flashback.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 189-191

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on learning experience:

- How does a writer make a story interesting?
- Which qualities of a person can be given to animals?

Step 1: Introduction to Personification and Flashback

- Define personification and flashback.
- Provide examples from the selected short story.
- Discuss how these literary devices enhance storytelling.

Step 2: Identifying Personification and Flashback

- Have students identify instances of personification and flashback in the text.
- Discuss the impact of these devices on the reader's understanding and engagement with the story.

Step 3: Dramatization of Selected Parts

- Divide students into groups and assign them sections of the story with personification and flashback.
- Ask each group to dramatize their assigned part, focusing on bringing out the essence of these literary elements.

Step 4: Appreciating Creative Language

- Discuss as a class the creative use of language in the short story.
- Encourage students to share their thoughts on how language choice impacts the overall tone and mood of the story.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students write their short stories incorporating personification and flashback.
- Analyze other short stories or literary works to identify additional examples of personification and flashback.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: Creative narrative composition: idioms

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Explain the meaning of the specified idioms in context
2. Compose a narrative composition using the specified idioms
3. Appreciate the value of idioms in spoken and written communication

Key Inquiry Question(s):

The learner is guided to:

- Search online the meaning of idioms (e.g., "have guts")
- Engage in language games such as using task cards for sentence construction featuring the given idioms
- Write a narrative composition using the given idioms

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 192-194

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Based on learning experience:

- What makes a story outstanding?
- How can we improve our writing skills?

Step 1: Introduce and discuss the concept of idioms and their importance in writing and communication.

Step 2: Explore the meaning of specific idioms with examples and how they can be used in context.

Step 3: Engage learners in a hands-on activity such as a language game with task cards to practice using idioms in sentences.

Step 4: Guide students in composing a narrative composition incorporating the specified idioms.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to create their own idioms and share them with the class.
- Challenge students to write a short story or dialogue using idioms they have learned.
- Have students present their narrative compositions to the class for peer feedback.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Extensive Listening: Poems

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify messages in poems related to consumer protection
2. Perform poems using appropriate techniques
3. Acknowledge the role of poems in society

Key Inquiry Questions:

- What are the different messages in poems related to consumer protection?
- What performance techniques make a poem presentation appealing?
- How can poems contribute to raising awareness about consumer protection issues?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 183-184

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (30 minutes):

Step 1: Discuss how to improve the presentation of a poem.

Step 2: Identify and analyze messages conveyed in poems related to consumer protection.

Step 3: Explore performance techniques such as tone, pace, and expression in poem recitation.

Step 4: Discuss the significance of poems in advocating for consumer rights.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Assign students to research and perform a poem related to consumer protection.
- Organize a poetry recitation competition focused on consumer rights themes.
- Create a poetry anthology on consumer protection issues.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Intensive Reading Comprehension Strategies

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify points in a passage
2. Create mental images of characters, places, and events in a text
3. Summarize key points in a text
4. Appreciate the role of reading in lifelong learning

Key Inquiry Question(s):

- Read a text on the need for consumer protection and identify key points
- Underline sentences that create mental images
- Write a paragraph that summarizes the key points in the story in your own words

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 184-186

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Based on learning experience: How do you identify key points while reading? The lesson development will be split into 4 distinct steps.

Step 1: Introduce the concept of identifying key points in a passage. Provide examples and model the process.

Step 2: Discuss techniques for creating mental images of characters, places, and events in a text. Practice visualizing while reading a short passage.

Step 3: Guide students in summarizing key points in a text. Teach them how to identify main ideas and supporting details.

Step 4: Facilitate a discussion on the role of reading in lifelong learning. Encourage students to reflect on the importance of reading for personal and academic growth.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students choose a passage from a book or article of their choice and practice identifying key points, creating mental images, and summarizing the text.
- Engage students in a discussion about consumer protection issues in real life and how reading can help individuals make informed decisions.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Word classes: Compound sentences

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify compound sentences from a text.
2. Construct compound sentences using different coordinating conjunctions.
3. Appreciate the usage of compound sentences in communication.

Key Inquiry Question(s):

The learner is guided to:

- Read a text on the need for consumer protection and identify compound sentences.
- Search online for coordinating conjunctions to be used in constructing compound sentences.
- Construct compound sentences using different conjunctions.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 Page 187-188

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on learning experience:

- Why do we join sentences?
- How do we join sentences?

Step 1: Discuss the purpose of compound sentences in communication.

Step 2: Identify examples of compound sentences from a provided text.

Step 3: Introduce different coordinating conjunctions and their usage in forming compound sentences.

Step 4: Guided practice - have students construct compound sentences using different conjunctions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide students with additional texts to identify and analyze compound sentences.
- Have students create their own sentences using compound structures and share them with the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Short story: style

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify personification and flashback in a short story.
2. Read and dramatize selected parts of a short story featuring personification and flashback.
3. Appreciate the creative use of language in short stories.

Key Inquiry Question(s):

The learner is guided to:

- Identify personification and flashback in the selected short story.
- In groups, dramatize the selected parts of the story containing personification and flashback.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 189-191

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience, discuss the following questions with the students:

Step 1: How does a writer make a story interesting?

- Provide examples from popular short stories featuring personification and flashback.

Step 2: Discuss how qualities of a person can be attributed to animals.

- Encourage students to think creatively and share their ideas.

Step 3: Analyze passages from a short story to identify instances of personification and flashback.

- Lead a group discussion on the significance of these literary devices in storytelling.

Step 4: Divide students into groups and have them dramatize selected parts of the story containing personification and flashback.

- Encourage creativity and collaboration among group members.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to write their own short stories incorporating personification and flashback.
- Have students analyze additional short stories independently and identify instances of personification and flashback for discussion in the next class.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: Creative narrative composition: idioms

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

- 1.Explain the meaning of specified idioms in context.
- 2.Compose a narrative composition using the specified idioms.
3. Appreciate the value of idioms in spoken and written communication.

Key Inquiry Question(s):

The learner is guided to:

- Search online for the meaning of idioms (e.g., "have guts").
- Engage in language games such as using task cards, and sentence construction featuring the given idioms.
- Write a narrative composition using the given idioms.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English, Grade 8, Pages 192-194

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

- Based on learning experience:

Step 1: Discuss what makes a story outstanding.

Step 2: Explore how to improve writing skills through practice and feedback.

Step 3: Introduce and explain specified idioms and their meanings in context.

Step 4: Guide learners in composing a narrative composition incorporating the specified idioms.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can create their own set of idioms and use them in a sentence to share with the class.
- Encourage students to rewrite a famous story or fairy tale incorporating idioms discussed in the lesson.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Intonation

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify silent consonant letters in words.
2. Pronounce words with silent consonant letters in sentences.
3. Acknowledge the importance of correct pronunciation and intonation in communication.

Key Inquiry Question(s):

- Search online words with silent consonant letters (e.g., /r/, /h/) and practice pronunciation.
- Use correct intonation when reading declarative and exclamatory sentences.
- Underline silent letters in words.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 195-196

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (30 minutes):

Step 1: Discuss why using the right intonation is essential for effective communication.

Step 2: Identify words with silent consonant letters (e.g., 'knight,' 'whistle,' 'wrist').

Step 3: Practice pronouncing words with silent consonant letters in sentences.

Step 4: Read and differentiate declarative and exclamatory sentences, focusing on correct intonation.

Conclusion (5 minutes):

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce pronouncing words with silent consonant letters and using correct intonation.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Have students create their own sentences containing words with silent consonants for a pronunciation practice.
- Record a short dialogue where students have to use correct intonation to convey different emotions.
- Challenge students to research a famous sports event and present it using the correct intonation and pronunciation.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Study skills

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the main ideas in texts
2. Make notes from a descriptive text
3. Summarise a descriptive text in a paragraph of stated number of words
4. Acknowledge the role of note-making and summarising texts

Key Inquiry Question(s):

The learner is guided to:

- Discuss the steps to follow when writing a summary of a text
- Read samples of well-written summaries and notes
- Share ideas on qualities of well-written notes and summaries

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Page 201-202

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Based on learning experience: Why is it important to summarize information?

Step 1: Discuss the purpose of summarizing information and its significance in understanding texts.

Step 2: Explore strategies for identifying main ideas in texts and making effective notes.

Step 3: Practice summarising a descriptive text in a paragraph of a specific word count.

Step 4: Analyze well-written summaries and notes to identify key qualities.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities may include:
- Asking students to summarize a different text on their own and share with a peer for feedback.
- Creating a visual representation of the main ideas in a text using graphic organizers.
- Comparing and contrasting different summaries of the same text to understand the importance of perspective in summarizing.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Sentences: Active and Passive voice

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify sentences in active and passive voice
2. Construct sentences in the active and passive voice
3. Appreciate the use of active and passive voice in communication

Key Inquiry Question(s):

The learner is guided to:

- Read texts on Olympics and underline active and passive sentences
- Change simple sentences from active to passive voice and vice versa
- Construct sentences in active and passive voice

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Page 201-202

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Based on learning experience: Why should one use a variety of sentences?

Step 1: Introduce the concept of active and passive voice. Discuss examples and reasons for using each voice.

Step 2: Have students read paragraphs on the Olympics and identify active and passive sentences. Discuss their findings as a class.

Step 3: Practice changing simple sentences from active to passive voice and vice versa. Provide examples and have students work individually or in pairs.

Step 4: Guide students in constructing their own sentences in active and passive voice. Encourage creativity and clarity in their writing.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a sentence transformation game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students homework to write a short paragraph using both active and passive voice.
- Encourage students to analyze news articles or literature passages to identify instances of active and passive voice for further practice.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Features of styles

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the ideas in the short story
2. Relate ideas from the short story to real-life experiences
3. Appreciate the value of short stories in reflecting social issues

Key Inquiry Question(s):

The learner is guided to:

- Read a short story and identify the ideas it conveys
- Discuss the events and characters in a short story and the issues the writer brings out through them
- Dramatize sections of a short story that reflect real-life experiences

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 Pages 203-205

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: How are stories related to what happens in real life?

Step 1: Introduce the short story to the class, highlighting key themes and characters.

Step 2: Lead a group discussion on the events and issues portrayed in the story.

Step 3: Break students into small groups to dramatize sections of the story that reflect real-life experiences.

Step 4: Facilitate a class discussion on the dramatizations, drawing connections between the story and real-life situations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to write their own short stories reflecting social issues.
- Ask students to research and present on how short stories have influenced social change in history.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: Creative writing: Descriptive writing

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify words and expressions for describing people, places, and events.
2. Write a descriptive composition on people, places, and events.
3. Value the place of description in written and spoken communication.

Key Inquiry Question(s):

The learner is guided to:

- Search online for words and expressions that can be used to appeal to the five senses.
- Read a passage on various issues in the Olympics.
- Create a descriptive composition based on one of the sports featured in the Olympics.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 206-208
- Digital devices

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: Which words or expressions do we use to describe things, events, or people?

Step 1: Discuss and identify words and expressions for describing people, places, and events.

Step 2: Explore online resources to find sensory words that appeal to the five senses.

Step 3: Read a passage on various issues in the Olympics to understand descriptive writing in action.

Step 4: Guide learners in writing a descriptive composition based on one of the sports featured in the Olympics.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a descriptive piece on a personal experience or their favorite place, utilizing sensory language.
- Provide optional prompts for additional descriptive writing exercises, such as describing a favorite food or a memorable holiday.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Pronunciation and Intonation

Specific Learning Outcomes:

1. Identify silent consonant letters in words
2. Pronounce words with silent consonant letters in sentences
3. Acknowledge the importance of correct pronunciation and intonation in communication

Key Inquiry Question(s):

- Search online words with silent consonant letters (e.g., /r/, /h/) and practice pronunciation
- Use correct intonation when reading declarative and exclamatory sentences
- Underline silent letters in words

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 195-196

Organisation of Learning:

Introduction (5 minutes):

Step 1: Understanding Intonation

- Discuss with students why correct intonation is important in communication.
- Provide examples of how intonation affects meaning in sentences.

Step 2: Identifying Silent Consonants (10 - Introduce words with silent consonant letters (e.g., write, ghost).

- Have students identify and underline silent consonants in given words.

Step 3: Practicing Pronunciation

- Practice pronouncing words with silent consonants in sentences.
- Encourage students to focus on correct pronunciation and intonation.

Step 4: Applying Intonation in Reading

- Have students read declarative and exclamatory sentences with correct intonation.
- Discuss how intonation can change the meaning or emphasis of a sentence.

Conclusion (5 minutes):

- Summarize key points and learning objectives from the lesson.
- Conduct a brief interactive activity to reinforce main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Have students record themselves reading sentences with different intonations.
- Create a dialogue exercise where students practice using correct intonation in conversations.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Study skills

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the main ideas in texts.
2. Make notes from a descriptive text.
3. Summarize a descriptive text in a paragraph of a stated number of words.
4. Acknowledge the role of note-making and summarizing texts.

Key Inquiry Question(s):

The learner is guided to:

- Discuss the steps to follow when writing a summary of a text.
- Read samples of well-written summaries and notes.
- Share ideas on qualities of well-written notes and summaries.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English, Grade 8, Pages 201-202

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: Why is it important to summarize information?

Step 1: Discuss the purpose of summarizing information.

Step 2: Identify key points in a sample text and practice making notes.

Step 3: Demonstrate the process of summarizing a descriptive text in a paragraph of a specific word count.

Step 4: Discuss the significance of note-making in effective summarization.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Provide an extended activity where students summarize a different text independently and peer-review each other's summaries for accuracy and conciseness.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in use

Sub Strand: Sentences: Active and Passive voice

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sentences in active and passive voice
2. Construct sentences in the active and passive voice
3. Appreciate the use of active and passive voice in communication

Key Inquiry Question(s):

- Read texts on Olympics and underline active and passive sentences.
- Change simple sentences from active to passive voice and vice versa.
- Construct sentences in active and passive voice.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 Pages 201-202

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: Why should one use a variety of sentences?

Step 1: Introduction to active and passive voice.

Step 2: Identifying active and passive voice in sentences.

Step 3: Practice changing sentences from active to passive voice and vice versa.

Step 4: Constructing original sentences in active and passive voice.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students write a short paragraph using a mix of active and passive voice sentences.
- Create a worksheet with sentences in active and passive voice for students to identify and rewrite.
- Develop a group activity where students have to create a dialogue using both active and passive voice.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Features of styles

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the ideas in the short story.
2. Relate ideas from the short story to real-life experiences.
3. Appreciate the value of short stories in reflecting social issues.

Key Inquiry Question(s):

- The learner is guided to:
- Read a short story and identify the ideas it conveys.
- Discuss the events and characters in a short story and the issues the writer brings out through them.
- Dramatize sections of a short story that reflect real-life experiences.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 Page 203-205

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Based on learning experience: How are stories related to what happens in real life?, lesson development must be split into 3 or 4 distinct steps:

Step 1: Introduction to Short Story Analysis

- Introduce the short story selected for analysis.
- Discuss the elements of a short story (plot, characters, setting, theme).
- Guide students to identify the central ideas of the short story.

Step 2: Relating Ideas to Real-life Experiences

- Have students reflect on how the ideas in the short story relate to real-life situations they have experienced.
- Encourage discussions on the connections between fiction and reality.

Step 3: Discussing Social Issues in Short Stories

- Explore how short stories can serve as a reflection of social issues.
- Analyze how the events and characters in the short story highlight societal concerns.

Step 4: Dramatizing Real Life Experiences

- Divide students into groups and assign them sections of the short story to dramatize.
- Encourage creativity in bringing the characters and events to life.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to write their own short stories reflecting a social issue.
- Organize a mini-presentation where students share their stories and discuss the underlying themes.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: Creative writing: Descriptive writing

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify words and expressions for describing people, places, and events
2. Write a descriptive composition on people, places, and events
3. Value the place of description in written and spoken communication

Key Inquiry Question(s):

- What words and expressions can be used to appeal to the five senses?
- How can descriptive writing enhance communication?
- What are some key features of descriptive compositions?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English, Grade 8, Pages 206-208
- Digital devices

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of descriptive writing. Discuss the importance of vivid descriptions and engaging the senses in writing.

Step 2: Explore words and expressions used to describe people, places, and events. Encourage learners to search online for examples that appeal to the five senses.

Step 3: Read a passage on various issues in the Olympics to analyze descriptive writing techniques used.

Step 4: In groups, have learners create a descriptive composition based on a sport featured in the Olympics.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as peer feedback on descriptive compositions.
- Preview upcoming topics or questions to consider in the next session.

Extended Activities:

- Encourage learners to write descriptive compositions on different topics outside of class, such as their favorite place or memorable experience.
- Have students present their compositions orally to practice effective communication skills.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Listening and Speaking

Sub Strand: Oral Reports - Events

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Mention events that take place outside the classroom.
2. Present a report on occurrences taking place outside the classroom using verbal and nonverbal cues.
3. Appreciate the role of oral reports in communication.

Key Inquiry Question(s):

- Discuss pictures taken at a tourist attraction site.
- Search online for oral reports and note the steps taken.
- Present oral reports on activities as they took place using verbal and nonverbal cues.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 textbook, Pages 209-210.
- Digital devices for research.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (30 minutes):

- Why do we give oral reports?

Step 1: Discuss the purpose of oral reports in communication.

Step 2: Analyze examples of effective oral reports.

Step 3: Practice delivering an oral report using verbal and nonverbal cues.

Step 4: Provide feedback and peer evaluation on oral report presentations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students choose a specific event from a tourist attraction in Africa and prepare an oral report to present to the class.
- Organize a gallery walk where students can showcase their oral reports using visual aids such as pictures or videos from tourist attractions.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Reading Fluency

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Outline reading fluency aspects and strategies observed while reading aloud.
2. Apply fluency strategies when reading text.
3. Appreciate the significance of poems in communication.

Key Inquiry Question(s):

The learner is guided to:

- Discuss the reading fluency aspects such as accuracy, speed.
- Practice fluency strategies as he/she reads.
- In groups, recite choral poems.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self- efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8 Pages 211-213.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: What emotions or feelings can we display when reading a text?

Step 1: Understanding Reading Fluency Aspects

- Guide students to outline and discuss reading fluency aspects such as accuracy and speed.
- Provide examples and model appropriate reading fluency techniques.

Step 2: Applying Fluency Strategies

- Engage students in guided practice sessions where they apply fluency strategies when reading a given text.
- Encourage students to focus on pacing, expression, and intonation.

Step 3: Appreciating the Significance of Poems

- Discuss with students the significance of poems in communication.
- Explore how poetry conveys emotions, messages, and themes differently than prose.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., partner reading) to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Ask students to select a poem of their choice and practice reading it aloud with appropriate fluency and expression.
- Assign a group project where students analyze and present a famous poem, focusing on its themes and emotional impact.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Grammar in Use

Sub Strand: Types of Sentences: Interrogative Sentences

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify interrogative sentences and question tags from a text.
2. Use interrogative sentences and question tags in varied contexts.
3. Appreciate the role of correctly framed questions in communication.

Key Inquiry Question(s):

The learner is guided to:

- Read a text online on topics related to the theme.
- Discuss interrogative sentences such as WH-questions and alternative questions.
- Form interrogatives and tag questions.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English Grade 8, Pages 215-217

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: How do we ask questions?

Step 1: Introduce and define interrogative sentences and question tags.

Step 2: Analyze examples of WH-questions and alternative questions from a text.

Step 3: Practice forming interrogatives and tag questions in pairs or small groups.

Step 4: Discuss the importance of asking clear and concise questions in communication.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to write a short dialogue using interrogative sentences and question tags.
- Have students create a quiz with a mix of WH-questions and tag questions for their peers to answer.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Reading

Sub Strand: Poems

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the ideas in poems
2. State lessons learned in the poem
3. Appreciate the role of poems in addressing societal issues

Key Inquiry Question(s):

The learner is guided to:

- Discuss the messages conveyed in the poems and make notes
- Discuss the lessons learned from the poems
- Recite and dramatize the given poems for enjoyment

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- "Skills in English Grade 8" textbook, Pages 219-220

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

- Based on learning experience: Which lessons have you learned from poems before?

Step 1: Identifying Ideas in Poems

- Review key elements of poems, such as themes, imagery, and tone.
- Analyze a selected poem together as a class and identify the main ideas conveyed.

Step 2: Discussing Lessons Learned

- Engage students in a group discussion about the lessons they can draw from the poem.
- Encourage critical thinking and exploration of deeper meanings behind the words.

Step 3: Appreciating the Role of Poems in Addressing Societal Issues

- Explore how poems can be used as a medium to address social and cultural issues.
- Analyze a relevant poem that touches upon societal themes and discuss its impact.

Step 4: Reciting and Dramatizing Poems

- Have students recite and dramatize the given poems, focusing on expression and interpretation.
- Encourage creativity and interpretation of the poems through performance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to write their own poem addressing a societal issue.
- Organize a poetry slam where students can perform their poems in front of their peers.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	ENGLISH			

Strand: Writing

Sub Strand: Functional writing: Personal journals

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Outline the components of a personal journal.
2. Create a personal journal on varied experiences.
3. Evaluate a journal for correctness and relevance.

Key Inquiry Question(s):

The learner is guided to:

- Explain the purpose of keeping a diary or journal.
- View samples of a diary and identify the components.
- Create a personal journal.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Learning to learn • Communication and collaboration • Imagination and creativity • Digital literacy • Self-efficacy 	<ul style="list-style-type: none"> • Love • Respect • Responsibility • Unity • Patriotism 	<ul style="list-style-type: none"> • Social cohesion • Effective communication skills • Cultural awareness • Personal hygiene • Environmental education awareness

Learning Resources:

- Skills in English grade 8, Pages 221-223

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Why do we write journals?

- Discuss the purpose of keeping a diary or journal.

Step 2: Components of a Personal Journal

- Identify and outline the key components of a personal journal (e.g., date, feelings, events, reflections).

Step 3: Creating a Personal Journal

- Guide learners to create their own personal journal entries based on varied experiences.

Step 4: Evaluating Journals

- Teach learners how to evaluate a journal for correctness and relevance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- To deepen understanding, students can be encouraged to maintain a personal journal for a week and reflect on their experiences during the following class.

Teacher Self-Evaluation: