

# ENGLISH SCHEMES OF WORK GRADE 8

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

W k	LS N	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	<b>REHABILITATION</b>	Listening and speaking: Conversational Smart Minds: Disagreeing Politely	By the end of the lesson, the learner should be able to: a. list ways of disagreeing politely, b. use conversational strategies to disagree appropriately, c. Advocate for the need to speak politely during communication.	The learner is guided to: - watch a short video or read an excerpt in which speakers disagree appropriately and identify polite expressions used, - in pairs, role play the events depicted in the video or excerpt, - Practise disagreeing politely while incorporating non-verbal cues, in pairs,	Which words or phrases are used to show politeness?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
	2		Conversational Smart Minds: Disagreeing Politely	By the end of the lesson, the learner should be able to: a. use conversational strategies to disagree appropriately, b. apply non-verbal cues to express varied moods and feelings, c. Advocate for the need to speak politely during communication.	The learner is guided to: - listen to a dialogue where characters agree or disagree politely, - Write a short dialogue depicting disagreeing politely in small groups and present it to the rest of the class.	How do you use nonverbal cues to express different moods and feelings?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
	3	<b>Reading</b>	Reading fluency: poem	By the end of the lesson, the learner should be able to: a. identify techniques of reading fast, b. preview and skim a text before reading, c. Appreciate the value of fluency in reading to enhance understanding.	The learner is guided to: - preview a text before reading, - skim a text to obtain the main idea, - Scan a text to obtain specific details, - ignore unknown words when reading a text, - practice reading a text at the right speed while displaying the right feelings,	Why should we display appropriate expressions when reading a text?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	

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	4		Reading fluency: poem	By the end of the lesson, the learner should be able to: a. read a text accurately, with expression and at the right speed, b. apply fluency strategies when reading a text, c. Appreciate the value of fluency in reading to enhance understanding.	The learner is guided to: - pronounce the words and sounds accurately, - in small groups, engage in a theatre, - recite the poems aloud in class, - download sample texts from the Internet and read them in pairs or small groups.	Why should we read at the right speed?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	<b>Grammar in use</b>	Word classes: Adverbs	By the end of the lesson, the learner should be able to: a. identify adverbs of frequency and degree correctly from a text, b. Watch a video clip and pick out adverbs of frequency and degree used by speakers. c. Appreciate the importance of using adverbs correctly in communication.	The learner is guided to: - watch a short video and pick out the adverbs of frequency and degree used by the speakers, - identify the adverbs of frequency and degree from a text,	Why should one use adverbs correctly?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
2	1		Word classes: Adverbs	By the end of the lesson, the learner should be able to: a. identify adverbs of frequency and degree correctly from a text, b. use adverbs of frequency and degree correctly in sentences, c. Appreciate the importance of using adverbs correctly in communication.	The learner is guided to: - construct sentences using adverbs of frequency and degree in small groups, - hold conversations in pairs using the adverbs of frequency and degree, - fill in crossword puzzles in small groups,	Which words would one use to describe how often an action is done?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
	2	<b>Reading</b>	Reading intensive: Short story	By the end of the lesson, the learner should be able to: a. identify the main ideas in the short story, b. summarize the key events in the short story, c. Appreciate the relevance of the short story in addressing real life issues.	The learner is guided to: - read a prescribed section of the short story, - summarize the main idea in the short story,	What concerns are addressed in a short story?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	

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	3		Reading intensive: Short story	By the end of the lesson, the learner should be able to: a. identify the main ideas in the short story, b. relate the main ideas in the short story to real life situations, c. Appreciate the relevance of the short story in addressing real life issues.	The learner is guided to: - discuss the storyline in groups, - present findings in a talking tree, - Act out a section of the short story in groups.	Why do people read short stories?	Charts and realia Flash cards Word trees Code words Smart Minds in English T.G pg. 60-72 Smart Minds in English P.B pg.62-77	Oral reading Role play Debates Oral discussion Written test Dialogues	
	4	<b>REHABILITATION</b>	<b>Writing: Mechanics</b>	By the end of the lesson, the learner should be able to: a. spell commonly misspelt words correctly b. use prefixes and suffixes correctly in writing c. acknowledge the importance of correct spellings in writing.	The learner is guided to: <input type="checkbox"/> Read a digital or print passage on drug abuse and pick out the misspelt words, <input type="checkbox"/> make a list of words with prefixes and suffixes used in a passage, <input type="checkbox"/> write the correct spellings of words with prefixes and suffixes from a dictation,	Why should words be spelt correctly?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.73-75 Smart Minds English. Grd 8 P.B. Pg.77-81	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5		<b>Writing: Mechanics</b>	By the end of the lesson, the learner should be able to: a. write words with silent vowels (-ie and -ei) correctly b. make connections between spelling and meaning in suffixed and prefixed words, c. acknowledge the importance of correct spellings in writing.	The learner is guided to: <input type="checkbox"/> pick out words with silent vowels from a list, <input type="checkbox"/> rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt, <input type="checkbox"/> construct sentences using words with silent vowels, <input type="checkbox"/> write short compositions based on the theme using words with prefixes, suffixes, and silent (-ie -ei) vowels,	Why should words be spelt correctly?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.73-75 Smart Minds English. Grd 8 P.B. Pg.77-81	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
3	1	NATURAL RESOURCES: WILDLIFE	Listening and speaking: listening for details	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life.	The learner is guided to: <input type="checkbox"/> listen to a recorded text on wild life and answer questions from the text, and discuss the main ideas, <input type="checkbox"/> listen to a passage read by peers or the teacher and outline the main ideas from the text individually,	How should one listen for detail?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.76-78 Smart Minds English. Grd 8 P.B. Pg.82-83	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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	2		Listening and speaking: listening for details	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life.	The learner is guided to: <input type="checkbox"/> listen to a passage read by peers or the teacher and outline the main ideas from the text individually, <input type="checkbox"/> discuss with peers answers based on a given text.	How should one listen for detail?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.76-78 Smart Minds English. Grd 8 P.B. Pg.82-83	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3	Reading	<b>Intensive Reading: Visuals</b>	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. make a connection between visuals and the written text, c. appreciate the role of visuals in simplifying representation.	The learner is guided to: <input type="checkbox"/> study information presented in optical illusions in print/ electronic devices and discuss findings, <input type="checkbox"/> make inference of implied meaning from the visuals, <input type="checkbox"/> work with peers to make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,	1. What information do we obtain from visuals? 2. How can one interpret a visual correctly?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.79-81 Smart Minds English. Grd 8 P.B. Pg.83-86	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4		<b>Intensive Reading: Visuals</b>	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. interpret visuals correctly for meaning, c. appreciate the role of visuals in simplifying representation.	The learner is guided to: <input type="checkbox"/> write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, <input type="checkbox"/> present a piece of written information on wildlife in form of a visual and share in class.	1. What information do we obtain from visuals? 2. How can one interpret a visual correctly?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.79-81 Smart Minds English. Grd 8 P.B. Pg.83-86	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5	Grammar in use	Word Classes: Pronouns	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. appreciate the role of indefinite and reflexive pronouns in communication.	The learner is guided to: <input type="checkbox"/> study a chart displaying the indefinite and reflexive pronouns to distinguish between them, <input type="checkbox"/> listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text, <input type="checkbox"/> collaborate to construct sentences using indefinite and reflexive pronouns,	1. What are indefinite and reflexive pronouns? 2. Why do we use indefinite pronouns?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.81-84 Smart Minds English. Grd 8 P.B. Pg.86-89	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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4	1		Word Classes: Pronouns	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. appreciate the role of indefinite and reflexive pronouns in communication,	The learner is guided to: <input type="checkbox"/> choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences, <input type="checkbox"/> construct correct sentences using reflexive and indefinite pronouns from a substitution table. reflexive pronoun to fill in gaps in given sentences, <input type="checkbox"/> construct correct sentences using reflexive and indefinite pronouns from a substitution table.	1. What are indefinite and reflexive pronouns? 2. Why do we use indefinite pronouns?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.81-84 Smart Minds English. Grd 8 P.B. Pg.86-89	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2	Reading	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story b. explain the relationship between the characters in the short story c. appreciate the role of the characters in the short story in depicting real life experiences.	The learner is guided to: <input type="checkbox"/> read the short story and pick out the characters, <input type="checkbox"/> discuss the things done by the characters in the short story, <input type="checkbox"/> dramatize different characters in a short story in order to bring out their traits,	How does one identify qualities of characters in a short story?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.84-85 Smart Minds English. Grd 8 P.B. Pg.89-91	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3		Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. distinguish between main and minor characters b. explain the relationship between the characters in the short story c. appreciate the role of the characters in the short story in depicting real life experiences.	The learner is guided to: <input type="checkbox"/> distinguish between the main characters and the minor characters, <input type="checkbox"/> work with peers to use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other,	How does one identify qualities of characters in a short story?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.84-85 Smart Minds English. Grd 8 P.B. Pg.89-91	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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	4	Writing	Composition Writing	By the end of the lesson, the learner should be able to: a. identify the steps in the writing process b. write a dialogue on a given topic c. appreciate the importance of the writing process in enhancing clear communication.	The learner is guided to: <input type="checkbox"/> discuss the steps in the writing process, <input type="checkbox"/> use a digital device to search for information and ideas on the topic wildlife, from the internet, <input type="checkbox"/> brainstorm with peers and outline the ideas to include in a dialogue,	How would you ensure that you make your composition clear and interesting?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.86-87 Smart Minds English. Grd 8 P.B. Pg.91-92	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5		Composition Writing	By the end of the lesson, the learner should be able to: a. explain the meaning of a dialogue b. write a dialogue on a given topic c. appreciate the importance of the writing process in enhancing clear communication.	The learner is guided to: <input type="checkbox"/> write a rough draft of the dialogue on a topic based on the theme- wildlife, <input type="checkbox"/> revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences, <input type="checkbox"/> edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation,	How would you ensure that you make your composition clear and interesting?	Dictionary, digital devices Smart Minds English. Grd 8 T.G. Pg.86-87 Smart Minds English. Grd 8 P.B. Pg.91-92	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
5	1	<b>TOURISM: DOMESTIC</b>	Listening and Responding: Oral Narratives - Myths	By the end of the lesson, the learner should be able to: a. identify the characters in a given myth b. narrate the key events in a given myth c. acknowledge the role/importance of oral literature in lifelong learning.	The learner is guided to: <input type="checkbox"/> predict events in a myth from the title or pictures in the story, <input type="checkbox"/> listen to a narration of a myth from your community then retell the myth to their peers, <input type="checkbox"/> watch a video recording of a myth,	How can you tell what is going to happen in a story?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.88-92 Smart Minds English. Grd 8 P.B. Pg.93-95	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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	2		Listening and Responding: Oral Narratives - Myths	By the end of the lesson, the learner should be able to: a. explain the moral lesson in a set myth, b. relate the characters in a myth to real life, c. acknowledge the role/importance of oral literature in lifelong learning.	The learner is guided to: <input type="checkbox"/> identify the characters in the myth, <input type="checkbox"/> collaborate answer questions from the story, <input type="checkbox"/> discuss the lessons learnt from a myth, <input type="checkbox"/> discuss the relevance of the story to real life	How are the characters or events in the story related to the people or happenings around us	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.88-92 Smart Minds English. Grd 8 P.B. Pg.93-95	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3	Reading	Intensive Reading: Poem	By the end of the lesson, the learner should be able to: a. select required information from a text b. use nonverbal cues to bring out the message in a poem c. acknowledge the importance comprehension in life.	The learner is guided to: <input type="checkbox"/> identify the characters, themes and aspects of style such as repetition from a poem, <input type="checkbox"/> infer the meaning of words from the context, <input type="checkbox"/> use visuals, synonyms, antonyms among others to infer the meaning of words,	How can one tell the meaning of unfamiliar words used in a text?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.92-94 Smart Minds English. Grd 8 P.B. Pg.95-97	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4		Intensive Reading: Poem	By the end of the lesson, the learner should be able to: a. make judgement on the information in a text, b. infer the meaning of unfamiliar words using contextual clues, c. acknowledge the importance comprehension in life.	The learner is guided to: <input type="checkbox"/> rap/recite the poem in turns using relevant non-verbal cues, <input type="checkbox"/> answer direct and inferential questions based on the poem, <input type="checkbox"/> retell events depicted in the poem in own words, <input type="checkbox"/> make evidence supported judgements about the events and the message in a poem,	Why should one support an opinion about a story or person with evidence?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.92-94 Smart Minds English. Grd 8 P.B. Pg.95-97	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5	Grammar in use	Word Classes: Simple prepositions	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. use prepositions of position, time and place in sentences correctly, c. appreciate the role of prepositions of position, place and time in communication.	The learner is guided to: <input type="checkbox"/> identify the prepositions of position, place and time from print or digital texts, <input type="checkbox"/> construct sentences using prepositions of position, place and time and display on charts,	How do we show where a person or thing is?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.94-96 Smart Minds English. Grd 8 P.B. Pg.97-100	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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6	1		Word Classes: Simple prepositions	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. use prepositions of position, time and place in sentences correctly, c. appreciate the role of prepositions of position, place and time in communication.	The learner is guided to: <input type="checkbox"/> fill in gaps in given sentences using of prepositions of position, time and place, <input type="checkbox"/> search for sentences featuring simple prepositions from newspapers, magazines and the internet, <input type="checkbox"/> create crossword puzzles using simple prepositions, with peers.	How do you show the position of a thing or the time something happens?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.94-96 Smart Minds English. Grd 8 P.B. Pg.97-100	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2	Reading	Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. appreciate the role of inanimate characters in poetry.	The learner is guided to: <input type="checkbox"/> find out the meaning of inanimate characters from print and digital texts, <input type="checkbox"/> identify inanimate characters in a poem, <input type="checkbox"/> discuss the likely inanimate characters in a poem and their traits,	How do you describe the characters in a poem?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.97-98 Smart Minds English. Grd 8 P.B. Pg.100-102	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3		Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. appreciate the role of inanimate characters in poetry.	The learner is guided to: <input type="checkbox"/> recite a poem related to the theme using appropriate non-verbal cues, <input type="checkbox"/> role play an inanimate character in a given poem, <input type="checkbox"/> relate inanimate characters with individuals in real life.	Why are the characters in a poem important?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.97-98 Smart Minds English. Grd 8 P.B. Pg.100-102	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4	Writing	Assessment of writing	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. appreciate the importance feedback to improve a composition.	The learner is guided to: <input type="checkbox"/> read sample compositions, <input type="checkbox"/> identify the errors in the compositions and list them down, <input type="checkbox"/> write a composition related to the theme and peer review to correct errors, <input type="checkbox"/> work with peers to create a narrative composition,	How does a text with errors make you feel?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.99-102 Smart Minds English. Grd 8 P.B. Pg.102-104	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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	5		Assessment of writing	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. appreciate the importance feedback to improve a composition.	The learner is guided to: <input type="checkbox"/> exchange the composition with peers for review, <input type="checkbox"/> suggest corrections to be made to the composition, <input type="checkbox"/> display the edited work on the class notice board, <input type="checkbox"/> take part in a gallery walk and view what the others have done.	What are some of the common mistakes we make in our writing?	Dictionary, digital devices, resources about myths Smart Minds English. Grd 8 T.G. Pg.99-102 Smart Minds English. Grd 8 P.B. Pg.102-104	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
7	1	<b>HEROES AND HEROINES: AFRICA</b>	Pronunciation: 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and/dʒ/ 9.1.1.2: Stressed and unstressed words	By the end of the lesson, the learner should be able to: a. identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b. pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c. acknowledge the importance of emphatic stress in communication.	The learner is guided to: <input type="checkbox"/> listen to a recording of and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/, <input type="checkbox"/> practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/, <input type="checkbox"/> identify the stressed and unstressed words in a sample text, <input type="checkbox"/> work with peers to practice saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ and make a recording,	Why are some words said with greater force than others?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.103-106 Smart Minds English. Grd 8 P.B. Pg.105-108	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2		Pronunciation: 9.1.1.1 Sounds: vowels /ɑ:/ /ɜ:/ and consonants /tʃ/ and/dʒ/ 9.1.1.2: Stressed and unstressed words	By the end of the lesson, the learner should be able to: a. identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b. apply stress on content words while leaving the function words unstressed, c. acknowledge the importance of emphatic stress in communication.	The learner is guided to: <input type="checkbox"/> listen to sentences as they are read out, <input type="checkbox"/> pick out words that are either stressed and unstressed, <input type="checkbox"/> collaborate to recite a poem and identify the stressed words.	Why do we pronounce some words differently from others in a sentence?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.103-106 Smart Minds English. Grd 8 P.B. Pg.105-108	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

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	3	Reading	Extensive Reading: Grade appropriate fiction Materials - Characters	By the end of the lesson, the learner should be able to: a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. appreciate the role of characters in fiction.	The learner is guided to: <input type="checkbox"/> search online and offline for words that can be used to describe character traits, <input type="checkbox"/> read a given fiction material on African heroes/heroines and list the characters in the text, <input type="checkbox"/> role play the different characters identified,	What makes reading enjoyable?  How can the characters in a story be described?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.106-108 Smart Minds English. Grd 8 P.B. Pg.108-109	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4		Extensive Reading: Grade appropriate fiction Materials - Characters	By the end of the lesson, the learner should be able to: a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. appreciate the role of characters in fiction.	The learner is guided to: <input type="checkbox"/> dramatize the text and video record the performance, <input type="checkbox"/> choose a character and discuss what the character does or says, <input type="checkbox"/> identify the character that they like most and explain why.	Which stories are the most enjoyable to read?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.106-108 Smart Minds English. Grd 8 P.B. Pg.108-109	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5	Grammar in use	Word Classes: Conjunctions – because, that, when, if, unless, and since	By the end of the lesson, the learner should be able to: a. identify the listed conjunctions from a group of words, b. use the listed conjunctions correctly in sentences, c. appreciate the correct use of conjunctions in communication.	The learner is guided to: <input type="checkbox"/> work with peers to read a text, <input type="checkbox"/> identify conjunctions such as because, that, when, if, unless, and since from the text individually, <input type="checkbox"/> fill in blanks in sentences using the listed conjunctions individually, <input type="checkbox"/> make sentences using the listed conjunctions,	Why should we join sentences correctly?  Why do we use conjunctions?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.108-110 Smart Minds English. Grd 8 P.B. Pg.110-112	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
8	1		Word Classes: Conjunctions – because, that, when, if, unless, and since	By the end of the lesson, the learner should be able to: a. identify the listed conjunctions from a group of words, b. use the listed conjunctions correctly in sentences, c. appreciate the correct use of conjunctions in communication.	The learner is guided to: <input type="checkbox"/> collaborate to create dialogues using the listed conjunctions, <input type="checkbox"/> create crossword puzzles and code words featuring conjunctions, <input type="checkbox"/> create posters on heroes/heroines using sentences with conjunctions and display them on the walls,	How can one join two or more sentences?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.108-110 Smart Minds English. Grd 8 P.B. Pg.110-112	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	2	Reading	Intensive Reading: Similes and metaphors	By the end of the lesson, the learner should be able to: a. list the similes and metaphors in a given short story, b. use similes and metaphors in their own sentences, c. acknowledge the importance of similes and metaphors in communication.	The learner is guided to: <input type="checkbox"/> search online and offline for meanings of simile and metaphor, <input type="checkbox"/> read a given short story and identify the similes and metaphors present, <input type="checkbox"/> discuss the meanings of the similes and metaphors identified,	What makes short stories interesting?  Why should short stories be read?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.110-112 Smart Minds English. Grd 8 P.B. Pg.113	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3		Intensive Reading: Similes and metaphors	By the end of the lesson, the learner should be able to: a. use similes and metaphors in their own sentences, b. explain the similes and metaphors used in the short story, c. acknowledge the importance of similes and metaphors in communication.	The learner is guided to: <input type="checkbox"/> discuss the relevance of the similes and metaphors in the short story, <input type="checkbox"/> list the similes and metaphors they know, <input type="checkbox"/> construct sentences using the similes and metaphors in the context of African heroes and heroines.	How can one write a short story?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.110-112 Smart Minds English. Grd 8 P.B. Pg.113	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4	Writing	Creative Writing: Narrative Compositions (240-280 words)	By the end of the lesson, the learner should be able to: a. recall a specific event, emotion or experience that affected them greatly. b. plan a narrative composition using prewriting techniques c. acknowledge the value of quality narrative composition.	The learner is guided to: <input type="checkbox"/> identify the parts of narrative composition. <input type="checkbox"/> Work with peers to narrate events, feelings or experiences that impacted them. <input type="checkbox"/> work with peers to plan a narrative composition, <input type="checkbox"/> write a narrative composition individually.	Why do we enjoy reading stories?  How can you make your composition interesting?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.112-113 Smart Minds English. Grd 8 P.B. Pg.114	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5		Creative Writing: Narrative Compositions (240-280 words)	By the end of the lesson, the learner should be able to: a. recall a specific event, emotion or experience that affected them greatly. b. create a narrative composition using revealing details c. acknowledge the value of quality narrative composition.	The learner is guided to: <input type="checkbox"/> collaborate with peers to check each other's work for: o Correctness of language o Relevance to the topic o Punctuation o Spelling <input type="checkbox"/> publish their work by either: - Sharing it through email - Sharing it through social media - Pasting the work on posters - Posting the work in class and conducting a gallery walk.	Which event, excited you or made you sad recently?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.112-113 Smart Minds English. Grd 8 P.B. Pg.114	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
9	<b>HALF TERM</b>								
10	1	<b>ART</b>	Listening and speaking: Oral Presentations	By the end of the lesson, the learner should be able to: a. identify the items in the format of a speech, b. present a written speech using effective speaking Smart Minds, c. prepare a short speech on a given topic, d. acknowledge the importance of good speaking Smart Minds for effective communication.	The learner is guided to: <input type="checkbox"/> search online and offline for the format of a speech, <input type="checkbox"/> listen to or watch a recorded speech from a digital device, <input type="checkbox"/> identify the introduction, body and conclusion of the speech they have listened to or watched,	How can you make a speech presentation interesting?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.114-115 Smart Minds English. Grd 8 P.B. Pg.116-118	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2		Listening and speaking: Oral Presentations	By the end of the lesson, the learner should be able to: a. identify the items in the format of a speech, b. present a written speech using effective speaking Smart Minds, c. prepare a short speech on a given topic, d. acknowledge the importance of good speaking Smart Minds for effective communication.	The learner is guided to: <input type="checkbox"/> work with peers write down points on how they can appreciate their heritage through art, <input type="checkbox"/> present the speech to the whole class as other learners provide feedback on the non-verbal cues used, <input type="checkbox"/> identify the speaking strategies that made each speech interesting.	What are some of the techniques for introducing or concluding a speech?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.114-115 Smart Minds English. Grd 8 P.B. Pg.116-118	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3	Reading	Study Smart Minds: Note Making	By the end of the lesson, the learner should be able to: a. identify key points in a text, b. make notes from a written text, c. appreciate the importance of note making in learning.	The learner is guided to: <input type="checkbox"/> work with peers to search online and offline on how to make notes, <input type="checkbox"/> read a given text on art and identify the key points,	How do we determine what to include in our notes during note making?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.116-117 Smart Minds English. Grd 8 P.B. Pg.118-119	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Study Smart Minds: Note Making	By the end of the lesson, the learner should be able to: a. identify key points in a text, b. make notes from a written text, c. appreciate the importance of note making in learning.	The learner is guided to: <input type="checkbox"/> identify verbal sign posts and share with peers, <input type="checkbox"/> make notes on the margin and peer review, <input type="checkbox"/> paraphrase the writer's words,	What is the importance of note making?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.116-117 Smart Minds English. Grd 8 P.B. Pg.118-119	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5	Grammar in use	Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: a. identify demonstratives and quantifiers in a given text, b. use demonstratives in sentences for clarity of communication, c. appreciate the importance of demonstratives and quantifiers communication.	The learner is guided to: <input type="checkbox"/> identify quantifiers (few and many) and demonstratives (this, these and that and those), <input type="checkbox"/> point out various items that are at different distances, <input type="checkbox"/> determine the correct demonstratives to use in different circumstances,	Why do we use demonstratives and quantifiers?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.118-120 Smart Minds English. Grd 8 P.B. Pg.120-123	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
11	1		Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: a. identify demonstratives and quantifiers in a given text, b. use demonstratives in sentences for clarity of communication, c. appreciate the importance of demonstratives and quantifiers communication.	The learner is guided to: <input type="checkbox"/> generate the plural forms of the demonstrative pronouns, with peers, <input type="checkbox"/> demonstrate practically the differences in meaning in quantifiers such as little and a little amount of water, <input type="checkbox"/> generate sentences using various demonstratives and quantifiers, <input type="checkbox"/> construct sentences using demonstrative and quantifiers from a substitution table.	When do we use demonstratives and quantifiers?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.118-120 Smart Minds English. Grd 8 P.B. Pg.120-123	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2	Reading	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. highlight the main events in the story, b. relate the events in the short story to real life, c. appreciate the importance of literature in life.	The learner is guided to: <input type="checkbox"/> read a given short story, <input type="checkbox"/> discuss with peers the main events, <input type="checkbox"/> use a graphic organizer to highlight the events in the story,	How do events flow logically in a story?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.120-121 Smart Minds English. Grd 8 P.B. Pg.123-124	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. relate the events in the short story to real life, b. identify the setting in the short story, c. appreciate the importance of literature in life.	The learner is guided to: <input type="checkbox"/> research the meaning of setting from online and offline sources and make notes, <input type="checkbox"/> discuss the setting of the short story they have read, <input type="checkbox"/> work with peers to discuss how the events in the short story relate to real life.	Why is the setting of a story important to the reader?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.120-121 Smart Minds English. Grd 8 P.B. Pg.123-124	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4	Writing	Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: a. recognize the key elements and layout of a thank you note and a congratulatory note, b. use the correct format to write a thank you note, c. critique thank you notes and congratulatory notes for correctness and relevance.	The learner is guided to: <input type="checkbox"/> list some of the occasions when we write a thank you note and a congratulatory note, <input type="checkbox"/> write a thank you note and a congratulatory note in pairs,	How are strong emotions expressed in writing?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.121-124 Smart Minds English. Grd 8 P.B. Pg.124-127	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5		Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: a. recognize the key elements and layout of a thank you note and a congratulatory note, b. write a congratulatory note correctly, c. critique thank you notes and congratulatory notes for correctness and relevance.	The learner is guided to: <input type="checkbox"/> search for samples of a thank you note and a congratulatory note from the internet, newspapers, magazines and textbooks and read through them in pairs, <input type="checkbox"/> download a thank you note and a congratulatory note from the internet and read through them in pairs, <input type="checkbox"/> identify the key aspects (components) of a thank you note and a congratulatory note,	Why should one write how they feel about something?	Dictionary, digital devices, recorded speeches Smart Minds English. Grd 8 T.G. Pg.121-124 Smart Minds English. Grd 8 P.B. Pg.124-127	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
12	1	<b>CHOOSING A CAREER</b>	Listening and speaking: Conversational Smart Minds: interviews	By the end of the lesson, the learner should be able to: a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview, c. appreciate the role of interviews in presenting reality.	The learner is guided to: <input type="checkbox"/> listen to a recorded or a role-played interview and identify polite expressions used. For example, “I am sorry but...”; “your point is valid, but...”, <input type="checkbox"/> watch a video in which the speakers are engaged in a radio or television interview,	Why is it important to use polite language during an interview?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.125-127 Smart Minds English. Grd 8 P.B. Pg.129-131	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2		Listening and speaking: Conversational Smart Minds: interviews	By the end of the lesson, the learner should be able to: a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview, c. appreciate the role of interviews in presenting reality.	The learner is guided to: <input type="checkbox"/> in pairs, conduct an interview on choosing a career using polite expressions, <input type="checkbox"/> make a list of the verbal and non-verbal cues used by the speakers to express politeness,	How do we show respect for others people’s opinion?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.125-127 Smart Minds English. Grd 8 P.B. Pg.129-131	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3	Reading	Extensive Reading: Non-fiction	By the end of the lesson, the learner should be able to: a. identify print and nonprint non-fiction materials that are interesting to read, b. read a range of nonfiction materials for general information, c. appreciate the importance of reading for information.	The learner is guided to: <input type="checkbox"/> skim through print and electronic reading materials on careers, <input type="checkbox"/> discuss the general ideas with peers, <input type="checkbox"/> scan print and electronic reading materials and identify key words and phrases, <input type="checkbox"/> use a dictionary to look up the meaning of vocabulary acquired during independent reading,	What is the importance of reading widely?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.127-128 Smart Minds English. Grd 8 P.B. Pg.131-132	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	4		Extensive Reading: Non-fiction	By the end of the lesson, the learner should be able to: a. identify print and nonprint non-fiction materials that are interesting to read, b. read a range of nonfiction materials for general information, c. appreciate the importance of reading for information.	The learner is guided to: <input type="checkbox"/> scan print and electronic reading materials and identify key words and phrases, <input type="checkbox"/> use a dictionary to look up the meaning of vocabulary acquired during independent reading,	What do you consider when selecting a reading text?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.127-128 Smart Minds English. Grd 8 P.B. Pg.131-132	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	5	Grammar in use	Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a. identify adverbs formed from adjectives in sentences or a group of words, b. form adverbs from adjectives, c. appreciate the value of adverbs in communication.	The learner is guided to : <input type="checkbox"/> select adverbs formed from adjectives from a print and non-print text, <input type="checkbox"/> read a text on careers and identify the adverbs use, <input type="checkbox"/> construct sentences on different careers using adverbs formed from adjectives, <input type="checkbox"/> select the correct forms of adverbs from a substitution table,	Why do we form words from other words?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.128-130 Smart Minds English. Grd 8 P.B. Pg.132-134	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
13	1		Word Classes: Adverbs	By the end of the lesson, the learner should be able to: a. form adverbs from adjectives, b. use adverbs formed from adjectives in sentences, c. appreciate the value of adverbs in communication.	The learner is guided to : <input type="checkbox"/> fill in blanks using adverbs formed from adjectives, <input type="checkbox"/> compile a list of instructions using adverbs formed from adjectives, <input type="checkbox"/> make a list of adverbs formed from adjectives and display them on charts and posters, <input type="checkbox"/> compose short poems using adverbs formed from adjectives.	What are the functions of adverbs	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.128-130 Smart Minds English. Grd 8 P.B. Pg.132-134	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	2	Reading	Intensive Reading: Lessons Learnt	By the end of the lesson, the learner should be able to: a. identify the lessons learnt in a short story, b. relate the lessons learnt in the short story to real life, c. appreciate the role of stories in addressing societal issues.	The learner is guided to: <input type="checkbox"/> listen or watch a story and identify moral lessons that are brought out from a digital device, <input type="checkbox"/> read the short story retell what they have read, <input type="checkbox"/> discuss the lessons learnt by looking at the actions and the words used in the story, with peers	What issues in the society are addressed by stories?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.130-131 Smart Minds English. Grd 8 P.B. Pg.135	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	3		Intensive Reading: Lessons Learnt	By the end of the lesson, the learner should be able to: a. identify the lessons learnt in a short story, b. relate the lessons learnt in the short story to real life, c. appreciate the role of stories in addressing societal issues.	The learner is guided to: <input type="checkbox"/> discuss how different characters bring out the lessons, <input type="checkbox"/> role play the episodes that carry the main lessons in the short story, <input type="checkbox"/> make connections between situations in their own lives and the episodes in the text,	How can one derive lessons from a short story?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.130-131 Smart Minds English. Grd 8 P.B. Pg.135	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4	Writing	Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: a. identify words with prefixes and suffixes from a text, b. use prefixes and suffixes correctly in sentences, c. acknowledge the influence of prefixes and suffixes on meaning and formation of words.	The learner is guided to : <input type="checkbox"/> read a text on careers which features words with prefixes and suffixes from print and non-print sources, <input type="checkbox"/> write down words with suffixes and prefixes from the text, <input type="checkbox"/> formulate a table separating words with similar prefixes, roots and suffixes, with peers, <input type="checkbox"/> infer the meaning of a word from prefixes,	How can you tell the meaning of a word using a prefix?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.131-133 Smart Minds English. Grd 8 P.B. Pg.135-137	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
	5		Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: a. identify words with prefixes and suffixes from a text, b. use prefixes and suffixes correctly in sentences, c. acknowledge the influence of prefixes and suffixes on meaning and formation of words.	The learner is guided to : <input type="checkbox"/> break down words into prefixes and suffixes, <input type="checkbox"/> listen to a dictated list of words with prefixes and suffixes and write them down, <input type="checkbox"/> formulate sentences using words with prefixes and suffixes, <input type="checkbox"/> fill in blanks in a writing with the correct form of words with prefixes and suffixes,	Which words with suffixes and prefixes are confusing?	Dictionary, digital devices, audio interview Smart Minds English. Grd 8 T.G. Pg.131-133 Smart Minds English. Grd 8 P.B. Pg.135-137	<input type="checkbox"/> Learner journals <input type="checkbox"/> Peer assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Written test	
14	1-5	<b>END TERM ASSESSMENT/CLOSING</b>							