

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 1

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B9		Class Size:		Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue			Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Sing a song containing lyrics both formal and informal Put learners into groups and use semantic map to guide them find meanings of the key vocabulary Introduce the topic and share performance indicators with learners.				
PHASE 2: NEW LEARNING	Identify some slang words and jargon accepted locally and internationally. Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media,) the cause of poor academic performance. Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters. Use appropriate register accurately in spontaneous conversation				Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.				

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding	Lesson: 1 of 1
Performance Indicator: Learners can read a variety of grade-level texts, comprehend their content, and employ appropriate strategies to answer questions based on the readings.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide students with a selection of age-appropriate texts.</p> <p>Ask students to choose a text that interests them and spend some time reading it.</p> <p>Discuss as a class why they chose their specific text and what they hope to gain from it (either enjoyment, knowledge, or both).</p> <p>Discuss the importance of having a purpose when reading. Whether it's to gather information for a project, understand a story's plot, or simply for enjoyment.</p> <p>Have students set a purpose for their chosen reading. They should write down what they hope to learn or understand by the end of the reading task.</p> <p>Introduce students to various reading comprehension strategies such as summarizing, predicting, questioning, and connecting.</p> <p>Have learners share their strategies and how they helped in understanding the text.</p> <p><u>Assessment</u> (Based on the text they've read, students should answer the following)</p>	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ol style="list-style-type: none"> 1. Write a brief summary of your chosen text. 2. What was the primary purpose of your reading, and do you feel you achieved it? 3. List down any three questions that arose in your mind while reading the text. 4. Choose one strategy (summarizing, predicting, questioning, connecting) and explain how you applied it during your reading and how it aided in your comprehension. 	
PHASE 3: REFLECTION	<p>Emphasize the value of reading a range of texts for a well-rounded understanding and appreciation of literature and information.</p> <p>Highlight the importance of setting purposes and using strategies to enhance comprehension.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY:	Subject: English Language	
Duration:		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Use of Dash	
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use dash in context.	Lesson: 1 of 1
Performance Indicator: Learners can recognize the dash in written text and understand its purpose. Learners can accurately use dashes in written context to enhance clarity and emphasis.			Core Competencies: Communication and Collaboration, Personal
New words	Dash, Emphasis, Parenthetical, Break		
References: English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display sentences on the board, some using dashes and others using commas or other punctuation. Ask students to identify any patterns or differences in how sentences are constructed. This will lead into the discussion on the use of dashes.		
PHASE 2: NEW LEARNING	Define the dash and explain its two primary uses: a) Emphasizing or defining additional information (like parentheses). b) Indicating an abrupt break or pause in thought. Showcase examples for each use. Engage students in a discussion about when they might use dashes instead of other punctuation like commas or parentheses. Provide students with a paragraph or short story that requires dashes but has them omitted. Ask students to work in pairs or small groups to insert dashes where they feel they are appropriate. Review the paragraph/story as a class and discuss the placement of dashes. <u>Assessment</u> (Fill in the blanks with dashes where appropriate.) 1. My three favorite activities reading, baking, and hiking all have one thing in common: they can be done alone. 2. I need the following ingredients for my cake flour sugar, especially the caster variety and eggs.		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>3. My cat, despite her cute appearance, can be very mischievous she once stole an entire chicken off the counter!</p> <p>4. The book had a surprising twist at the end the protagonist was the villain all along!</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of understanding various punctuation marks, like the dash, in written language.</p> <p>Reinforce the idea that the right punctuation can add clarity and depth to their writing.</p>	

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Writing	
Class: B9	Class Size:	Sub Strand: Coordinating Conjunctions
Content Standard: B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs to show unity, completeness and coherence using appropriate cohesive devices		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 89		
Keywords: Coordinating Conjunction, Subordinating Conjunction, Cohesion, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display a set of fragmented sentences on the board.</p> <p>Ask students to discuss in pairs how they might connect these sentences to create a logical and complete thought. This will introduce them to the need for cohesive devices in writing.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Define and introduce coordinating conjunctions: and, but, nor, or, so, then, yet.</p> <p>Showcase examples of sentences using these conjunctions to demonstrate their use.</p> <p>In groups, provide students with sets of sentences.</p> <p>Have them practice connecting these using appropriate coordinating conjunctions to form compound sentences.</p> <p>Define and introduce subordinating conjunctions and explain how they introduce dependent clauses.</p> <p>Display examples to illustrate their use.</p> <p>Provide students with sets of main clauses and dependent clauses. Ask them to match and connect these using appropriate subordinating conjunctions to form complex sentences.</p> <p><u>Assessment</u> (Connect the sentences using appropriate cohesive devices.)</p> <ol style="list-style-type: none"> 1. It started raining. We continued our football match. 2. I love reading novels. I especially enjoy mystery genres. 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>3. She wanted to go to the concert. She didn't have enough money.</p> <p>4. They studied hard. They still found the exam challenging.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the lesson by highlighting the significance of cohesive devices in crafting coherent and complete paragraphs.</p> <p>Emphasize that while these devices might seem small, they play a crucial role in shaping the narrative and ensuring clarity.</p>	

Week Ending:		DAY:	Subject: English Language
Duration:			Strand: Literature
Class: B9	Class Size:		Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.1. Analyze the use of language to convey characters in film/media, narratives and play scripts	Lesson: 1 of 1
Performance Indicator: Learners can analyze how language is used in film/media, narratives, and play scripts to convey and depict characters			Core Competencies: Communication and Collaboration, Personal
Key words	Characterization, Dialogue, Inference, Narrative		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss how visual elements in film/media can tell us a lot about a character. E.g., how costumes, makeup, or even posture convey personality or status. Show still images of characters from films or plays and ask students to describe the characters based on appearance. Discuss the stereotypes or conventions in media that might influence these judgments. Play a scene from a movie where a character's actions define them. Discuss the scene afterward. How do actions give insight into a character's nature or intentions? In groups, students can read short narratives or play scripts and identify parts where a character's actions provide clues about their personality or motives. Read aloud a dialogue from a play or narrative where what a character says about themselves contrasts with what others say about them. Learners in pairs, practice inferring character traits based on dialogues from different play scripts or narratives provided to them.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the lesson's findings, emphasizing the myriad ways characters can be depicted and understood, and how language plays a pivotal role in that portrayal.		

	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--	---	--

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 2

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B9		Class Size:		Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue			Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Play two recordings for learners: one of a casual conversation between friends and another of a formal news broadcast. Ask learners: “What differences do you notice between the two?” Introduce the topic and share performance indicators with learners.				
PHASE 2: NEW LEARNING	Divide learners into groups. Assign each group a topic or issue (e.g., planning a school event, discussing a book they’ve read, a debate on school uniforms). Instruct each group to create two short skits on their given topic: one using a formal register and the other using an informal register. Highlight that the characters should remain consistent in both skits; only the language should change. Pair up learners. One student plays a “character” (e.g., a school principal, a fellow student, a news reporter, a sibling). The other student starts a spontaneous conversation with them. Mid-conversation, call out "switch!" The student should then switch their register (from formal to informal or vice versa).				Word cards, sentence cards, letter cards, handwriting on a manila card

	Observe how well they adapt to using the appropriate register for the character and situation.	
PHASE 3: REFLECTION	<p>Discuss the importance of using the correct register. Highlight situations where it might be inappropriate or even disrespectful to use an informal register. Discuss the nuances and cues that help us determine which register to use.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	Indicator: B9.2.1.1.1. Read a variety of grade level texts and demonstrate understanding	Lesson: 1 of 1
Performance Indicator: Learners can read texts and demonstrate understanding		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Comprehension, Strategies, Purpose, Context		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Invite learners to share some past experiences they will never forget with the whole class.</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide learners with a selection of age-appropriate texts.</p> <p>Ask learners to choose a text that interests them and spend some time reading it.</p> <p>Discuss as a class why they chose their specific text and what they hope to gain from it (either enjoyment, knowledge, or both).</p> <p>Discuss the importance of having a purpose when reading. Whether it's to gather information for a project, understand a story's plot, or simply for enjoyment.</p> <p>Have learners set a purpose for their chosen reading. They should write down what they hope to learn or understand by the end of the reading task.</p> <p>Introduce learners to various reading comprehension strategies such as summarizing, predicting, questioning, and connecting.</p> <p>Have learners share their strategies and how they helped in understanding the text.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	<p>Emphasize the value of reading a range of texts for a well-rounded understanding and appreciation of literature and information.</p> <p>Highlight the importance of setting purposes and using strategies to enhance comprehension.</p>	

	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--	---	--

Week Ending:	DAY:	Subject: English Language	
Duration:		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Use of Dash	
Content Standard: B9.3.2.1: Demonstrate mastery of capitalization and punctuation in communication		Indicator: B9.3.2.1.1. Identify and use dash in context.	Lesson: 1 of 1
Performance Indicator: Learners can recognize the dash in written text and understand its purpose. Learners can accurately use dashes in written context to enhance clarity and emphasis.			Core Competencies: Communication and Collaboration, Personal
New words	Dash, Emphasis, Parenthetical, Break		
References: English Language Curriculum Pg. 50			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display sentences on the board, some using dashes and others using commas or other punctuation. Ask learners to identify any patterns or differences in how sentences are constructed. This will lead into the discussion on the use of dashes.		
PHASE 2: NEW LEARNING	Define the dash and explain its two primary uses: a) Emphasizing or defining additional information (like parentheses). b) Indicating an abrupt break or pause in thought. Showcase examples for each use. Engage learners in a discussion about when they might use dashes instead of other punctuation like commas or parentheses. Provide learners with a paragraph or short story that requires dashes but has them omitted. Ask learners to work in pairs or small groups to insert dashes where they feel they are appropriate. Review the paragraph/story as a class and discuss the placement of dashes. <u>Assessment</u> (Fill in the blanks with dashes where appropriate.) Use dashes to combine the information in the two sentences. a. The cake is delicious. By the way, I made it. Answer: _____ b. I love the book. Especially the last chapter.		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Answer: _____</p> <p>c. She has one fear. Clowns.</p> <p>Answer: _____</p>	
<p>PHASE 3:</p> <p>REFLECTION</p>	<p>Summarize the importance of understanding various punctuation marks, like the dash, in written language.</p> <p>Reinforce the idea that the right punctuation can add clarity and depth to their writing.</p>	

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Writing	
Class: B9	Class Size:	Sub Strand: Coordinating Conjunctions
Content Standard: B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices	Lesson: 1 of 1
Performance Indicator: Learners can compose paragraphs to show unity, completeness and coherence using appropriate cohesive devices		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 89		
Keywords: Coordinating Conjunction, Subordinating Conjunction, Cohesion, Coherence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display two versions of a paragraph on the board: one that is disjointed and incoherent, and another that is well-connected and flows smoothly.</p> <p>Ask learners: “Which paragraph is easier to read and understand? Why?”</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Begin by explaining defining and non-defining relative clauses, emphasizing the use of commas.</p> <p>Provide learners with a list of basic sentences. Instruct learners to expand these sentences using both defining and non-defining relative clauses.</p> <p>Share answers and discuss the difference in meaning or emphasis each type of clause brings to the sentence.</p> <p>Introduce noun phrases, adjectival phrases, and adverbial phrases, providing examples of each.</p> <p>Provide learners with a list of basic sentences. Ask them to expand these sentences using noun phrases, adjectival phrases, or adverbial phrases, as appropriate.</p> <p>Share answers, discussing how the additions enhance the detail and richness of the original sentences.</p> <p><u>Assessment</u> Write a short paragraph about a memorable event in your life. Ensure to incorporate at least:</p> <ul style="list-style-type: none"> • One defining relative clause 	Word cards, sentence cards, letter cards, handwriting on a manila card

	<ul style="list-style-type: none"> • One non-defining relative clause • A noun phrase • An adjectival phrase • An adverbial phrase 	
PHASE 3: REFLECTION	<p>Summarize the lesson by highlighting the significance of cohesive devices in crafting coherent and complete paragraphs.</p> <p>Emphasize that while these devices might seem small, they play a crucial role in shaping the narrative and ensuring clarity.</p>	

Week Ending:		DAY:	Subject: English Language
Duration:			Strand: Literature
Class: B9	Class Size:		Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.1. Analyze the use of language to convey characters in film/media, narratives and play scripts	Lesson: 1 of 1
Performance Indicator: Learners can analyze how language is used in film/media, narratives, and play scripts to convey and depict characters			Core Competencies: Communication and Collaboration, Personal
Key words	Characterization, Dialogue, Inference, Narrative		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss how visual elements in film/media can tell us a lot about a character. E.g., how costumes, makeup, or even posture convey personality or status. Show still images of characters from films or plays and ask learners to describe the characters based on appearance. Discuss the stereotypes or conventions in media that might influence these judgments. Play a scene from a movie where a character's actions define them. Discuss the scene afterward. How do actions give insight into a character's nature or intentions? In groups, learners can read short narratives or play scripts and identify parts where a character's actions provide clues about their personality or motives. Read aloud a dialogue from a play or narrative where what a character says about themselves contrasts with what others say about them. Learners in pairs, practice inferring character traits based on dialogues from different play scripts or narratives provided to them.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Summarize the lesson's findings, emphasizing the myriad ways characters can be depicted and understood, and how language plays a pivotal role in that portrayal.		

	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--	---	--

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 3

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Lesson: 1 of 1
Performance Indicator: Learners can effectively link the ideas of multiple speakers in a discussion, demonstrating active listening and cohesive conversational skills.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Divide learners into small groups and give them a fun topic (e.g., "The best superhero power to have"). Let each learner speak briefly. Afterward, ask another learner to summarize and link the ideas shared. Introduce the topic and share performance indicators with learners.		
PHASE 2: NEW LEARNING	Discuss what open-ended questions are and why they're useful in a conversation to link ideas. Share examples of open-ended questions and contrast them with close-ended ones. Encourage learners to craft some open-ended questions based on sample statements. Have one learner read a short passage or express an opinion on a topic. Ask another learner to listen actively and then respond by linking to what the first learner said and adding their viewpoint or asking an open-ended question. Rotate roles and repeat with different topics/issues to give everyone a chance. Choose a more complex topic (e.g., "The impact of technology on education").		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Instruct other learners to listen attentively, and when they speak, they should try to link the ideas of at least two other speakers using open-ended questions.</p> <p><u>Assessment</u> Below are several statements related to the topic “The impact of technology on education?” Next to each statement, craft an open-ended question that could help link to or expand upon the statement.</p> <p>1. Statement: "Technology allows learners to learn at their own pace."</p> <p>Open-ended Question: <i>How does technology provide flexibility in learning styles and paces?</i></p> <p>2. Statement: "Some learners feel distracted by technology in the classroom."</p> <p>Open-ended Question: _____</p> <p>3. Statement: "Online learning can be challenging because learners miss out on face-to-face interactions."</p> <p>Open-ended Question: _____</p> <p>4. Statement: "Using technology in education prepares learners for the modern world."</p> <p>Open-ended Question: _____</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Summarizing	
Content Standard: B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary		Indicator: B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary	Lesson: 1 of 1
Performance Indicator: Learners can identify main and supporting ideas, and provide an objective summary for given text		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75			
Keywords: Critical Analysis, Main Ideas, Supporting Ideas, Objective Summary			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display a popular advertisement or a short excerpt from a widely-known story. Ask learners, "What is this trying to convey?" Followed by, "How do you know?" This exercise will get learners thinking critically about texts from the start. Introduce the topic and share performance indicators with learners		
PHASE 2: NEW LEARNING	Provide learners with a chosen text. Have learners read the text once without making any notes to grasp its overall meaning. On a second reading, encourage learners to underline or highlight parts they find significant or confusing. After reading, have a class discussion to identify the main idea of the text. What is the primary message or theme? Ask learners to share what they've underlined or highlighted and discuss why. This will help in identifying the supporting ideas/details in the text. In small groups or individually, learners should now write a brief, objective summary of the text, incorporating the main idea and the supporting details they've identified. Encourage learners to avoid adding personal opinions in their summaries. <u>Assessment</u> <u>The Modern Library</u>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p><i>Far from becoming obsolete in the digital age, libraries have transformed. They've shifted from merely housing books to being vibrant community centers. Besides lending books, many now offer digital resources, hold events, and provide collaborative spaces. Their evolution demonstrates adaptability and the sustained value they bring to communities.</i></p> <p>Identify main and supporting ideas, and provide a summary for the passage.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:		Subject: English Language	
Duration:				Strand: Grammar	
Class: B9		Class Size:		Sub Strand: Nouns	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.			Indicator: B9.3.1.1.1. Use noun phrases accurately in context		Lesson: 1 of 1
Performance Indicator: Learners can identify and use noun phrases in sentences. Learners can determine and discuss the functions of noun phrases in texts					Core Competencies: Communication and Collaboration, Personal
New words		Noun, Modifier, Function, Context			
References: English Language Curriculum Pg. 50					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Write four sentences on the board, each containing a noun phrase: 1. The <i>glistening morning dew</i> settled on the leaves. 2. She bought a <i>bright red scarf</i> . 3. I heard the <i>loud chattering of birds</i> . 4. He loved the taste of <i>freshly baked cookies</i> . Ask learners: "What do the italicized parts of these sentences have in common?" Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING		Ask learners to recall what they already know about nouns. Discuss how noun phrases are formed by combining adjectives and/or other words with nouns to provide more specific or descriptive information. Provide learners with sentences or short texts containing noun phrases. i. I want a dress for Christmas. ii. The brown kente vase is up for sale. iii. I saw a beautiful bird. iv. Kwaku lives in a blue dorm. v. Having been a chef, he knew how to bake). In pairs or small groups, ask learners to identify and underline the noun phrases in each sentence. Discuss the functions of the identified noun phrases in the texts. Ask: "How does the noun phrase in this sentence help you understand the subject or object more clearly?" "Can you think of alternative noun phrases that could be used in this sentence to change the meaning?"			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Distribute handouts with sentences or short texts containing noun phrases.</p> <p>Instruct learners to read the sentences or texts and identify the noun phrases.</p> <p>Encourage learners to discuss the functions of the identified noun phrases and write them down.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Writing	
Class: B9	Class Size:	Sub Strand: Paragraph Development
Content Standard: B9.4.1.1: Develop, organize and express ideas coherently and cohesively in writing	Indicator: B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details	Lesson: 1 of 1
Performance Indicator: Learners can write paragraphs that demonstrate unity and completeness. Learners can include topic sentences, major supporting sentences, and minor supporting sentences in their paragraphs.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 89		
Keywords: Paragraphs, topic sentence, major supporting sentences, minor supporting sentences		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Display a sample paragraph on the whiteboard or board. Ask learners to identify the key components of the paragraph, such as the topic sentence, major supporting sentences, and minor supporting sentences. Discuss the importance of these components in creating paragraphs that are unified and complete. Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Ask learners to recall what they already know about writing paragraphs. Review the purpose of a topic sentence and its role in introducing the main idea of the paragraph. Discuss the significance of major supporting sentences that provide strong evidence or arguments to support the main idea. Provide learners with sample paragraphs or short texts. In pairs or small groups, ask learners to identify the topic sentence, major supporting sentences, and minor supporting sentences in each paragraph, using different transitional devices to bring about cohesion and coherence. Discuss the use of transitional devices such as "firstly," "in addition," "however," "therefore," etc., to connect ideas within paragraphs. Ask learners ; "How does the topic sentence support the main idea of the paragraph?"	Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>"Can you think of alternative transitional devices that could be used to connect the ideas in this paragraph?"</p> <p>Distribute handouts with prompts or topics for paragraph writing.</p> <p>Challenge learners to use transitional devices to create cohesion and coherence in their writing.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Literature	
Class: B9		Class Size:	Sub Strand: Characters In Texts	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.1. Analyze the use of language to convey characters in film/media, narratives and play scripts		Lesson: 1 of 1
Performance Indicator: Learners can analyze how language is used in film/media, narratives, and play scripts to convey and depict characters			Core Competencies: Communication and Collaboration, Personal	
Key words	Language, characters, narratives, convey			
References: English Language Curriculum Pg. 99				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Display an excerpt from a narrative on the whiteboard or chart paper. Ask learners to identify the keywords in the excerpt related to language, characters, narratives, and conveying information. Discuss the importance of language in revealing and developing characters in narratives. Ask learners to recall what they already know about character development in narratives. Discuss the significance of language and the techniques used to convey the personalities, traits, and emotions of characters. Provide learners with handouts or excerpts from narratives that demonstrate the use of language to convey characters. In pairs or small groups, ask learners to identify and discuss the language techniques used to develop the characters. Encourage learners to analyze how the language choices reveal the characters' personalities, emotions, or traits. Ask learners; "How does the author's choice of descriptive language help you imagine or understand the character better?"			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>"Can you find any examples of dialogue that reveal the character's thoughts or feelings?"</p> <p>Distribute handouts or excerpts from narratives to each learner.</p> <p>Instruct learners to read the text and identify and analyze the language techniques used to convey the characters.</p> <p>Encourage them to write down their observations and interpretations.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 4

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Oral Language	
Class: B9		Class Size:		Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion			Lesson: 1 of 1
Performance Indicator: Learners can use appropriate register in everyday communication.				Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		<p>Begin the lesson by having four learners perform a pre-prepared conversation on a neutral topic (e.g., "The best weekend activity").</p> <p>Afterward, engage the class in a discussion about what they noticed.</p> <ul style="list-style-type: none">How did the speakers link to each other's ideas?How did they respond? <p>Introduce the topic and share performance indicators with learners.</p>			
PHASE 2: NEW LEARNING		<p>Break down a conversation for the class: Introducing an idea, expanding on it, linking to another idea, and responding to queries or challenges.</p> <p>Highlight that every comment in a discussion can serve a purpose and move the conversation forward.</p> <p>Divide learners into small groups and assign each a different topic/issue (e.g., "Impact of social media," "Homework – boon or bane?").</p> <p>Instruct each student in the group to share their viewpoint. Other members should practice linking to prior speakers and responding to them.</p> <p>Rotate topics among groups to ensure variety and keep engagement high.</p>			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Bring the class together and discuss the experience. Which conversations flowed naturally? Where were there hitches?</p> <p>Emphasize the importance of respecting differing views, even while linking ideas or responding.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Week Ending:		Day:	Subject: English Language	
Duration:			Strand: Reading	
Class: B9		Class Size:		Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.			Indicator: B9.2.1.1.2. Reflect on how reading impacts self and others see the world	
			Lesson: 1 of 1	
Performance Indicator: Learners can understand the impact of reading on self-awareness and perceptions of others.			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75				
Keywords: Self-awareness, Perceptions, Viewpoints, Reflection.				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Begin by asking, "Think of a book or story that changed how you see yourself or the world. Why did it have this impact?" Allow a few learners to share their experiences to spark interest. Introduce the topic and share performance indicators with learners		
PHASE 2: NEW LEARNING		Provide learners with a variety of texts. Allow them some time to read, ensuring they sample multiple genres and viewpoints. Initiate a discussion, asking learners to share any immediate reactions or new perspectives they gained. In pairs or small groups, learners discuss the texts and how they impact their views of themselves and their place in the world. Ask learners to identify and list varying views on topics such as love, family, success, or friendship from their chosen texts. Groups share their findings, discussing how different authors approach the same topic. In groups, learners list and compare these views. <ul style="list-style-type: none">• What does success look like to different authors or characters?• How does culture, background, or circumstance influence this view? Share findings with the class, noting similarities and differences.		A variety of texts (short stories, autobiographies, opinion pieces, poems)

	Using a peer editing checklist, learners exchange their reflections and provide feedback on clarity, understanding, and depth of thought.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		DAY:		Subject: English Language	
Duration:				Strand: Grammar	
Class: B9		Class Size:		Sub Strand: Nouns	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.			Indicator: B9.3.1.1.1. Use noun phrases accurately in context		Lesson: 1 of 1
Performance Indicator: Learners can identify and use noun phrases in sentences. Learners can determine and discuss the functions of noun phrases in texts					Core Competencies: Communication and Collaboration, Personal
New words		Noun, Modifier, Function, Context			
References: English Language Curriculum Pg. 50					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Write four sentences on the board, each containing a noun phrase: 1. The <i>glistening morning dew</i> settled on the leaves. 2. She bought a <i>bright red scarf</i> . 3. I heard the <i>loud chattering of birds</i> . 4. He loved the taste of <i>freshly baked cookies</i> . Ask learners: "What do the italicized parts of these sentences have in common?" Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING		Ask learners to recall what they already know about nouns. Discuss how noun phrases are formed by combining adjectives and/or other words with nouns to provide more specific or descriptive information. Provide learners with sentences or short texts containing noun phrases. i. I want a dress for Christmas. ii. The brown kente vase is up for sale. iii. I saw a beautiful bird. iv. Kwaku lives in a blue dorm. v. Having been a chef, he knew how to bake). In pairs or small groups, ask learners to identify and underline the noun phrases in each sentence. Discuss the functions of the identified noun phrases in the texts. Ask: "How does the noun phrase in this sentence help you understand the subject or object more clearly?" "Can you think of alternative noun phrases that could be used in this sentence to change the meaning?"			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Distribute handouts with sentences or short texts containing noun phrases.</p> <p>Instruct learners to read the sentences or texts and identify the noun phrases.</p> <p>Encourage learners to discuss the functions of the identified noun phrases and write them down.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Paragraph Development	
Content Standard: B9.4.1.2: Create different paragraphs a given topic		Indicator: B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies	Lesson: 1 of 1
Performance Indicator: Learners can organize sentences logically to create coherent and engaging introductory paragraphs.			Core Competencies: Communication and Collaboration, Personal Development and Leadership,
Reference : English Language Pg. 90			
Keywords: Topic Sentence, Transitional Devices, Effect, Purpose.			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Write a brief paragraph on the board. Ask learners to identify the topic sentence. Follow with the question, "What if the topic sentence was at the end or in the middle? How would that change the feel or flow of the paragraph?"</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of;</p> <ul style="list-style-type: none"> Mixed Paragraph: A paragraph with the topic sentence located in the middle. Periodic Paragraph: A paragraph with the topic sentence at the end. <p>Show examples of each type of paragraph. Discuss how placement of the topic sentence changes the reader's experience.</p> <p>In pairs, learners take a standard paragraph and rewrite it as both a mixed and periodic paragraph.</p> <p>Present a jumbled introductory paragraph. As a class, rearrange the sentences to create a coherent and engaging introduction.</p> <p>In groups, learners are given another jumbled paragraph to rearrange. They present their results to the class.</p> <p>Introduce the concept of Logical Connectors such as;</p> <ul style="list-style-type: none"> Ordering ideas: firstly, secondly, finally, etc. Addition: moreover, furthermore, in addition, etc. Similarity: similarly, likewise, in the same way, etc. Contrast: however, nevertheless, although, though, on the other hand, etc. Cause/effect: because, therefore, as a result, consequently, etc. Conditions: if, provided that, unless, etc. 		<p>Sample paragraphs (mixed, periodic, and standard) for reference</p> <p>List of transitional devices and logical connectors</p>

	<ul style="list-style-type: none"> Sequence in time: next, soon, after, then, later, suddenly, afterwards, etc. <p>Discuss the use of pronouns, repetition, synonyms, and antonyms to create cohesion.</p> <p>Display a basic paragraph on the board. As a class, enhance it using the techniques discussed.</p> <p>Learners, in pairs, are given another basic paragraph. Their task is to enhance it using logical connectors, pronouns, repetition, and synonyms/antonyms.</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language
Duration:			Strand: Literature
Class: B9		Class Size:	Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.2. Create monologues and dialogues narratives in play scripts	Lesson: 1 of 1
Performance Indicator: Learners can differentiate between monologues and dialogues in play scripts and create dialogues using correct punctuation.			Core Competencies: Communication and Collaboration, Personal
Key words	Speech, Actor, Conversation, People, Monologue, Dialogue.		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin by writing a brief monologue and a brief dialogue on the board without labeling which is which. Ask learners, <ul style="list-style-type: none">"What differences do you notice between these two types of narratives?Can you guess which is a monologue and which is a dialogue?" Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Brainstorm learners to define key terms. <ul style="list-style-type: none">Monologue: A long speech by one actor in a play or movie.Dialogue: A conversation between two or more people in a play, movie, or text. Hand out copies of play scripts or text excerpts to small groups or pairs. Have them identify and highlight examples of monologues and dialogues. Discuss the findings as a class, with groups sharing examples they found. Provide an unpunctuated dialogue as an example. E.g., "Where are you going Mark asked Heading to the store Jenna replied" Discuss the importance of punctuation in understanding and following dialogues. As a class, punctuate the example dialogue correctly.		Copies of play scripts or text excerpts with monologues and dialogues. Cockcrow.

	In pairs, learners are given small unpunctuated dialogues. Their task is to punctuate them correctly. After a few minutes, pairs swap their dialogues with another pair for correction and feedback.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 9

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate appropriate turn-taking and techniques for effective argumentation in a debate			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 71			
New words: Debate, turn taking, Rebuttal, effective, argument			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin with a brief discussion on what debating is and its importance in expressing opinions persuasively. Ask learners if they have any prior experience with debates, and if so, what techniques they think are essential for effective argumentation. Introduce the topic and share performance indicators with learners.		
PHASE 2: NEW LEARNING	Introduce the key elements of a debate, including opening statements, arguments, rebuttals, and closing statements. Discuss the importance of turn-taking and maintaining respectful communication during a debate. Use examples to illustrate effective and ineffective techniques. Divide the class into small groups and assign a debate topic to each group. Provide time for groups to prepare their arguments and counter-arguments. Emphasize the importance of taking turns and supporting claims with evidence.		Word cards, sentence cards, letter cards.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Week Ending:		Day:	Subject: English Language	
Duration:			Strand: Reading	
Class: B9		Class Size:		Sub Strand: Comprehension
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts			Indicator: B9.2.1.2.1. Read given text, within a specific time, for specific information	
			Lesson: 1 of 1	
Performance Indicator: Learners can develop the skill of reading for specific information within a given text.			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 76				
Keywords: Skimming, Scanning, specific				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a brief discussion on the importance of reading for specific information. Ask learners to share instances where they needed to find particular details in a text quickly. Introduce the concept of skimming and scanning as effective reading strategies. Introduce the topic and share performance indicators with learners			
PHASE 2: NEW LEARNING	Demonstrate skimming and scanning techniques by using a short text passage. Discuss how to identify main ideas through skimming and locate specific details through scanning. Provide examples and encourage learners to practice these techniques. Distribute short text passages to learners. Assign specific questions related to the content of each passage. Set a timer and instruct learners to read the passage, skimming and scanning for the required information. Emphasize the importance of time management.			A variety of texts (magazine articles, social media posts, news reports, advertisements)
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Grammar	
Class: B9		Class Size:	Sub Strand: Adjectives	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate command over using multiple adjectives in the correct order and effectively employing quantifiers in speaking and writing.			Core Competencies: Communication and Collaboration, Personal	
New words	Adjectives, Correct Order, Quantifiers			
References: English Language Curriculum Pg. 86				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a quick review of adjectives and their role in enhancing descriptions. Introduce the concept of using multiple adjectives in a specific order to create richer descriptions. Discuss examples and ask learners to brainstorm adjectives for various nouns. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	On the whiteboard, write a simple sentence with a noun (e.g., "dog") and ask learners to suggest adjectives to describe the dog. Discuss the order of adjectives (opinion, size, age, shape, color, proper adjective) and create a sentence together. Provide sentence strips with nouns and ask learners to work in pairs or small groups to generate sentences with multiple adjectives in the correct order. Introduce quantifiers and their role in expressing quantity or amount. Provide examples and discuss how quantifiers can enhance meaning. Ask learners to create sentences using quantifiers to describe amounts. Use adjective phrases to provide vivid descriptions of: <ul style="list-style-type: none">Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.Settings – The journey begun on a rainy Monday morning.Materials - Amma is wearing a bright coloured African print.Objects - The old rickety bus stopped in the middle of the road			Sentence strips Examples of sentences with adjectives and quantifiers

	Ask learners to choose an object or scene and write a descriptive paragraph using both multiple adjectives in the correct order and quantifiers.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B9		Class Size:		Sub Strand: Argumentative Writing	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts			Indicator: B9.4.2.1.3. Write a well-organized persuasive piece (e.g. argumentative) that states and defends a position		Lesson: 1 of 1
Performance Indicator: Learners can develop the ability to write a well-organized persuasive piece by stating and defending a position.				Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 92					
Keywords: Backstory, Manipulating time, Flashback, flash forward, Foreshadowing					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Begin the lesson with a short discussion about persuasion. Ask learners to share examples of situations where they have been persuaded or tried to persuade someone else. Introduce the concept of persuasive writing and its importance in expressing opinions and influencing others. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING		Divide the class into small groups. Provide each group with a sample persuasive piece on a relevant and engaging topic. Ask them to analyze the structure of the piece, identifying the thesis statement, supporting evidence, and any counterarguments. Encourage discussion within the groups. Discuss the elements of effective persuasion as a class. Create a list on the board of persuasive techniques such as emotional appeal, logical reasoning, and the use of credible sources. Guide learners through the process of developing a persuasive piece. Choose a topic that is relevant to their age group and interests.			Sample persuasive pieces for analysis
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			

Week Ending:	DAY:	Subject: English Language	
Duration:		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Narrative	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding			Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Mama Is Sunrise. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. The title of the poem shows what figure of speech? 2. She kindles us like lump coal lighted. What figure of speech is this extract? 3. Lump coal lighted. What figure of speech is this extract? 4. State one characters trait of Mama. 5. It is obvious from the poem that the family is very Mama.		Cockcrow.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 5

Week Ending:		Day:	Subject: English Language	
Duration:			Strand: Oral Language	
Class: B9		Class Size:		Sub Strand: Conversation
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion		
		Lesson: 1 of 1		
Performance Indicator: Learners can actively and effectively respond to questions posed by peers.			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 70				
New words: Discussion, Linking, Responding, Active Listening				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a short video clip of a roundtable discussion on a relevant topic. Ask learners, "How did the participants in the discussion connect to one another's points? Were there any missed opportunities for deeper connections?" Introduce the topic and share performance indicators with learners.			
PHASE 2: NEW LEARNING	Divide learners into groups of 4-5. Assign each member a specific viewpoint or stance on a chosen topic (e.g., the importance of school uniforms). One person in each group is the "Linker," whose job is to listen carefully and try to link the ideas of the different speakers. After a set time of discussion, have groups share the points made and how they were linked together. As a class, discuss the role of the "Linker." What was challenging? What made linking ideas easier? Discuss the importance of active listening and how it plays a role in linking ideas and formulating responses. Strengthen the skill of formulating questions and responses. In pairs, learners will take turns speaking on a topic (e.g., their favorite book). The other student must listen and			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>then ask a question that links the speaker's idea to something another student said.</p> <p>Rotate pairs so learners interact with multiple peers.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: English Language
Duration:	Strand: Reading	
Class: B9	Class Size:	Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	Indicator: B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types	Lesson: 1 of 1
Performance Indicator: Learners can evaluate the effectiveness of these text types in disseminating information.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 75		
Keywords: Media, Disseminate, Text Types, Audience		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display short examples of different text types (e.g., a newspaper headline, a tweet, a blog intro, and a book blurb) and ask learners: "What do these texts have in common? How might their messages reach different audiences?"</p> <p>Introduce the topic and share performance indicators with learners</p>	
PHASE 2: NEW LEARNING	<p>Provide groups of learners with a variety of media samples (magazine articles, social media posts, news reports, advertisements, etc.).</p> <p>Each group categorizes the samples based on their text types and discusses the primary purpose and target audience for each type.</p> <p>Groups present their categorizations and reasonings to the class.</p> <p>Individually, learners choose one media sample and analyze its effectiveness in disseminating information, considering the clarity, audience engagement, and comprehensibility of the text.</p> <p>Learners then pair up to share and compare their evaluations, discussing any differences in their analyses.</p> <p>Each learner or pair is given a piece of information or a story.</p> <p>They will then present that information in two different text types, considering how the message might change based on the medium (e.g., a news report vs. a tweet).</p>	A variety of texts (magazine articles, social media posts, news reports, advertisements)

	Learners share their creations, and the class discusses the nuances of each representation.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Grammar	
Class: B9		Class Size:		Sub Strand: Use of hyphen
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.			Indicator: B9.3.2.1.1. Identify and use punctuation marks (hyphen) in context	
			Lesson: 1 of 1	
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.				Core Competencies: Communication and Collaboration, Personal
New words		Hyphen, Compound Adjectives, Punctuation, Modifier		
References: English Language Curriculum Pg. 86				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Write a sentence on the board that can change its meaning based on the placement of a hyphen, e.g., "I saw a man eating tiger" vs. "I saw a man-eating tiger." Ask learners, "How does the hyphen change the meaning of the sentence?" Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING		Explain the functions of a hyphen, including creating compound adjectives, joining prefixes to certain words, and avoiding ambiguity. Use visual examples to clarify each function, ensuring learners understand the various roles of hyphens in sentences. Provide learners with a passage or a set of sentences containing various uses of hyphens. Ask learners to identify and underline the hyphenated words and phrases. In pairs or small groups, have learners discuss why each hyphen is used. Prompt learners to write a short paragraph or story that must include at least 5 hyphenated words or phrases. Allow learners to share their stories with the class, emphasizing the hyphenated components. <u>Assessment</u> 1. Why is the hyphen important in the sentence, "She had a two-year-old son"? 2. What is the purpose of a hyphen in the phrase "well-known artist"? 3. Is the hyphen correctly used in the phrase "mother-in-law"?		Word cards, sentence cards, letter cards, handwriting on a manila card

	4. What difference in meaning can a hyphen make in the pair "re-sign" and "resign"?	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Descriptive Writing	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood	Lesson: 1 of 1
Performance Indicator: Learners can craft vivid and effective descriptive sentences about characters, settings, or mood.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 90			
Keywords: Descriptive, Imagery, Sensory Details, Mood			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden." Ask learners: "Which sentence gives you a clearer picture? Why?" Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss how incorporating sensory details can enhance descriptions. Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair). Provide learners with a basic description of a character (e.g., "a man"). Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions. Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical. Discuss how word choice and sensory details can change the mood. <u>Oral Assessment</u> <ul style="list-style-type: none">• How do sensory details enhance descriptive writing?• Why is it important to provide detailed descriptions of characters in a story?		Word cards

	<ul style="list-style-type: none"> • How can the description of a setting influence the mood of a passage? • Describe a bustling city street during a rainy evening, focusing on the mood and setting. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language
Duration:			Strand: Literature
Class: B9		Class Size:	Sub Strand: Characters In Texts
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)	Lesson: 1 of 1
Performance Indicator: Learners can analyze the sequence of events across texts			Core Competencies: Communication and Collaboration, Personal
Key words	Sequence, narrative, play script		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.		
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: The Old Man And His Children Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. What is the setting of the story? 2. Kamau, Mwangi and Njoroge are the main in the story. 3. What is the Narrative Technique used in the story? 4. You could not break the sticks when they were tied together, for they were strong. What figure of speech is they were strong? 5. What is the theme of the story?		Cockcrow.

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	
---------------------------------------	--	--

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 8

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues	Lesson: 1 of 1
Performance Indicator: Learners can use appropriate language and open-ended questions to discuss grade-level national and global issues.			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 70			
New words: Global issues, Current events, National issues.			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin with a "News Headlines" activity. Show learners a series of news headlines related to both national and global issues. Ask them to choose one headline that grabs their attention and discuss it briefly with a partner. Encourage them to express their initial thoughts and questions. Introduce the topic and share performance indicators with learners.		
PHASE 2: NEW LEARNING	Define national and global issues for the learners. National issues are those that affect a specific country, while global issues have an impact on the world as a whole. Discuss the importance of staying informed about these issues. Display a set of news headlines related to current national and global issues. Ask learners to choose one headline and share it with a partner. Encourage them to discuss what they understand from the headline and what questions it raises. Introduce the concept of open-ended questions, which are questions that require more than a simple "yes" or "no" response. Discuss how open-ended questions can lead to deeper discussions and a better understanding of complex issues. Divide the class into small groups and provide each group with a different news article or video clip related to a national or global issue.		Word cards, sentence cards, letter cards, handwriting on a manila card

	In their groups, learners should read the article or watch the video and come up with open-ended questions about the issue discussed.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		Day:	Subject: English Language	
Duration:			Strand: Reading	
Class: B9		Class Size:		Sub Strand: Comprehension
Content Standard: B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading			Indicator: B9.2.1.1.4. Expand various ideas and perspectives in texts	
			Lesson: 1 of 1	
Performance Indicator: Learners can expand various ideas and perspectives in texts through reading and discussion			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 74				
Keywords: Point of view, Comparison, Perspective, Main ideas				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Begin the lesson by displaying a thought-provoking quote or short passage on the board. Ask learners to share their initial thoughts and reactions to the text. Encourage a brief discussion about the diversity of perspectives. Introduce the topic and share performance indicators with learners		
PHASE 2: NEW LEARNING		Provide learners with a level-appropriate text. In pairs or individually, have learners read the text and identify the main ideas presented by the author. After identifying main ideas, instruct learners to compare their own ideas with those expressed by the author. Discuss the differences and similarities in perspectives. Assign pairs or small groups for peer review. Each group discusses the text, sharing their interpretations and perspectives. Encourage learners to actively listen and consider different viewpoints. Facilitate a class discussion where learners collectively expand on various perspectives found in the text. Ask guiding questions to prompt learners to think critically and consider alternative viewpoints.		A variety of texts (magazine articles, social media posts, news reports, advertisements)
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Grammar	
Class: B9		Class Size:	Sub Strand: Adjectives	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing		Lesson: 1 of 1
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.			Core Competencies: Communication and Collaboration, Personal	
New words	Adjective phrases, Participants, Settings, Materials, Quantifiers			
References: English Language Curriculum Pg. 86				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a "Descriptive Challenge" activity. Present learners with a variety of pictures and ask them to describe what they see using adjectives. Encourage them to be as vivid and detailed as possible. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Explain the concept of adjective phrases, which are groups of words that describe or modify nouns. Provide examples of adjective phrases used to describe participants, settings, materials, and objects. Divide the class into groups and provide each group with pictures or visual prompts representing participants, settings, materials, and objects. In their groups, learners will describe what they see in the pictures using adjective phrases. Encourage vivid and detailed descriptions. Example: <ul style="list-style-type: none">• <i>Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.</i>• <i>Settings – The journey begun on a rainy Monday morning.</i>• <i>Materials - Amma is wearing a bright coloured African print.</i>• <i>Objects - The old rickety bus stopped in the middle of the road.</i> Introduce the concept of quantifiers, which are words that express the quantity or amount of a noun. Provide examples of quantifiers and explain how they can be used effectively in descriptions.			Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Ask learners to individually write short descriptive paragraphs or sentences using adjective phrases and quantifiers.</p> <p>Provide a list of nouns and have learners create vivid descriptions for each noun, focusing on participants, settings, materials, and objects.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B9		Class Size:		Sub Strand: Narrative Writing	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts			Indicator: B9.4.2.1.2: Use different narrative techniques to manipulate time in a story.		Lesson: 1 of 1
Performance Indicator: Learners can use different narrative techniques to manipulate time in a story.				Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 92					
Keywords: Backstory, Manipulating time, Flashback, flash forward, Foreshadowing					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Begin the lesson with a brief discussion about storytelling and how authors can play with time to create interesting narratives. Share a short excerpt from a story that uses time manipulation, and ask learners to reflect on how it affects the storytelling. Share performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING	Provide learners with examples of narrative texts that use each time manipulation technique. In small groups, have learners analyze how each technique contributes to the overall narrative. Facilitate group discussions where learners share their observations about how time manipulation enhances storytelling. Encourage learners to discuss their preferences and the impact of each technique on the reader. Assign the task of composing narrative essays to learners. Each essay should incorporate at least one time manipulation technique (backstory, flashback, flash forward, or foreshadowing). Encourage learners to express feelings and thoughts using emotive and sensory details. Have learners exchange essays within their groups for peer review. Ask learners to provide constructive feedback on the use of time manipulation and the overall impact on the narrative.				Word cards

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--------------------------------------	---	--

Week Ending:	DAY:	Subject: English Language
Duration:	Strand: Literature	
Class: B9	Class Size:	Sub Strand: Narrative
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)	Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding		Core Competencies: Communication and Collaboration, Personal
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners take turns to read aloud parts of the prose. Example: Scribbler's Dream.</p> <p>Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary.</p> <p>Ensure learners use correct stress and intonation in reading.</p> <p>Learners read again, parts of the prose which were not well read.</p> <p>Learners read the story silently and answer questions posed by teacher.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. In your own words who would you say a scribbler is? 2. "the dream in our fills the shelf." This expression indicates that the shelf of the scribbler is a) empty b) full c) disorderly d) neatly organized 3. "Vacuum stares at you" What figure of speech is this? 4. Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract. 5. What has the Scribbler refused to do so far? 6. What does he hope to achieve? 	Cockcrow.

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	
---------------------------------------	--	--

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 6

Week Ending:		Day:	Subject: English Language		
Duration:			Strand: Oral Language		
Class: B9		Class Size:		Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues			
		Lesson: 1 of 1			
Performance Indicator: Learners can engage in meaningful discussions on grade-level national and global issues using appropriate language			Core Competencies: Communication and Collaboration, Personal Development and Leadership		
Reference : English Language Pg. 70					
New words: National issues, Active, appropriate, global					
Phase/Duration	Learners Activities			Resources	
PHASE 1: STARTER	<p>Begin with a thought-provoking question: "Why do you think it's important for people, especially young people, to discuss and understand the issues affecting our country and the world?"</p> <p>Have a brief class discussion to elicit responses.</p> <p>Introduce the topic and share performance indicators with learners.</p>				
PHASE 2: NEW LEARNING	<p>Start by explaining the difference between national issues (those that affect a specific country) and global issues (those that have a worldwide impact).</p> <p>Provide examples of grade-level national issues, such as youth in agriculture, sanitation, and lifestyle diseases.</p> <p>Engage learners in a brainstorming activity to identify and list grade-level national issues that they are aware of or concerned about.</p> <p>Encourage them to think about how these issues impact their lives and communities.</p> <p>Invite guest speakers who have expertise or experience related to the identified national issues. For example, a local farmer for the "youth in agriculture" issue or a health professional for "lifestyle diseases."</p> <p>In small groups, learners will take turns engaging in discussions with these speakers.</p>			<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Provide them with a set of open-ended questions to ask, encouraging deep conversation and active listening.</p> <p>After the discussions, reconvene as a class and have each group share the key insights and perspectives they gained from the guest speakers.</p> <p>Encourage learners to express their thoughts, ask questions, and reflect on how these national issues connect to their lives.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Summarizing	
Content Standard: B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary.		Indicator: B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary	Lesson: 1 of 1
Performance Indicator: Learners can critically analyze a given text, identify main and supporting ideas, and provide an objective summary.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75			
Keywords: Analyze, Main ideas, Supporting ideas, Objective summary			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin with a short, intriguing text or excerpt (e.g., a paragraph from a news article or a story).</p> <p>Ask learners to read it and jot down their initial thoughts and questions. Then, in pairs or small groups, have them share their thoughts and discuss the main points of the text.</p> <p>Introduce the topic and share performance indicators with learners</p>		
PHASE 2: NEW LEARNING	<p>Explain the purpose of text analysis and how it helps readers gain a deeper understanding of the text's content.</p> <p>Introduce the concepts of main ideas (the central point of the text) and supporting ideas (evidence or details that back up the main ideas).</p> <p>Provide learners with a text or excerpt to analyze. It should be age-appropriate and cover a topic that interests them.</p> <p>In pairs or small groups, have learners read the text and discuss the main ideas and supporting ideas they find.</p> <p>Encourage them to annotate the text as they read.</p> <p>Guide learners through the process of writing an objective summary. Emphasize the importance of being accurate and not including personal opinions.</p> <p>Provide a template for creating summaries: main idea, supporting ideas, and a concise conclusion.</p>		A variety of texts (magazine articles, social media posts, news reports, advertisements)

	<p>After learners have created their summaries, assess their understanding and analysis by asking them to answer summary questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? • What are the key supporting ideas in the text? • How did you ensure that your summary is objective and unbiased? • What would you say to someone who hasn't read the text to give them a clear understanding of it? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Grammar	
Class: B9		Class Size:		Sub Strand: Use of hyphen
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.			Indicator: B9.3.2.1.1. Identify and use punctuation marks (hyphen) in context	
			Lesson: 1 of 1	
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.				Core Competencies: Communication and Collaboration, Personal
New words		Hyphen, Compound Adjectives, Punctuation, Modifier		
References: English Language Curriculum Pg. 86				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Begin with a sentence on the board with a missing hyphen, such as "The well-known author will visit our school today." Ask students what they think the sentence means without the hyphen. Then, add the hyphen and discuss how it changes the meaning. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING		Explain what a hyphen is and provide examples of how it is used, such as in compound words like "mother-in-law" or "well-known." Discuss the importance of using hyphens correctly to avoid confusion in writing. Discuss the use of hyphens in compound words, especially when they are used as adjectives (e.g., "a well-known actor"). Provide a list of compound words and ask students to identify where hyphens should be inserted to create clarity. Explain that some words are written with hyphens when they are combined with prefixes, like "pre- and post-war." Discuss the rules for using hyphens with prefixes. Provide examples and have students identify whether hyphens are needed. Discuss the use of hyphens in numbers, such as fractions (e.g., three-fourths) and in numbers from twenty-one to ninety-nine. Practice writing numbers with hyphens correctly and discussing when to use them.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION		Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		

	Take feedback from learners and summarize the lesson.	
--	---	--

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Descriptive Writing	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts		Indicator: B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood	Lesson: 1 of 1
Performance Indicator: Learners can craft vivid and effective descriptive sentences about characters, settings, or mood.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 90			
Keywords: Descriptive, Imagery, Sensory Details, Mood			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden." Ask learners: "Which sentence gives you a clearer picture? Why?" Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Discuss how incorporating sensory details can enhance descriptions. Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair). Provide learners with a basic description of a character (e.g., "a man"). Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions. Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical. Discuss how word choice and sensory details can change the mood. <u>Oral Assessment</u> <ul style="list-style-type: none">• How do sensory details enhance descriptive writing?• Why is it important to provide detailed descriptions of characters in a story?		Word cards

	<ul style="list-style-type: none"> • How can the description of a setting influence the mood of a passage? • Describe a bustling city street during a rainy evening, focusing on the mood and setting. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Literature	
Class: B9		Class Size:	Sub Strand: Narrative	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)		Lesson: 1 of 1
Performance Indicator: Learners can read prose fluently and with understanding				Core Competencies: Communication and Collaboration, Personal
Key words		Sequence, narrative, play script		
References: English Language Curriculum Pg. 99				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.			
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Ripples Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In which general setting does the story take place? 2. "Not once did see a smile on Amina's face. "Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech? 3. Mama Adamu had decided to give Abi' <i>the special gift</i> '. Considering what really that "gift" was, the word special could be said to be ____ 4. "He was huge and his small eyes and wide mouth gave him a very severe look; he had a slight stammer and had no patience with people..... "Such a description in italics that			Cockcrow.

	<p>makes you picture Sayibu in your mind is an example of _____-</p> <p>5. Sayibu's bark was worse than his bite. The expression in italics is an example of</p> <p>6. What is the theme of the story?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

FIRST TERM

WEEKLY LESSON NOTES – B9

WEEK 7

Week Ending:	Day:	Subject: English Language	
Duration:		Strand: Oral Language	
Class: B9	Class Size:	Sub Strand: Conversation	
Content Standard: B9.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues	Lesson: 1 of 1
Performance Indicator: Learners can identify, understand, and discuss grade-level global issues using appropriate language.			Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 70			
New words: Discussion, Linking, Responding, Active Listening			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Start with a thought-provoking question: "Why is it important for us to learn about and discuss global issues in our grade 9 class?" Have learners share their thoughts and ideas in pairs or small groups and then discuss as a class. Introduce the topic and share performance indicators with learners.		
PHASE 2: NEW LEARNING	Begin by explaining what global issues are and why it's crucial for learners to be aware of them. Introduce grade-level global issues such as violence, gender and inclusion, kidnapping, terrorism, and child trafficking. Provide brief explanations for each. In small groups or pairs, have learners research and discuss one of the grade-level global issues you introduced. Encourage them to explore the causes, effects, and potential solutions. Each group will present their findings to the class. This encourages peer teaching and shared learning. Teach learners about using appropriate language when discussing global issues. Discuss the importance of using the right register, vocabulary, phrasal verbs, and idioms to convey their ideas effectively. Provide examples of appropriate language usage related to global issues.		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Encourage open and learner-centered discussions. Divide learners into discussion groups, and each group should focus on a specific global issue.</p> <p>Provide conversation prompts or discussion questions related to each issue. For example, "What are the consequences of violence in our communities?" or "How can we promote inclusion in our school?"</p> <p>Learners should discuss the topic using the appropriate language and actively listen to their peers' contributions.</p>	
<p>PHASE 3:</p> <p>REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		Day:	Subject: English Language	
Duration:			Strand: Reading	
Class: B9		Class Size:		Sub Strand: Summarizing
Content Standard: B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary.		Indicator: B9.2.2.1.1. Analyze critically a given text in entirety and provide an objective summary		Lesson: 1 of 1
Performance Indicator: Learners can critically analyze a given text, identify main and supporting ideas, and provide an objective summary.			Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 75				
Keywords: Analyze, Main ideas, Supporting ideas, Objective summary				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a short, intriguing text or excerpt (e.g., a paragraph from a news article or a story). Ask learners to read it and jot down their initial thoughts and questions. Then, in pairs or small groups, have them share their thoughts and discuss the main points of the text. Introduce the topic and share performance indicators with learners			
PHASE 2: NEW LEARNING	Explain the purpose of text analysis and how it helps readers gain a deeper understanding of the text's content. Introduce the concepts of main ideas (the central point of the text) and supporting ideas (evidence or details that back up the main ideas). Provide learners with a text or excerpt to analyze. It should be age-appropriate and cover a topic that interests them. In pairs or small groups, have learners read the text and discuss the main ideas and supporting ideas they find. Encourage them to annotate the text as they read. Guide learners through the process of writing an objective summary. Emphasize the importance of being accurate and not including personal opinions. Provide a template for creating summaries: main idea, supporting ideas, and a concise conclusion. After learners have created their summaries, assess their understanding and analysis by asking them to answer summary questions: <ul style="list-style-type: none">• What is the main idea of the text?• What are the key supporting ideas in the text?			A variety of texts (magazine articles, social media posts, news reports, advertisements)

	<ul style="list-style-type: none"> • How did you ensure that your summary is objective and unbiased? • What would you say to someone who hasn't read the text to give them a clear understanding of it? 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:		DAY:	Subject: English Language	
Duration:			Strand: Grammar	
Class: B9		Class Size:	Sub Strand: Adjectives	
Content Standard: B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in Communication.		Indicator: B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing		Lesson: 1 of 1
Performance Indicator: Learners can identify the correct usage of the hyphen in various contexts. Learners can apply hyphens appropriately in their writing.			Core Competencies: Communication and Collaboration, Personal	
New words	Adjective phrases, Participants, Settings, Materials, Quantifiers			
References: English Language Curriculum Pg. 86				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin with a "Descriptive Challenge" activity. Present learners with a variety of pictures and ask them to describe what they see using adjectives. Encourage them to be as vivid and detailed as possible. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Explain the concept of adjective phrases, which are groups of words that describe or modify nouns. Provide examples of adjective phrases used to describe participants, settings, materials, and objects. Divide the class into groups and provide each group with pictures or visual prompts representing participants, settings, materials, and objects. In their groups, learners will describe what they see in the pictures using adjective phrases. Encourage vivid and detailed descriptions. Example: <ul style="list-style-type: none">• <i>Participants - The dazzlingly beautiful winner walked down the aisle. The man covered with mud crawled his way out of the mudslide.</i>• <i>Settings – The journey begun on a rainy Monday morning.</i>• <i>Materials - Amma is wearing a bright coloured African print.</i>• <i>Objects - The old rickety bus stopped in the middle of the road.</i> Introduce the concept of quantifiers, which are words that express the quantity or amount of a noun. Provide examples of quantifiers and explain how they can be used effectively in descriptions. Ask learners to individually write short descriptive paragraphs or sentences using adjective phrases and quantifiers.			Word cards, sentence cards, letter cards, handwriting on a manila card

	Provide a list of nouns and have learners create vivid descriptions for each noun, focusing on participants, settings, materials, and objects.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending:		Day:		Subject: English Language	
Duration:				Strand: Writing	
Class: B9		Class Size:		Sub Strand: Descriptive Writing	
Content Standard: B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts			Indicator: B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood		Lesson: 1 of 1
Performance Indicator: Learners can craft vivid and effective descriptive sentences about characters, settings, or mood.				Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 90					
Keywords: Descriptive, Imagery, Sensory Details, Mood					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Display two sentences side by side: "She sat on the bench in the park." and "She reclined gracefully on the sun-warmed bench amidst the fragrant rose garden." Ask learners: "Which sentence gives you a clearer picture? Why?" Share performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING	Discuss how incorporating sensory details can enhance descriptions. Ask learners to pick an object in the room and describe it using all five senses, even if they have to imagine some (like the taste of a book or the sound of a chair). Provide learners with a basic description of a character (e.g., "a man"). Ask them to enhance this description using sensory details, physical traits, and indications of personality. Share and compare descriptions. Provide a basic setting (e.g., "a forest at night") and ask learners to write two descriptions: one that makes the forest seem scary and another that makes it seem magical. Discuss how word choice and sensory details can change the mood. <u>Oral Assessment</u> <ul style="list-style-type: none">• How do sensory details enhance descriptive writing?• Why is it important to provide detailed descriptions of characters in a story?				Word cards

	<ul style="list-style-type: none"> • How can the description of a setting influence the mood of a passage? • Describe a bustling city street during a rainy evening, focusing on the mood and setting. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	DAY:	Subject: English Language
Duration:	Strand: Literature	
Class: B9	Class Size:	Sub Strand: Narrative
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.3. Analyze the sequence of events across texts (narrative and play script)
Performance Indicator: Learners can read prose fluently and with understanding		Lesson: 1 of 1
Core Competencies: Communication and Collaboration, Personal		
References: English Language Curriculum Pg. 99		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Learners take turns to read aloud parts of the prose. Example: Scribbler's Dream. Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. <u>Assessment</u> 1. In your own words who would you say a scribbler is? 2. "the dream in our fills the shelf." This expression indicates that the shelf of the scribbler is a) empty b) full c) disorderly d) neatly organized 3. "Vacuum stares at you" What figure of speech is this? 4. Between dreams and fruition, yawning gaps close, not by pacing carpets, but by mating quill and parchment. In your own words explain the underlined words in this extract. 5. What has the Scribbler refused to do so far? 6. What does he hope to achieve?	Cockcrow.

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	
---------------------------------------	--	--