Grade 8 English

Term 2 - 50 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

50 complete, ready-to-teach Grade 8 English lesson plans for Term 2, covering the themes rehabilitation, natural resources: wildlife, tourism: domestic, heroes and heroines: Africa and art, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

Topic	Name	Lessons
6.1.1	Conversational Skills: Disagreeing politely	2
6.2.1	Reading Fluency: Poem	2
6.3.1	Word Classes: Adverbs	2
6.4.1	Intensive Reading: short story (Class Reader)	2
6.5.1	Mechanics of Writing	2
7.1.1	Listening for Detail	2
7.2.1	Intensive Reading: Visuals	2
7.3.1	Word Classes: Pronouns	2
7.4.1	Intensive Reading: Short story (Class Reader)	2
7.5.1	Composition Writing	2
8.1.1	Listening and Responding: Oral Narratives - Myths	2
8.2.1	Intensive Reading: Poem	2
8.3.1	Word Classes: Simple prepositions	2
8.4.1	Intensive Reading: Poetry	2
8.5.1	Assessment of writing	2
9.1.1	Pronunciation: Sounds and Stress	2
9.2.1	Extensive Reading: Grade appropriate fiction Materials - Characters	2
9.3.1	Word Classes: Conjunctions – because, that, when, if, unless, and since	2
9.4.1	Intensive Reading: Similes and metaphors	2
9.5.1	Creative Writing: Narrative Compositions (240-280 words)	2

10.1.1	Oral Presentations	2
10.2.1	Study Skills: Note Making	2
10.3.1	Word Classes: Demonstratives and Quantifiers	2
10.4.1	Intensive Reading: Short story (Class Reader)	2
10.5.1	Functional Writing: Thank you and Congratulatory notes	2

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Phrases for disagreeing politely

By the end of the lesson, the learner should be able to: a) list polite phrases for disagreeing; b) use them in a conversation

> **Model conversation**
> Otieno: "People who use drugs should just be punished."
> Zawadi: "I see your point, but I'm not sure I agree. Many of them need help to stop, not only punishment."

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Phrases for disagreeing politely	6.1.1 Conversational Skills: Disagreeing politely	6
2	Non-verbal cues and polite disagreement	6.1.1 Conversational Skills: Disagreeing politely	9
3	Techniques for fluent reading	6.2.1 Reading Fluency: Poem	12
4	Practising fluency	6.2.1 Reading Fluency: Poem	15
5	Adverbs of frequency	6.3.1 Word Classes: Adverbs	18
6	Adverbs of degree	6.3.1 Word Classes: Adverbs	21
7	Main ideas of a short story	6.4.1 Intensive Reading: short story (Class Reader)	24
8	Summarising and relating to real life	6.4.1 Intensive Reading: short story (Class Reader)	27
9	Commonly misspelt words and "ie" / "ei"	6.5.1 Mechanics of Writing	30
10	Prefixes, suffixes and spelling	6.5.1 Mechanics of Writing	33
11	Listening for main ideas	7.1.1 Listening for Detail	36
12	Listening for details and responding	7.1.1 Listening for Detail	39
13	Types of visuals and their link to text	7.2.1 Intensive Reading: Visuals	42
14	Interpreting visuals	7.2.1 Intensive Reading: Visuals	45
15	Indefinite pronouns	7.3.1 Word Classes: Pronouns	48
16	Reflexive pronouns	7.3.1 Word Classes: Pronouns	51
17	Characters and their relationships	7.4.1 Intensive Reading: Short story (Class Reader)	54
18	Characters and real-life experiences	7.4.1 Intensive Reading: Short story (Class Reader)	57
19	The writing process	7.5.1 Composition Writing	60
20	Writing a dialogue	7.5.1 Composition Writing	63
21	Characters and events in a myth	8.1.1 Listening and Responding: Oral Narratives - Myths	66
22	The moral and links to real life	8.1.1 Listening and Responding: Oral Narratives - Myths	69
23	Selecting information and inferring meanings in a poem	8.2.1 Intensive Reading: Poem	72
24	Judgements and non-verbal cues in recitation	8.2.1 Intensive Reading: Poem	75
25	Prepositions of position and place	8.3.1 Word Classes: Simple prepositions	78
26	Prepositions of time	8.3.1 Word Classes: Simple prepositions	81

27	Inanimate characters in a poem	8.4.1 Intensive Reading: Poetry	84
28	Traits of inanimate characters	8.4.1 Intensive Reading: Poetry	87
29	Finding errors in writing	8.5.1 Assessment of writing	90
30	Peer assessment and feedback	8.5.1 Assessment of writing	93
31	The vowels in "car" and "bird"; the consonants in "church" and "judge"	9.1.1 Pronunciation: Sounds and Stress	96
32	Stressing content words	9.1.1 Pronunciation: Sounds and Stress	99
33	Characters in fiction	9.2.1 Extensive Reading: Grade appropriate fiction Materials - Characters	102
34	Describing character traits	9.2.1 Extensive Reading: Grade appropriate fiction Materials - Characters	105
35	The six conjunctions and their meanings	9.3.1 Word Classes: Conjunctions – because, that, when, if, unless, and since	108
36	Joining sentences correctly	9.3.1 Word Classes: Conjunctions – because, that, when, if, unless, and since	111
37	Identifying similes and metaphors	9.4.1 Intensive Reading: Similes and metaphors	114
38	Explaining and using similes and metaphors	9.4.1 Intensive Reading: Similes and metaphors	117
39	Recalling an event and planning a narrative	9.5.1 Creative Writing: Narrative Compositions (240-280 words)	120
40	Writing with revealing details	9.5.1 Creative Writing: Narrative Compositions (240-280 words)	123
41	The format of a speech	10.1.1 Oral Presentations	126
42	Preparing and presenting a short speech	10.1.1 Oral Presentations	129
43	Identifying key points	10.2.1 Study Skills: Note Making	132
44	Making notes	10.2.1 Study Skills: Note Making	135
45	Demonstratives	10.3.1 Word Classes: Demonstratives and Quantifiers	138
46	Quantifiers	10.3.1 Word Classes: Demonstratives and Quantifiers	141
47	Main events and setting	10.4.1 Intensive Reading: Short story (Class Reader)	144
48	Logical flow and links to real life	10.4.1 Intensive Reading: Short story (Class Reader)	147

49	Thank you notes	10.5.1 Functional Writing: Thank you and Congratulatory notes	150
50	Congratulatory notes and critiquing notes	10.5.1 Functional Writing: Thank you and Congratulatory notes	153

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Phrases for disagreeing politely

Strand 6.0 Rehabilitation > Sub-strand 6.1.1 Conversational Skills: Disagreeing politely | Lesson 1 of 2 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) list polite phrases for disagreeing; b) use them in a conversation

KEY INQUIRY QUESTION(S)

- Which words or phrases are used to show politeness?
- How do you use non-verbal cues to express different moods and feelings?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Effective communication**	Developed through the activities in this lesson.

LEARNING RESOURCES

A chart of polite disagreeing phrases | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

disagree | polite | opinion | non-verbal cue | tone | gesture

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: which words or phrases are used to show politeness? Compare "You are wrong!" with "I see your point, but..."" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Model conversation" (teaching points and model text on the next page), explaining as you go. Use a chart of polite disagreeing phrases, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What does "sober" mean?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model conversation

Otieno: "People who use drugs should just be punished."

Zawadi: "I see your point, but I'm not sure I agree. Many of them need help to stop, not only punishment."

Otieno: "With respect, some of them never change."

Zawadi: "That may be true for some, but my uncle went to a rehabilitation centre and he has been sober for three years."

Polite phrases: "I see your point, but..."; "I'm afraid I disagree..."; "With respect..."; "That may be true, but..."; "I understand, however...".

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three polite phrases for disagreeing.	**"I see your point, but", "With respect", "I'm afraid I disagree".**
2	Make polite: "That's nonsense!"	**For example "I'm afraid I see it differently."**
3	Why does Zawadi mention her uncle?	**To support her opinion with an example.**
4	What does "sober" mean?	**Not using alcohol or drugs.**

WATCH OUT FOR

Learners may share family stories; keep them voluntary and respectful.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can list polite phrases for disagreeing confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can list polite phrases for disagreeing accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly list polite phrases for disagreeing, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet list polite phrases for disagreeing without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give phrase cards for the role play.
Learners ready for more	Why is it better to disagree with an idea than to attack a person? (Answer: It keeps respect and helps reach a solution)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "phrases for disagreeing politely" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.